

ARTE DE ESPAÑA Y MÉXICO

Honors Capstone

Tess Fairbanks

May 2023

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Introduction:

Throughout the Spring 2023 semester, I took Dr. Bender's graduate-level course "SPAN 779: Art of Spain & Mexico in the L2 Classroom." By taking this course I gained a better understanding of using Content Based Instruction and of utilizing authentic artwork from Spain and Mexico within the classroom. I implemented this knowledge in the classroom, through student teaching, and reflected on its value for future teaching. This project consists of three sections. The first section is a thematic, virtual gallery-map of relevant artwork which will serve as a resource for my current and future practice. The next is the creation a thematic lesson planning unit which centers around the art within the gallery-map. Finally, is the implementation of this unit within my student teaching placement and the evaluation of the efficacy of the strategies utilized. The goal of this project is to investigate and implement strategies which will inform my future teaching.

StoryMap:

The StoryMap is an online art gallery with artwork that fits under the theme of nostalgia. According to the article *Un Aparato metodológico Para Analizar Las Ideas De Arte E interpretación Que Subyacen En Discursos Y prácticas Educativas De Museos De Arte* by Amaia Arriaga and Imanol Agirre, art can be interpreted in four ways, through the visual, the message, the cultural event or critique, and the viewers own experience. Providing a theme, “nostalgia,” narrows students’ focus. Since students can reach various conclusions through interpreting artworks through each mode, a theme helps to guide their thinking.

Link: [StoryMap](#)

vista general del mapa volver al comienzo

La granja - Joan Miró - 1921-1922 La Verhana - Maruja Mallo - 1927

National Gallery of Art and WikiArt

NOSTALGIA Y LA EXPERIENCIA HUMANA

El arte puede inspirar o representar el sentimiento de nostalgia. Se define como "una emoción de carácter ambivalente en la que se entremezcla **placer** y **dolor** al recordar un evento pasado." (Leñador González-Páez 2017). También, en su libro *Yearning for Yesterday: A Sociology of Nostalgia*, Davis describe que "nostalgia, despite its private sometimes intensely felt **personal** character, is a deeply **social** emotion as well" (vii).

Este "Story Map" intenta de hacer un viaje de arte por el lente de estas dicotomías para revelar cómo el sentimiento muy humano de nostalgia conecta a la gente.

SPAN 779: Art of Spain & Mexico for the L2 Classroom

May 2023

Tess Fairbanks

Explore

StoryMapJS Leaflet map data by OpenStreetMap contributors CC BY-SA

Lesson Plans and Student Work:

Below are five lesson plans, with activities based upon art from the StoryMap above.

The lessons were facilitated for a class of Spanish III/IV students, who were all Seniors in high school. The goal of the sequencing of the lessons was to take students on a journey, which built upon each previous activity, and maintained maximum engagement. Students began by exploring art on their own, then co-constructing the theme of nostalgia, revisiting artwork through the lens of the theme, and finally engaging deeply with artwork and making comparisons. Although student learning was assessed through the completion of activities on a classroom GoogleDoc, the culminating assessment was students' creation of artwork inspired by a Spanish or Mexican artist, and a description of the piece through the theme of nostalgia. This student work is embedded following the lesson plans.

Lesson 1: 18 April 2023 - Explore**Unit:** Arte de España y México**Instructor Name:** Tess Fairbanks**Date:** 18 April 2023

Unit Objective(s)	- Students will be able to use Spanish to describe art works. - Students will be able to interpret art based on a common theme. - Students will be able to make comparisons between Spanish and Mexican art. - Students will be able to create their own artwork in the style of an artist from the unit and describe how it connects to the theme nostalgia.
Standards	Standard 2.2 Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied
Lesson Outcome(s)	Learners can observe and experience expressive products of the culture and analyze their importance.
Guarded Vocabulary/Content	- <i>Sueño de una Tarde Dominical en la Alameda Central</i> - Diego Rivera – 1947 - <i>Autorretrato en la frontera entre México y los Estados Unidos</i> - Frida Kahlo – 1932 - <i>El niño del helado</i> - María Blanchard - 1925 - <i>The Hunter (Catalan Landscape)</i> - Joan Miró - 1924
Materials Needed	Adobe Express , Slides , Doc
Assessment(s)	Completion of Google Doc Chart

Minutes/ Modalities	Activities
5 MIN	Set: Arte ¿Qué es? – Citas - All: In small groups, students will discuss which quote from a famous artist fits most with how they define art. They will discuss round robin style, in which every person speaks at least once.
2 MIN	Transition: Plan – We will review the schedule for the unit and the essential questions.
20 MIN	Activity: Exploration and Google Doc (Student Led - Writing/Reading): Students will go through the Adobe Express and explore four different artworks in small groups. As they look at the art and use the links to learn more about the artworks, they will respond to the prompts –

1 MIN	- Palabras que describen la obra: - Palabras que describen su reacción a la obra: - ¿De qué te recuerda esta obra? (What does the work remind you of?): Closure: Students will be reminded of the plan for next block.
Reflection	- It is difficult to stay in the target language. I think that if I wanted to effectively use the content as a method of learning language, rather than just an exploration of culture, I would need more time. - Kids did not interact with all of the resources on the Adobe Express although reminded to several times. - It may be beneficial in the future to go over the Adobe Express with students first, rather than having it be so independent.

