

## CURRICULUM VITAE

### *CV SECTION 1: Employment History/Awards*

**NAME:** ANTONIO FRANCISCO PEDRÓS-GASCÓN

**ADDRESS:** Office: Clark 124C, 1774 Campus Delivery      **PHONE:** Office: 970 491 6141  
Fort Collins, CO 80523-1774

**EDUCATION:**

- 2007      Doctor of Philosophy (Ph.D), Graduate Program in Spanish and Portuguese, The Ohio State University, Columbus, OH
- 2002      Licenciado (B.A) in English Philology (Filología Inglesa), Facultade de Filología, Universidade da Coruña, A Coruña, Spain

**ACADEMIC POSITIONS:**

- 2014-Present, Associate Professor of Contemporary Peninsular Literature and Culture, Department of Modern Languages and Literatures, Colorado State University, Fort Collins, CO
- 2008-2014, Assistant Professor of Contemporary Peninsular Literature and Culture, Department of Modern Languages and Literatures, Colorado State University, Fort Collins, CO
- 2007-2008, Visiting Assistant Professor of Spanish, Department of Modern Languages and Literatures, Swarthmore College, Swarthmore, PA
- 2006-2007, Lecturer, Department of Spanish and Portuguese, The Ohio State University, Columbus, OH
- 2002-2006, Graduate Teaching Associate, Department of Spanish and Portuguese, The Ohio State University, Columbus, OH

**CURRENT JOB DESCRIPTION:**

50 % Teaching                      35 % Research/Creative Activity                      15 % Service/Outreach

**HONORS AND AWARDS:**

- 2014 and 2013, finalist of the CLA Excellence in Teaching Awards, Colorado State University, Fort Collins, CO
- 2010, Invitation to participate at the seminar *L'exemplarité dans le roman espagnol contemporain, de 1939 à nos jours*, and a round-table at the *Instituto Cervantes de Burdeos*, with the authors Paloma Díaz Mas, Ricardo Menéndez Salmón and Isaac Rosa. March 25, Université Michel de Montaigne, Bordeaux III, France

2010, Invitation to participate at the *Colloque international Manuel Rivas et Suso de Toro: deux voix de la littérature galicienne contemporaine*. March 11-12, Maison de la Recherche de Paris-Sorbone, Université de Paris IV-Sorbonne, France

2009, Invitation to guest-participate at a plenary session organized by the Ministerio de Cultura de España to honor José Manuel Caballero Bonald (with author's response) "*El Mundo Literario de José Manuel Caballero Bonald*," at the "*V Congreso Internacional de la Asociación Hispánica de Humanidades*." June 24-27, Seville, Spain

## ***CV SECTION 2: Publications/Scholarly Record***

### **PUBLISHED WORKS:**

#### **Books:**

Antonio Francisco Pedrós-Gascón, 2011, *José Manuel Caballero Bonald: regresos a Argónida en 33 entrevistas*. Prologue by José Manuel Caballero Bonald, Selection, Edition and Introduction by Antonio Francisco Pedrós-Gascón. Zaragoza: Prensas Universitarias de Zaragoza, 379 pp. [ISBN: 978-84-15274-27-8]

Book Reviews/References in Press:

- Juan Carlos Abril, 2014, “Regresos a Argónida en 33 entrevistas, de José Manuel Caballero Bonald (Selección, edición e introducción de Antonio Francisco Pedrós-Gascón)”, In: *Campo de Agramante. Revista de literatura* 20: 147-150.
- Eduardo Boix, 2012, “El poeta que dice que abandona.” In: *Heraldo de Aragón. Suplemento de Artes y Letras*, April 26, 5  
[http://www.unizar.es/prensa/noticias/1204/120426\\_z1\\_6.pdf](http://www.unizar.es/prensa/noticias/1204/120426_z1_6.pdf)
- EFC, 2012, “Una gran cosecha literaria aragonesa”, In: *Andalán*, March 21  
<http://www.andalan.es/?p=5847>
- Patricia Zama, 2012, “Barroco por naturaleza.” In: *Revista el Buho* 135: 76  
[http://www.revistaelbuho.com/pdf/135\\_letras.pdf](http://www.revistaelbuho.com/pdf/135_letras.pdf)
- Alfredo Valenzuela, 2012, “Retratado el autor de “Ágata ojo de gato” en sus respuestas a 33 entrevistas.” In: *El ideal de Granada*, June 3  
[http://www.ideal.es/agencias/20120603/mas-actualidad/cultura/retratado-autor-agata-gato-respuestas\\_201206031205.html](http://www.ideal.es/agencias/20120603/mas-actualidad/cultura/retratado-autor-agata-gato-respuestas_201206031205.html)
- Alfredo Valenzuela, 2012, “El poeta y narrador Caballero Bonald es retratado a través de 33 entrevistas”

Reproduced in the Following Journals/Internet Servers:

- *Diario Sur*, June 3  
[http://www.diariosur.es/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado\\_201206031237.html](http://www.diariosur.es/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado_201206031237.html)
- *Diario Vasco*, June 4  
[http://www.diariovasco.com/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado\\_201206031237.html](http://www.diariovasco.com/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado_201206031237.html)
- *El norte de Castilla*, June 3  
[http://www.elnortedecastilla.es/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado\\_201206031237.html](http://www.elnortedecastilla.es/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado_201206031237.html)
- *Euronews*, June 3  
<http://es.euronews.com/teletipos/1538916-el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas/>
- *Gran Canaria Actualidad*, June 3  
<http://www.grancanariaactualidad.com/index.php/noticias-actualidad/cultura/226257-el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas.html>
- *Hola24h*, June 3  
<http://hola24h.hola.com/noticia/2012060333142/el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas/>
- *Mujer.es*, June 3  
[http://noticias.mujer.es/ocio-y-cultura/el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas\\_uyasJk1cPHDjrWAJE2n147/](http://noticias.mujer.es/ocio-y-cultura/el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas_uyasJk1cPHDjrWAJE2n147/)
- *Noticias de Álava*, June 4

<http://www.noticiasdealava.com/2012/06/04/ocio-y-cultura/cultura/el-poeta-y-narrador-caballero-bonald-retratado-a-traves-de-33-entrevistas?pesta= Fotos>

- *Orange.es*, June 3  
<http://actualidad.orange.es/cultura/poeta-y-narrador-caballero-bonald-es-retratado-traves-33-entrevistas.html>
- *Para saber*, June 4  
<http://blogs.parasaber.com/fudipic/2012/6/4/el-poeta-y-narrador-caballero-bonald-es-retratado-traves-33>
- *Qué!*, June 3  
<http://www.que.es/cultura/201206031243-poeta-narrador-caballero-bonald-retratado-efe.html>
- *República de las ideas*, June 3  
[http://www.republica.com/2012/06/03/el-poeta-y-narrador-caballero-bonald-retratado-a-traves-de-33-entrevistas\\_501869/](http://www.republica.com/2012/06/03/el-poeta-y-narrador-caballero-bonald-retratado-a-traves-de-33-entrevistas_501869/)
- *Teinteresa.es*, June 3  
[http://www.teinteresa.es/libros/narrador-Caballero-Bonald-retratado-entrevistas\\_0\\_712129192.html](http://www.teinteresa.es/libros/narrador-Caballero-Bonald-retratado-entrevistas_0_712129192.html)
- *Terra.es*, June 3  
<http://noticias.terra.es/2012/gente-y-cultura/0603/actualidad/el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas-00.aspx>
- *La verdad de Murcia*, June 3  
[http://www.laverdad.es/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado\\_201206031237.html](http://www.laverdad.es/agencias/20120603/mas-actualidad/cultura/poeta-narrador-caballero-bonald-retratado_201206031237.html)
- *中华文化*, June 4  
<http://www.zhwh.org/blog/2012/06/el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas/>
- *Yahoo.es*, June 3  
<http://es.noticias.yahoo.com/poeta-narrador-caballero-bonald-retratado-33-entrevistas-111211855.html; ylt=AnANBkzCfvbdkXpP6zZ53Wlzf8l ; ylu=X3oDMTRhdnFrb2Q2BG1pdANUb3BTdG9yeSBDdWx0dXJhU0YgTG10ZXJhdHVyYVNTRgRwa2cDYWZjYTRhMzctNGU4OS0zODhmLTlhZWEtYWU4YTgxNDNmMjM5BHBvcwMxBHNIYwN0b3Bfc3RvcnkEdmVyA2Y2ZDZhMWMwLWFKNmMtMTFIMS04ZmZILTZkNDJlZTgyNWUxYg--; ylg=X3oDMTFIZ3E2YjJnBGludGwDZXMEbGFuZwNlcy1lcwRwc3RhaWQDBHBzdGNhdAMEcHQDc2VjdGlvbNlM-; ylv=3>
- Anonymous (Alfredo Valenzuela), 2012, “El profesor Antonio Pedrós-Gascón, de la Universidad de Colorado (EEUU), ha extraído reflexiones de José Manuel Caballero Bonald en 33 entrevistas, efectuadas entre 1954 y 2009”  
Reproduced in the Following Journals/Internet Servers:
  - *Creatividad internacional. Red de literatura y cine*, June 3  
<http://www.creatividadinternacional.com/>
- EFE/Sevilla (Alfredo Valenzuela), 2012, “33 entrevistas retratan a Caballero Bonald”  
Reproduced in the Following Journals/Internet Servers:
  - *Canarias7*, June 3  
<http://www.canarias7.es/articulo.cfm?Id=263609>
  - *Lainformación.com*, June 3  
[http://noticias.lainformacion.com/noticias/33-entrevistas-retratan-a-caballero-bonald\\_3fOWzTYQasqiA27CBnPIW5/](http://noticias.lainformacion.com/noticias/33-entrevistas-retratan-a-caballero-bonald_3fOWzTYQasqiA27CBnPIW5/)
- EFE/Sevilla (Alfredo Valenzuela), 2012, “Caballero Bonald, retratado en de 33

entrevistas”

- *Andalucía información*, June 4  
<http://andaluciainformacion.es/jerez/230046/caballero-bonald-retratado-a-traves-de-33-entrevistas/>
- EFE/Sevilla (Alfredo Valenzuela), 2012, “El poeta y narrador Caballero Bonald, retratado a través de 33 entrevistas”  
Reproduced in the Following Journals/Internet Servers:
  - *Diario de Cádiz*, June 4  
<http://www.diariodecadiz.es/articulo/ocio/1274430/poeta-y-narrador/caballero-bonald-es-retratado/traves/entrevistas.html>
  - *Hola.com*, June 3  
<http://hola24h.hola.com/noticia/2012060333142/el-poeta-y-narrador-caballero-bonald-es-retratado-a-traves-de-33-entrevistas/>
  - *Noticias de Gipuzkoa*, June 4  
<http://www.noticiasdegipuzkoa.com/2012/06/04/ocio-y-cultura/cultura/el-escriptor-caballero-bonald-es-retratado-a-traves-de-33-entrevistas>
  - *Noticias de Navarra*, June 4  
<http://www.noticiasdenavarra.com/2012/06/04/ocio-y-cultura/cultura/el-poeta-y-narrador-caballero-bonald-retratado-a-traves-de-33-entrevistas>

Antonio Francisco Pedrós-Gascón, 2005, *Conversas con Suso de Toro: Como saba de liño*. Vigo: Xerais de Galicia, 352 pp. [ISBN: 84-09782-373-7]

Book Reviews:

- Dolores Vilavedra, 2007, “Antonio Pedrós-Gascón. *Conversas con Suso de Toro*.” In: *España contemporánea* 19 (2): 101-103 [ISSN: 0214-1396]
- Manuel Forcadela, 2006, “O ensaio no ano 2005.” In: *Anuario de Estudios Literarios Galegos* 2005: 143-8  
<http://webs.uvigo.es/h03/Profesorado/Manuel%20Santiago%20Fern%C3%A1ndez%20C3%81lvarez/Artigos%20en%20pdf/O%20ensaio%20galego%20durante%20%202005.pdf/>

### Monographs:

Antonio Francisco Pedrós-Gascón, 2008, *Índices de España contemporánea: revista de literatura y cultura, tomos I-XX (1987-2007)*. In: *España contemporánea* 21 (1). 143 pp. [ISSN: 0214-1396]

Antonio Francisco Pedrós and María Asunción Gasca (eds.), 2001, *Actas del I Encuentro de Autores «Palabras, palabras, palabras»* (Zaragoza, 3 a 6 de abril de 2000) “La literatura gallega ante el siglo XXI”, Zaragoza: Institución Fernando el Católico

<http://www.dpz.es/ifc/libros/ebook2193.pdf/>

Also printed at:

- Antonio Francisco Pedrós and María Asunción Gasca (eds.), 2002, *Actas do I Encontro de Autores “Palabras, palabras, palabras.”* (Zaragoza, 3 a 6 de abril de 2000) “A literatura galega ante o século XXI.” In: *Boletín Galego de Literatura* 28 (2): 179-226 [Galician Version] [ISSN: 0214-9117]

### Refereed Journal Articles:

Antonio Francisco Pedrós-Gascón, (2015), “Gonzalo Torrente Ballester: La (re)escritura como ejercicio de (re)posicionamiento (*Javier Mariño*, hoy).” In: *La tabla redonda* 13: *Anuario de estudios torrentinos*, 107-126. Marta Álvarez, Guest Ed. [ISSNL 1697-0373]

Antonio Francisco Pedrós-Gascón, 2012, “Ecos de un pasado feroz: Rememoración del

falangismo juvenil en *Fanto Fantini*, de Álvaro Cunqueiro.” In: *España contemporánea* 24 (2) y 25 (1-2): revista de literatura y cultura (2012-2013). *Homenaje a Samuel Amell*. Coordinated by Salvador García Castañeda, Eugenia Romero and Antonio Pedrós-Gascón, 297-312 [ISSN: 0214-1396] (It is the same article published in 2014 [yet released in 2015] in the *Mil e un Cunqueiros* conference)

Antonio Francisco Pedrós-Gascón, 2012, “Civilization and Barbarism: *Tirano Barderas*’ Legacy.” In: *Forum for World Literature Studies* 4 (1): 49-64 [ISSN: 1949-8519]

Antonio Francisco Pedrós-Gascón, 2009, “Héroes para un nuevo 98 (acerca de una invisibilidad ideológica en la novela española reciente).” In: *España contemporánea* 22 (1): 7-34 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2009, ““Me resulto un lector muy incómodo para mí mismo.” (Entrevista a José Manuel Caballero Bonald).” In: *España Contemporánea* 22 (2): 85-102 [ISSN: 0214-1396]

Antonio Pedrós Gascón, 2007, “España, laberinto de soledades: Latinoamericanización del imaginario nacional en *Tiempo de Silencio* y *Reivindicación del conde don Julián*.” In: *España contemporánea* 20 (1): 39-61 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2004, “Heterotopías digitales: simulacro y realidades en *La sombra Cazadora* (Susó de Toro) y *Sueños Digitales* (Edmundo Paz Soldán).” In: *Tropelías. Revista de Teoría de la literatura y literatura comparada* 12-14 (2001-03): 393-405 [ISSN: 1132-2373]

Antonio Francisco Pedrós Gascón, 2002, “Susó de Toro: lembranzas dun Falapaso. (Anacos de Identidade, linguaxe e nación).” In: *Letras Peninsulares* 15 (2): *España plurinacional: Creación e identidades./Plurinational Spain: Creation and Identities*, 407-34 [ISSN: 0897-7542]

Antonio Francisco Pedrós-Gascón, 2000, “Santiago de Compostela: urbe e identidade na obra de Susó de Toro.” In: *Boletín Galego de Literatura* 24 (2): 111-23 [ISSN: 0214-9117]

### **Refereed Chapters in Books:**

Antonio Francisco Pedrós-Gascón, (2013), “Apuntes sobre el *Manual de Historia de la Literatura Española* (1966) de Max Aub: ¿un texto enajenado? (Pensamiento literario, tradición y exilio).” In: *Pensamiento literario español del siglo XX*. 6. Túa Blesa, Juan Carlos Pueo, Alfredo Salcaña and Enric Sullà, eds. Zaragoza: Tropelías, 101-124 [ISBN: 84-15538-80-6]

Antonio Francisco Pedrós-Gascón, 2012, “¿Hacer cine como si Franco no hubiera existido?” In: *How the Films of Pedro Almodóvar Draw Upon and Influence Spanish Society: Bilingual Essays on his Cinema*. Eds. Maria R. Matz and Carole Salmon. New York: Edwin Mellen Press, 137-156 [ISBN: 978-0-7734-2922-2]

Antonio Francisco Pedrós-Gascón, 2012, “Rosa Montero: la entrevista como un género democrático (un ejemplo de periodismo docente en la España de la transición)” In: *Las entrañas de la narrativa de Rosa Montero: crítica y estudios sobre su obra*. Prologue by Rosa Montero, Introduction and Edition by Alicia Ramos Mesonero. New York: Peter Lang, 41-58 [ISBN: 978-1-4331-1894-4]

Antonio Francisco Pedrós-Gascón, 2011, “Las novelas “ejemplares” de José Manuel Caballero

Bonald: latinoamericanismo y disidencia ideológica en la España del franquismo.” In: *La ejemplaridad en la narrativa contemporánea española (1950-2010)*. Amélie Florenchie and Isabelle Touton (eds.). Madrid/Frankfurt am Main: Iberoamericana/Verveurt, 165-82 [ISBN: 978-84-84-89607-4]

Antonio Francisco Pedrós-Gascón, 2008, “Un boom de ida y vuelta.” In: *Postcolonialidades históricas: (in)visibilidades hispanoamericanas/colonialismos ibéricos*. Ileana Rodríguez and Josebe Martínez (eds.). Barcelona: Anthropos, 91-109 [ISBN: 84-7658-874-1]

Antonio Francisco Pedrós-Gascón, 2003, “Autopsia (epílogo á inglesa).” In: *Tic-Tac*. (Suso de Toro). Vigo: Xerais de Galiza, 287-314 [ISBN: 84-9782-002-9]

#### **Refereed Proceedings/Transactions:**

Antonio Francisco Pedrós-Gascón, 2014, “Ecos de un pasado feroz: Rememoración del falangismo juvenil en *Fanto Fantini*, de Álvaro Cunqueiro.” In: *Mil e un cunqueiros. Novas olladas para un centenario Do 28 de setembro ao 1 de outubro de 2011*. Manuel Forcadela, Teresa López, Dolores Vilavedra, coord. Santiago de Compostela: Consello da Cultura Gallega, Publicacións dixitais, 2014, 825-839.

