Hispanic Studies Revamps Culture and Civilization Courses

[new] SPAN 333 to Debut in Fall 2013

The Department of Hispanic Studies is pleased to announce a curriculum change that will allow for new and alternative approaches to teaching culture and civilization. (There will still be a culture and civilization requirement to the minor and the major in Spanish, but multiple sections of Span 333 will now substitute for courses previously labeled as Span 322, 323, 326, 327, 328 and 329). “Historically these courses were designed chronologically to provide a totalizing account of culture and civilization in the wider Hispanic World,” says the department’s Dr. Benjamin Fraser. “But newer developments in the discipline have proved that goal to be untenable for a variety of reasons.”

The increasing diversity of Spain, Latin America and the United States - compounded by newer research specializations in the field that have complemented literary approaches with studies of cinema, television, graphic novels, music, popular culture and more - have prompted similar changes at peer institutions like the College of William and Mary.

Here at the College of Charleston, the revamped Culture and Civilization courses will allow professors to tailor course materials to student interest by incorporating the cultural texts which form part of their own research agendas. The Span 333 courses will also simultaneously contribute to a more student-centered classroom. In the words of Dr. Emily Beck, “It is our hope that these modifications will provide students with additional opportunities to converse with their peers, hone their Spanish conversational skills and also engage the material more critically.” Keep an eye out for:

- El republicanismo latinoamericano de los siglos XIX y XX taught by Dr. Espinoza
- Spanish and Latin American Cities through Film taught by Dr. Fraser
- Introduction to Caribbean Culture taught by Dr. Linares-Ocanto
- México lindo y querido taught by Dr. Weyers

The SPAN 333 curriculum change approved during the 2012-13 Academic Year debuts in fall of 2013.
As reflected in this edition of HispaNews, 2012-13 was another impressive example of our department’s primary focus: STUDENTS. From our remarkably active student organizations to our innovative and interdisciplinary curriculum that includes internship and service learning components, our highly dedicated faculty and students consistently interact at various levels in and outside of the classroom. Such activities as the Spanish House’s “Dinner with a Professor,” the Portuguese Club’s Film and Pizza Nights, Sigma Delta Pi’s Lecture Series and Poetry Night, the World Cultures Fair, and others, highlight such frequent and diverse faculty-student engagement as well as the fact that our academic programs live and breathe continuously beyond the classroom walls. And the accomplishments of our students in part reflect this successful engagement through their ambitious leadership roles, community volunteerism, selective graduate school admissions and impressive employment opportunities. Of course, accessibility to accomplished teacher-scholars in Hispanic Studies is a luxury that complements enormously such student success, and I urge you to enjoy the related details ahead in yet another inspiring issue of HispaNews.

--Dr. Mark P. Del Mastro is Chair of the Department of Hispanic Studies
HISPANEWS: Julie and Stephanie, could you please tell our readers what differences there were, if any, between taking classes in Trujillo and the Charleston?

JULIE: In Trujillo, we could relate the class to what we were observing in the culture. On the weekends, we travelled all around the southern part of Spain and could see all of the historical sites that we learned about in class. It was easier for everyone to participate and speak Spanish in class because we had to speak it in the houses we lived in. Our homework was oftentimes to discuss class topics with our families and to interview them.

STEPHANIE: Taking classes in Trujillo was a lot more laid back. That is not to say that classes were easy by any means; the emphasis wasn’t so much on grades and getting things done as it was on actually learning. Classes were fewer and overall easier to manage, but they also helped me to manage the social life of Spain, which allowed me to learn in a different way than ever before.

HISPANEWS: Interesting! Can you explain? How did the classes help you handle the social life in Spain?

STEPHANIE: In one of our classes, our teacher encouraged us to bring any questions we had about the language that we had heard on the streets or with our families. This helped me to learn a lot of colloquialisms that were more appropriate for a social scene. Like a bar for example. I was able to communicate more with the friends I made because I could learn how to speak how Spaniards speak and not just “textbook” Spanish. Even understanding a couple colloquialisms helped me to understand my family at the dinner table. That meant a lot too. These little colloquialisms were probably the expressions I used the most. They gave me a way to respond in conversation. One of the teachers, Paco, showed us typical responses Spaniards say when someone is telling them a story, things like “menos mal” or “y qué pasó.” Just knowing one little way to respond made it so much more comfortable to talk to native speakers.
**HISPANEWS**: How did the classes help you with your Spanish skills?