Lesson 2: 20 April 2023 – Define Theme

Unit: Arte de España y México**Instructor Name:** Tess Fairbanks**Date:** 20 April 2023

Unit Objective(s)	- Students will be able to use Spanish to describe art works. - Students will be able to interpret art based on a common theme. - Students will be able to make comparisons between Spanish and Mexican art. - Students will be able to create their own artwork in the style of an artist from the unit and describe how it connects to the theme nostalgia.
Standards	Standard 2.2 Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Lesson Outcome(s)	Learners can create “cultural triangles,” connecting products to associated practices along with suggested perspectives based on background information.
Guarded Vocabulary/Content	Yearning for Yesterday: A Sociology of Nostalgia by Fred Davis
Materials Needed	Wordcloud , slides , Doc , paper, pencil
Assessment(s)	Completion of Google Doc Chart

Minutes/ Modalities	Activities
2 MIN	Set: Plan: Students will be reminded of the plan and essential questions.
3 MIN	Transition: Introduction to “Tema” – Students will be introduced to the idea of a theme as the lens through which we look at a collection of art. They will be presented with the example of three artworks. They will shout out their thoughts on the artworks. Then, they will be asked how their interpretation of the artworks change based on the theme of “Horror.”
10 MIN	Activity: Our Tema (Student & Teacher Led - Writing): Using a wordcloud with words and ideas that students produced while looking at the artworks from last class, students will write ideas for a theme that could encompass all of those words. Students will do this through a round robin write. The small group will pass one piece of paper from person to person and write down their ideas for themes one at a time for 1 minute. Afterwards,

5 MIN 5 MIN 1 MIN	they will have 30 seconds to choose their top 2 themes. The teacher will write these on the board and combine them all under the theme of “Nostalgia.” Transition: <i>¿Qué es Nostalgia?</i> Activity: ¿Qué es? Partner Talk (Student Led – Speaking): Students will discuss in partners what they think of when they think of nostalgia. Each partner group will share their ideas and the teacher will record them on the class Google Doc. Activity: Quotes (Student Led - Writing): Each group will discuss one quote that describes nostalgia from the book Yearning for Yesterday: A Sociology of Nostalgia by Fred Davis. They will record their discussion on the Google Doc. Then, the class will discuss each quote as a whole. Closure: Students will be given the definition for nostalgia that we will use for class and go over the plan for next block.
Reflection	- The portion where students thought about how they define nostalgia went very well. Instead of defining through words, students were able to create the feeling of nostalgia by talking about things from their childhoods. When talking about assimilation and accommodation this activation of pre-existing knowledge is super important. Gets their brains working so that the new information can be dealt with. - I need to think of more examples of social versus personal nostalgia. - They get off track sometimes but in a good way. (i.e. looking up zhu zhu pets commercial instead of continuing with the lesson – my fault) - This lesson could be very boring if students depending on classroom culture. This class is not afraid to say random things, which can be related to the lesson usually, and make things more fun. - It is very difficult to stay in the target language. This is something I would need to think about more before approaching this again.

Lesson 3: 25 April 2023 – Las meninas**Unit:** Arte de España y México**Instructor Name:** Tess Fairbanks**Date:** 25 April 2023

Unit Objective(s)	- Students will be able to use Spanish to describe art works. - Students will be able to interpret art based on a common theme. - Students will be able to make comparisons between Spanish and Mexican art. - Students will be able to create their own artwork in the style of an artist from the unit and describe how it connects to the theme nostalgia.
Standards	Standard 2.2 Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Lesson Outcome(s)	Learners can observe, read, listen to, and perform cultural products such as stories, poetry, music, paintings, dance, drama, and architecture, and explain the origin and importance of these products in today's culture .
Guarded Vocabulary/Content	- <i>Las meninas</i> - 1656 - Velázquez (Español) - <i>Las meninas</i> - 1957 - Picasso (Español) - <i>Las meninas</i> - 1960 - Salvador Dalí (Español) - <i>Menina (after Velazquez)</i>- Fernando Botero (Colombiano) - <i>La perla</i>- 1981 - Salvador Dalí (Español) - <i>Sueño de una Tarde Dominical en la Alameda Central</i> - Diego Rivera – 1947 - <i>Autorretrato en la frontera entre México y los Estados Unidos</i> - Frida Kahlo – 1932 - <i>El niño del helado</i> - María Blanchard – 1925 - <i>The Hunter (Catalan Landscape)</i> - Joan Miró - 1924
Materials Needed	“Fishbone” Graphic Organizer , Slides , Doc
Assessment(s)	Completion of Google Doc questions and completion of fishbone graphic organizer

Minutes/ Modalities	Activities
2 MIN	Set: Plan: Students will be reminded of the plan and essential questions.

2 MIN	Transition: Reminder of Tema – Students will be reminded of the theme.
5 MIN	Activity: Definir las Obras (Student Led - Writing) : Small groups will be assigned one work from the first lesson. Students will work together to describe the work as representing personal or social nostalgia and why.
1 MIN	Transition: <i>Vamos a practicar más con una de las obras más famosas del mundo.</i>
2 MIN	Activity: ¿Qué ves? (Student Led - Speaking) : Students will shout out words that describe <i>Las meninas</i> in Spanish.
10 MIN	Activity: Back to back (Student Led – Speaking/Listening) : Students will sit back to back. One student will describe a variation of <i>Las meninas</i> in Spanish. The other student will listen and repeat what they heard in English. Both students will look and see how accurate their descriptions are.
1 MIN	Transition: <i>¿Por qué hay muchas reproducciones de esta obra? Why are there a lot of reproductions of this work?</i>
7 MIN	Activity: Video and Graphic Organizer (Student/Teacher Led) : Students will be presented with the questions: - <i>¿Por qué hay muchas reproducciones de esta obra? (Why are there a lot of reproductions of this work?)</i> - <i>¿Cómo podemos verla por el lente/el tema de nostalgia? (How can we see it through the lens/theme of nostalgia?)</i> - <i>¿Representa nostalgia personal o social? (Does it represent personal or social nostalgia?)</i> Students will watch a video providing context of the work and describing it. They will fill out a graphic organizer while watching the video.
	Transition: We will review our organizers as a class.
10 MIN	Activity: Questions in Doc (Student Led - Writing) : Students will answer the questions from before in small groups, in Spanish, on the Google Doc.
1 MIN	Closure: Students will review the plan for next block.