[http://consellodacultura.gal/mediateca/extras/2011Cunqueiro\\_AntonioPedrosGascon.pdf](http://consellodacultura.gal/mediateca/extras/2011Cunqueiro_AntonioPedrosGascon.pdf)

Antonio Francisco Pedrós-Gascón, 2013, ““En la parte del mundo en que estás, esas y otras maravillas son lo corriente”: algunas connotaciones ideológicas de la desmitificación del Siglo de Oro en *Crónica del rey pasmado* (1989), de Gonzalo Torrente Ballester.” In: *El realismo en la obra de Gonzalo Torrente Ballester: mito, poder y religión*. Carmen Rivero (ed). Madrid/Frankfurt am Main: Iberoamericana-Verveurt, 33-49 [978-84-8489-641-8]

Antonio Francisco Pedrós-Gascón, 2012, “Entre Comala y Monte Louro (Suso de Toro en las letras peninsulares).” In: Sadi Lakhdari, ed. *Voces de Galicia: Manuel Rivas et Suso de Toro*. Paris: Indigo & Côté femmes, 192-210 [ISBN 2-35260-079-0]

Antonio Francisco Pedrós-Gascón, 2008, “Language and Empire; Discourse and Order: The World and Its Grammar in *El Quijote*.” In: *Humanismo y pervivencia del Mundo Clásico IV: Homenaje al profesor Antonio Prieto*. Vol 1. José María Maestre Maestre, Joaquín Pascual Barea and Luis Charlo Brea (eds.). Madrid, Alcañiz: Instituto de Estudios Humanísticos, CSIC, 363-74 [ISBN: 978-84-00-08768-5]

Antonio Francisco Pedrós-Gascón, 2002, “Deconstructing Adso: Lázaro de Tormes y el irónico Eco teseano de *Il nome della rosa*.” In: *Humanismo y pervivencia del mundo clásico: Homenaje al profesor Antonio Fontán*. Vol III.4. José María Maestre Maestre, Joaquín Pascual Barea and Luis Charlo Brea (eds.). Alcañiz, Madrid: IEH, Ediciones del Laberinto, CSIC, 2091-102 [ISBN: 84-8483-157-4]

Antonio Francisco Pedrós-Gascón, 2002, “Teseo en Compostela: milenarización del mito en Suso de Toro.” In: *Fin de Siglo / Fin de Milenio. Aproximaciones Semióticas*. Paz Gago, J.M., Estévez Saá, J.M., Couto, P. and J.A. Fernández Roca (eds.). A Coruña: Universidad de A Coruña, Publicaciones y Centro de Medios Audiovisuales, np [ISBN: 84-9749-033-9]

Antonio Francisco Pedrós-Gascón, 2002, “Autobiografía ficcional y ficción autobiográfica en los textos dramáticos de Suso de Toro.” In: *Teatro y memoria en la segunda mitad del siglo XX. Actas del XII seminario internacional del centro de investigación de semiótica literaria, teatral y nuevas tecnologías*. José Romera Castillo (ed.). Madrid: Visor Libros/UNED, 499-507 [ISBN:

84-7522-869-0]

Antonio Francisco Pedrós-Gascón, 2002, “Lo celta como pre-texto, o de los orígenes a Joyce pasando por Cunqueiro. Una visión diacrónica de la identidad gallega en Suso de Toro.” In: *As Nove Ondas. (I Simposio Internacional de Estudos Célticos/ I International Symposium on Celtic Studies)*. Antonio Raúl de Toro Santos and David Clark Mitchell (eds.). A Coruña: Servicio de Publicacións da Universidade da Coruña, 139-60 [ISBN: 84-9749-009-6]

Antonio Francisco Pedrós-Gascón, 2002, “Sprinkling Coal-Dust on Henri’s ‘Folia’ (Some Notes on Henri’s Family Romance in Jeanette Winterson’s *The Passion*).” In: *Miradas y Voces de Fin de Siglo. Actas del VIII Congreso Internacional de la Asociación Española de Semiótica*. Vol II. Antonio Sánchez Trigueros, María Ángeles Grande Rosales and María José Sánchez Montes (eds.). Granada: Asociación Española de Semiótica, 747-57 [ISBN: 84-9576-95-X]

Antonio Francisco Pedrós-Gascón, 2000, “Tic-Tac: caos deforme de formas hermosas. Prometeísmo en Suso de Toro.” In: *Mitos. Actas del VII Congreso Internacional de la Asociación Española de Semiótica*. Vol III. Túa Blesa (ed.). Zaragoza: Túa Blesa, 334-8 [ISBN: 84-922916-5-6]

**Non-Refereed Journal Articles/Chapters/Proceedings/Transactions:**

Antonio Francisco Pedrós-Gascón, 2011, “Palabras de Caballero.” In: *Cuadernos Hispanoamericanos* 738: 21-4 [ISSN: 0011-250X]

Antonio Francisco Pedrós Gascón, 2002, “Conversa con Suso de Toro, por Antonio Pedrós.” In: *Biblioteca Virtual Galega*. A Coruña: eDixital  
[http://www.bvg.udc.es/ficha\\_obra.jsp?id=CodeSude1&alias=Suso+de+Toro/](http://www.bvg.udc.es/ficha_obra.jsp?id=CodeSude1&alias=Suso+de+Toro/)

Antonio Francisco Pedrós Gascón, 2001, “Suso de Toro: radiografía de un lugar y un tiempo.” In: *Actas del I Encuentro de Autores «Palabras, palabras, palabras»* (Zaragoza, 3 a 6 de abril de 2000): “La literatura gallega ante el siglo XXI.” Antonio Francisco Pedrós and María Asunción Gasca (eds.). Zaragoza: Institución Fernando el Católico, 38-40

**Other (Book reviews):**

Antonio Francisco Pedrós-Gascón, 2012, “Dolores Vilavedra, *A narrativa galega na fin de século. Unha ollada crítica dende 2010*.” In: *Abriu: estudos de textualidade do Brasil, Galicia e Portugal* 1: 145-148. [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2011, “Vuelta a la casa del padre (Book Review of Suso de Toro’s *Sete Palabras*).” In: *Confluencia* 27 (1): 174-5. [ISSN: 0889-6091]

Reproduced at:

- “Crítica de «Sete palabras», de Suso de Toro, nunha revista universitaria norteamericana.” Blog of the printing house Xerais de Galicia.  
[http://xerais.blogaliza.org/tag/antonio\\_francisco\\_pedros\\_gascon/](http://xerais.blogaliza.org/tag/antonio_francisco_pedros_gascon/)

Antonio Francisco Pedrós-Gascón, 2010, “Gonzalo Navajas. *La utopia en las narrativas contemporáneas (Novela/cine/arquitectura)*.” In: *España contemporánea* 23 (2): 109-11 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2009, “Katarzyna Olga Beilin. *Del infierno al cuerpo: otredad en la narrativa y cine peninsular contemporáneo*.” In: *España contemporánea* 22 (2): 106-8 [ISSN: 0214-1396]



Antonio Francisco Pedrós-Gascón, 2009, “Matan al mensajero (Book Review of Kama Gutier’s *Ciudad final*).” In: *Confluencia* 25 (1): 154-6 [ISSN: 0889-6091]

Antonio Francisco Pedrós-Gascón, 2007, “Román Gubern. *La imagen pornográfica y otras perversiones ópticas*.” In: *España contemporánea* 20 (2): 104-7 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2006, “Suso de Toro. *Home sen nome*.” In: *Anuario de Estudios Literarios Gallegos* 2006: 193-4 [ISSN: 1133-4533]

Antonio Francisco Pedrós-Gascón, 2006, “José Antonio Marina. *El rompecabezas de la sexualidad*.” In: *España contemporánea* 19 (1): 101-3 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2004, “Jon Juaristi. *El reino del ocaso. España como sueño ancestral*.” In: *España contemporánea* 17 (2): 112-4 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2004, “Suso de Toro. *Ten que doer. Literatura e identidade*.” In: *Anuario de Estudios Literarios Gallegos* 2004: 180-2 [ISSN: 1133-4533]

Antonio Francisco Pedrós-Gascón, 2004, “Suso de Toro. *Españois todos. As cartas sobre a mesa. / Españoles todos*.” In: *España contemporánea* 17 (1): 119-21 [ISSN: 0214-1396]

Antonio Francisco Pedrós-Gascón, 2003-2004, “Toro, Suso de. *El príncipe manco*.” In: *Letras peninsulares* 16.2-16.3: 922-5 [ISSN: 0897-7542]

Antonio Francisco Pedrós-Gascón, 2003, “Raquel Medina y Barbara Zecchi (eds.) *Sexualidad y escritura (1850-2000)*.” In: *España contemporánea* 16 (2): 119-22 [ISSN: 0214-1396]

#### **Manuscripts Accepted for Publication:**

Antonio Francisco Pedrós-Gascón (Article), “Valle-Inclán en la Academia Española de Bellas Artes de Roma: ¿una estética revolucionaria (mexicana) para la República (española)?”. In: *Pensamiento literario español del siglo XX*. 11. Túa Blesa, Juan Carlos Pueo, Alfredo Salcaña and Enric Sullà, eds. Zaragoza: Tropelías,

#### **Other Non-Peer reviewed:**

“Si vis Pacem...” *Compromiso y Cultura*, Junio 2015: 26-29.

### **CONTRACTS & GRANTS:**

#### **Externally-Funded Projects:**

2014, Stipend, lodging and meals for invited participation in the *XI Seminario pensamiento literario español del siglo XX*, December 3, Universidad de Zaragoza and Universitat de Barcelona, in Barcelona, Spain (100€stipend, + lodging and meals)

2014, Stipend payment and meals for invited participation in the *Curso interdisciplinar de humanidades*, November 25, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, (375€stipend, 168.72€transportation, + meals)

2013, Stipend payment and meals for invited participation in the *Curso interdisciplinar de humanidades*, November 26, Instituto de Estudios Humanísticos, Instituto de Estudios

Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, (450€)

2012, Stipend payment and meals for invited lecture: *Curso interdisciplinar de humanidades*, November 20, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, (450€)

2012, Stipend payment for giving the lecture “Valle-Inclán y la Revolución Mexicana: ¿una estética revolucionaria para un nuevo hispanismo?” *Iberian Studies Colloquium*, September 25, The Ohio State University, Columbus, OH (Stipend \$200)

2011, Payment of full lodging expenses and stipend for an invited lecture and an invited classroom activity at Colorado College, November 9, Colorado Spring , CO (\$200 lodging + \$100 stipend)

2011, Payment of full Lodging plus airfare expenses incurred to participate in the *El realismo en la obra de Gonzalo Torrente Ballester: Mito, poder y religion*, October 6-8, Westfälische Wilhems-Universität Münster, Munster, Germany. Paid by Westfälische Wilhems-Universität Münster, (300€lodging + \$1782.79)

2010, Stipend and lodging to participate in a class and deliver an invited lecture at The University of the West Indies, St. Augustine Campus (UWI), St. Augustine, Trinidad and Tobago, April 16 (\$275 plus lodging)

2010, Payment of travel and stipend to participate in the *VI Seminario Pensamiento literario español del siglo XX* at Universidad de Zaragoza. March 12-13, Universidad de Zaragoza, Zaragoza, Spain (900€)

2010, Partial Payment of the Travel and full Lodging expenses incurred to participate in the *Colloque international «Manuel Rivas et Suso de Toro: deux voix de la littérature galicienne contemporaine.»* March 11 and 12, Maison de la Recherche de Paris-Sorbone, Universite de Paris IV-Sorbonne, France. Paid by Université de Paris IV-Sorbonne, France (800€)

2004, Grant Recipient (fee-waiver) of *The School of Criticism and Theory*, to attend *The 28<sup>th</sup> Summer Session of the School of Criticism & Theory* at Cornell University, June 20–July 30, Ithaca, NY. (\$2,000)

2001, Study grant with fee-waiver from the *Real Academia de la Lengua Gallega* and the *Universidade de Santiago de Compostela* to attend the *14<sup>o</sup> Cursos de Verán de Lingua e Cultura Galegas*. July 2–27, Universidade de Santiago, Santiago de Compostela, Spain. (60,000 pesetas + tuition)

**Internally-Funded Awards:**

2016, Requested a Travel Grant of a *Professional Development Program Award* from Colorado State University to attend the conference *II North American Symposium of Galician Studies*, April 20-23, University of Michigan, Ann Arbor. (\$826)

2014, Requested a Travel Grant of a *Professional Development Program Award* from Colorado State University to attend the conference *Curso interdisciplinar de humanidades*, November 25, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, Spain; and *XI*

*Seminari pensament literari espanyol del secle XX*, December 3, Universidad de Zaragoza and Universitat de Barcelona, in Barcelona, Spain (\$1,400)

2013, Recipient of a Travel Grant of a *Professional Development Program Award* from Colorado State University to attend the conference *Curso interdisciplinar de humanidades*, November 26, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, Spain (\$904)

2012, Recipient of a Travel Grant of a *Professional Development Program Award* from Colorado State University to attend the conference *Curso interdisciplinar de humanidades*, November 20, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, Spain (\$2,000)

2012, Dr. Alfredo Sosa-Velázquez (University of North Carolina, Chapel Hill, NC), “Embodying Gay Icons, Embodying Gay Sensibility: Bette Davis in Pedro Almodóvar’s *All about my mother (Todo sobre mi madre, 1999)*”. Presentation co-sponsored by the Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center, Communication Studies, English, and the Lilla B Morgan Memorial Fund. April 21-22, CSU, Fort Collins, CO (\$500 Lilla B. Morgan, \$200 Foreign Languages, \$100 English, \$100 Communication Studies)

2012, Co-Organizer of an invited lecture and class participation by Spanish poet Ana Rossetti, December (\$200 LatAm and Caribbean Studies, \$150 Foreign Languages)

2011, Recipient of the Travel Grant *Professional Development Program Award* from Colorado State University to attend the conferences *Mil e un Cunqueiros*, September 28-October 1, Concello de Cultura, Universidade de Santiago de Compostela, Santiago de Compostela, Spain; and *El realismo en la obra de Gonzalo Torrente Ballester: Mito, poder y religion*, October 6-8, Westfälische Wilhelms-Universität Münster, Munster, Germany (\$2,000)

2011, Organizer of the presentation of Dr. Sebastiaan Faber (Oberlin College, Oberlin OH), “Hybrid Weapons: The Essay and the Spain’s New Leftist Intellectuals”. Co-sponsored by the Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center, Department of History, and the Lilla B. Morgan Memorial Fund, April 21-22, CSU, Fort Collins, CO (\$916 Morgan, \$100 Foreign Langs, \$100 LatAm and Carib, \$100 History)

2010, Recipient of the Travel Grant *Professional Development Program Award* from Colorado State University to attend the *IV International Congress: Escritura, Individuo y Sociedad en España, las Américas y Puerto Rico*, November 18–20, Universidad de Puerto Rico-Arecibo, PR (\$1,275)

2010, Recipient of a Feminist Project on Teaching, Curriculum & Scholarship grant, from Women’s Program & Studies of Colorado State University (\$500)

2009, Recipient of the Travel Grant *Professional Development Program Award* from Colorado State University to attend the seminar *L’exemplarité dans le roman espagnol contemporain, de 1939 à nos jours*. March 25, Université de Bordeaux, France (\$1,500)

2009, Lilla B Morgan Memorial Fund for the presentation “*The French DOMs: Still “Islands” of Paradoxes*”, delivered by Dr. Micheline Rice Maximin (Swarthmore College, Philadelphia, PA). Co-sponsored by Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center, and the Lilla B Morgan Memorial Fund, of Colorado State University.

October 2, CSU, Fort Collins, CO (\$950 Lilla B. Morgan Endowment Committee, \$200 Graduate School, \$100 Foreign Languages, \$100 Latin American and Caribbean Studies)

2008, Recipient of a Travel Grant of a *Professional Development Program Award* from Colorado State University to attend the conference *Héroes, mitos y monstruos en la literatura española contemporánea*. October 27–31, Universidade da Coruña. A Coruña, Spain (\$1,500)

2005, Recipient of a Travel Grant from the *Department of Spanish and Portuguese* of The Ohio State University to attend *58<sup>th</sup> Annual Kentucky Foreign Language Conference*. April 21-23, University of Kentucky, Lexington (\$300)

2005, Recipient of a Travel Grant from the *Department of Spanish and Portuguese* of The Ohio State University and recipient of the *Small Grant of the College of Humanities* to attend *2<sup>nd</sup> International Conference on Latin(o)American and Iberian Cinema: Globalization and Cinema*. November 2–4. Univ. of Hawai'i at Manoa, Honolulu, HI (\$800)

2004, Recipient of the *Graduate Student International Dissertation/MA Thesis Research Grant*, from Office of International Affairs of The Ohio State University, for the first stage (September) of a research in Spain. Proposal title: “Bibliographical Research on Suso de Toro, and Other Forthcoming Publications” (\$1,800)

2004, Recipient of the *Tinker Field Research Grants in Latin America, Spain, Portugal and Antarctica*, from the Center for Latin American Studies of The Ohio State University, for second stage of research (December). Proposal title: “Bibliographical Research on Suso de Toro, and Other Forthcoming Publications” (1,200)

2004, Recipient of a Travel Grant of the *Department of Spanish and Portuguese*, The Ohio State University to attend *The 13th. Annual Conference on States of Perversion*. 12 & March 13, University of Michigan, Ann Arbor, MI (\$300)

2003-2004, Recipient of a Travel Grant of the *Department of Spanish and Portuguese*, and Recipient of the *Small Grant of the College of Humanities* to attend *The 28<sup>th</sup> Summer Session of the School of Criticism & Theory* at Cornell University, June 20 –July 30, Ithaca, NY (\$800)

2003, Travel grant with fee-waiver from the *Department of Spanish and Portuguese* of The Ohio State University and The American Association of Teachers of Spanish and Portuguese to attend *The American Association of Spanish and Portuguese Annual Meeting 2003* (July 31–August 5), Chicago, IL (\$500)

#### **PAPERS PRESENTED/SYMPOSIA/INVITED LECTURES/PROFESSIONAL MEETINGS:**

2016, “Escritura fascista e inmanencia lectora: la crítica ante Torrente y Cunqueiro.” Presenter: *II North American Symposium of Galician Studies* (April 20-23). University of Michigan, Ann Arbor, April 22.

2016, “The Return of the Galleys: The Impact of the Cuban Revolution in the Spanish Letters (Cultures and Politics) of Late Francoism and Early Democracy”. Presenter: *Cuba in Transition. Culture and Society during Changing Times*. Colorado State University, Fort Collins, April 15.

2015, “Lost in Translation”. Invited presentation: Instituto de Enseñanza Secundaria Parque Goya, April 30. Zaragoza, Spain.

2015, “The Spanish Civil War.” Keynote Speaker, Humanities Day 2015. Ridgeview Classical Schools. Fort Collins, February 7.

2014, “México-Madrid-Roma: sobre la estética revolucionaria mexicana durante el último periodo de Valle-Inclán” Invited lecture: *Curso interdisciplinar de humanidades*, November 25, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, Spain

2014, “Valle-Inclán en la Academia Española de Bellas Artes de Roma: ¿una estética revolucionaria (mexicana) para la República (española)?”. Invited lecture: *XI Seminari pensament literari espanyol del secle XX*, December 3, Universidad de Zaragoza and Universitat de Barcelona, Barcelona, Spain

2013, “*Tras obstinado estupro*, un diálogo entre la escritora Ana Rossetti y Antonio Pedrós-Gascón, Profesor de Literatura Española en la Universidad de Colorado (USA), sobre la próxima edición de su poesía completa y el conjunto de su obra” and “Coloquio en el que participarán miembros de los clubs de lectura de Alcañiz”. *Curso interdisciplinar de humanidades*, November 26, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, Spain

2012, “El *boom* y su impacto en la literatura española: el caso de Caballero Bonald.” Invited lecture: *Curso interdisciplinar de humanidades*, November 20, Instituto de Estudios Humanísticos, Instituto de Estudios Turolenses, Universidad de Cádiz, Universidad de Zaragoza, Centro de Profesores y Recursos de Alcañiz, Alcañiz, Spain

2012, “Valle-Inclán y la Revolución Mexicana: ¿una estética revolucionaria para un nuevo hispanismo?”. Presenter, At: *Iberian Studies Colloquium*. September 25, The Ohio State University, Columbus, OH

2012, “Susó de Toro, un escritor frente a la herencia transatlántica.” Presenter, At: *Hispanic Transatlantic Conference: A State of the Art*. April 19–21, Wake Forest University, Winston-Salem, NC

2011, “Debate with Spanish Poet Ana Rossetti.” Presenter and Debater, At: University of Colorado, Colorado Springs, November 30, Colorado Springs, CO

2011, “Valle-Inclán’s Latin American Rewrite: *Tirano Banderas* and the Topic of Civilization vs. Barbarism.” Presenter, At: *The Department of Foreign Languages and literatures Lecture Series*. December 8, Clark A104, Fort Collins, CO

2011, ““En la parte del mundo en que estás, esas y otras maravillas son lo corriente”: (Des)mitificación del Siglo de Oro en *Crónica del rey pasmado* (1989), de Gonzalo Torrente Ballester.” Presenter, At: *El realismo en la obra de Gonzalo Torrente Ballester: mito, poder y religión*. October 6-8, Westfälische Wilhelms-Universität Münster, Münster, Germany

2011, “La recuperación de la literatura caballescica en la obra de Álvaro Cunqueiro: género literario e ideología en la España del franquismo.” Presenter, At: *Mil e un Cunqueiros*. September

28-October 1, Concello de Cultura, Universidade de Santiago de Compostela, Santiago de Compostela, Spain

2010, “Periodismo y literatura en la obra de Rosa Montero. Una visión crítica y al tiempo progresista de la sociedad española.” Presenter, At: *IV International Congress: Escritura, Individuo y Sociedad en España, las Américas y Puerto Rico*, November 18–20, Universidad de Puerto Rico-Arecibo, Arecibo, PR