**JULIE**: We were able to relate Spanish history, Spanish culture, and Spanish literature in one class. I learned a lot of vocab specific to Spain that I would not have learned in America. Also, we learned the difference between different dialects of Spanish as we travelled around Spain.

**STEPHANIE**: First things first, the accent was not something I was expecting, so my Spanish professors helped me with that. I specifically remember a Language Abroad class taught by a woman named Marisa that gave me a time to ask about all the new things I was experiencing and didn’t understand, linguistically, socially and culturally. She explained a lot of Spanish norms that you usually don’t learn in the classroom but helped me to interact with my host family and Spanish friends. The people you encounter in Spain don’t sound like the Spanish teachers you had in high school. My family almost never pronounced the ‘s.’ It took me a couple weeks to realize that the baby my host mom babysat everyday was named Carlos and not Carlo. That sure made a difference. I began to look for it, which would help me know what people were saying. I was anticipating them not saying the ‘s’ so I was more prepared.

**HISPANEWS**: Now, please, tell our readers something about your cultural experiences in Spain. What was the funniest, worst or best experience you had there?

**JULIE**: Our funniest cultural experience was a miscommunication we had while trying to get a ticket for the metro so we could go get dinner. A few of us each ended up buying parking passes for the “green zone” instead of metro tickets for the “green line.” Every time we asked someone where we could use the ticket, they would ask us where all of our cars were! It took us about an hour to figure out what we had done wrong, and by then all the metros had closed down. We had to walk all the way back to the hotel, but we laughed at our mistake the whole walk back.

**STEPHANIE**: My favorite cultural experience was Chiviri, the most wonderful way to spend Easter Sunday. All week there were religious processions throughout the town until Easter Sunday. Everyone, and I mean everyone, in Trujillo, plus some, came to the plaza to eat, drink, dance and enjoy Easter with family and friends. I cannot say I had a bad cultural experience, but the worst was probably just being so different that you could do nothing to not stand out.

**HISPANEWS**: Julie, what about you? Did you have an uncomfortable experience at all?

**JULIE**: The worst cultural experience was getting used to the table manners in Spain. I thought I had good table manners and was polite, but to my familia they thought I was stubborn, too serious, and uncomfortable. It was hard to explain the difference between the table manners that are taught in the United States and what they considered to be normal.

**HISPANEWS**: In closing, what advice would you give to someone considering taking these classes in Trujillo?

**STEPHANIE**: Do not hesitate to study abroad. It is a part of learning Spanish that you cannot get anywhere else. Really engage yourself in the class because there is so much to learn from your Spanish professors. Do the work that needs to be done, but remember that the best way to experience Spain and learn Spanish is to interact with its people, so do not stress over your classes and get out of your house for a little bit or share a cup of coffee with your host mom. It wasn’t hard interacting with Spaniards because for the most part, most of them were patient and appreciated that I was even trying to learn Spanish. The hard part was working up the courage to talk to them and stop being afraid of making mistakes.

**JULIE**: I would tell them to spend as much time with their Spanish family and friends, not the American friends they travel with. Also, practicing speaking Spanish with your American friends will benefit you a lot.
Professor Hilary Barnes (below, left) presented “Italians in Mexico? Language Maintenance and Language Contact in Chipilo” for the first Sigma Delta Pi Lecture Series on Wednesday, September 26 at 4:00pm in 235 Robert Scott Small Bldg.

Pictured with Dr. Barnes above are Julie King, Justin Lyons and Jocelyn Moratzka.

The Nu Zeta Chapter of Sigma Delta Pi National Collegiate Hispanic Honor Society Presents its Inaugural Sigma Delta Pi Lecture Series

Dr. Hilary Barnes, Assistant Professor Department of Hispanic Studies, College of Charleston

"Italians in Mexico? Language maintenance and language contact in Chipilo"

Wednesday, September 26, 2012
4:00PM, Robert Scott Small 235
NEW FACULTY INTERVIEW

INTERVIEW:

Dr. Hilary Barnes

ASSISTANT PROFESSOR OF SPANISH

Ph.D. The Pennsylvania State University

HISPANEWS: Could you provide our readers with some information about your background and educational experiences?

HB: I grew up in Pennsylvania and attended Juniata College where I studied Spanish and Hispanic Cultures. I obtained my MA and PhD in Spanish Linguistics from the Pennsylvania State University.

HISPANEWS: Why did you decide to specialize in Spanish and in linguistics, in particular?