Reflection	- The speaking practice went really well. Students were using Spanish when asked to and were describing artworks naturally. - Students were engaged almost all of the time. They are handling abstract ideas well. - Once again broke down into English frequently. - I like the way that students are thinking and engaging with material, it would be nice to have more time to gain more insights though. - My weakness is in moderating discussion. Students have great ideas but I have a hard time getting them to continue them.
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Lesson 4: 27 April 2023 – Compare Art from Spain and Mexico

Unit: Arte de España y México

Instructor Name: Tess Fairbanks

Date: 27 April 2023

Unit Objective(s)	- Students will be able to use Spanish to describe art works. - Students will be able to interpret art based on a common theme. - Students will be able to make comparisons between Spanish and Mexican art. - Students will be able to create their own artwork in the style of an artist from the unit and describe how it connects to the theme nostalgia.
Standards	Standard 3.1.C Arts Language Learners can explore artistic expression through the target language.
Lesson Outcome(s)	Learners can compare authentic art work of the same time period, style, or movement by different artists of target language countries.
Guarded Vocabulary/Content	- <i>La calavera catrina</i> by José Guadalupe Posada 1873 - <i>Procesión de la Muerte</i> by José Gutiérrez Solana 1930
Materials Needed	Doc , Slides
Assessment(s)	Completion of Google Doc Chart

Minutes/ Modalities	Activities
2 MIN	Set: Plan: Students will be reminded of the plan and essential questions.
5 MIN	Transition: Reminder of Tema/Groups – Students will be reminded of the theme and divided into two groups. Students will open a google doc with a unique piece of art.
10 MIN	Activity: Fill the Graphic Organizer (Student Led - Writing): Students will fill out the OPTIC form in Spanish for their artwork.
10 MIN	Activity: Explore (Student Led - Writing): Students will visit resources that will give them more context about their artwork.
10 MIN	Activity: Compare and Contrast (Student Led - Writing): Groups will share their artworks and their thoughts about the artwork with the other group.
10 MIN	Activity: Questions (Student Led - Writing): After the discussion, students will answer two questions.

1 MIN	• ¿Cómo representan la nostalgia diferentemente (social/personal, cultural, histórico)? ¿Por qué? • ¿Qué influencia tienen sus propias experiencias en su vida? Closure: Students will review the plan for next block.
Reflection	- Students were interested by the works and able to stay engaged. - Students did a good job of searching out new vocabulary and doing their best in the target language. - This activity would benefit from more time to go more in depth with the discussion. - We had a deep class discussion of the different works and their similarities and differences, so we decided to skip the Venn Diagram and go straight to part 4, the questions.

Lesson 5: 1 May 2023 – Create Art

Unit: Arte de España y México**Instructor Name:** Tess Fairbanks**Date:** 1 May 2023

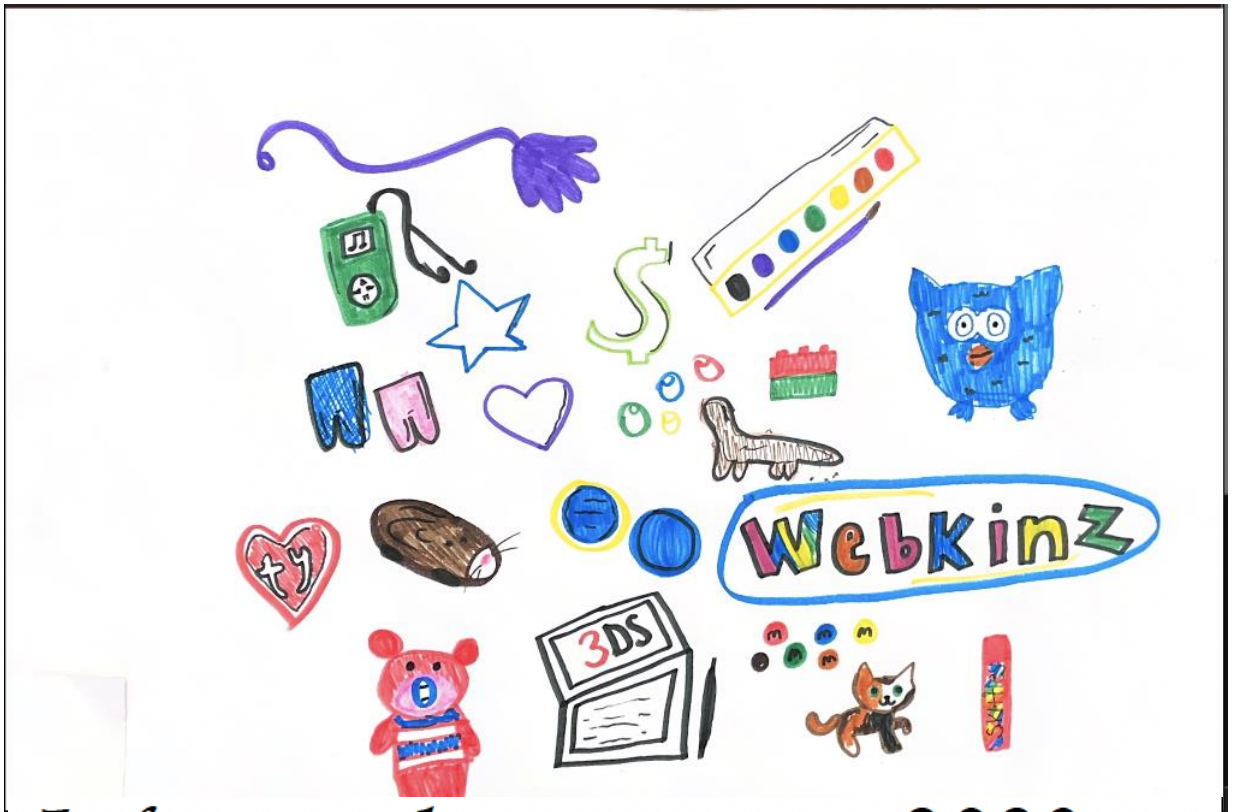
Unit Objective(s)	- Students will be able to use Spanish to describe art works. - Students will be able to interpret art based on a common theme. - Students will be able to make comparisons between Spanish and Mexican art. - Students will be able to create their own artwork in the style of an artist from the unit and describe how it connects to the theme nostalgia.
Standards	Standard 2.2 Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Lesson Outcome(s)	Learners can perform samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama; explore the role of these products in the larger community.
Guarded Vocabulary/Content	- <i>Las meninas</i> - 1656 - Velázquez (Español) - <i>Las meninas</i> - 1957 - Picasso (Español) - <i>Las meninas</i> - 1960 - Salvador Dalí (Español) - <i>Menina (after Velazquez)</i>- Fernando Botero (Colombiano) - <i>La perla</i>- 1981 - Salvador Dalí (Español) - <i>Sueño de una Tarde Dominical en la Alameda Central</i> - Diego Rivera – 1947 - <i>Autorretrato en la frontera entre México y los Estados Unidos</i> - Frida Kahlo – 1932 - <i>El niño del helado</i> - María Blanchard – 1925 - <i>The Hunter (Catalan Landscape)</i> - Joan Miró – 1924 - <i>La calavera catrina</i> by José Guadalupe Posada 1873 - <i>Procesión de la Muerte</i> by José Gutiérrez Solana 1930
Materials Needed	Slides , Doc , paper, pencils, markers
Assessment(s)	Creation of Art