2010, “Reflexiones sobre el *boom* latinoamericano en el 40 aniversario de publicación de *El obsceno pájaro de la noche*.” Presenter, At: Museo Joan Cabré, 15 de julio, Calaceite, Spain

2010, “The Films of Pedro Almodóvar: A Problematic Relation with Hispanic History.” Presenter, At: *International Conference on New Trends in Contemporary Literature, Culture and Language*. May 15, National Chengchi University, Taipei, Taiwan

2010, “Sobre el uso del *Camp* en el cine de Pedro Almodóvar: notas para una re-evaluación crítica” Invited Lecture, At: April 16, The University of the West Indies, St. Augustine Campus (UWI), St. Augustine, Trinidad and Tobago

2010, “La ejemplaridad latinoamericanista en las novelas de José Manuel Caballero Bonald.” Presenter, At: *L'exemplarité dans le roman espagnol contemporain, de 1939 à nos jours*. March 25, Université de Bordeaux III-Michel de Montaigne, Bordeaux, France

2010, “La noción de ejemplaridad en la novela española.” Round Table Moderator (with the Spanish authors Isaac Rosa, Ricardo Menéndez Salmón and Paloma Díaz Mas), At: Instituto Cervantes de Burdeos, March 25, Bordeaux, France

2010, “Apuntes sobre el *Manual de Historia de la Literatura Española* (1966) de Max Aub: ¿un texto enajenado? (Pensamiento literario, tradición y exilio).” Presenter, At: *V Seminario Pensamiento literario español del siglo XX*. March 13, Universidad de Zaragoza, Zaragoza, Spain

2010, “Entre Comala y Monte Louro (Suso de Toro en las letras peninsulares).” Presenter, At: *Colloque international «Manuel Rivas et Suso de Toro: deux voix de la littérature galicienne contemporaine.»* March 11, Maison de la Recherche de Paris-Sorbone, Université de Paris-Sorbone, France

2009, “Caballero Bonald y el *Boom*: un latinoamericanista en la España del franquismo.” Presenter, At: Plenary Session organized by the Ministerio de Cultura of Spain “*El Mundo Literario de José Manuel Caballero Bonald.*” *V Congreso Internacional de la Asociación Hispánica de Humanidades*. June 24–27, Seville, Spain

2008, “Queerness as a Modernization Tool: From Francoism to Homosexual Marriage in Contemporary Spain.” Presenter, At: *The Department of Foreign Languages and Literatures Lecture Series*. November 11, Mugs Coffee Lounge, Fort Collins, CO

2008, “Héroes para un nuevo 98.” Presenter, At: *IX Congreso Internacional de Literatura Española Contemporánea: Héroes, mitos y monstruos en la literatura española contemporánea*. October 27–31, Universidade da Coruña, A Coruña, Spain

2008, “*Calle Mayor*, de Juan Antonio Bardem: represión política, represión sexual (una lectura filogay).” Presenter, At: *European Film Conference*. September 8–10, The University of Texas at

San Antonio, San Antonio, TX

2008, “España, laberinto de soledades: Latinoamericanización del imaginario nacional en *Tiempo de silencio* y *Reivindicación del conde don Julián*.” Presenter, At: *Spanish and Latin-American Literatures and Cultures Colloquium*, February, 15. The Ohio State University, Columbus, OH

2007, Session Moderator, At: “Congreso Internacional Alariste: la sombra del héroe.” November 19–23, Universidad de Murcia, Murcia, Spain

2005, “Releyendo Buñuel (Cine surrealista y poesía transnacional).” Presenter, At: 2<sup>nd</sup> *International Conference on Latin(o)American and Iberian Cinema: Globalization and Cinema*. November 2–4. University of Hawai’i at Manoa, Honolulu, HI

2005, “Catashaná, el diablo de las siete cuerdas: relato piadoso y frontera cultural (*Balún Canán* III, xi).” Presenter, At: *58th Annual Kentucky Foreign Language Conference*. April 21–23. University of Kentucky, Lexington, KY

2004, “Dos maneras de pervertir un mito imperial: ‘La Cava’ en *Tiempo de Silencio* y *Reivindicación del conde don Julián*” Presenter, At: *The 13th. Annual Conference on States of Perversion*. March 12–13, University of Michigan, Ann Arbor, MI

#### **OTHER ACTIVITIES/ACCOMPLISHMENTS/SCHOLARLY RECORD:**

2016, Presenter of the documentary “*Los reyes del pueblo que no existe (Kings of Nowhere)*” and moderator of the subsequent Q&A with the documentary director Betzabé García. ACT Human Rights Festival, Colorado State University, Fort Collins, April 16.

2016, Guest participant in the panel “Spain: The Demise of the Bipartisan System”, of the Spanish-Speaking World Week (March 7-11). Department of Spanish and Portuguese, University of Colorado at Boulder, March 9.

2016, Invited class presentation of “Modernismo, 98 y Rubén Darío”. Ridgeview Classical Schools. Fort Collins, January 14.

2015, Invited class presentation of “*Bernarda Alba*”. Ridgeview Classical Schools. Fort Collins, October 22.

2015, Invited class presentation of “*Don Quijote hoy*”. IES Bajo Aragón. Alcañiz, Spain, April 16.

2006, Organizer of *The 9<sup>th</sup> Annual Ohio State University Symposium on Hispanic and Luso-Brazilian Literatures, Linguistics, and Cultures*. April 28, The Ohio State University, Columbus, OH. Keynote Speakers: Doris Sommer, Harvard University

2005, Organizer of *The 8<sup>th</sup> Annual Ohio State University Symposium on Hispanic and Luso-Brazilian Literatures, Linguistics, and Cultures*. April 29, The Ohio State University, Columbus, OH. Keynote Speaker: Víctor Fuentes, University of California at Santa Barbara

2004, Conference Assistant in *Memory and Identity: Borders and Nation in the Cultures of Spain*. April 1–3, The Ohio State University, Columbus, OH

**CV SECTION 3:  
EVIDENCE OF TEACHING AND ADVISING EFFECTIVENESS**

**TEACHING AT COLORADO STATE UNIVERSITY:**

Antonio Francisco Pedrós-Gascón

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>
2017	Spring	LSPA 400 – Advanced Communication Skills in Spanish	3	X
2017	Spring	LSPA 310 – Approaches to Literature	3	X
2016	Fall	LSPA 552 - Literatura española de los siglos XX y XXI (del Modernismo a la actualidad)	3	X
2016	Fall	LGEN 510 – Research Methods	3	X
2016	Fall	LGEN 465C – Studies in Foreign Film: Europe European Cinema and its Auterist Tradition	3	X
2016	Spring	LSPA 492 – Lengua, cultura y sociedad en la España contemporánea	3	11
2016	Spring	LSPA 310 – Approaches to Literature	3	12
2015	Fall	LB 495 – European Cinema	1	1
2015	Fall	LGEN 510 – Research Methods	3	5
2015	Fall	LGEN 465C – Studies in Foreign Film: Europe European Cinema and its Auterist Tradition	3	18
2015	Fall	LSPA 310 – Approaches to Literature	3	20
2015	Spring	Sabbatical Leave		
2014	Fall	LSPA 551 – Literatura española del siglo XIX	3	8
2014	Fall	LGEN 465C – Studies in Foreign Film: Europe European Cinema and its Auterist Tradition	3	13
2014	Fall	LSPA 335 – Issues in Hispanic Culture	3	22
2014	Spring	LSPA 437 – La guerra civil y su impacto global (75 años de la caída de la II República Española)	3	11
2014	Spring	LSPA 310 – Approaches to Literature	3	22
2013	Fall	LSPA 692 - Literatura española durante la democracia	3	2
2013	Fall	LSPA 552 - Literatura española durante la democracia	3	7
2013	Fall	LSPA 335 – Issues in Hispanic Culture	3	7
2013	Fall	LSPA 335 – Issues in Hispanic Culture	3	15
2013	Spring	LSPA 699 – Thesis	3	2
2013	Spring	LSPA 437 – Cuestionamientos del poder y visiones heterodoxas de la cultura española	3	22
2013	Spring	LSPA 310 – Approaches to Literature	3	16
2012	Fall	LSPA 699 – Thesis	3	3
2012	Fall	LSPA 695 – Independent Study: Teorías de la identidad	3	1
2012	Fall	LSPA 692 – Del Modernismo/98 a la postguerra: 3 Novela, teatro y poesía en la primera mitad del siglo XX	3	6
2012	Fall	LGEN 492 – Del Modernismo/98 a la postguerra: 3	3	1



<i>Novela, teatro y poesía en la primera mitad del siglo XX</i>				
2012	Fall	LSPA 400 – Advanced Communication Skills in Spanish	3	22
2012	Fall	LSPA 310 – Approaches to Literature	3	22
2012	Summer	LSPA 310 – Approaches to Literature	3	4
2012	Spring	LSPA 699 – Thesis	3	1
2012	Spring	LSPA 695 – Independent Study: Novela española del siglo XX	3	1
2012	Spring	LSPA 554 – Topic Studies: La obra narrativa y periodística de Rosa Montero (crónica de un país en transición)	3	5
2012	Spring	LSPA 492 – Lengua, cultura y sociedad en la España contemporánea	3	19
2012	Spring	LSPA 454 – Topic Studies: La obra narrativa y periodística de Rosa Montero (crónica de un país en transición)	3	15
2012	Spring	LSPA 310 – Approaches to Literature	3	16
2012	Fall	LSPA 699 – Thesis	3	2
2011	Fall	LSPA 695 – Independent Study: El primer tercio del siglo XIX español en las novelas de Arturo Pérez-Reverte	3	1
2011	Fall	LSPA 335 – Issues in Hispanic Culture	3	16
2011	Fall	LSPA 310 – Approaches to Literature	3	21
2011	Spring	LSPA 695 – The Cinema of Julio Médem	3	1
2011	Spring	LSPA 492 – Lengua, cultura y sociedad en la España contemporánea	3	19
201	Spring	LSPA 465A – El cine de Pedro Almodóvar: ideología y modernización	3	18
2011	Spring	LSPA 335 – Issues in Hispanic Culture	3	18
2010	Fall	LSPA 553 – Author Studies: José Manuel Caballero Bonald, poesía y narrativa	3	4
2010	Fall	LGEN 492.R01 – Author Studies: José Manuel Caballero Bonald, poesía y narrativa	3	1
2010	Fall	LSPA 453 – Author Studies: José Manuel Caballero Bonald: poesía, ensayo y narrativa	3	17
2010	Fall	LSPA 310 – Approaches to Literature	3	18
2010	Spring	LSPA 335 – Issues in Hispanic Culture	3	18
2010	Spring	LSPA 335 – Issues in Hispanic Culture	3	22
2010	Spring	LSPA 310 – Approaches to Literature	3	20
2009	Fall	LSPA 695 – Independent Study: Spanish	3	2
2009	Fall	WS 695 – Independent Study: Autoras latinoamericanas del siglo XX	3	1
2009	Fall	LSPA 692 – Lengua, cultura y sociedad en la España contemporánea	3	1
2009	Fall	LSPA 495 – Independent Study: Spanish El cine español de la democracia	3	1
2009	Fall	LSPA 492 – Lengua, cultura y sociedad en la España contemporánea	3	26
2009	Fall	LSPA 335 – Issues in Hispanic Culture	3	17
2009	Summer	LSPA 495 – Independent Study: Spanish.	3	6

		<i>El cine español de la democracia</i>		
2009	Summer	LSPA 365 – Studies in Foreign Film: Spanish	3	15
2009	Spring	LSPA 492 – Lengua, cultura y sociedad en la España contemporánea	3	17
2009	Spring	LSPA 335 – Issues in Hispanic Culture	3	28
2009	Spring	LSPA 310 – Approaches to Literature	3	18
2008	Fall	LSPA 692 – Historia, escritura e identidad: Medio siglo de novela española	3	12
2008	Fall	LGEM 492.R01 – Historia, escritura e identidad: Medio siglo de novela española	3	1
2008	Fall	LSPA 335 – Issues in Hispanic Culture	3	13

**TEACHING AT SWARTHMORE COLLEGE:**

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>
2008	Spring	Span 093 – Directed Readings: The Portrayal of Women in Film Representations of the Spanish Civil War	1	1
2008	Spring	Span 093 – Directed Readings: Un Boom transatlántico (configuración, recepción e influencia de la literatura latinoamericana en España)	1	1
2008	Spring	Span 042 – La novela española desde la muerte de Franco	1	8
2008	Spring	Span 003B – Intensive Spanish	1.5	18
2007	Fall	Span 063 – Cine español contemporáneo	1	8
2007	Fall	Span 011 – Introducción a la literatura española	1	11
2007	Fall	Span 003B – Intensive Spanish	1.5	16

**TEACHING AT THE OHIO STATE UNIVERSITY:**

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>
2007	Spring	Span 104N – Intensive Intermediate Spanish II	5	22
2007	Spring	Span 104N – Intensive Intermediate Spanish II	5	22
2007	Winter	Span 104N – Intensive Intermediate Spanish II	5	21
2007	Winter	Span 104N – Intensive Intermediate Spanish II	5	17
2006	Autumn	Span 104 – Intermediate Spanish II	5	21
2006	Autumn	Span 104 – Intermediate Spanish II	5	24
2006	Summer	Span 450 – Introduction to the Study of Literature and Culture in Spanish: Reading Texts	5	13
2006	Spring	Span 450 – Introduction to the Study of Literature and Culture in Spanish: Reading Texts	5	23
2006	Winter	Span 403 – Intermediate Spanish Composition	5	17
2005	Autumn	Span 450 – Introduction to the Study of Literature and Culture in Spanish: Reading Texts	5	19
2005	Summer	Span 103.01 – Intermediate Spanish I	5	22
2005	Spring	Span 102N01 – Intensive Elementary Spanish II	5	17
2005	Winter	Span 250N – Fact and Fiction: a Reading Course in Spanish	5	7
2004	Autumn	Span 250 – Fact and Fiction: a Reading Course in Spanish	5	20
2004	Summer	Span 102.01 – Elementary Spanish II	5	13
2004	Spring	Span 104 – Intermediate Spanish II	5	23

2004	Winter	Span 104 – Intermediate Spanish II	5	21
2003	Autumn	Span 104N – Intensive Intermediate Spanish II	5	17
2003	Summer	Span 101.01 – Elementary Spanish I	5	24
2003	Spring	Span 103.01 – Intermediate Spanish I	5	19
2003	Winter	Span 103.01 – Intermediate Spanish I	5	26

**Syllabi Created by the Candidate:**

*IU 193 – Hispanic Studies: an Introduction*

*LB 495 – European Cinema* (Fall 2015)

*LGEN 510 – Research Methods* (Fall 2015)

*LGEN 465C – Studies in European Film* (Fall 2014)

*LSPA 695V – Independent Study: La novela española del siglo XX* (Spring 2012)

*LSPA 695V – Independent Study: El primer tercio del siglo XIX en las novelas de Arturo Pérez-Reverte* (Fall 2011)

*LSPA 695V – Independent Study: Spanish. Novelistas españolas del siglo XX* (Fall 2009)

*LSPA 692 – Del Modernismo/98 a la postguerra: Novela, teatro y poesía en la primera mitad del siglo XX* (Fall 2012)

*LSPA 692 – Historia, escritura e identidad: Medio siglo de novela española* (Fall 2008)

*LSPA 554/454 – Topic Studies: La obra narrativa y periodística de Rosa Montero (crónica de un país en transición)* (Spring 2012)

*LSPA 553/453 – Author Studies: José Manuel Caballero Bonald: poesía, ensayo y narrativa* (Fall 2010)

*LSPA 552 – Literatura española de los siglos XX y XXI (del Modernismo a la actualidad)* (Fall 2016)

*LSPA 552 – Literatura española durante la democracia* (Fall 2013)

*LSPA 551 – Literatura española del siglo XIX* (Fall 2014)

*LSPA 495 – Independent Study: Studies in Foreign Film: Spanish* (Summer 2009)

*LSPA 492 – Lengua, cultura y sociedad en la España contemporánea* (Spring-Fall 2009)

*LSPA 465A – El cine de Pedro Almodóvar: ideología y modernización* (Spring 2011)

*LSPA 437 – La guerra civil y su impacto global (75 años de la caída de la II República Española)* (Spring 2014)

*LSPA 437 – Advanced Spanish Culture: Cuestionamientos del poder y visiones heterodoxas de la cultura española* (Spring 2013)

*LSPA 400 – Advanced Communication Skills in Spanish* (Fall 2012)

*LSPA 365 – Studies in Foreign Film: Spanish* (Summer 2009)

*LSPA 335 – Issues in Hispanic Culture* (Fall 2008, Spring-Fall 2009)

*LSPA 310 – Approaches to Literature* (Spring 2009, Spring-Fall 2010; Fall 2015)

*WS 695V – Independent Study. Autoras latinoamericanas del siglo XX* (Fall 2009)

*Span 063 – Cine español contemporáneo* (Fall 2007)

*Span 042 – La novela española desde la muerte de Franco* (Spring 2008)

*Span 011 – Introducción a la literatura española* (Fall 2007)

*Span 003B – Intensive Spanish* (Fall 2007, Spring 2008)

*Span 450 – Introduction to the Study of Literature and Culture in Spanish: Reading Texts* (Summer 2006, Spring 2006, Autumn 2005)

*Span 403 – Intermediate Spanish Composition* (Winter 2006)

**Examples of Course Improvements:**

Course package for teaching LSPA 310, and videotutorials (Fall 2015, Spring 2016)

[As a part of a process of flipping the classroom in the introduction to literature, and to easy practice of the terminology and other important issues dealt with in the course, students are given the lecture online while the practice is done in the classroom, instead

of the previous format that was the opposite. All the materials are made available to the rest of instructors teaching the course]

Powerpoint Presentations for *LSPA 335 – Issues in Hispanic Culture*

[Creation together with Francisco Leal of a set of powerpoints that can be used to ease instruction as well as students understanding of the materials covered in this course. All the materials are made available to the rest of instructors teaching the course]

Visual Grammar Reviews for Language Students LSPA400

[Creation of visual flashcards to ease students' understanding of Spanish grammatical points that tend to be difficult to relate with (*i.e.* subjunctive or informal *versus* formal commands)]

**Development of New Courses:**

*IU 193 – Hispanic Studies: an Introduction*

[This intra-university miniseminar is a brief introduction to Hispanic studies, and some of the most representative issues being discussed right now in the Academy]

*LB 495 – European Cinema (Fall 2015)*

[Brief course of European Cinema of the 70s and 80s]

*LGEN 510 – Research Methods (Fall 2015, Fall 2016)*

[This one-credit course is designed to prepare graduate students in Languages, Literatures and Cultures to carry out research in their field.]

*LGEN 465C – Studies in Foreign Film: Europe. European Cinema and its Auterist Tradition (Fall 2014)*

[This course is an introduction to the auteristic tradition or *cinema d'auteur*, and to some of the historical and currently existing cinematic trends in European cinema. The course is taught in English. The movies will be screened in their original versions with English subtitles.]

*LSPA 695V – Independent Study: Teorías de la identidad (Fall 2012)*

[Approach to some theories of identity widely applied in literary and cultural studies]

*LSPA 695 – Independent Study: La novela española en el siglo XX (Spring 2012)*

[This independent study covers the genre of Spanish novel in the XX century. In this study the student will read novels belonging to the different literary periods or generations of the XX century, paying special emphasis on the socio-cultural content and criticism.]

*LSPA 695V – Independent Study: El primer tercio del siglo XIX en las novelas de Arturo Pérez-Reverte (Fall 2011)*

[This graduate course will approach the ideological perspectives of Arturo Pérez-Reverte's novels that deal with Spain's early XIX century, and their implication in present-day visions of nationhood, tradition and historical revisionism]

*LSPA 695V – Independent Study: Spanish. Novelistas españolas del siglo XX (Fall 2009)*

[This graduate Independent Study focuses on the production of some of the most important female writers of Spain's XXth Century, and the way feminist discourses appear in their writings]

*LSPA 692 –Del Modernismo/98 a la postguerra: novela teatro y poesía en la primera mitad del siglo XX* (Fall 2012)

[Survey course that will cover the most important trends in poetry, theater and novel of the first half of the 20<sup>th</sup> century, starting with the *fin de siècle* crisis, and ending with the first literary movements of the post-Civil War]

*LSPA 692 – Historia, escritura e identidad: Medio siglo de novela española* (Fall 2008)

[The course covers some of the readings of the MA Reading List of the Department, and focuses on the interrelation between History and Identity. One of the backbones of the course is making familiarize the students with the contemporary history of Spain]

*LSPA 552 – Literatura española de los siglos XX y XXI (del Modernismo a la actualidad)* (Fall 2016)

[Panoramic course that covers the novel, poetry, theater and essay of Spain since the *fin de siècle* to present day. Course requested by students.]