HB: I’d always been curious about different languages but never really knew what linguistics was until I was in college. I started taking Spanish in high school and by the time I was a senior I was taking French too. After my freshman year of college, I had the opportunity to study abroad in Orizaba, Mexico for 10 weeks: 4 weeks of intensive language classes followed by 6 weeks interning at the Cervecería Cuauhtémoc Moctezuma. This summer experience changed my life and I returned to Mexico for my junior year abroad, this time to Puebla. I learned so much linguistically and culturally during my travels, but it also left me with so many questions about language and why we say the things we say. Studying Linguistics at Penn State was a way to answer some of those questions.

HISPANEWS: Your research concerning the preservation of an 18th-century Venetian dialect in a small community near Puebla, Mexico and the effect of Spanish on its evolution sounds intriguing. Could you tell us a little about the origins of the people who maintain this dialect and why they ended up in Mexico?

HB: In the late nineteenth century, the Mexican government sought to recruit immigrants from Europe, particularly agriculturists from northern Italy, to help spark the economy and utilize the many unused lands in Mexico. Between 1881 and 1882, immigrants from northern Italy, primarily Veneto speakers, established
seven colonies. Chipilo, founded in 1882, was the last colony to be founded and is the only remaining colony to maintain Veneto as well as other aspects of its Italian heritage. Today there are approximately 4,000 people residing in Chipilo, and an estimated 2,500 that continue to speak Veneto. Spanish is the language of education, the church, and most official government business, while Veneto is the language of the home and used in most interactions between Veneto speakers. Importantly, Veneto is the still the first language for many children, some of whom do not even learn Spanish until starting school. My work has focused on investigating the reasons behind this continued language maintenance as well as the linguistic consequences of the sustained Veneto-Spanish bilingualism.

**HISPANEWS:** Could you tell us a little about how you went about researching this topic and some of your conclusions?

**HB:** I first visited Chipilo in the summer of 2006 and conducted some preliminary interviews to get to know the community. I went back in 2008 to start my data collection, which consisted of sociolinguistic interviews with over 60 Chipileños. These interviews provided me not only with speech samples to analyze linguistically, but also with great insight into the history, culture, traditions, and daily life of the community. More importantly, I got to know many people at a more personal level which has been an amazing experience (and helped my Veneto language skills!). The community is unique in that they have maintained the Veneto language alongside Spanish for over 130 years. Based on my interviews and experience in the community, there is a strong sense of Chipileño identity which has reduced many incentives to switch entirely to Spanish. Speakers are proud of Chipilo and there are very positive attitudes towards the Veneto language. My work on language contact has also shown that there is cross-linguistic influence between the two languages, thereby making these varieties of Spanish and Veneto unique.

**HISPANEWS:** Will you continue your studies on this subject or do you have other avenues of interest in mind as well?

**HB:** I plan to return this summer to continue collecting linguistic data and I suspect I’ll continue working in and visiting Chipilo for many, many years given that there is so much to be done, particularly with Veneto. However, I am also interested in working with varieties of Spanish in South Carolina and also with varieties of English.

**HISPANEWS:** What do you like most about teaching at the College of Charleston?

**HB:** The students are so passionate and interested in language. I love their energy and I’ve really enjoyed being able to talk to so many of them about linguistics and traveling abroad. Their enthusiasm is wonderful and it makes what I do so even more enjoyable.

**HISPANEWS:** How do you spend your free time?

**HB:** I love to be outside, riding horses, kayaking, hiking, or biking, and I love exploring new places.
Claudia Moran is a Senior Instructor at the College of Charleston, and the adviser for the Spanish House (Casa Hispana). She is also a certified court interpreter working in the community.

**HISPANEWS:** How did you become interested in interpreting?

**CM:** I have a degree in Literary and Technical Translation from Argentina, where I was born. When I heard of a Master’s program in Bilingual Legal Interpreting at the College of Charleston, I became very interested due to my background in translation. In 2001, I graduated from the program and later taught classes in Consecutive and Simultaneous Interpreting and Fundamentals of Interpreting, in the legal and medical settings, until 2010 when the program closed. I have also been certified by the National Center for State Courts.

**HISPANEWS:** Are you still interpreting?

**CM:** Yes. I interpret in legal and medical settings. In the legal setting, I interpret in civil and criminal proceedings such as court hearings, depositions, attorney-client interviews, in jails, and I work in family law, and workers’ compensation as well. In the medical setting, I work with patients in doctors’ offices and physical therapy appointments. I also work in the translation of legal documents and contracts.