Minutes/ Modalities	Activities
2 MIN	Set: Plan: Students will be reminded of the plan and essential questions.
2 MIN	Transition: Reminder of Tema – Students will be reminded of the theme.

40 MIN	Activity: Creation of Art (Student & Teacher Led - Writing/Listening): Students will choose a work of art from the unit for inspiration. Students will create a work of art that would fit into an exhibition titled “nostalgia.” Students will write a Spanish description of their work. Closure: Students work will be presented in a gallery format next block.
Reflection	- I am so impressed by students’ artwork. - They all did a fantastic job and showed how they had interpreted what they learned in the unit. - I also like how their work isn’t “professional” because it adds to the nostalgic theme

Student Work:

- [Google Doc](#)
- Artwork:



Infancia abominación, 2023

Marcadores sobre lienzo

Esta obra representa mi vida como una niña. La pintura tiene todos mis juguetes y cosas favoritas.



Esta obra es "nostalgia" porque tenía una caja que tenía cosas del doctor. Las cosas incluyen gafas y un martillo rodilla y muchas otras cosas que no se cómo decir. Jugaría con mis hermanos con la caja doctor. Mi amiga y yo jugaríamos con la caja mucha también.

El doctor joven, 2023

Marcadores sobre lienzo

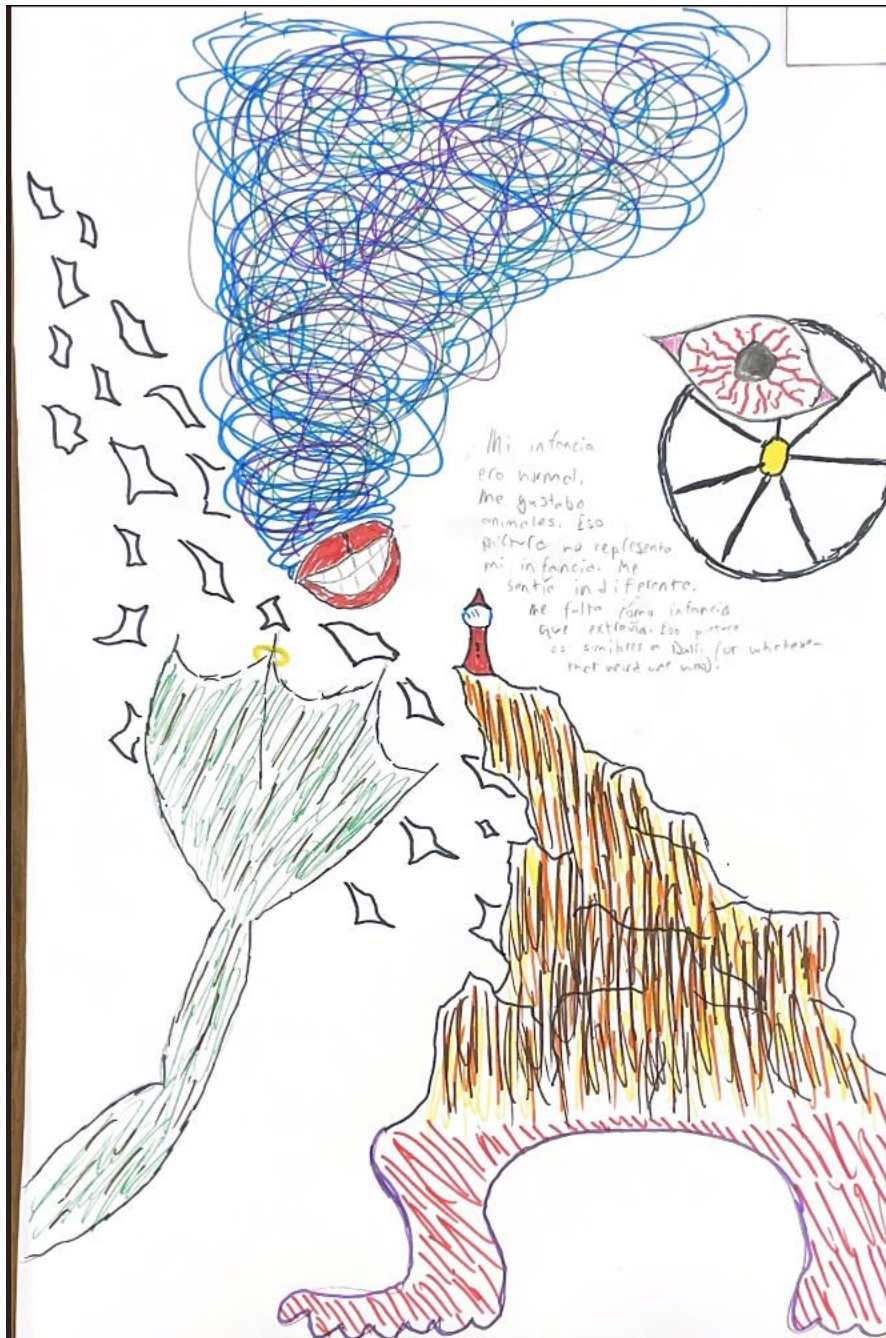
Esta obra es ‘nostalgia’ porque tiene una caja que tiene cosas del doctor. Las cosas incluyen gafa y un martillo de rodilla y muchas otras cosas que no sé como decir. Jugaba con mis hermanos con la caja de doctor. Mi amiga y yo jugábamos con la caja mucha también.