*LSPA 552 – Literatura española durante la democracia* (Fall 2013)

[Panoramic course that covers the novel, poetry and theater of Spain since 1975 to present day. Course requested by students.]

*LSPA 551 – Literatura española del siglo XIX* (Fall 2014)

[Monographic course that covers the 19th century literatura of Spain, starting with the pre-romantic/neoclassic trends existing at the entrance of the century, and the posterior development of styles like romanticism, naturalism, costumbrism and realism. Course requested by students.]

*LSPA 495 – Independent Study: Spanish. El cine español de la democracia* (Summer 2009)

[This independent study focuses on the social and thematic evolution of the cinema of Democratic Spain. Emphasis is given to the representations of national identity and gender. It is a more in-depth approach to some of the topics and directors already covered in LSPA365]

*LSPA 492 – Lengua, cultura y sociedad en la España contemporánea* (Spring 2009)

[The idea of this capstone course is to provide the students with a wide approach to the most recent trends in Spanish culture and society. Special attention will be given to the evolution of gender roles and their representation, questions of modernity and identity, memory, citizenship, and present day trans-cultural trends]

*LSPA 465A – El cine de Pedro Almodóvar: ideología y modernización* (Spring 2011)

[This course will study in depth the films of the critically acclaimed director Pedro Almodóvar. In the class the students will read the most important articles on the different films to get familiar with the state of the question, and re-evaluate some of the issues dealing with the criticism of his work]

*LSPA 454/554 – Topic Studies: La obra narrativa y periodística de Rosa Montero (crónica de un país en transición)* (Spring 2012)

[This seminar course is a monographic dedicated to Rosa Montero, one of Spain's most prominent journalists of the Democratic period, and author of more than a dozen books. The course will analyze her statute and social participation, and the way she helped shaping the concept of the New Spain during the Transition, as well as how her worked

correlates with its coetaneous society]

*LSPA453/553 – Author Studies: José Manuel Caballero Bonald: poesía, ensayo y narrativa* (Fall 2010)

[This is a monographic course in which the students get familiar with the poetry, essay and novels of one of the most representative and laureated authors of contemporary Spanish literature since the 1950s. The course will help the students understand the major literary trends of this period through the analysis of his production, as well as contextualize the movements in a historical perspective]

*LSPA 437 – La guerra civil y su impacto global (75 años de la caída de la II República española)* (Spring 2014)

[2014 is the 75th anniversary of the demise of the Spanish Republic, the first democratic government of the 20th century in Spain. This course will focus on the Spanish Civil War (1936-1939) and its presence and importance not only in Spanish cultures, but also in North-America and other European countries like France or England. Through the close analyses of both personal recollections and creative writings or movies, this course will study why the Spanish Civil War became a universal symbol whose shadow still persists in contemporary Spain]

*LSPA 437 – Advanced Spanish Culture: Cuestionamientos del poder y visiones heterodoxas de la cultura española* (Spring 2013)

[This course studies, from a cultural perspective, the development of several important topics concerning the creation of a Spanish identity since Golden Age, placing special attention on the questionings of power discourses in coetaneous cultural productions]

*LSPA400 – Advanced Communication Skills* (Fall 2012)

[This course fosters the improvement of oral and written communication skills to an advanced level. Emphasis is placed on the acquisition and practice of advanced grammar structures.]

*LSPA 365 – Studies in Foreign Film: Spanish* (Summer 2009)

[This course studies the social and thematic evolution of the Spanish cinema from late Francoism to Democratic Spain. Emphasis is given to the representations of self-imagery or “imaginario patrio”— and its historic contextualization and contradictions, as well as gender and sexuality]

*LSPA 335 – Issues in Hispanic Culture* (Fall 2008, Spring 2009)

[A course with a Transatlantic vision of the history and culture of the Hispanic world, from pre-Roman/pre-Columbian history to contemporary issues]

*LSPA 310 – Approaches to Literature* (Fall 2015) [NEW]

[This course is an introduction to the literary genres and their analysis. The students read literary productions in Spanish and theory texts (some in English, some in Spanish), so that they are provided with the tools and vocabulary necessary for literary criticism. Flipped classroom with videotutorials]

*LSPA 310 – Approaches to Literature* (Spring 2009 to Spring 2015) [OLD]

[This course is an introduction to the literary genres and their analysis. The students read literary productions in Spanish and theory texts (some in English, some in Spanish), so that they are provided with the tools and vocabulary necessary for literary criticism]

*WS 695V – Independent Study: Autoras latinoamericanas del siglo XX* (Fall 2009)

[This graduate Independent Study analyses the literary trend of some of the most important Latinamerican female writers of the XXth Century, and the way feminist discourses appear in their writings]

*Span 093 – Directed Readings: Un Boom transatlántico (configuración, recepción e influencia de la literatura latinoamericana en España)*. (Spring 2008)

[The course focuses on the importance and imprint of the LatinAmerican literary Boom in contemporary Spanish narrative.]

*Span 093 – Directed Readings: The Portrayal of Women in Film Representations of the Spanish Civil War* (Spring 2008)

[The course was tailored to fit the needs of a student whose Honors Thesis was going to cover this topic]

*Span 063 – Cine español contemporáneo* (Fall 2007)

[The course was divided in two sections: the first was centered on visions of National History and the second on the portrayal of gender and queerness as a tool towards the modernization of the country's self-imagery.]

*Span 003B – Intensive Intermediate Spanish* (Fall 2007, Spring 2008)

[I was the professor in charge of coordinating the course. This was an intermediate-level integrated skills language course. It provided students with a more advanced foundation in the development of reading, writing, listening and speaking abilities within a culturally-based context. I was in charge of the grammar section and had 2 lecturers for the practice. The grammar section of Spanish 3B concentrates on a comprehensive review of Spanish grammar. The course is designed to review the basic grammatical structures to build up the essential skills in communication.]

*Span 450 – Introduction to the Study of Literature and Culture in Spanish: Reading Texts* (Summer 2006, Spring 2006, Autumn 2005)

[Rather than a Literary History course, this course was an introduction to the genres and narratology terminology and tools, *i.e.* the students had to read Aristotle's *Poetics* and apply it to contemporary productions, both film and theater, *etc.*]

#### **Written Comments From Students:**

**From LGEN 465C – Studies in Foreign Film: Europe. European Cinema and its Auterist Tradition** (Fall 2015)

“Antonio is the bees-knees. Such a fun + enthusiastic professor that put an excitement on the subject in all his students.”

“Professor Antonio Pedrós-Gascón is a wonderful professor who should be retained at CSU. Before taking his class, I knew nothing of European Cinema. Now, I feel as if I could intelligently speak about the topic. While I didn't agree with all of his film choices initially, I now know why he is such a respected professor at CSU. Promote at earliest opportunity.”

“Great course, Antonio is a great professor. [...]”

“Great class, love the choice of films!”

“Mr. Pedros-Gascon was very knowledgeable on the entire subject. Although foreign film has never been big interest of mine, I found the course to be constantly interesting and informative.”

“Really enjoyed having this class. The topic we talked about during class relating to the films were really interesting.”

“This was, overall, a very enjoyable class!”

"I really enjoyed the films and lectures."  
"Fantastic professor, will recommend!!  
Would have preferred smaller group discussions. Overall, great!"

**From LSPA 310.001 – *Approaches to Literature* (Fall 2015)**

"While this class has had the most extensive work of my classes this semester, it has also been the most enjoyable and most rewarding. [...]"

In general however, the majority of the course assignments have been useful, and increased my understanding of and abilities to use Spanish."

"Phenomenal course! The way poetry unit has been structures is very helpful. The 1<sup>st</sup> half of the semester reading the stories, etc. had WAY too much HW. It took so long to 1) read 2) try to understand, so I think there either needs to be less reading for HW or more discussion of the content of the reading, not just the symbols, themes, etc. I like the videos, they are helpful + a useful way to study + learn outside of class.

*El sí de las niñas* y *Requiem por un campesino* were the most difficult b/c it took so much time to read + it felt like we only focused on the literary aspects + themes + I wanted to spend a little more time talking about the basic content to make sure I understood the story correctly."

"When I first came to this class at the beginning of the semester, I was a little bit scared to come back because it seemed like it was going to be very difficult. And it has been really hard, but Antonio is an excellent teacher and loves what he does. Being a student in his class has been so enjoyable and I have learned so much!

Thanks for your passion in your work Antonio!

You made this course wonderful!"

"This was a great course. Starts with Antonio's enthusiasm and sense of humor.

The course was incredibly well organized, that's why I like the course package.

Even when there were changes, those were communicated very effectively.

The selection of texts maintained my interest and opened my mind to several new authors.

The videos- I would drop the Vivaldi and include content that is little more dynamic- the videos easily could have been ppts.

Overall, this was one of the best courses I have taken at CSU."

"Even though I found it hard to be interested in many of the readings we did, I enjoyed the class discussions and activities. I also thought the course package was very helpful for the class and would recommend it to be used in the future."

"I thought that this course was very well laid out. I very much enjoyed doing the readings and watching through the several different views of literature that we [illegible] on. Overall, I really enjoyed this class."

"Me ha gustado mucho la clase y la forma en que la ha llevado.

Se aprecia mucho el que los profesores intenten ahorrar dinero a los estudiantes porque resultan muy caros los libros.

Me han gustado mucho los videos y su selección de música.

El paquete está muy bien y no hace falta más que eso."

"Antonio was great! He has great enthusiasm for what he teaches, and my favorite part about him is that he is never negative, as long as you come to class, do HW and speak Spanish he's happy!

His knowledge is exceptional and I have had a mix of Spanish teachers and Antonio has been the best yet! I hope he's teaching 492 when I take it.

I do have to say, the videos, while informative, are a bit dull."

"Antonio!

Antonio was the best Spanish teacher I've had @ CSU.

Even though some of the texts that we read were difficult, he explained them well & I could follow what he was saying.

Also- he did a great job of captivating the classroom with his teaching style, insight & humor.

Amazing class & phenomenal teacher!

Gracias por el semestre Antonio."

"I really enjoyed this class! I love literature anyway, but it always makes it better having a teacher who is so enthusiastic about the content and who knows how to really teach.

The video tutorials helped a lot, and I enjoyed the novels & the readings that we read.



The class was also very well organized.

Thanks for a great class, Antonio!

“Antonio is a great professor, he is interesting to listen to and obviously very passionate about the subject matter. He is flexible and was willing to work with my hectic schedule. [...]

Luckily, Antonio did make the class enjoyable and the course package (despite some jumping around) was much better than some cookie cutter textbook. This text that was tailored to the class does have some hiccups, but it was so much better than a textbook.”

“I could tell you were very passionate about what you taught and were always so helpful. I really enjoyed your class, although at the beginning it felt like a ton of reading and was hard to keep up with! But overall I really felt like I learned a lot and improved on my Spanish.”

“I really liked the course package and I understand the reason for the tutorials to discuss more in class but I think that for poetry and maybe narrative should be gone over in class or at least spread out b/c it was a little overwhelming. I feel like I learned a lot during this class and I feel prepared for future classes in Spanish lit. Antonio was a really good teacher and thoroughly explained a lot in ways we could understand. I liked getting a lot of practice to learn the topic.”

“This course was great.

I wouldn't want to take it with anyone but Antonio.

He has a high level of enthusiasm for the subject that is infectious to the class as a whole.

He facilitates group discussions and learning effectively through the student presentations.

The video tutorials are great because it gives us more time in class to discuss the texts.

I really enjoyed having all the notes and works available at one time in the course package.

If I could change anything, I would say to do a few practice questions of what the exam could be so we know better what to expect.”

**From LGEN 465C – Studies in Foreign Film: Europe. European Cinema and its Austerist Tradition (Fall 2014)**

“This is hands down one of the best courses I've ever taken. Super interesting and Antonio is fantastic. He creates a really great classroom environment and I really appreciate the fact that I know he really cares about student input. I would definitely recommend this course. [...]

[...] This is the first film class I've taken, and I can honestly say it's completely changed how I view films.”

“I really enjoyed the class and the films we watched, class discussion after each movie was really help and enjoyable and found myself talking about many movies with friends outside of class. I want many of my friends to take this class if they can.”

[...] Overall, great class. I loved our discussions and the films we watched.”

“I really enjoyed this class! We didn't avoid tough subjects, but we were all allowed to voice our opinions & learned from discussion. I liked discussion most because it helped me to understand the depth of the films and the influences of history.

You rock!”

“Antonio was an excellent teacher. The class was not as structured as some that I have taken, which I enjoyed. The lack of pressure allowed me to enjoy and soak up the material, and as a result, I got more from this class than any other I took this semester. The films were all beautiful and challenging in their own way.

Thank you for everything!”

“All of the films we watched for this course were intellectually stimulating. I would have preferred to stick to films that were more based in cinematographic and historical context rather than more gender and sexually based issues, but I suppose that's just because I'm more interested in those aspects of the class and the medium of film as a whole.

And we certainly did watch quite a few of those films, there were a few that I wasn't a big fan of, though. Either way, amazing class, one of the best I've ever taken, and I'm very glad to have had the opportunity to have studied European film under Prof. Pedrós Gascón.”

“Thank you for teaching this course in such a way that it's a full learning experience without being a nightmare of exams, papers, etcetera. Keep doing what you're doing!”

**From LSPA 551 – Literatura española del siglo XIX (Fall 2014)**

“Disfruté mucho este curso y me sentí retada en todo aspecto de mi comprensión de la material y también como si estuviera preparándome mucho para lo que nos espera en los reading exams.”

**From LSPA 335.003 – *Issues in Hispanic Culture* (Fall 2014)**

“I have had Antonio as a teacher for two semesters now and am sad to have to continue taking classes without him. He is a wonderful teacher who knows his information extremely well and is able to talk about a subject with great detail for the whole class while hardly referencing his presentations or notes. He also is full of energy and makes the class enjoyable to come to with his common phrases that make everyone laugh. I also feel that my Spanish has improved very much in my two semesters with Antonio, especially in my fluency of understanding.”

“Difficult class, was not specifically described as a history course, which is what it was. Otherwise, Gascón had lots of enthusiasm and information, but did require a lot of preparation.”

“The professor is very proficient in his knowledge of the subject and how he manages his class but sometimes I felt like I was on my own to each myself some information because there is so much information to cover in this class.”

“Loved the class, was very informative. It was hard because it was a history class in Spanish but Antonio was a great professor and very helpful. Thank you!”

“This class was well organized and the assignments given to us were more or less relevant (i.e. Nuestra América, La carta de Jaimaica)

Antonio is an awersome professor! He presents the material in an engaging way. It was easy to come to class because you could tell that he really cared about what he was teaching.

Overall, instructions were clear but I wish we could have seen an example of the “Proyecto final” because that assignment was a little harder.

This was an awesome experience.”

“He is pretty awesome, my favorite teacher at CSU yet!”

“Antonio was a great professor, enthusiastic/hilarious. Really knowledgeable on subject, advanced my Spanish listening/communication/reading skills. I appreciated his fast-paced/natural way of speaking, he didn’t slow down for our ability to compensate what he was saying, and we needed to keep up. [...]”

“Antonio is one of the best Spanish professor I have had at CSU so far. He is clearly enthusiastic and passionate about the subject, and is very knowledgeable. He makes himself available to students outside of class as well, which I really appreciate. Class sessions always increased my understanding and I really enjoyed Antonio’s teaching style.

Thanks for a great semester!”

“This class was one of the most interesting classes I’ve taken. I appreciated what was included in the curriculum & Antonio’s knowledge of the subject was spectacular.”

“Antonio is an excellent professor and obviously passionate about the subject.

I would recommend he always speaks in Spanish and, personally, I think the first ½ of the semester was more helpful (professor oriented lecture) than the 2<sup>nd</sup> half (Student oriented discussion)”.

“Antonio was an incredible professor. I have never enjoyed a Spanish class so much. He did an excellent job of presenting challenging but interesting course materials. He is very engaging and energetic professor. I am a senior and he does the most effective job of facilitating a classroom out of any other teacher I have had. CSU needs more teachers like him.”

**From LSPA 437.001 – *Advanced Spanish Culture: La guerra civil y su impacto global (75 años de la caída de la II República Española)* (Spring 2014)**

“Antonio is a fantastic professor. He is very knowledgeable and enthusiastic. I really learned a lot and feel that I gained a lot from this class. I like that we looked at so many different things (music, propaganda, poems, movies). [...]”

“I enjoyed the class very much and felt that I learned a meaningful aspect of contemporary Spanish culture.”

“By far the best class I have ever taken at CSU. My only criticism is that I feel like the guest lectures did not help very much. Otherwise, this class was amazing.”

“Dr. Pedrós-Gascón is an amazing teacher who is extremely enthusiastic and learned about the

Spanish culture.”

“Profesor, esta clase fue muy interesante para mi porque nunca he estudiado la Guerra Civil española.

I think that I would like to see more focus on how the Spanish Civil War is affecting Spain today, with more focus on the Law that we have been discussing. I definitely learned a lot about Spanish culture though.”

“-outstanding understanding of the topic

-brought enthusiasm every single day

-very impressed with the whole class

-I would take a million more classes with Antonio.”

“Me pareció muy interesante la clase y más cuando yo crecí con un tío que vivió todo esto.

Para mí, no tuve tiempo de leer todas las lecturas, eran muy largas y algunas muy densas y con mucha información.

Me hubiera gustado tomar esta clase en el verano y tener más tiempo para leer.”

**From LSPA 310.001 – *Approaches to Literature* (Spring 2014)**

“I really enjoyed this course, especially reading the politically-infused novels. [...]”

“I enjoyed this class very much. I feel that my Spanish has improved by being in this class, but also my knowledge and understanding of literature.

Antonio is a wonderful teacher. He is always prepared and very knowledgeable about the content we are discussing. He has a very captivating way of teaching and I can’t remember a single lecture that I dragged on.”

“Eres un de los más mayores profesores a CSU. Me gusto que eres pasonante y emocionante. Haces la clase muy interesante.”

“Overall, I think this class was good in terms of analyzing literature from a variety of aspects. Antonio is knowledgeable and respectful of others’ opinions. [...]”

“This was certainly a challenging class, but I did learn a lot more about literature and literary techniques as well as Spanish culture. I was introduced to a wide variety of authors and subjects. I loved discussions of symbolism and rhetorical analysis. [...] As I said, it wasn’t an easy course, but it was a very good option to take as a Spanish class for a Spanish minor. Thank you!”

“Antonio was a great teacher –very knowledgeable and he was always enthusiastic and funny. Sometimes his opinions came out that I felt weren’t always necessary, but that didn’t affect how much I enjoyed his teaching style. This class was extremely difficult, and probably too hard for a 300 class, in my opinion. Overall, I learned a lot and would recommend it to others.”

“Teacher was very understanding and flexible when needed and gave plenty of opportunities to meet with him and help on any subject one might need. [...]”

“Your enthusiasm is incredible. This class was honestly one of my favorites class I have ever taken. I just wish that we had been forced to talk more in class. I know a lot of the material, but need more confidence speaking. My reading skills have gone up exponentially though. Thank for a great semester.”

**From LSPA 552 – *Literatura española durante la democracia* (Fall 2013)**

“I loved our discussions in class and most of the texts. Sometimes the reading load was hard to manage. I generally got through every book but not all of the supplemental materials.”

“He is a good teacher!”

**From LSPA 335.003 – *Issues in Hispanic Culture* (Fall 2013)**

“Overall great instructor, Antonio did a great job to facilitate all the information needed to do well in the course. My only suggestion is that at times he can go by pretty fast so it would be nice if he could slow down a little.”

“A brilliant & amazing professor. I learned so much. [...]”

**From LSPA 335.004 – *Issues in Hispanic Culture* (Fall 2013)**

“The essays like “Our America” and “Letter from Jamaica” really helped to engage me in the course and hold me accountable for the homework as well as overall content in the class.”