**HISPANEWS:** Can you share with us any anecdotes that happened to you while interpreting?

**CM:** I am bound to confidentiality by the Interpreter’s Code of Ethics and Professional Responsibility, and cannot discuss cases for which I interpreted.

**HISPANEWS:** I see. What skills do you think are necessary to be a good interpreter?

**CM:** There are many skills necessary to be an interpreter, and they go beyond being bilingual. Among these is the fact that the interpreter needs to have a high level of language proficiency in both the source and target languages but, aside from having linguistic skills, the interpreter must also have a deep knowledge of the culture of the country of the person for whom he or she is interpreting. This can become challenging at times since Spanish is spoken in many countries, with different cultural expressions, slang, etc., so the interpreter must have a broad vocabulary and be able to express him or herself using different registers. The interpreter must also have good power of concentration and memory, which is aided by note-taking techniques that must be acquired.

**HISPANEWS:** What title do you hold here at the College of Charleston and what type of work are you doing?

**CM:** At the College of Charleston I am a Senior Instructor teaching beginner and intermediate Spanish classes, from the 101 level to 275. In the Fall of 2012, I...
taught SPAN 190 as a Learning Community course. Learning Communities link courses and faculty together to collaborate. This course, entitled “Latin America and the Caribbean Yesterday and Today,” was taught in collaboration with a faculty member teaching a LACS 101 course. In this Learning Community, students continued to develop their Spanish skills while expanding their knowledge of the cultures of the Spanish-speaking peoples of the world in the context of Latin America and the Caribbean.

**HISPANEWS:** Tell us about your work as the adviser to the Spanish House, Casa Hispana.

**CM:** I like to start by meeting new residents in August, on move-in day, and talk to them in Spanish while welcoming them to their Casa. After the first week of class, the committee visits the residents at the house to plan events, discuss rules and facilitate with ideas, or help organize and attend events to promote the house. I publicize for vacancies by posting announcements in all buildings with Spanish classes, sending announcements to Spanish majors and minors and to students studying abroad, and I also ask for my colleagues’ help in publicizing the Casa in classes. With the committee we interview candidates as potential residents. After we meet and discuss the selection of new residents, I send correspondence in Spanish to all students who applied, either congratulating them or informing them of a waiting list, which is sometimes the case. I also work closely with Residence Life keeping them informed of the new list of students or possible changes, and discuss issues that might arise.

**HISPANEWS:** Claudia, thank you very much for your time!

The Casa hispana continues to thrive. In the beginning of the Fall 2012 semester they went on an adventure to the Mexican grill "Chipotle" in order to get to know the new residents well, and to practice Spanish with the employees, while enjoying Hispanic food. During another event they watched the movie "La sangre de mi sangre" with the Spanish Club members. In October they attended the work fair in search of future work opportunities after graduating. For Dinner with Professors Series they hosted a dinner in which they invited Dr. Breidenbach and Dr. Beck to prepare a meal with recipes from Spain, which they enjoyed while practicing Spanish. They regularly attended Friday "tertulias" in Yo Burrito. On November 6th they voted and later followed the election results. Finally, they attended a speech presented by LACS on the current socio-economic situation in Cuba.

During the past Spring semester the residents have also been busy hosting, participating and attending a variety of events. In January, they visited the Latino Market of a Guatemalan friend in Goose Creek, where they practiced Spanish and bought ingredients for a spontaneous Hispanic dinner. They all prepared an authentic meal with rice & beans, plantains, "horchata", "chorizo y huevos", to which they added hot sauce and guacamole. Julie King, RA of the Casa, has been assisting some of the residents with material covered in one of their classes. She sat with them for story time and helped them understand difficult passages. They have also continued with the tradition of the Dinner with Professors Series, and in February Dr. Del Mastro delighted the residents when he cooked Cuban dishes. They have also started a new event that they have been holding regularly called "Mate mañanas" using a "mate y yerba" that one of the residents purchased in the Latino Market. As is customary throughout the semesters, they have attended not only the "tertulias" but also events organized by Sigma Delta Pi, and the World Cultures Fair in March, where they represented the Casa. Some of the residents will be returning to the Casa after having studied abroad for a semester. Others will be leaving to study abroad and are planning to return to live in the Casa when they return. We would like to thank Julie King for a wonderful job as the RA of the Casa during the past years. She is graduating in May and will be missed.