Barbie, 2023

Marcadores sobre lienzo

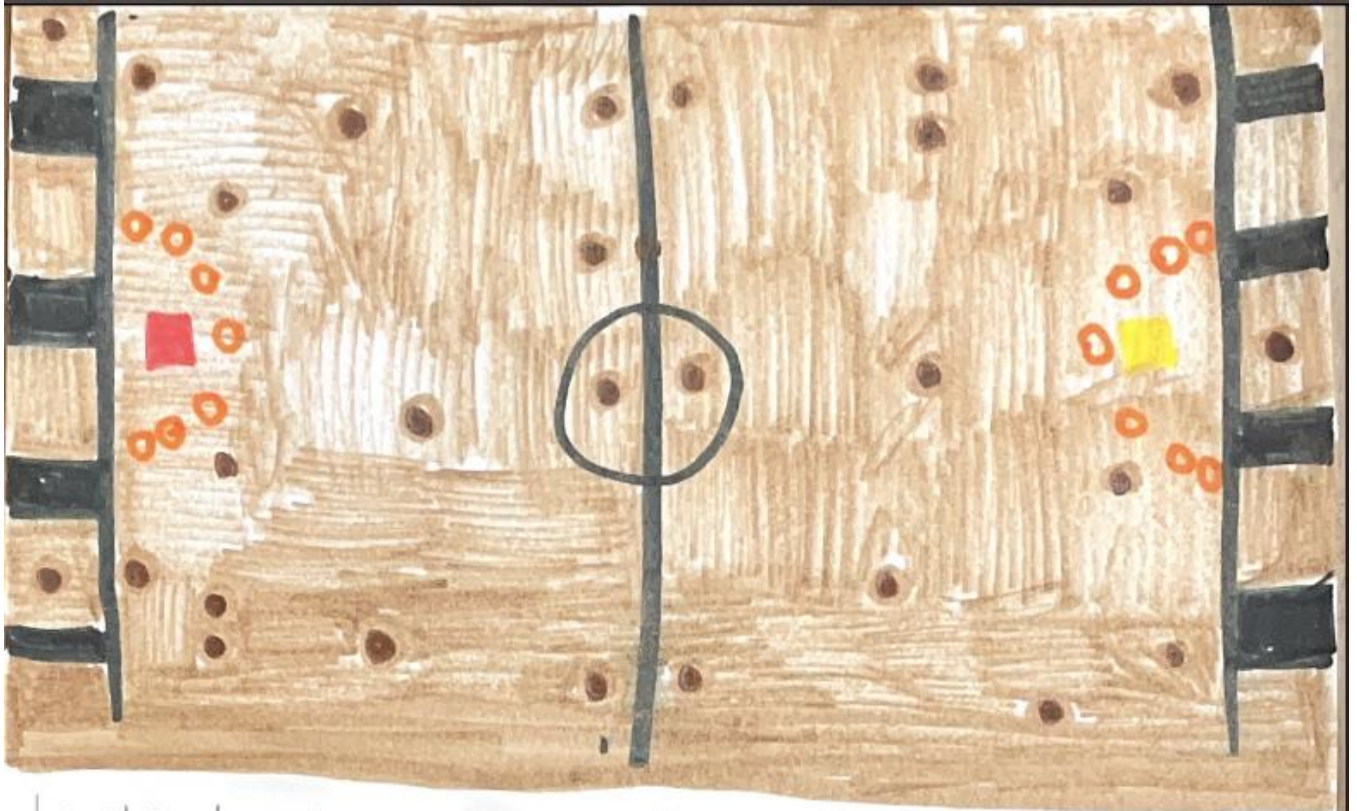
Inspirado por Joan Miró. Se llama Barbie. Barbie fue mi favorita cuando era niña pequeña.



Nostalgia, 2023

Marcadores y lápiz sobre lienzo

Mi infancia era normal. Me gustaba animales. Esta obra no representa mi infancia. Me sentía indiferente. Me falta cómo infancia que extraña. Esta obra es similar a Dalí (or whatever that weird one was).