“Me gusta mucho la manera en que enseñas sobre las colonias. [...]”

“I really enjoyed the content of this class and I appreciated your enthusiasm. You made the class interesting. [...] Overall this was a good class, and I learned a lot. History is not my strongest subject, but his class made it enjoyable for me.”

**From LSPA 437.001 – *Advanced Spanish Culture: Cuestionamientos del poder y visiones heterodoxas de la cultura española* (Spring 2013)**

“Antonio really is an amazing teacher! He shows his passion and shares it with us. He understands that we are adults with our own busy schedule and therefore reasonably flexible with us. At the same time, he gave us a lot of independence in learning + focusing on what we wanted to. [...]”

“Your enthusiasm and jokes were appreciated. It was easy to listen and enjoy the class but the discussions (at the fault of the students) were lacking. Overall interesting and fun course, I hope to read all of Don Quijote over the summer.”

“Antonio is one of, if not the best professor I have had the pleasure to be taught by. He has a tremendous ability to mix professionalism, intellect and comedy into his teaching. A great teacher that helps to understand difficult topics by providing all background necessary prior to teaching them.”

“La clase en general me gustó muchísimo. [...]”

“La clase me pareció estupenda. Las lecturas leídas desde un punto de vista cultural me parecieron muy interesantes. Lo único que no me gustó fue la participación de mis compañeros. [...]”

“I enjoyed this class! I would've liked more structure, like more use of powerpoints, etc. However I like the subjects as well as the conversations of this class.”

“Me gusta mucho esta clase. También me gusta el proyecto de video final.

¡Qué buena clase!”

“Instructor very knowledgeable of material → wish we had strayed a little bit from literature into other elements of Spanish culture.

Overall, great course.”

“Pedros-Gascon is a passionate teacher. [...]”

“I loved your enthusiasm for the course and I enjoyed the perspective you offered and the subject. Sometimes the lectures were a little long. I really enjoyed the class.”

“I had never done a literary critique paper in English let alone in Spanish so that was a bit intimidating.

Perhaps the department can make sure they are on the same page as to what is expected of students at a 400 level and make sure these skills are at least introduced in the introductory classes.”

“Antonio is phenomenal. This is the second course that I have taken with him and I am pleased with the structure and organization of his teaching style.

It is obvious that he is passionate about teaching and is extremely personable and relatable.

His knowledge of Spanish history + culture is evident. He makes each lesson relatable + memorable in some way and I really appreciate that!”

“This course was, thus far, my greatest challenge as a Spanish major. The readings, at times, were arduous and time-consuming. I thought I had a basic understanding of Spanish culture before, but I was wrong. The knowledge I gained in this course, as well as the improvement of my Spanish speaking is valuable. I am very inspired by Antonio's brilliance and he has indirectly convinced me to study in Spain over Latin America.”

**From LSPA 310.004 – *Approaches to Literature* (Spring 2013)**

“You do a great job explaining the literary devices and I learned a lot about literature as a whole, however I was less interested in the Spanish history and culture because I was thinking that there would be more info on Latin American culture in Spanish. Overall I enjoyed the class although the major projects could have been better explained on syllabus and in class.”

[...] Good knowledge of the subject and all topics covered! Thanks.”

“Este curso era muy difícil para mí pero me lo encantaba. Antonio es un profesor buenísimo con mucho capacidad y entusiasmo. Me encantaba todas de sus ideas y su cabello. ☺

Me gustaría tener una otra clase con él en el futuro y planeo a ver el con otras preguntas que tenga en el futuro.

Muchas gracias para un buen semestre y una clase difícil, y tus ideas geniales.”

“This course taught me a lot and made me think in Spanish like never before.”

“Although this was a difficult class, I learned a lot and thought that Antonio did a good job of teaching during class. He definitely knew the information and how to communicate to us. [...]

I did learn a lot and enjoyed the class. It gave me a new perspective on literature.”

“I really liked this course. Poetry is very hard for me to grasp but you do a good job of helping me understand. [...]

“I loved this course and thought Antonio was a great professor. I had to put in more work than other courses, but it was worth it. [...]

“Antonio was an awesome teacher – he really facilitated learning well – and made class interesting. I will take a class from him next semester as well.”

**From LSPA 692.001 – *Del Modernismo/98 a la postguerra: novela teatro y poesía en la primera mitad del siglo XX* (Fall 2012)**

“I was happy to take this course because I feel it’ll prepare me for the comp. exams. It required an extreme amount of effort and I’m still uncertain as to whether I’ve fully comprehended the material and its historical context.

By far poetry analysis was the most challenging aspect of this course, and I wish we would have spent more time on it. I’m afraid that for the moment I’m turned off by poetry.

I would hardly say the same for Spanish Literature. I’ve become very interested in the subject and appreciate the instructor’s knowledge and enthusiasm for the subject.

One thing I do wonder about is the grading system.

Thanks.”

“Esta clase es muy útil para los estudiantes graduados que tienen que tomar los exámenes comprensivos ya que brinda una contextualidad y un panorama general sobre la literatura española del siglo XX y está relacionada con la lista de lectura.

La preparación del profesor es muy buena y motiva a los estudiantes hacia el desarrollo de futuros proyectos investigativos.

Sería bueno tener en cuenta que algunos estudiantes no están familiarizados con la literatura española, pues son de otras nacionalidades porque a veces el profesor asume que sí se saben algunos datos.”

“Esta clase me pareció buenísima no sólo porque el tema fue muy interesante sino también por el entusiasmo del profesor y la posibilidad de participar en una clase graduada.”

“Antonio kicks butt in literature and know everything anyone needs to know about it. It’s incredible. This class was incredibly helpful in preparing me for my final tests. I learned more in this class than most of the classes I have ever taken. Antonio is really tough but it is well worth it. My only advise is I would like more feedback on my work. Otherwise, he did an amazing job! Well done and I hope you keep teaching for a long time.”

“¡Me encantó la clase! El profesor organizó la clase de una manera muy buena y eligió obras excelentes. Aprendí muchísimo en cada clase (a veces, las clases/lecciones se movían un poco rápido – pero no soy una nativa, así que podía haber sido culpa mía). Los artículos que acompañaron a los libros/la poesía/obras de teatro ayudaron a comprender mejor las lecturas.

De veras, disfruté mucho de la clase y seguro que me servirá en el futuro. ¡Gracias por un semestre excelente!”

“Overall I really enjoyed the course. It would be more helpful to have more interactive presentations (that were less “essay based”) but in general the format was well executed and organized.”

“La clase del Profesor Pedrós-Gascón ha sido excelente en todos los aspectos. En primer lugar, la organización de la materia está perfectamente planificada estableciendo conexión entre todos los autores, obras y movimientos. Por lo tanto, la clase ofrece una perspectiva global de la literatura en España durante la época moderna.

El profesor motiva el pensamiento crítico y personal de los alumnos a través de clases amenas abiertas a debate. A su vez, los materiales provistos por el profesor son de gran utilidad para la comprensión de las obras.

En definitiva, una clase increíble.

¡Gracias Antonio!”

**From LSPA 400.002 – *Advanced Communication Skills in Spanish* (Fall 2012)**

“Aprendí muchas de las cosas que hemos estudiado aquí antes en mi educación, pero era necesario para revisar en una clase así. Creo que Antonio es un buen profesor. Él sabe mucho de las reglas de la lingüística del español. Creo que él es un profesor justo y muy ayudable. Me alegro de que tomé esta clase con él.”

“The writing sections on the exam seemed more difficult.

It was quite hard to study for exams.

Exams were graded very hard.

Essays helped to improve Spanish skills.

Classes were interesting and funny.

Overall I enjoyed this class.”

“Very enthusiastic; spoke in Spanish almost the entire time and didn’t seem to slow it down so we could understand it better, which is good and very appropriate for a 400-level course. Assignments (projects) were effective in applying grammatical concepts.

Out of 6 Spanish courses taken at CSU (each with a different teacher) this was my favorite.

!Bien hecho!:

“Overall I loved this course and I have a passion for Spanish and the culture of España but I had one problem throughout this semester that prevented from really excelling in my speaking – too fast!! [...]”

“I thought this was overall a very good class which helped me practice concepts of Spanish grammar that I had worked with before but had not completely mastered.

Antonio is very passionate about the subject matter and is very helpful when students get confused. [...]”

“I really enjoyed this class because the Spanish concepts & grammar we learned seemed practical & the essays definitely improved my understanding of the subject. The amount of homework was reasonable & it wasn’t an overload, unlike the last Spanish class I took.

**From LSPA 310.003 – *Approaches to Literature* (Fall 2012)**

“Me encanta esta clase muchísimo. Me gusta la manera que tu organices la clase. Pienso que las presentaciones fueron actividades buenos para entender los conceptos. Es la primera clase español que yo sentí que yo entendí la mayoría los que fue hablado. Mi solo recomendación es que hay mucha poesía en el curso, pero quizás necesita todo para los presentaciones.”

“Antonio is, if not the most, very motivated to teach us what he knows. It is apparent that he loves his job and as a result I feel that an atmospheric, such as the one he has created, motivates the student to want to learn. At times his rate of speech seemed to be very rapid, pero soy gringo, but I am not perfectly fluent yet either. He is probably the best professor I have had the experience to learn from.”

“One of the most helpful courses I have taken yet.

[...] Overall this course has given me an appreciated of the topics and literature through the methods and devotion in which they were presented and taught.”

“All of the assignments were straight forward and easy to understand. This made learning easier and more effective. All the topics were relevant and contributed in my understanding of the subject. The only subject I really had trouble with was poetry but your lectures helped.”

“Esta clase me interesó mucho. He aprendido una gran variedad de cosas sobre la literatura. Creo que si no fuera a ser un medico, me interesaría mucho seguir estudiante la literatura como el profesor.

El profesor es muy amable, siempre preparado y tengo un gran respeto por él. Sabe lo que dice y es un verdadero experto, gracias por haberme abierto los ojos al mundo de literatura español.

¡Espero tomar una clase más con el profesor! Me gustaría mucho.”

“Great passion for the subject that helped me to be interested in it as well.

Good mixture of different types of literature.

Enjoyed student presentations w/ instructor clarification afterwards.

[...] Overall, great class! I actually really enjoyed coming & it was very enjoyable.”

“I really enjoyed coming to class. At first I was discouraged because I had difficulty understanding

Antonio because he speaks fast but this in the end helped me to learn more. I was able to noticeably see improvement in my comprehension. Antonio was always very high energy in class & funny He was prepared and very knowledgeable about Spanish literature.

He also was very willing to go over things we were confused with in class or after. Overall great teacher!

I would definitely recommend him.”

“I very much enjoyed this class. I thought that Antonio was a great teacher, and incredibly knowledgeable.”

“Antonio was a very good Spanish teacher. He made it so you could understand the difficult concepts even in a secondary language. He also was available away from class if you needed help.

Also, he was very knowledgeable about the subject matter to the point where I have a better understanding of English literature after learning about Spanish literature.

Overall a great experience.”

“I think that the class was structured very well. Always had enthusiasm for the subject which made it more interesting. Hope to have the teacher again.”

### **From LSPA 310.003 – *Approaches to Literature* (Summer 2012)**

“I really enjoyed this class because I felt like I learned a lot because the class was so small. I liked the professor because he is smart and really wants to help us learn. The actual course was difficult at times but the professor made it an easy environment to ask questions. I understand that for a four week class the material is going to be a lot but sometimes it was hard to get everything done.”

“Professor was so enthusiastic and great to be around. I actually enjoyed coming to class 2 hours a day in the summer.

He knew what he was talking about and you can tell he enjoyed teaching us about it.

I would take another class with this professor.

Especially considering foreign language classes can be very intimidating, I always felt comfortable in his class.”

“Instructor was very enthusiastic about the class. Though the material was difficult at times, the small class size helped to facilitate learning.”

“Learning about literature in Spanish a very interesting change after having taken literature classes in English. It was like I had a new word. Overall, it worked well enough for me to understand the concepts in Spanish literature. The discussions over the readings where we walk through the text & pick out the important things were best.”

### **From LSPA 554.001 – *Topic Studies: La obra narrativa y periodística de Rosa Montero (crónica de un país en transición)* (Spring 2012)**

“Me gusto mucho la clase y disfruté de las discusiones y presentaciones. Además, me gustaron las novelas que leímos, pero hubiera preferido estudiar más que una autora.

El profesor facilitó muy buenas discusiones y nos hizo muy buenas preguntas para fomentar la discusión. El conocimiento profundo del profesor ayudó mucho en las discusiones y el entendimiento no solamente de las lecturas sino de la época en que las obras fueron escritas, también.”

“Although the course focuses on one Spanish author (Rosa Montero) Professor Pedrós-Gascón connected it to a broader field and we discussed topics related to history, politics, psychology, etc., which provided an excellent preparation for students.

I loved the open discussions in class where we could all share our ideas. Great class and excellent job from Antonio. He really gets students into the topic! And we also got to know the author through two videoconferences which were awesome.”

“The class was very interesting and I enjoyed how it was taught. Antonio is very busy so it was hard to meet him after class, but he was very helpful. He is very knowledgeable about the course and the topic. [...] Antonio did a great job. Very challenging!”

“Este curso me ha gustado un montón. El tema de la transición es muy interesante y creo que R.M. es una buena autora para hablar de esa época. El esquema de la clase (la organización de cada día/presentaciones) me parece muy lógica y resultó muy fácil de seguir. Además, me gusta la división de secciones de los libros porque me facilita seguir el plan sin sentirme agobiada de

mucho trabajo al final del libro. [...]"

**From LSPA 492.001 – Lengua, cultura y sociedad de la España contemporánea**

"Antonio is hands-down one of the best professors that I have ever had. He is extremely enthusiastic about what he teaches, and creates an atmosphere conducive for learning. Some of the topics we covered in the class were very controversial, yet he was able to keep the classroom as a very open place to debate your side, without fear of offending everybody else. I wish I could have taken more classes with Antonio, but alas, I am graduating."

"Overall, the class was very insightful. [...] Very interesting class! Thank you for all the news articles and movie recommendations."

"Antonio is always prepared & enthusiastic. He is responsive to communication, when I sent an email to all my professors to say I was sick & had to miss classes, he was the only one to respond. [...]"

"Antonio was very enthusiastic and knowledgeable about this course and its content. It is very difficult to create a comprehensive "culture" class, but I did enjoy how he chose to focus on the more important and controversial themes in Spanish culture today."

"Loved the enthusiasm that Antonio had every day. Enjoyed the films that supplemented the course but sometimes it was hard to access the DVDs. Overall enjoyed the conversational aspect of classroom sessions."

"El sistema de mostrarnos nuestras notas cada dos semanas me gustó mucho porque de esa manera estaba al tanto de qué me faltaba.

Las lecturas fueron muy informativas y la forma de discutir las en clase ayudó mucho a que entendiera más sobre la historia y cultura de España.

Del mismo modo las películas fueron muy buenas e informativas y tenían mucho que ver con lo que estábamos aprendiendo en la clase. [...]"

"Extremely passionate, knowledgeable, it's also very apparent Antonio has an active academic life and seems to be in the process of scholarly accomplishment; quite opinionated."

"[...] I liked how you had us prepare our papers well in advance to when it was due. I found that helped me a lot.

Learned a lot about Spain in this class and soon I really want to go back."

"Estaba bien su incorporación de los invitados que vengan para hablar en las conferencias. I really like the guest speakers that he invites to come speak in class, adds an additional dimension to class discussions. I like material presented and readings. [...]"

"Antonio is very knowledgeable on the subject matter in this course and easily approachable. I appreciate the effort he put in to bringing guest lecturers in order to bring a new perspective to the course. I really enjoyed this class."

"The professor has clear enthusiasm and vast knowledge of the subject. I don't think that most of the films were necessary for increasing understanding. Perhaps only one film should be chosen, like the ETA film that has real social consequence. I think that the readings chosen as assignments were very well chosen and were very informative. Overall, I very much enjoyed the professor and this class. I feel as though I command much more knowledge in this subject area, for which I am very appreciated!"

**From LSPA 454.001 – Topic Studies: La obra narrativa y periodística de Rosa Montero (crónica de un país en transición) (Spring 2012)**

"Professor clearly knew and was enthusiastic about subject which facilitated learning. [...] Awesome to be able to talk to author!"

"I always enjoy Antonio's classes. He is very knowledgeable & always had very good insight."

"I enjoyed this class very much because we went to great depths analyzing one author. I feel I know a lot about her and I appreciate the videoconferences with her. [...]"

The professor is amazing because he is very enthusiastic about the subject."

"As always, I appreciate Antonio's knowledge, professionalism and enthusiasm.

I also had been sick for two weeks & I had missed a full week of class. Antonio offered an incomplete to me if I needed it. He has been very flexible because he said I could let him know the day of our final exam if I needed to take him up on the offer.



I am also impressed by having a videoconference. What a treat it was to be able to interact with the author whose books are studied.”

“Me gusto mucho la clase y cómo estuvo organizada. Creo que es una buena idea la de dividir los capítulos entre los estudiantes para que los presenten en clase y que ellos más o menos dirijan la clase. No creo que sea necesario el examen final. Yo sugiero un ensayo corto de cada libro sobre un tema que te haya interesado., además del ensayo final. También me gusta la idea de las videoconferencias con la autora.

¡Buen trabajo Antonio!”

“La clase está organizada bien. Ud. explica sus objetivos del curso de buen manera para que los estudiantes entiendan cómo funciona las tareas y las lecturas, así como el trabajo final y el examen. Me ayuda mucho que Ud. explica las cosas varias veces durante el curso del semestre para que entendamos mejor sus requerimientos para cualquier tarea. [...]”

“El material del curso era muy interesante. Me gustaron muchas las obras de Rosa Montero. Las presentaciones sobre los capítulos eran muy buenas porque nos permitieron aclarar temas o hechos que no entendimos muy bien. Todos los requisitos y proyectos fueron dados con suficiente tiempo. Se me hizo una clase muy buena y interesante.”

“-¡Gracias por su entusiasmo!

-Una sugerencia, ¿podría organizar una(s) lectura(s) para explicar las teorías de literatura? (por ejemplo: modernismo, posmodernismo, la caja narrativa, etc.).”

“I really enjoyed this class because of the enthusiasm you had. I am not a major fan of history but I feel like this class gave a little bit of everything. The first couple of books were not great but the last two were. Thank you for always being available & making sure we understand the material, you truly make this class great and I stay awake. Thanks for a great semester.”

“Overall, the class was a good topic study of the books we read. We definitely discussed all the books which made the class very interesting.”

“Me gustaba la manera en que Antonio enseñaba esta clase. La falta está conmigo por no tener motivación a poner esfuerzo suficiente en la clase. Pero, tengo que decir que Antonio ayudó mucho y todavía aprendí mucho y encontré un respeto nuevo para la literatura de Rosa Montero.”

### **From LSPA 310.003 – *Approaches to Literature* (Spring 2012)**

“Very challenging course & material. Overall a good course I feel like I have been challenged more than previous LSPA classes. Antonio is a really good instructor.”

“I loved being in your class and learning from you. The course seemed a little difficult for those of us who weren’t native speakers, but it was a good challenge and I learned a lot. [...] Wonderful class!!”

“All in all I think you are a great teacher, but one suggestion: many people are not fluent in Spanish at this stage so I think writing terms & definitions on the board will help students take notes so they can look up the meaning later. I do appreciate you being nice and helpful during office hours – some instructors don’t really want to help and you can tell.”

“I have always enjoyed having this instructor. He brings a lot of energy into the classroom and makes the subject more interesting. He is also very open to students’ ideas and opinions and is very approachable both inside and outside of the class. I appreciate that he does not dumb the class down, but also spends a sufficient amount of time on each topic. [...]”

“This class was hard, 300 & 301 didn’t prepare me for it. But grading seemed to reflect how challenging it was, took into consideration that not everyone was fluent. I sometimes felt outshined by students who were fluent & like I couldn’t speak up in class b/c my skills aren’t as good as theirs.”

“Antonio is very knowledgeable about this subject and it made the class sessions good because I was able to learn and understand the material better. He is also passionate about this work and it comes across in the class sessions. He is a good professor!”

“This class was very challenging, but Antonio was an effective instructor. Communication was hard, but it’s helped me learn, but sometimes English clarifications would be nice.”

“The professor was always on time and ready to go. He was very enthusiastic and he helped us a lot when we didn’t understand. Antonio was more than happy to help us outside the class. I really enjoyed the class.”

“Antonio siempre estaba bien preparado y facilitaba buenas discusiones.

- fue muy fácil de entender las lecturas mediante las discusiones que hemos tenido en clase.
- Esta clase fue muy interesante y divertido.
- Sería buena si hubiéramos leído lecturas que no fueran tan religiosas.”

**From LSPA 335.003 – *Issues in Hispanic Culture* (Fall 2011)**

“At first I was really overwhelmed by this class. History is a really hard subject for me in general & add Spanish to that.. wow. But Antonio was a great teacher, although sometimes it can be hard to keep up with what he’s saying, he explains the material well and I am now able to understand his quick-pace talking. I really enjoyed this class & would love to take another class with Antonio. He’s really understanding of where students are at & a great teacher to have!”

“I thought this course was very interesting and very well-organized, especially considering the amount of coursework we needed to study. I was also impressed with the professor’s enthusiasm for the subject and for students’ opinions. [...]”

“Me encantó la clase, y aprendí mucho. No pienso que cambia la estructura de la clase o el formato.”

“The profesor was very knowledgeable of the class information and made everything clear to us (the students). He was also flexible to meet the needs of the class.”

“I really enjoyed this course and it taught me a lot. Pedrós-Gascón was a great professor and I thought he did a great job at organizing so much material. [...]”

“Since I have not studied abroad, I am not as good at Spanish as most of the class, but by placing me in this class, I was forced to improve. I learned A LOT from Antonio and would take another class taught by him in the future. He spoke fast, and I am not used to hearing Spanish from Spain, but I was able to keep up.”

**From LSPA 310.003 – *Approaches to Literature* (Fall 2011)**

“You are the most engaging Professor I have had to date at CSU. Your class really challenged me, but rewarded my effort. I appreciate your patience and believe this has been my most successful semester of learning in Spanish. Thank you.”

“Professor Pedrós-Gascón was a really great professor. Normally students say this about professors who give them A’s. However even if I don’t receive an A in this course it was because I felt challenged by his course. He pushed us to think outside the box and dig deeper into the material. He explains & takes his time showing us what he means. He is kind & is very efficient. He emails all students with information he feels is imperative & is very passionate about what he teaches. I would take another class taught by him & would recommend him. I feel that if a professor doesn’t show interest in what he teaches, a student has no interest to learn.”

“The course was both intellectually stimulating and diverse. I particularly enjoyed the discussion on *Aura*. Those class periods were very insightful. I felt his expectations were clearly stated in general regarding layout of class. [...]”

“Antonio is by far one of the best teachers I’ve ever had. He stresses the importance of learning, rather than cramming for a test; hence the open-note policy. I appreciate his enthusiasm and obvious knowledge of the content-area. This is a tough class, and he was open to questions, and encouraged us to try our best, as analyzing is an acquired skill.”

“I feel as though this course was made just for me. I love language and literature and I love Spanish culture. This was the perfect mix. I did not have many expectations coming in, but I have gained so much. The class is fun, helpful and interesting. Antonio is hilarious, well-educated and an expert in this area. I wish I had more time to take another class of his. Overall, my favorite Spanish class yet ☺”

“Antonio is very passionate about literature and culture. I thoroughly enjoyed his course, especially the poetry section. He clearly communicated essential features of literature and language. This course was fun to participate in.”

“I have really enjoyed this course. Classes were engaging + you have a lot of enthusiasm. You encouraged questions, which helped me to learn. While some of the coursework has been difficult, I have definitely gained a lot from this course. Thanks for a great semester.”

“Great professor who made class exciting enough for me to want to come everyday, very helpful and knowledgeable. I wouldn’t change anything.”

“I feel like Pedrós did a great job teaching this course. He was always on time and prepared to teach. He made the class interactive and when students had questions he would explain until it was understood. He did not rush through anything and it could be seen that he enjoyed teaching this subject. He would also tell us that what he was teaching was not his beliefs and did not want to change our minds but rather he was teaching literature. I really enjoyed this class and I feel like I will take a lot from it.”

**From LSPA 492.001 – Lengua, cultura y sociedad de la España contemporánea (Spring 2011)**

“Such an interesting and animated teacher. Never wanted to miss class. Although a few of the articles and topics weren’t the most interesting, lecture was always the best part of my day. What a fun class.”

“Antonio es uno de los Buenos maestros que he tenido en mi vida. Su energía fue magnifico sobre la clase y me gusta mucho ¡un maestro estupendo!”

“Me gustó mucho esta clase. Creo que aprendí mucho. Me gusta la idea de enseñar con películas. Por lo general, las lecturas fueron pertinentes y interesantes, pero no me gustó el libro de Marcos y Muñoz. Creo que fue muy aburrido y prefería tener más lectura de otro sitio.”

“Very informational and interesting.[...]”

“Muy Buena clase. Me gustan los temas y cómo diriges la clase. Tiene bastante lectura pero no nos das demasiado trabajo. Muy bien.”

“I appreciate the willingness to help students after class, enthusiastic about what he teaches. [...] Awesome instructor, loved the class and learned so much!”

“Antonio was an excellent professor & made the course interesting & challenging. The work-load was just right & this class was my favorite Spanish class I have taken at CSU”

“The course was very interesting and kept my attention. All the readings were worth reading to get a better understanding rather than arbitrary”

“Antonio is a very enthusiastic & fun teacher. He goes above & beyond in making it a special course for students by inviting speakers & mixing up class activities. He is very approachable, kind & welcoming to students. He knows all about Spain & it is clear every day”

**From LSPA 465A – El cine de Pedro Almodóvar: ideología y modernización (Spring 2011)**

“I really enjoyed this class it was very interesting the way that the films changed throughout the years. I only wish that we would have got to see others from other directors.”

“I really enjoyed Antonio’s class. He is a classic Spaniard that has a passion about this subject. I learned a lot from this course in terms of how cinema interrelates with the construction of Spanish national identity. Sometimes I found myself a little lost in discussion because he really likes to talk about the subject and speaks very fast. I put considerable effort to earn a good grade & I enjoyed listening to what he had to say.”

“Good professor, keeps this class interesting. Professor is organized and prepared for class, he is very knowledgeable about the subject matter. I would recommend professor to other students.”

“I really enjoyed the class because of how dramatically different the film was from American films. The Spanish in the movies improved my listening and speaking skills while the content offered a new insight to foreign film. The style and images were shaking at times but [?] new and exciting”

“I am a graduate student in Biomedical but was a Spanish major during undergrad. I really enjoyed this course as it was a great way for me to maintain my Spanish skills. Antonio is a great professor and did a great job in organizing this course. It is definitely a course worth keeping in subsequent years. [...] Great class, and great professor!”

“Me gusta mucho las películas que hemos visto porque me dan un imagen del mundo español que nunca hubiera recibido porque nunca he viajado allí. Me gusta mucho por su energía y por sus temas que trajo a la clase.”

“I have really enjoyed everything I learned in this class. It had a great mixture of visual learning and the lectures from the professor increased my understanding of Spain and the movies by Almodóvar.

I consider that this professor is excellent; he is very knowledgeable about all of these subjects and has transferred his passion and enthusiasm about Spanish culture and everything the cinema adds to the culture.”

“Antonio did a wonderful job teaching this class, he is very knowledgeable in the subject matter, which is something I greatly appreciate him as a professor. Antonio is a very laid-back but is able to stimulate the minds of his students, which is key to having a great professor. I have nothing bad to say about Antonio, he is a phenomenal professor; he is a wonderful, happy caring man”

**From LSPA 335.002 – *Issues in Hispanic Culture* (Spring 2011)**

“Thank you for being such an awesome professor! You were my favorite professor this semester & one of my overall faves at CSU. If I weren’t graduating I would definitely try & take more classes from you. Thanks for being so laid back but a great teacher at the same time [...]”

“Hands down the best Spanish professor I’ve had at CSU. I wish he taught more classes because I would certainly take them.”

“Antonio es realmente uno de los mejores profesores que he tenido en CSU. Su entusiasmo y conocimiento de la materia es impresionante y nos comunicaba las ideas y temas de una manera que era tan interesante como informativa. ¡A+++!”

“I enjoyed this class and it allowed me to see a different side of history than I’ve studied before and the cultural context I received from learning the content in Spanish helped a lot.”

“I thought Antonio was one of the best teachers in the Department. He is intelligent and his lectures are so interesting. He facilitated learning through the assignments, and allowed us the opportunity to take as many notes as we wanted to bring to class. The test results depended on our own effort put into the class, which is an awesome policy.”

“Antonio has been one of the best teachers I’ve had here at CSU! His enthusiasm was great and has made class fun! I looked forward to coming to class to learn! He was a [?] too which is sometimes hard to find in a lot of teachers! He’s awesome!”

**From LSPA 553.001 – *Author Studies: José Manuel Caballero Bonald: poesía, ensayo y narrativa* (Fall 2010)**

“I thoroughly enjoyed the course, particularly because it was challenging while also being fun and welcoming! [...]”

Overall, this class was interesting, and the professor engaging.”

“I really enjoyed the class! Antonio is amazing, he is really nice, very enthusiastic and knowledgeable about the subject (really knowledgeable). I learned a great deal in this class, Antonio made my semester.”

“This class was an excellent course; Antonio shows a true passion for what he teaches and transmits his energy to the class. Also, the chance to speak with the author we were reading in class was a valuable and unforgettable experience! Thanks for a great semester”

**From LSPA 453.001 – *Author Studies: José Manuel Caballero Bonald: poesía, ensayo y narrativa* (Fall 2010)**

“This course was really good and increased my knowledge of Spanish literature and the art of analyzing. Antonio is really excited about the subject and makes the class fun.”

[...] Great Instructor – I LOVE his enthusiasm for the subject and teaching.

It was awesome that we got to talk w/ Caballero Bonald.

Although sometimes difficult, I loved hearing about the author.”

“Pedros-Gascon is a wonderful professor, always energetic and very knowledgeable about the subject. The opportunity to have 3 videoconferences with our author is incredible and definitely

should be available in the future.

[...] Overall, I really enjoyed the class and learned a lot.”

“Antonio is a great professor. He expects a lot from his students, which makes sense in a 400 level. [...]”

“Good job. Difficult but well done. Get this teacher some real technological resources. He uses them well.”

“Dr. Pedros-Gascon is an amazing professor – incredibly passionate about Hispanic literature, culture, history, language, and student understanding of these interrelated disciplines. His use of integrated videoconferences for this class was especially beneficial and demonstrates his immense commitment to an enriched learning experience. His expertise and enthusiasm are truly inspiring.”

[...] The teacher was extremely nice and pleasant and well-informed!”

“Antonio is always enthusiastic & passes it on to the class.

Our conferences with Caballero Bonald were awesome, such an opportunity for a class to have! [...]”

“I really enjoyed the videoconferences we were able to do w/ wi the author Caballero Bonald. It made reading the literature much more enjoyable and interesting (and personable). It was nice to put a face to the name”

[...] The videoconferences are a highlight of my undergraduate studies.”

[...] The classes helped so much with an understanding of the material however, there is no doubt that Antonio is incredibly knowledgeable about the subject. The videoconferences with Bonald were a rare treat that was very beneficial because we could pick the author’s brain and really find out what he was trying to tell. As a whole, I would definitely rate this class as an interesting course, but I also must state that it has been the most challenging class I have ever taken in Spanish.”

“Antonio Pedros-Gascon is phenomenal professor, who truly cares about his student’s success in his class. The material that he assigned was challenging; however, he was always willing to discuss it if you were having trouble. This was a phenomenal class!”

### **From *LSPA 310.003 – Approaches to Literature* (Fall 2010)**

“El problema más grande es que muchos estudiantes no pueden hablar de un nivel bien para discusión. Pero nos ayudas muchísimo con explicación y ejemplos.”

“I appreciate the instructor’s enthusiasm and knowledge of the subject. He facilitated an environment of collaborative learning, and entrusted the students with projects that were appropriate for the language level. One of the best professors I have ever had.”

“The class was challenging but helped improve my Spanish. I was able to talk and feel comfortable in the class but I did not enjoy the poetry section very much. I would take another class w/ Antonio. I enjoyed his enthusiasm.”

“Excellent class- challenging but navigable. LSPA 310 increased my command of Spanish and provided an excellent introduction to Spanish poetry + literature. [...]”

“Fantastic class! Pretty difficult, but attending class and asking questions always made points more clear. Wonderful teacher who is obviously very passionate about his job.”

“This class has been awesome. I regret my time-management this semester, and that is all I have to blame for not getting an A in class. The professor made the course fascinating, and challenging, but also organized the class so that we would succeed. The professor really appreciates the subject and is very clear when teaching it. I will recommend this class and teacher to everyone.”

“My favorite part of this class was listening to Antonio explain the texts we were reading because he was so enthusiastic about the subject & very knowledgeable. [...]”

“Antonio was incredibly knowledgeable and enthusiastic about all of the works that we discussed in class, and effectively led discussions that helped me understand the material thoroughly.”

**From LSPA 335.002 – Issues in Hispanic Culture (Spring 2010)**

“La clase era muy informativa, me gustaba mucho el formato, prefería trabajar en grupos, como el fin del semestre.”

“The class was good and I liked the material but found it hard to do the fichas when they were worth so little points for the amount of time that I put into them.”

“Antonio is a very charismatic and enthusiastic teacher. I really enjoyed this class and for one of the first times found history interesting!

I would definitely recommend Antonio’s class to friends.”

“You made history tolerable (great achievement)”

“Antonio,

¡La clase era impresionante, aprendí MUCHO! Gracias por “the challenge” nunca he tomado un curso tan interesante ni intenso.

La única cosa que no me gustaba, la cantidad de trabajo al final... bueno en parte porque 335 y 310 [eran] con usted. Pienso que el trabajo final debe ocurrir antes...”

“The class was great and Antonio is a genius. [...]”

**From LSPA 335.004 – Issues in Hispanic Culture (Spring 2010)**

“A mí me gusto los tiempos en clases. Antonio era muy apasionado e inteligente sobre el curso. También, siempre era disponible para ayudarnos.”

“The material was overwhelming at times. Fichas were very time consuming and did not always help me to understand. Essay assignments were good to give us more info. Professor was great, but more class participation in 1<sup>st</sup> half would be good.”

“The course was very intellectually challenging. There was so much information to grasp and remember, it was very difficult to actually retain anything. Lots of work as well in this course.”

“Esta clase era muy informativo. Aprendí mucho durante este semestre.”

“Me encantaba este curso. Tenía problemas con muchos datos, nombres y fechas pero me encantaban los cuentos y me gustaba mucho la energía.”

“Antonio is very enthusiastic + knowledgeable! The assignments were reasonable and helpful. The only suggestion I have is to make more timelines for the students during the 1<sup>st</sup> half of the semester – the order of events- how they correspond with other events in history can be confusing.”

“No me gusta mucho la historia (para mi, es aburrido) pero Antonio es un maestro fantástico y por eso me gustó mucho esta clase.

Si es posible, sería mejor aprender menos información porque no puedo recordar todo del semestre.”

“Antonio is a very intelligent professor, but it is difficult to listen to a native Spanish speaker for 75 minutes & comprehend everything he says.”

“El profesor vino a clase cada día muy preparado, explicó todo con mucho detalle, nos hace sentir muy cómodos.”

“This class was a very interesting class and I was able to learn a lot about the history of both Spain & America.

Since the semester is cut into 2 halves, the first being more “teacher focused” and the 2<sup>nd</sup> being more “student focused” was good. I think there should be more general notes during the 2<sup>nd</sup> half as well.

Great job! Thanks!”

“Antonio era un buen profesor. Me gustaba la manera en lo que él nos educaba. Él era más inteligente sobre los sujetos. A veces era difícil para entender la cantidad de información que recibíamos. También las fichas requerían mucho tiempo y trabajo, pero me ayudaban en entender los sujetos.”

“Antonio is a great teacher & did a great job covering as much material as possible, sometimes he talks a little fast but is always open to question & clarification.

The way Antonio repeats things a lot is helpful for a language class.

Great personality! Fun teacher!

LSPA335 is a terrible course though. The amount of info we are forced to cover is absolutely ridiculous & it is impossible to really “learn” anything. Antonio did a good job w/ what he had to do.”

**From LSPA 310.001 – *Approaches to Literature* (Spring 2010)**

“I really enjoyed the course. I consider it to be the most challenging of all the language classes I have taken at CSU. Antonio is hard but fair.

I would have to say the amount of content covered throughout the semester is almost too much. I read more in here than in traditional English courses.”

“I enjoyed this course and the instructor.”

“I think that the poetry unit is a little too long and I would have liked to have spent more time on drama. However, I loved Antonio’s enthusiasm about all of the subjects & he did a great job of explaining themes & symbolism.”

“Me gusta aprender el criticismo literario. Ha enriquecido mi vida intelectual.”

“I think this class is very organized, which makes it easy to follow & understand what’s going on. Presentations allowed the class to teach & learn from each other.”

“The subject matter was interesting, I only question how I will use it in the business world. Maybe this course should not be a requirement. The teacher was very enthusiastic and made material interesting. We were able to be creative on some of the material. There were some new techniques used in this course, such as the exams. There was an atmosphere that promoted respect to all.”

“Creo que es un buen curso y [yo] tuve gusto mucho. Pero, creo que hay un poco demasiado trabajo en este curso. Por ejemplo, en el ultimo parte del semestre hay un Ensayo trabajo final y un Examen final en el mismo tiempo, es demasiado difícil hacerlo con poco tiempo y otras finales. Gracia para esta clase!”

“I really enjoyed this course, it [expanded] my vocabulary, my knowledge of Latin culture/thought and literature, a great deal. I am glad there were so much class discussion [...]”

“I think that Prof. Gascón was a good instructor, and I enjoyed his class. [...] Thank you for a great semester!”

“We looked at a lot of great literature in this course. My only real complaint is that I wish we had more time to analyze everything!”

**From LSPA 492.001 – *Lengua, cultura y sociedad de la España contemporánea* (Fall 2009)**

“Antonio was a great professor. He made this a very worthwhile and informative capstone course. I feel like I have learned so much about contemporary Spain. Overall, great class, great professor.”

“This was my favorite class. You are a great teacher!

Thank you!”

“Thank you for a great Semester. I really enjoyed class sessions and reading material. Very informative and interesting.”

“Antonio is a riot in class & enthusiastic about certain topical subjects.”

“Antonio is an excellent professor –very passionate and knowledgeable on an array of topics and their context. I really enjoyed this class.

¡Muchas gracias por todo!”

“I enjoyed the laidback atmosphere of the class. While I enjoyed learning about Spain I think it would have been nice to do other places also. Antonio is a great teacher. He knows the material

very well and is great at explaining it so we understand.”

“Antonio is so knowledgeable on the subject – I really feel like I’ve learned so much in this course. Excellent teacher for a Spanish capstone.”

“This has been my favorite class at CSU. Antonio makes class interesting, relatable, fun and easy to come to.

I really enjoyed this semester and the topics we covered. Thanks!”

“Me gustan las películas que miramos fuera de clase MUCHO.

Antonio es un profe muy amable y tiene mucha información para compartir con la clase – muy interesante la clase.”

“The teacher’s enthusiasm made class sessions interesting and fun.

I really enjoyed the Hooper text.

I would have liked more opportunities to practice my speaking skills.”

“Very interesting and effective course. I learned a lot but was still challenged with readings, assignments & exams.

Overall great course, overall great professor.”

**From LSPA 335.001 – Issues in Hispanic Culture (Fall 2009)**

“Señor Pedros-Gascon is an incredible professor – knowledgeable, enthusiastic and compassionate. He cares about student understanding and success and teaches in such a fun and engaging manner, I could listen all day. He is a wealth of knowledge about Spain, Hispanic culture, history and even art. I’ve thoroughly enjoyed the opportunity to learn from him in this class and Spanish Literature.”

“Me gusta su manera de enseñar. Cuando hace bromas me ayuda recordar. También me gusta el proyecto multimedia. Pasó más tiempo pero era más divertido que un ensayo.

¡Gracias señor!”

“Fue una clase muy fantástico! Aprendí mucho y fue muy interesante!”