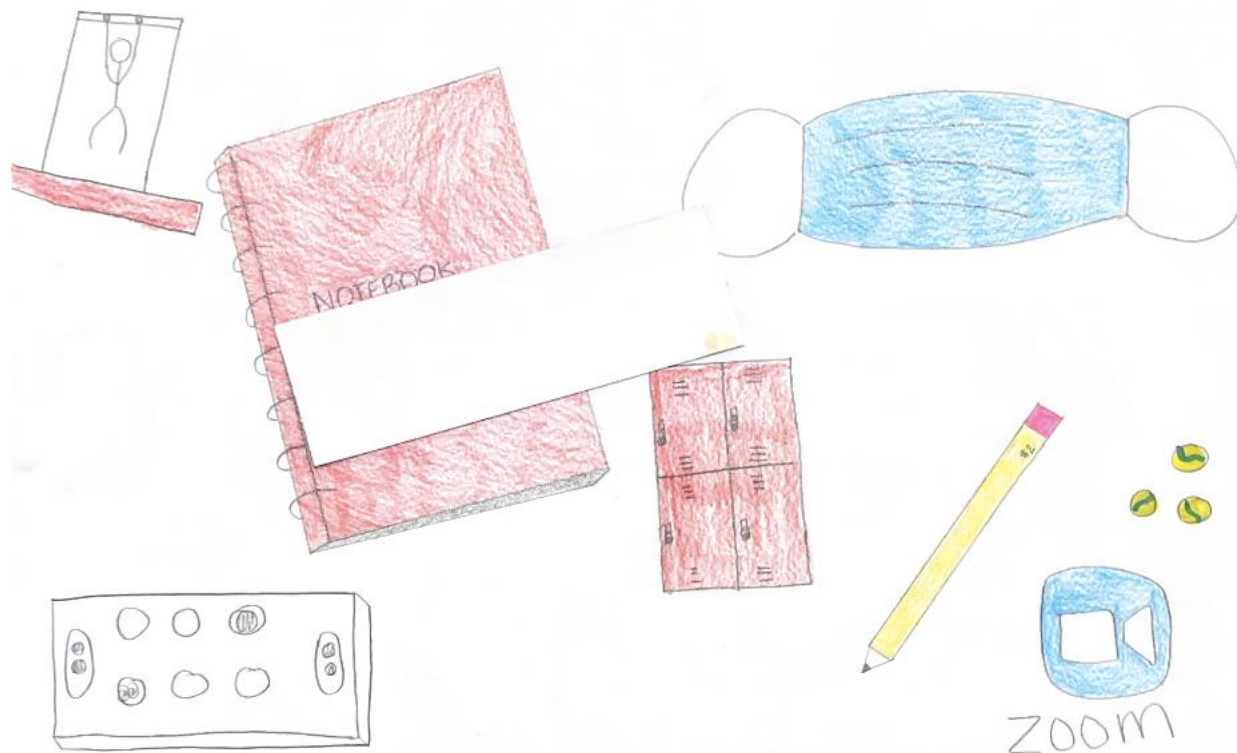


La obra de arte representa un juego llama Robar el Tocino. Jugué en la clase de gimnasia. La obra representa nostalgia porque cuando miro, pienso cuando estaba mas joven. Es similar que los obres de Joan Miro.

Robar el tocino, 2023

Marcadores sobre lienzo

La obra de arte representa un juego llamado "Robar el tocino." Jugué en la clase de gimnasia. La obra representa nostalgia porque cuando se mira, piensa en cuando estaba más joven. Es similar a las obras de Joan Miró.



Escuela, 2023

Lapiz sobre lienzo

Mi obra es sobre mi vida en escuela. Tiene lápiz, cuaderno, máncala, máscara, casilleros, y canicas.



Sin título, 2023

Marcadores sobre lienzo

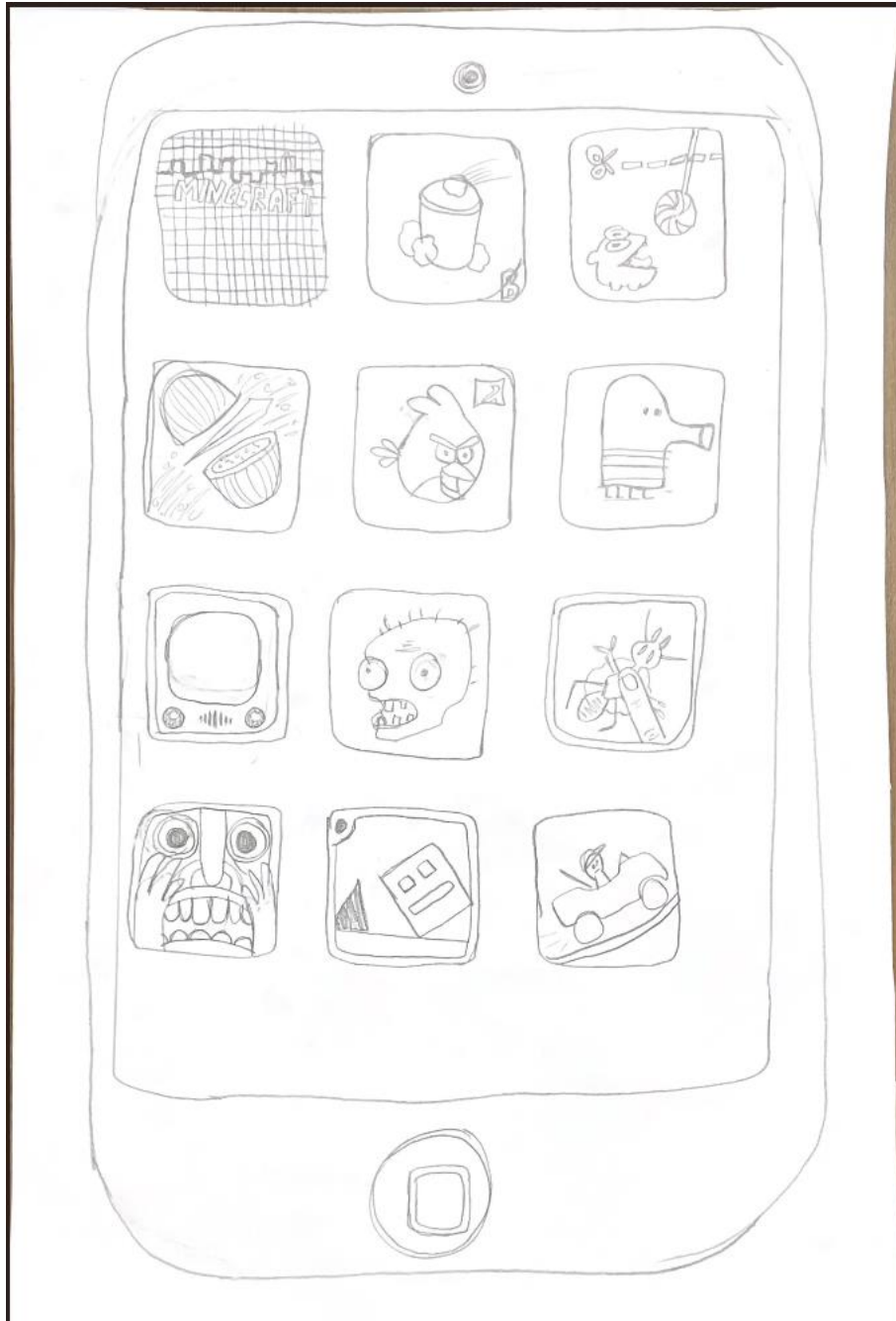
Inspirado por Diego Rivera. En mi infancia había muchas cosas que yo recuerdo que me gustaba. Había libros y Legos y Polly Pockets y muchas más.