“Antonio is a great professor. He is very funny and witty and made the class interesting. I learned more the first half of the semester because the powerpoints helped me organize the material. You should do more powerpoints the second half, also.”

“I have enjoyed the class and feel that I have learned a lot about Spanish history and culture. Professor Pedros-Gascon is enthusiastic and helpful, and I love taking his classes because of that. I enjoyed the part of the semester when we had powerpoint slides in class more because they helped add to my understanding.”

“Antonio is a fun teacher and he’s really enthusiastic.”

“Excellent course + teacher.”

**From LSPA 495.002 – Independent Study: Spanish (Summer 2009)**

“Antonio is one cool guy and knows most anything that we ask about the subject.”

“Amazing course! Antonio is really passionate about the material he teaches and you can see it in the lecture. [...]”

**From LSPA 365.001 – Studies in Foreign Film: Spanish (Summer 2009)**

“Antonio was very knowledgeable and interesting. His discussions were fascinating.”

“Great teacher/Great class [...]”

“Antonio is an extremely knowledgeable teacher. I learned so much from him about the history of Spain, I really enjoyed the class. [...]”

“[...] Class was great! Really made me think about film a new light. Thanks!”

“[...] Antonio is a great professor that we are lucky to have.”



“The course increased my knowledge of Spain along with my understanding of Spanish cinema and the language as a whole.”

**From LSPA 492.001 – Lengua, cultura y sociedad de la España contemporánea** (Spring 2009)

“The course was good. I liked your teaching style and I got a lot out of it. Maybe next time we can go over youth a little more extensively.”

“By far the best Spanish prof I’ve had at this university. He created an atmosphere that made learning actually fun. He was always prepared and very knowledgeable about the subject. And I actually learned a lot from the course and a very easy guy to talk to.”

“Antonio is a remarkable professor –dynamic teaching style, relaxed classroom atmosphere. I really enjoyed the class because I have focused my previous studies on Latin America whenever possible. I didn’t have the background that other in the class had on the subject, nor have I been to Spain, but neither one of these held me back in Antonio’s class. He does a great job of discussing important, relevant and challenging themes in a way that is easy to grasp. I’m so happy to have had the opportunity to study with Antonio.”

“The teacher is extremely knowledgeable about all the topics we covered.

He is very accommodating and open to conversation.

He is very in-tune w/ the subject matter and clearly very passionate about his work.

Responded every single email I sent him, including those related to grammar, society and opinion.”

“Great challenge if you are actually interested in learning the language. Those that were not probably will receive bad grades or dropped the class because they didn’t take it seriously.”

“Outstanding teaching; very knowledgeable; I’ll recommend other to take this course with him.”

“Antonio was a good teacher, at times he spoke a little too fast –but you warm up to him. [...]”

“I enjoyed this class more than any other LSPA course I’ve taken at CSU. Antonio is a wonderful teacher with passion for his profession. I am looking forward to taking one of his courses next fall. This class was very interesting, fun to attend & I learned a lot about Spain that I never knew before.”

“Muy bien hecho Antonio. [...]”

“Antonio was very knowledgeable about every single class topic. He seems to know so much about everything. The format of the class made it very easy to learn the material.”

“This was a very interesting course. I learned a lot about the history and culture of Spain. The teacher was very enthusiastic, funny, knowledgeable and creative.

I would definitely recommend this course to anybody who is interested in Spanish culture.

Finally a course that was a challenge for me!”

**From LSPA 335.001 – Issues in Hispanic Culture** (Spring 2009)

“Professor was very knowledgeable on every topic! A good Teacher! He was always enthusiastic! Would recommend to any Spanish speaking students.”

“Promote more thinking & new ideas from students.

Great class, I learned a lot!”

“I like the professor and I think he enjoys teaching which makes it easier and more enjoyable for us to learn. [...]”

“He’s very knowledgeable of the material which is great and I love how he adds in cultural experiences he’s had and personal experience. [...]”

**From LSPA 310.001 – Approaches to Literature** (Spring 2009)

“Señor Pedros Gascon was the perfect professor for this course –enthusiastic and well-versed in

Spanish and English literature. We even looked at the Greek roots of theater. I thoroughly enjoyed the guided class discussions and the selected texts were very interesting. [...] Amazing course!”

“¡A mí me encanta esa clase! Pienso que las leyendas fueron preciosas y las discusiones en clase me ayudaron [a] entender los textos. [...]”

“He is an effective, knowledgeable teacher and I enjoyed this class.”

“Antonio has a great attitude and makes coming to class worthwhile. He is very knowledgeable about the subject and we felt he was very approachable about anything.”

“I liked the class a lot and I feel like I have learned a great deal.”

“Professor Pedrós-Gascón creates an exceptional learning environment with his enthusiasm, thorough knowledge of material, organization, and respect towards students. [...]”

“I really enjoyed this class. Antonio was very enthusiastic about the texts. He was very reasonably flexible about due dates and grading on the presentations. This class was overall fantastic.”

“¡Me encanta la clase! ¡Gracias por su entusiasmo! ¡Voy a tomar la clase de 335 contigo!”

“I thought you taught the class very well and I enjoyed coming to class. You are a great teacher.”

**From LSPA 692 – *Historia, escritura e identidad: Medio siglo de novela española***  
(Autumn 2008)

“The course had a lot of difficult material to cover. I think it would’ve helped to have learned more information about the historical and political history of Spain. This would’ve helped in understanding the novels a bit better. Overall, the professor is highly qualified and reputable.”

“Prof. Antonio was very enthusiastic about the course, we learned a lot! [...]”

“The professor obviously has a broad knowledge base of the subject matter.

The class was challenging and interesting.

The professor was very helpful and approachable.”

“Antonio es un excelente profesional. Me encantó su clase. [...]”

“The teacher is very knowledgeable in the subject and very enthusiastic. I enjoyed this class a lot and was impressed by the professor’s passionate way of teaching.

Class discussions were stimulating and I learned a lot. I hope to take more literature classes with this teacher in the future.”

“There was a lot of books to read which felt crazy at times, but we have to read those anyway so, I guess it’s the nature of the beast. The teacher is very knowledgeable. It was a very interesting course and I learned a lot. I wished it would have been a twice a week class and not a 3 hours late class. [...] I really enjoyed the class, even if I don’t get an A, since it was a hard class. Pedrós made us work our [?] off!”

“This professor is smart... scary smart... not just in his genre but obviously in all forms of literature. Sometimes I felt he expected us to know more about world lit than we did, but he did not expect this knowledge unfairly on exams etc. [...] this prof’s excitement and knowledge were amazing and so enjoyable.”

**From LSPA 335.004 – *Issues in Hispanic Culture*** (Autumn 2008)

“I felt like I learned a lot from this class and I definitely enjoyed it. [...]”

“The class was very interesting and the professor had a strong knowledge of the subject, although I would have liked more opportunities for student input. I learned a lot about the Spanish/Latino culture and about the subject in general.

“He did a great job explaining in class but one of the text was extremely difficult for this course – the one of Spain. [...]”

“Una clase muy informativa. El profesor siempre vino preparado y los libros eran muy útiles.”

“I felt like there was so much material presented that it was hard to fully grasp everything. Antonio was very knowledgeable though and was able to give background on almost any topic.

This was one of the first Spanish classes I've ever taken that I felt comfortable talking in. The small class really helped."

"The teacher is great, he is the first teacher on the CSU campus that actually made me enjoy learning in Spanish courses at CSU."

**From *Span 042 – La novela española desde la muerte de Franco* (Spring 2008):**

"Gracias por todo, me encantó la clase."

"¡Muchas gracias por todo profesor! He gozado esta clase, he aprendido muchísimo sobre la historia de España."

"Profe, me encantó la clase. El semestre pasado ya había leído un montón de las historias pero este semestre me encantaron las novelas. Muchísimas gracias por todo. [...] Del carajo la clase y te extrañaré el próximo año."

**From *Span 003B – Intensive Spanish* (Spring 2008):**

"I really liked this class! I learned a lot and it was very interesting. I really enjoyed all the songs we listened to."

"Since it was a grammar class, it was not as exciting as the conversation class. However, still I learned a lot from this course and enjoyed it very much."

"The timeline of verb tenses & moods was very helpful to my understanding! All the graphics/visuals were helpful."

"I really enjoyed the course & I feel that this was probably my favorite class this semester. [...] Favorite class of the semester."

**From *Span 063 – Cine español contemporáneo* (Spring 2007):**

"Prof. Pedros-Gascon is awesome – his design of the course was very well thought out and I feel he has given us an excellent view and understanding of Spanish Cinema. [...] Pedro[s] is an excellent professor who has presented an excellent course. It is clear that he is passionate about the subject and he does a great job of passing that excitement along to us students. I would love to take another course with him!"

"Really consider keep Prof. Pedros-Gascon for next year! He is a phenomenally enthusiastic professor who elicits deep thinking about the topics/films we covered. He is one of the few profs I've encountered that actively seeks to integrate student interest in class room discussion + silabus. Flexible + fun!"

"Very well constructed and organized course, thoroughly enjoyable lectures"

"Antonio was very versed in the topic of film. He was always available for discussion and help with papers, even outside office hours.

This class was excellent."

"My favorite Spanish class at Swarthmore so far!!

Antonio is an EXCELLENT professor and would have been an excellent addition to the department. Can we keep him? Please?!"

"Delightful course... very fun & I learned a lot [...]"

"I learned a great deal about Spanish political and cinematic history and improved my ability to critically analyze movies [...]"

**From *Span 011– Introducción a la literatura española* (Fall 2007):**

"Great class!!"

"A mí me gustó esta clase. ¡Muchas gracias profesor!"

**From *Span 003B – Intensive Spanish* (Fall 2007):**

"Great professor!"

“I think Prof. Pedros-Gascon is a really good teacher, who is also accessible & fun. [...]”

“Antonio is a very engaging professor. He made class at 8:30 a.m. worth getting up for. He really shared a lot of Spanish culture that our group hadn’t gotten with our other Latino professors.”

**From *Span 104N – Intensive Intermediate Spanish II* (Spring 2007):**

“I have yet to have a Spanish instructor who was able to communicate the ideas of the language so I could understand them. My Spanish is immensely improved because of Antonio’s animated and engaging teaching style, as well as because of his knack for explaining complicated points clearly.”

“Great teacher, understood our difficulties and altered his teaching styles and perspectives as we learned as needed.”

“Antonio was one of the best instructors I’ve had so far at OSU.”

“Antonio was amazing. He did a great job of teaching us about Spanish culture, as well as the language.”

“The instructor was patient and supportive. He made the students feel capable and secure. He encouraged us to always do more (e.g., to speak in full sentences, to speak in front of the class and in groups). He gave us reasons to want to learn the language, to learn more about Spanish speaking people who live in the United States, and to learn more about the rest of the world.”

“Would like to say for the 4<sup>th</sup> time that the Spanish Department amazes me. Every instructor I have had has been very enthusiastic and incredibly helpful. It makes class and learning a foreign language so much easier. Keep up the good work!”

“Antonio has great enthusiasm for the class and made us all genuinely eager to participate!”

“Great teacher, one of my favorites so far. He truly cares about teaching his students and he is fun to learn from.”

**From *Span 104N – Intensive Intermediate Spanish II* (Winter 2007):**

“Excellent instructor, always willing to help and offer explanations for complicated subject matter”

“I really enjoyed this class. I am planning a trip to Spain for a study abroad and having an instructor from Spain was so helpful in my preparations of learning the language and knowledge about the culture of Spain. I found Antonio to be very interested and passionate about teaching.”

“You did a really good job teaching the course and I really enjoyed how the class was pretty laid back but at the same time well structured. This made for a good learning atmosphere.”

“Dynamic teacher, tough grader, but fair. Did an excellent job of using only Spanish in class and making sure everyone understood. I enjoyed his sense of humor.”

**From *Span 104 –Intermediate Spanish II* (Autumn 2006):**

“Antonio is a great teacher I’m very glad I was able to be in his class in his last year of teaching I wish him well in wherever he’s headed now.”

“I had such a great time! I haven’t taken a Spanish class in three years, but Antonio made it easy to recall the things I had learned before while I was being introduced to new materials. I recommend Antonio to anyone ready to have some fun with the Spanish language as well as the culture. He’s awesome!”

“The best Spanish teacher I have had at OSU out of 4. Made Spanish fun and easier to learn. Very helpful.”

**Participation in Professional Development Activities Related to Teaching:**

2010, Participation at the Feminist Project on Teaching, Curriculum & Scholarship (February 26–April 26), Women’s Program & Studies of Colorado State University

2009, “Why Study Literature, Culture and Cinema?” Presentation at the Orientation Week for

Graduate Teaching Associates (August 20), at the Department of Foreign Languages of CSU

2009, “A Visual Approach to Grammar Topics.” Presentation at the Orientation Week for Graduate Teaching Associates (August 18), at the Department of Foreign Languages of CSU

2008, “Why Study Literature, Culture and Cinema?” Presentation at the Orientation Week for Graduate Teaching Associates (August 21), at the Department of Foreign Languages of CSU

2003, Co-instructor of the Professional Development Workshop “Technology and the Five Skills” (October 24), at the Department of Spanish and Portuguese of The Ohio State University, with Lisa Fournier

**ADVISING:**

**STUDENT ADVISING/GRADUATE SUPERVISION:**

**UNDERGRADUATE STUDENTS:**

16 Previous Undergraduate Advisees (2013-2014)  
26 Previous Undergraduate Advisees (2012-2013)  
28 Previous Undergraduate Advisees (2011-2012)  
18 Previous Undergraduate Advisees (2010-2011)  
23 Previous Undergraduate Advisees (2009-2010)  
13 Previous Undergraduate Advisees (2008-2009)

**UNDERGRADUATE STUDENTS' HONORS THESIS:**

Undergraduate Honors Thesis/Course Committee Memberships:

3 BA

Leah Tanaka, Fall 2013  
Morgan Derr, Fall 2011  
Sarah Kay Hurst, Fall 2010

**GRADUATE STUDENTS:**

Current Graduate Advisees:

1 MS/MA

Marcus Venable, Fall 2015 (MA)

Current Graduate Committee Memberships:

2 MS/MA

Nora Gordon (MA, Joint Program)  
Alexander Morrison (MA, English)

Graduate Committee Memberships (for past 5 years, not including those above)

1 Ph.D.

Christopher George, Spring 2012 (Ph.D., Universidade de Santiago de Compostela, Spain)

16 MS/MA

Andrew Ogle, Spring 2012 (MA, Psychology)  
Andrea Dájer, Spring 2012 (MA Communication Studies)  
Sunita Boodram, Fall 12 (MA, UWI, Trinidad and Tobago)  
David-Colin Devlin, Spring 2012 (MA)  
Marci Yates, Spring 2012 (MA)  
Mallori Verick, Spring 2012 (MA)  
Mary Ann Mitchell, Spring 12 (MA, UWI, Trinidad and Tobago)  
Keisha Allan, Fall 2011 (MA, UWI, Trinidad and Tobago)  
Danielle Rojas, Spring 2011 (MA)  
Elisha Mohammed, Spring 11 (MA, UWI, Trinidad and Tobago)  
Jessica Kathryn LeMay, Spring 2010 (MA)  
Anne Marie Walter, Spring 2010 (MA)  
Nereida Perdigón, Spring 2010 (MA)  
Denise Brittany Anstett, Spring 2010 (MA)  
Meghan Armstrong, Spring 2009 (MA)  
Andy Ford, Autumn 2009 (MA)

Graduate Degrees Completed under Your Supervision (past 5 years):  
6 MS/MA

Adriana Arguedas, Fall 2014 (MA, Best Thesis awarded)  
Ainzane Cabañes, Spring 2013 (MA, Best Thesis awarded)  
Laura Spence, Spring 2013 (MA)  
María del Carmen López Ramírez, Spring 2012 (MA, Best Thesis Awarded)  
María Ruiz García, co-advisor, Spring 2012 (MA)  
Patrizia D'Anna Lozon, Fall 2009 (MA)

**EVALUATIONS FROM FACULTY AND PROFESSIONAL PEERS:**

**1) Peer Teaching Observation Report:**

To: Tenured Faculty  
From: Maria del Mar López-Cabrales  
RE: Peer Evaluation of Antonio Pedrós-Gascón's LSPA310 class  
Date: January 9, 2013

On October 31, 2012, I observed Antonio Pedrós-Gascón's LSPA310 class. The class focused on the film version of *La casa de Bernarda Alba* by Spanish author Federico García Lorca.

Pedrós-Gascón started by returning homework to students as they arrived at class. He knows his students by name, which is amazing given that there are approximately 21 students in this class.

Pedrós-Gascón started the class by putting students into small groups to discuss their interpretations of the film, their observations about the *mise-en-scène*, and their reactions to key scenes. Students had read the original play by Federico García Lorca before watching the film. They also read a book chapter about film, "Film terms and topics for film analysis and writing." Pedrós-Gascón shared the chapter with me. It is very interesting, however I would consider assigning a chapter of a film book in Spanish, since the discussion about the film takes place in Spanish and it would be easier for the students to participate if they had read and learned about film terminology and concepts in Spanish.

Students were well prepared and I think it was a great idea to let them work in groups before starting the full classroom discussion. I usually do the opposite, and I think it is better to let them discuss in groups first and then open up the broader discussion. Professor Pedrós-Gascón has a great ability to motivate his students. He asks students constructive questions that open discussion and provide space for students to elaborate on their own. Pedrós-Gascón challenges students with a good sense of humor and a lot of respect. The students in Pedrós-Gascón's class appear very comfortable about asking questions and participating in the class. I believe everyone participated in this 50 minutes class, which is impressive given the time limitations.

Professor Pedrós-Gascón did not lecture per se, but he did talk for several minutes about complicated concepts like "mimesis" and "mise-en-

scène," and he discussed several important scenes in the film by contrasting them with the play. Focusing on the film, Professor Pedrós-Gascón asked his students about the different colors in the film, the meaning of the scenes in blue and the ones in warm colors. Pedrós-Gascón also showed and analyzed a very interesting scene in the movie. In this scene, the director decided to have one of the daughters, Martirio - the one who knows about the affair between Adela and Pepe el Romando - observe the desire for freedom among peasants who are singing on the streets on their way to the harvest; a freedom that neither Martirio nor any of her sisters will achieve. Pedrós-Gascón also explained the concept of 'catharsis' by analyzing the last scene: Adela's suicide. This end is cathartic because with her death, Adela is the only one capable of liberating herself from her mother's oppression. Adela is the only one who can finally exercise her own will.

Pedrós-Gascón is a very energetic professor. At the same time he is presenting his ideas, he is writing on the blackboard. He explains important points and asks students questions that demand their participation. Students in this class participated freely, asked questions and gave their ideas without fear. The professor even stated at one point in the class that there is not one single reading of the text but different meanings within logic, of course. This is very important for the students to understand because they are always looking for THE meaning of a text. It is easier if they can relax and approach the text in this way.

At the end of the class, Professor Pedrós-Gascón told his students that he is going to explain complicated concepts about poetry in the next two classes. Pedrós-Gascón showed me a very useful and impressive package of information about poetry he made for his students. He advised his students not to miss these classes because they are necessary for understanding and analyzing poetry in the last part of the semester. When the time was up, Pedrós-Gascón stayed talking to some of his students about their final research papers.

The class was very organized and well prepared. Antonio Pedrós-Gascón asked students to participate and gave them opportunities to learn by themselves. This - along with the way Pedrós-Gascón presents material - was the forte of the class. He tends to ask questions while he is presenting new ideas and concepts, and answers them in a very clear and coherent way. He is a very organized thinker and knows how to present the material in a very articulate manner. I also enjoy the sense of humor that Professor Pedrós-Gascón brings to his classes. This is the second class I observed by Pedrós-Gascón, and I am always impressed by his ability to get students involved and interested in the subject, no matter how hard and new it is for them.

Overall Antonio Pedrós-Gascón's class was high quality. He is a very active and energetic young professor and it was a pleasure for me to observe his class. His class was marked by excellent teaching, good materials, and an effective strategy for encouraging students to participate and express their opinions without fear. Professor Pedrós-Gascón is a very polite teacher and he respects and values the ideas of his students.