Mi infancia, 2023

Marcadores y lápiz sobre lienzo

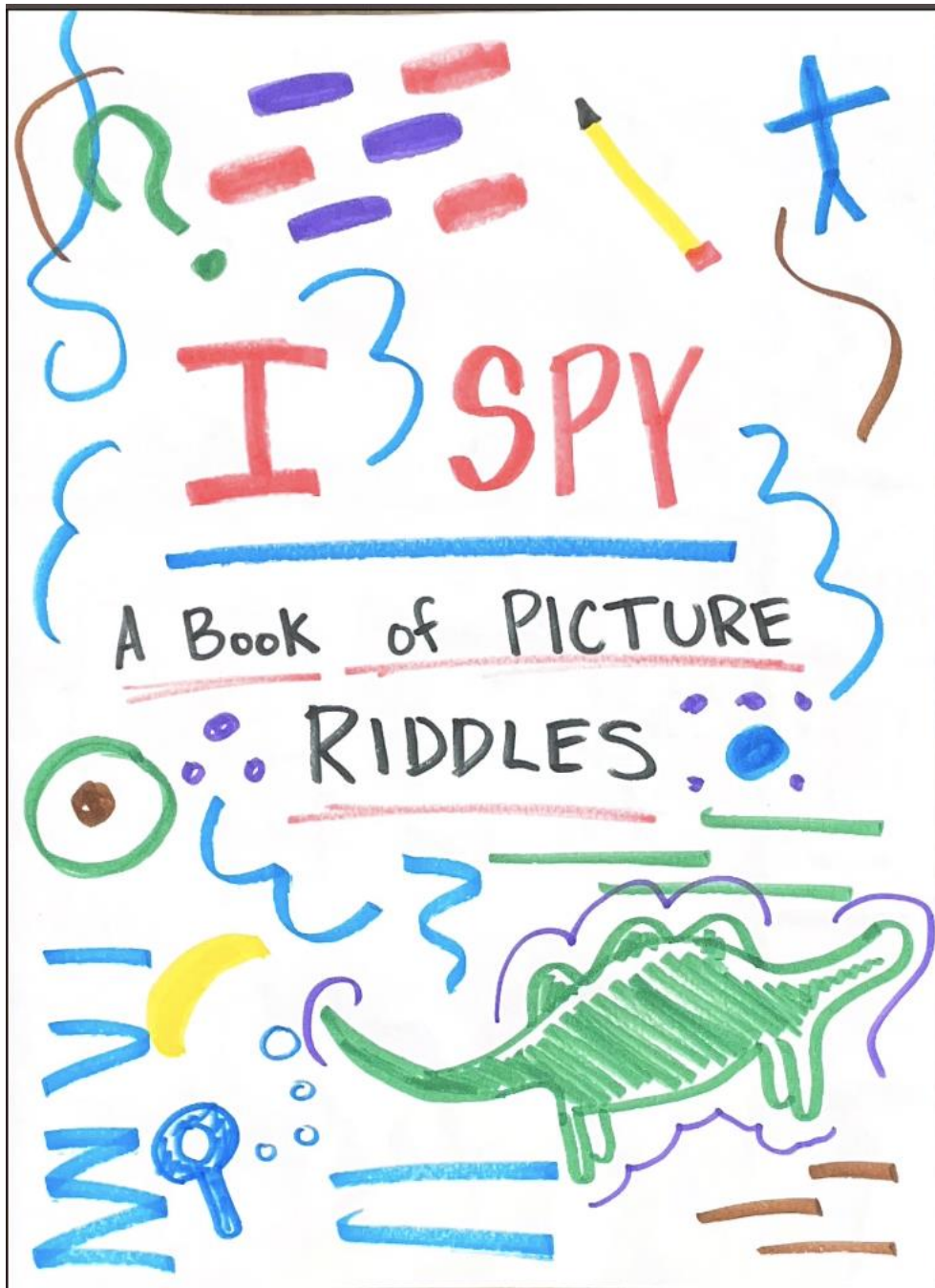
Mi obra es sobre mi infancia. Tiene cosas que las amo.



Sin título, 2023

Lápiz sobre lienzo

Esta obra representa mi infancia porque tenía un “iPod” y tenía muchos juegos que me gustaba. Mi obra es en el estilo de Diego Rivera porque puedes mirar la obra y ve exactamente qué es.





La búsqueda de la infancia, 2023

Marcadores sobre lienzo

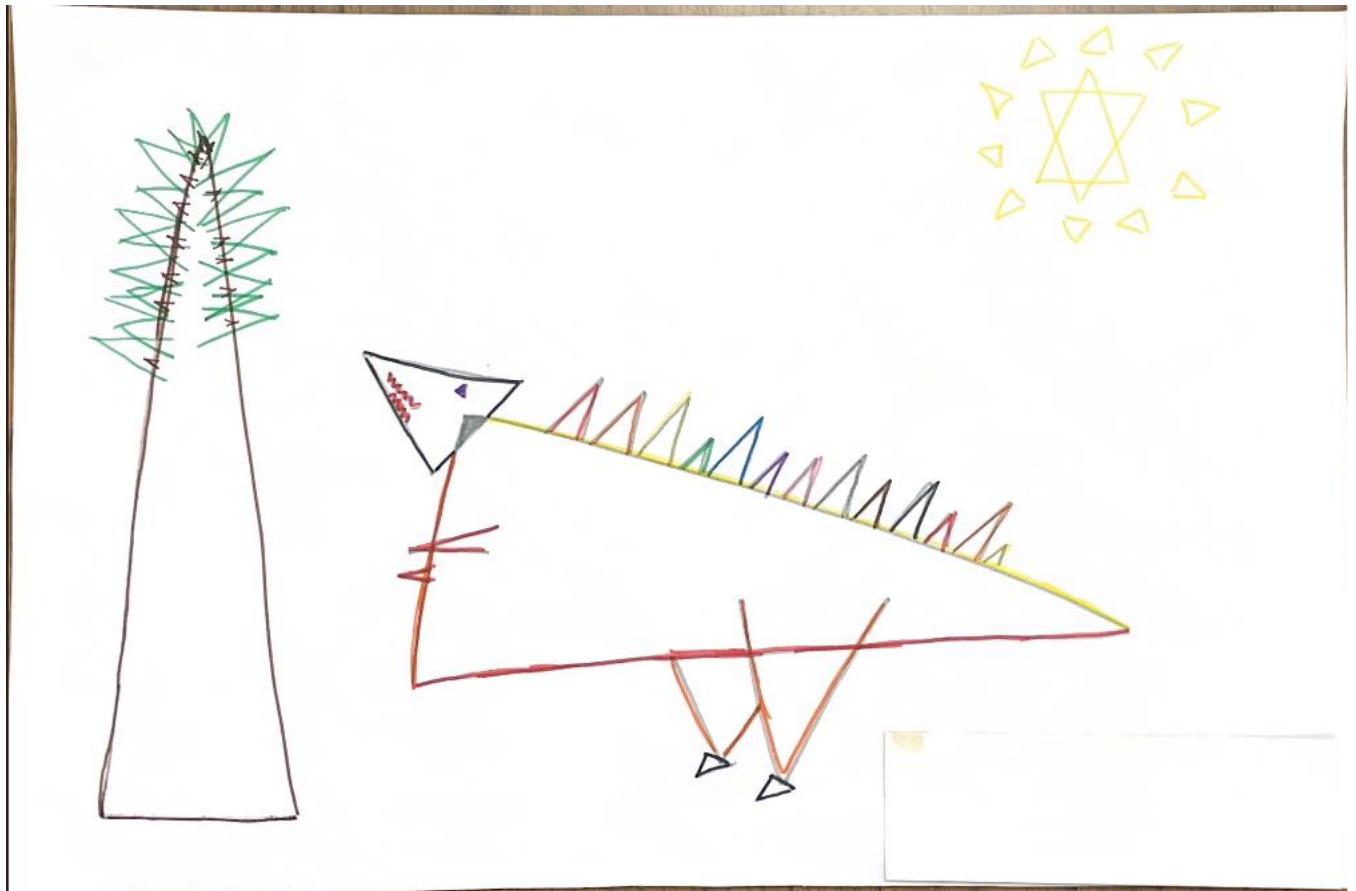
Esta obra representa mi libro favorito para leer en clase cuando yo era una niña. Es similar a las obras de Solano. Es un Poco abstracto.



Universo de Polly Pocket, 2023

Marcadores sobre lienzo

Mi dibujo es Polly Pocket tobogán de agua. Es como Frida Kahlo.



Spiky Spino, 2023

Marcadores sobre lienzo

Una infancia: Llena de colores, formas, y spinosaurus :)



Reflection:

To best reflect on the success of my project, I will discuss both the content and the instructional strategies (pedagogy). Presenting artwork as a body of work under the theme, “nostalgia,” required me to investigate the theme itself before compiling artwork. I defined nostalgia based on the work of Fred Davis in *Yearning for Yesterday: A Sociology of Nostalgia*. David states: “Consider, however, that nostalgia, despite its private sometimes intensely felt personal character, is a deeply social emotion as well” (vii). The distinction between “personal” and “social” nostalgia proved to be especially poignant when applied to artwork. The quote above, however, was not intended as a description of nostalgia within artwork, so for my gallery map, I chose to distinguish social nostalgia as a feeling of nostalgia tied to the cultural significance of the artwork. If someone does not relate to the cultural perspective or product represented, they will not necessarily feel nostalgia. Personal nostalgia, however, places an emphasis on the emotion invoked by the viewing of an artwork, without reliance upon cultural context.

Although these distinctions guided my selection of artwork, I found that the class discussion of students’ own perspectives on “What is nostalgia?” was especially impactful. Rather than creating dry definitions based upon words to describe nostalgia, students instead shared their own memories of childhood toys, music, and more, which created a feeling of nostalgia within the class. By creating a shared experience of the theme, students were better able to connect with the artwork that was later presented. For future teaching, creating experiences within the classroom will be very important in engaging students and increasing language retention.

Creating experiences allows students to learn language through context. This is also true of teaching language through artwork, which is an example of Content Based Instruction (CBI). The Center for Advanced Research on Language Acquisition describes CBI as the teaching of language through the teaching of another subject matter (“Content-Based”). This type of language instruction was the aim of the art unit. Although this aim was met because students practiced discussing art using Spanish, with further refinement and scaffolding, students could be supported to use the language more during instruction.

When reflecting after every lesson, my main take away was that I was not using the target language enough and that I did not have as much time as I would like to dive deeply into the artworks. The time piece is simply a situational issue, as I was student teaching and had to adapt to the time constraints of my cooperating teachers’ curriculum. I am grateful to have been given the time I had, and I believe that I did use the time I was given wisely.

Using the target language more frequently is a different issue. My College of Education classes at Kansas State have focused on immersion based language education. The goal is to instruct in the target language and limit English use as much as possible. Based upon taking Dr. Bender’s classes and the podcast “We Teach Languages Episode 132: Language Ideologies and Translanguaging with Emma Trentman,” I am beginning to challenge my idea of what target language use in the classroom “should” be. In this podcast, Trentman describes the benefits of a multilingual approach in the classroom. I felt especially validated in her point that instead of looking at what percent of time is spent using the target language, instead teachers should look at how students are using each language and if they are utilizing their “full language repertoire.” During class, I found that students tended to speak to one another about the

artwork and plan what they wanted to say about the work in English. This allowed them to then speak in the target language about the artwork with more confidence, and at a higher level.

This project allowed me to practice new instructional strategies and reflect on my own teaching practice. In the future, I would like to continue to learn about multilingual education and the ways in which CBI can be beneficial within the classroom. I do know that art will continue to be a part of my educational practice as I move into my career.

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