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Tenure and Promotion Committee  
Department of Foreign Languages, Literatures, and Cultures  
Colorado State University  
Clark C-104  
Fort Collins, CO 80523-1774

Dear Committee

On Wednesday, February 1 [2012], I visited Dr. Pedros-Gascon's LSPA310 seminar. The following is a summary and review of his excellent work that day.

Class began promptly at noon. While a student prepared for his presentation, Antonio engaged the class with some introductory warm-up activities that served to elicit conversation. During the student presentation, Dr. Pedros-Gascon made sure to ascertain whether the student understood the main points of the talk. In general, the students all showed a solid command of the materials being presented, a result of Antonio's preparation.

On a professional level, I admired how well Antonio commanded this material. He was teaching the students very advanced ideas, and his ease with explaining the theoretical concepts allowed the class to advance. It is important to note that only a trained PhD should be charged with offering this fundamental class to our majors.

Antonio reviewed with the class a critical reading on Feminism theory. He used these ideas to guide the discussion of the reading, which this day was on Elena Poniatowska's work "El Recado". Antonio made references to the characteristics of the author and answered numerous student questions with ease. He obviously knows this material well. He led the students through the symbolism of the text, and all the students were able to follow his lead.

In conclusion, Dr. Pedros-Gascon offered the students an excellent class: highly erudite but also very accessible. His students will be prepared for future studies at the advanced level thanks to the professionalism inherent in Antonio's work.

Sincerely,

Jonathan Carlyon, Ph.D  
Associate Professor of Spanish  
C122 Clark Building  
Colorado State University  
Fort Collins, CO 80512  
jonathan.carlyon@colostate.edu

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**Classroom Observation Report for ANTONIO PEDROS-GASCON**  
Observed by: Mary Vogl

Date: October 7, 2010  
Course: LSPA 310 Approaches to Spanish Literature

Students enrolled: 18

Students present: 14

Class organization:

11:00 Class began on time. The professor took attendance and returned homework.

11:05-11:25 Dr. Pedros-Gascon went over common errors on compositions, including the following:

- verbs with direct or indirect objects and related prepositions
- anglicisms and false cognates
- literary terms
- singular / plural verb forms
- verb constructions: conditional, subjunctive
- changes in Spanish forms of and/or before a vowel

11:25-11:40 Student presentation on Carlos Fuentes and his novella *Aura*.

The professor gently intervened to make a few comments during the presentation.

11:40-12:15 Dr. Pedros-Gascon presented and discussed narratological concepts and background cultural information relevant to the text.

This was a very enjoyable class and I observed **many strengths** in Dr. Pedros-Gascon's teaching.

His energy and humor made the 75-minute class seem to fly by. The class was lively and students were engaged. Professor Pedros-Gascon spoke in the target language 99% of the time, using English only to crack a joke or two. He spoke loudly, clearly and quickly and often wrote on the board for support. His grammar explanations were succinct and clear. He asked many questions, called on a variety of students and often reinforced their answers with a positive comment such as "*perfecto*" or "*muy bien*." Dr. Pedros-Gascon is very organized and has excellent class management skills. His syllabi are clear, organized and detailed. He reminded students of their homework and gave them feedback on their mid-semester grades. He also reminded students about the correction symbols he uses to comment on their written work and about the importance of learning to identify and correct their own errors. He uses RamCT for grades and for posting useful information. In class, he presented cultural background that was helpful for comprehending and appreciating the literary work. I was impressed by the way he seems to instinctively relate literature to things students can understand by making references to pop culture and to aspects of the target culture with which they are already familiar. Finally, Dr. Pedros-Gascon clearly has high expectations for students and they seem to be rising to the challenge of reading and analyzing in writing complex texts in this introductory literature course.

I have only one **suggestion** for Professor Pedros-Gascon for improving his already excellent teaching. He is obviously an expert, and students learn a lot from listening to him. Research has shown, however, that students need to be active in creating knowledge as well. I suggest that he make more opportunities for students to speak to each other. About 90% of the interaction in the class I observed (except for the 15-minute student presentation) was teacher-to-student. The other 10% was students responding to the teacher's questions, most often with answers of one complete sentence or less. The professor could give students questions to discuss with a partner or in small groups, ask them to complete a task together, explain to each other the grammar points (which were not new but a review), or even speculate together about the meaning of certain vocabulary words from the text or certain narratological concepts (eg. Why did Fuentes use the second person in this novel? What effect does this create?). With some background information presented by the professor, they might be able to reach, on their own, some of the conclusions that were presented to them. If even 10-15 minutes of class time could be devoted to student-to-student talk, each student would be able to express his/her ideas in Spanish in full sentences, perhaps even in full paragraphs, each class period.

Observing this class confirmed for me Dr. Pedros-Gascon's reputation as a knowledgeable, approachable, passionate teacher. I am proud to have such a talented and dedicated colleague in the Department of Foreign Languages & Literatures.

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To: Tenured Faculty  
From: Maria del Mar López-Cabrales  
RE: Peer Evaluation of Antonio Pedrós-Gascón's class  
Date: October 9, 2009

On Monday September 28, 2009, at 9:00am I observed Antonio Pedrós-Gascón's LSPA335 class. The class was devoted to the creation of the Spanish Empire and King Carlos I. I had information about the materials that were going to be covered in the class, including the syllabus and a copy of the PowerPoint presentation that Pedrós-Gascón used in this class.

Pedrós-Gascón and I walked together to the class. We arrived on time and about 18 students were already in the classroom waiting for their professor. Pedrós-Gascón started the class by returning reaction papers and other graded homework. After talking to the class about some important points from the previous class, Pedrós-Gascón asked the student who was scheduled to give a PowerPoint presentation about the Spanish Conquest to come to the podium to start preparing.

From the start, I could see that he had created a good classroom

atmosphere. Pedrós-Gascón asked questions and made comments with a good sense of humor, and students felt comfortable answering him and expressing their opinions in Spanish. The professor created opportunities for all students - including the shy ones - to participate. As a result, he demanded participation and answers from everybody in the class, not only from the usual volunteers. The entire class was conducted in the target language of Spanish, even when the students asked questions everything was handled in the Spanish.

During the student's 10 minute presentation Pedrós-Gascón was very quiet and did not interrupt his student. When the student was done, Pedrós-Gascón clarified some concepts and repeated some words and expressions that were not clear. The student's presentation was very high level in content and in images. It provided an excellent background for the next point covered by the professor. Students asked questions about their classmate's presentation. The student who presented was relaxed and left the class with a sense of accomplishment. It was a very well handled activity. Not a single word of English was used even for clarification during or after the presentation by either the student or the professor.

During his PowerPoint presentation on King Carlos I and the history of the creation of the Spanish empire, it was clear to me that Pedrós-Gascón is a very energetic professor who uses technology effectively in his classes. In addition, he knows how to move around the room, ask questions, and keep the class awake at 9:00am by demanding his students' participation. At the same time he is using the computer and the blackboard, he is also explaining important points and asking students questions that require their participation.

One of the things that impressed me most, in addition to Pedrós-Gascón's excellent use of technology, was the way he connects concepts covered during the class with others covered *earlier* in the semester. He also knows how to introduce concepts that are going to be covered *later* in the semester. His students recognize he is knowledgeable about the history of Spain and Latin America, and clearly appreciate it. During his PowerPoint, Pedrós-Gascón introduced some of the ideas of the Renaissance, and compared them to ideas from Medieval times by asking his students what they learned the week before. I think this is an excellent way of reviewing and learning new concepts. Pedrós-Gascón's PowerPoint was 26 slides full with images, maps, pictures, and interesting concepts that help students understand this part of Spanish history. Before presenting the European history, Pedrós-Gascón had some good images of buildings in Spain that reflect the style of the *époque*. He then talked about the creation of the printing press by Guttenberg, the first Bible, Erasmus, Luther, and other important personalities and facts. This created an excellent framework to start talking about Spain.

Pedrós-Gascón then presented the genealogical tree of King Carlos I, his major problems and the conflicts created under his realm (the Comunero movement, among others). Pedrós-Gascón's presentation ended showing the Habsburg or Austria's territories in Europe, America, and the Filipino Islands, the Spanish empire.

Overall, Pedrós-Gascón's LSPA335 class was excellent. He is an active

professor who transmits very good and positive energy to his students. He is also a very polite teacher who respects and values his students' ideas. Pedrós-Gascón's class was marked by excellent teaching, good materials, and an effective strategy for encouraging students to participate and express their opinions without fear. He clearly demands the best from his students. By constantly asking them questions, Pedrós-Gascón gives students the opportunity to learn and excel.

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**Faculty member observed:** Dr. Antonio Pedrós-Gascón

**Class observed:** LSPA692: *Historia, Escritura e Identidad: Medio Siglo de Novela Española.*

**Reviewer:** Fernando Valerio-Holguín

**Date(s) of review:** 10/2/08

The instructor gave me a copy of the syllabus two weeks in advance and after the class we talked about it. The syllabus is clear and well-organized.

Dr. Antonio Pedros arrived on time. Only 6 out of 12 students were in the classroom. The rest arrived later. Professor Pedros asked an informal question about the reading assignments they had for that class. Then he explained students about different articles posted in RamCT for the following class.

One of the students, Megan Folkerts made a 25 minute presentation about the second part of the novel they had assigned. Occasionally the professor intervened to clarify certain aspects or add any pertinent information about the social and historical context of the novel.

The professor devoted the rest of the class to lecture about the second part of Eduardo Mendoza's novel *La verdad sobre el caso Savolta*. He used the Socratic Method, which allowed students to answer and participate actively. The professor made use of the blackboard in order to remark important concepts or historical dates and was very clear about the analysis of the novel and the explanation of cultural context. Most of the students were excited and participated actively in class by answering professor's questions, making comments or asking some other questions to the professor. In general, the environment was relaxed and the students seemed to enjoy the class a great deal. It was evident that the instructor had established a good rapport with the students and that he knew how to get everyone involved. Even though this is a graduate course and the lecture is appropriate at this level, I suggest the assignment of a couple of group activities, such as the analysis of a paragraph, would increase more dynamism.

Overall, Dr. Antonio Pedrós-Gascon's class was excellent. He prepared his class thoroughly and showed an excellent command of the field and the subject matter. I enjoyed visiting his class very much.

Respectfully submitted,

Fernando Valerio-Holguín

**Description of Mentoring Activities:**

2010, Co-Instructor/Mentor of the Honor's Program Course LFRE 313 of Sarah Kay Hurst (Primary instructor: Marie-Jo Hofmann). Supervision of Translation of poems from and to Spanish/French/English. (Fall 2010, Colorado State University)

2007, Honor's Thesis Advisor for Micaya Vance Clymer. Title of the Project: "The Portrayal of Women in Film Representations of the Spanish Civil War." Honors Program. Swarthmore College. (Defended May 24. Grade Awarded: High Honors)

**OTHER ACTIVITIES/ACCOMPLISHMENTS – TEACHING/ADVISING:**

**Visiting Scholars/Outstanding Students Sponsored:**

2012, Dr. Alfredo Sosa-Velázquez (University of North Carolina, Chapel Hill, NC), "Embodying Gay Icons, Embodying Gay Sensibility: Bette Davis in Pedro Almodóvar's *All about my mother (Todo sobre mi madre, 1999)*". Presentation co-sponsored by the Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center, Department of History, Ethnic Studies, Women Studies? and the Lilla B Morgan Memorial Fund. April 26-27, CSU, Fort Collins, CO

2011, Ana Rossetti (Spanish Poet), "Poesía del compromiso y compromiso de la poesía". Lecture co-sponsored by the Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center. December 1, CSU, Fort Collins, CO

2011, Dr. Sebastiaan Faber (Oberlin College, Oberlin OH), "Hybrid Weapons: The Essay and the Spain's New Leftist Intellectuals". Presentation co-sponsored by the Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center, Department of History, and the Lilla B Morgan Memorial Fund. April 21, CSU, Fort Collins, CO

2009, Dr. Micheline Rice Maximin (Swarthmore College, Philadelphia, PA), "*Present-day Caribbean Francophonie: Martinique, Guadalupe and Guyana*". Co-sponsored by Department of Foreign Languages and Literatures, Latin American and Caribbean Studies Center, and the Lilla B Morgan Memorial Fund. October 2, CSU, Fort Collins, CO

**Honor's Program:**

2010, Co-advisor of the Honor's course LFRE 313 (primary instructor Marie-Jo Hofmann) of Sarah Kay Hurst

**Videoconferences hosted in the Classroom:**

2012, Preparation and coordination of a set of two videoconferences (03/05 and 05/02) between the students of the course LSPA 454/554 and Spanish journalist and novelist Rosa Montero

2011, Preparation and coordination of a videoconference (04/20) between the students of the course LSPA 492 and Spanish movie director Helena Taberna

2010, Preparation and coordination of a set of 3 videoconferences (10/04, 11/02, 12/02) between the students of the course LSPA 453/553 and laureate Spanish author José Manuel Caballero Bonald, to discuss his novels and poetry

***CV SECTION 4:  
EVIDENCE OF OUTREACH/SERVICE***

**COMMITTEES:**

University Committee, year(s)

Faculty Council, 2016-2019 (LibArts at Large rep), 2015-2016 (LLC rep), 2012-2015 (FLL rep), Fall 2009 (FLL rep in substitution of Dr. Jonathan Carlyon)  
Standing Committee on the Status of Women Faculty 2015-2016  
Committee on Strategic and Financial Planning (CoFSP), 2014-2015  
Women's Studies Advisory Board, 2010-2013  
Women's Studies Award/Scholarship Committee, 2010-2013 (Chair)  
Search Committee for the Director of the Center of Women's Studies and Gender Research, Summer 2012  
Grievance Panel, 2009-2012  
Latin American & Caribbean Studies Committee (Member since 2008; Chair 2012-2013)

College Committee, year(s)

Ram Welcome Committee, 2012-2015  
Professional Development Program Award Committee, 2011-2012  
Committee on the Liberal Arts, 2009-2011  
Graduate Ceremony CLA Marshall, fall 2014, fall 2012

Department Committee, year(s)

Steering Committee, 2015-2017 (ex officio), 2014-2015, 2009-2013,  
Scheduling Committee, 2013-2016  
Graduate Studies Committee, Chair 2015-2017, Fall 2014, Spring 2012 (in substitution of Prof. José Luis Suárez)  
German Studies Search Committee, Chair 2015-2016  
Translation Studies Search Committee, 2013-2014  
Study Abroad Transfer Evaluation Committee, 2008-2014  
Library Liaison, 2012-2014  
Grade Appeal Committee, 2011-2014  
Ad Hoc Selection Committee for Universidade da Coruna's Exchange, 2009-2014 (Chair)  
Undergraduate Curriculum Committee, 2008-2010  
Ad Hoc Code Revision Committee, 2008-2009

**PROFESSIONAL AFFILIATIONS AND ACTIVITIES:**

**Membership in Professional Societies:**

2012---, Rocky Mountain Modern Language Association  
2010---, Women's Program & Studies Affiliated Faculty, Colorado State University  
2009---, Asociación Hispánica de Humanidades  
2008---, Asociación internacional de estudios galegos/International Association of Galician Studies  
2004---, Modern Language Association of America

**Review/Editorial Boards:**

2009---, Associate Editor, *España Contemporánea: revista de literatura y cultura*. Samuel Amell (The Ohio State University) and José-Carlos Mainer (Universidad de Zaragoza), Editors [ISSN: 0214-1396]

**Manuscript Refereeing:**

2014---, Peer Reader, *Tropelías, Tropelías. Revista de Teoría de la literatura y literatura comparada*. Túa Blesa (Universidad de Zaragoza), Editor. [ISSN: 1132-2373]  
<http://zaguan.unizar.es/ojs/index.php/tropelias>

2011---, Peer Reader, *L'Érudit franco-espagnol (LEF-E)*. Stéphane Natan (Rider University), Editor [<http://www.lef-e.org>]

2008---, Peer Reader, *Confluencia*. Ester Gimbernat González (University of Northern Colorado), Editor [ISSN: 0889-6091]

2006-2007, Peer Reader, *Working Papers in Romance Languages and Literatures*, (University of Pennsylvania's Romance Languages Graduate Students Journal), On-line publication  
<http://ccat.sas.upenn.edu/romance/gra/workingpapers>

**OTHER ACTIVITIES/ACCOMPLISHMENTS – SERVICE/OUTREACH:**

**Promotion and Coordination of Graduate Student's Exchange with Foreign Institutions:**

Promotion of a 5 years exchange of Student's between the Department of English Philology at Universidade da Coruña, Spain, and the Department of Foreign Languages and Literatures of Colorado State University [agreement pending signature, starting date Fall 2010]

**Coordination and Creation of Courses:**

Coordination of LSPA 335 "Issues in Hispanic Culture" (Autumn 2009, Spring 2010)

Coordination of LSPA 310 "Approaches to Literature" (Autumn 2010)

Creation of a new course, LSPA465A/B (Studies in Foreign Film – Spanish/French/German), and re-structuring of existing L\*\*\*365, from Studies in Foreign Film to Introduction to Film – Spanish/French/German

**Special Service to the State/Community Related to Professional Expertise:**

2013, Ceremony Marshal for the Graduate School Commencement and the College of Liberal Arts Commencement

2012, Participation at the International Day of the Poudre High School of Fort Collins, March 5

2011, Participation at the Saving Our Stories (SOS) Project of the Johnson Elementary School of Fort Collins, June 9

2010, Faculty Host at the *First Generation Award Recognition Celebration 2009-2010* Dinner, Lory Student Center, February 22

2009, Faculty Host at the *First Generation Award Recognition Celebration 2008-2009* Dinner, Lory Student Center, February 23

2009, Ceremony Marshal for the Graduate School Commencement and the College of Liberal



Arts Commencement, December 18 and 19

**Consultations Related to Professional Expertise (Professional Review of Materials):**

2011, Pelletieri, Jill *et al.* *Rumbos. Curso intermedio de español*. 2<sup>nd</sup> ed. Boston: Thomson-Heinle [ISBN: 978-1-4292-7227-3]

2011, Hershberger, *et al.* *Viajes. Introducción al español*. 1<sup>st</sup> ed. Boston: Thomson-Heinle [ISBN: 978-1-4282-3130-6]

2009, Fox, Arturo. *Latinoamérica: presente y pasado*. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Pearson/Prentice Hall [ISBN: 0-13-223146-8]

2006, Pelletieri, Jill *et al.* *Rumbos. Curso intermedio de español*. 1<sup>st</sup> ed. Boston: Thomson-Heinle [ISBN: 14-1301-019-9]

**Consultations Related to Professional Expertise (Contribution of Materials):**

2005, Long, Donna Reseigh & Janice Lynn Macián. *De Paseo. Curso intermedio de español*. 3<sup>rd</sup> ed. Boston: Thomson-Heinle [ISBN: 0-8384-4157-2]

**External Examiner:**

External examiner of Ph.D. Thesis for the Universidade de Santiago de Compostela, Spain:

Christopher George, “*Nineteenth Century Hispanism in the U.S.: The European Tradition of Literary Historiography and George Ticknor’s History of Spanish Literature*”, Spring 2012

External examiner of MA Thesis in Spanish for the University of the West Indies, St. Augustine Campus, Trinidad and Tobago, West Indies:

Biani Meza-Singh, “*La representación mítica en la evolución social de las novelas Cien años de soledad de Gabriel García Márquez y El obscuro pájaro de la noche*”. Fall 2015.

Sunita Boodram, “*A Literary Portrayal of Femicide and Its Victims in Juárez, México*”, Fall 2012

Mary Ann Mitchell, “*Sociocultural Issues in the Novels of Luz Argetina Chiriboga: Bajo la piel de los tambores (1991) and Jonatás y Manuela (1994)*”, Spring 2012

Elisha Mohammed, “*Women as Their Own Enemy: A Study of Oppression in the Short Stories of Ana Lydia Vega*”, Spring 2011

Keisha Allan, “*Existentialism in the Works of Sábato and Sartre*”, Fall 2010

**Accreditation Reviews at Other Institutions:**

2016, Assessment of Tenure dossier of Dr. Florian Vauleon, Purdue University, Calumet.

2015, Assessment of Tenure dossier of Dr. María Luisa Fernández Martínez, University of Colorado, Denver.

2012, Assessment of Research for the Third-Year Tenure Track Review of Dr. Daniel Arroyo-Rodríguez. Spanish Department, Colorado College, Colorado Springs, CO