**HISPANEWS:** The College of Charleston
**HISPANEWS**: Why did you decide to join the Spanish House?

*JK*: Even when I was a senior in high school researching colleges to attend, CofC stood out to me for various reasons, one being the Spanish House. I wanted to be a Spanish major, continue improving my linguistic skills, and meet fellow peers with the same interests. At the time, freshman could not live in the Casa, so I patiently waited throughout my first year in a dorm until I could finally submit my application.

**HISPANEWS**: How long have you been the RA of the Spanish House?

*JK*: I have been the RA this 2012-2013 academic year.

**HISPANEWS**: What does that position entail?

*JK*: Being the Spanish House RA entails working both with Residence Life and the Hispanic Studies Department. The Spanish House is technically considered a Living Learning Community (LLC) and I work with a staff including all other LLC RAs, such as those of the French House, Pre-med House, McConnell Residence Hall, etc. We as a staff come up with programs open to all LLC residents. I also work the desk at McConnell to try to promote the Casa for future residents. For the Hispanic Studies Department, I coordinate events and activities specifically related to our field of interest. These may include the famous "Cena con profesores" once or twice a semester in which students have the opportunity to develop their familiarity and connections with the professors in our department. This event also teaches residents different Hispanic recipes. For the most part, being the RA of the Spanish House calls for encouraging and helping students of Spanish in their college career by sharing knowledge and experience.

**HISPANEWS**: Could you describe a typical day at the Spanish House?

*JK*: Our Casa right now has a very easy-going dynamic; everyone seems to get along and enjoy spending time together. The mornings tend to consist of many of the residents sharing breakfast together before their early classes. Some students enjoy the benefit of taking the same Spanish courses, sparking many Spanish-related anecdotes and study sessions. Everyone pops in and out throughout the day, sharing lunch, relaxing on the porch, swapping stories. By the evening, residents focus on homework and leisure time, such as exercising, watching TV, etc. We have a very typical routine, but what joins us together is our passion for Spanish and Hispanic culture. Throughout the day, we practice our Spanish, discuss what interesting things we have learned in Spanish courses, and tutor each other in Spanish assignments.

**HISPANEWS**: How well does it work to live in a Spanish immersion environment while living in Charleston?

*JK*: Living in Charleston complicated completing the immersion task that we strive for in the Casa. The city unfortunately remains relatively not diverse in terms of race and ethnicity. When participating in events, attending Tertulia twice a month, and visiting places such as the Mexican restaurant Santi’s, the Spanish House residents find speaking solely in Spanish to be more natural and comfortable. In the daily setting, however, juggling social lives predominantly in English or taking classes in English, it tends to be difficult to maintain the Spanish-immersion environment.

**HISPANEWS**: How has the Spanish House helped you with your Spanish major?

*JK*: Living in the Spanish House has augmented my linguistic skills, cultural knowledge, and general confidence in inexplicable ways. Though the Casa's goal is to create the environment of studying abroad without leaving Charleston, I think its main attribute is the relationships developed, with other residents as well as with professors, the Department, and the Hispanic community as a whole. When I first moved in as a sophomore, I had never met any of the other girls living in the house. The majority of them were one year older and became some of my best friends. Not only did we share the same interests and passions, but they
also introduced me to their Hispanic friends in the area, counseled me through choosing where and with which program to study abroad, taught me nuances in the language that I was unfamiliar with, and helped me gain recognition in the department.

**HISPANEWS:** What would you say to someone who is thinking of joining the Spanish House?

**JK:** I would definitely recommend living in the Spanish House to any CoC Spanish major or minor who loves the language and culture and wants to become more involved in the department. It’s a great source both academically and socially due to its "Living Learning Community" nature. Living in La Casa does not demand any academic effort, but it opens possibilities and opportunities to practice, learn, and grow. It has a wonderful location on campus and ensures a welcoming, informal atmosphere.

**HISPANEWS:** You are graduating in May, 2013. What are your plans for the future?

**JK:** As of this moment, I am still looking into many options for my future. I have been accepted into American University’s graduate-level Certification for Spanish Translation Program and I am waiting to hear back from another school within AU to earn a Master’s Degree in International Development. I am currently in the process of applying for a Rotary Scholarship to spend one year at the University of Buenos Aires in Argentina towards a masters-level program in the Politics of International Migration. As for long-term goals, I hope to work with Hispanic immigrants in either the US or in Latin America for recognition, human rights, better living conditions, and more transparency against their abuses.

**HISPANEWS:** Congratulations, they all sound like wonderful plans. Thank you, Julie, for your work as the RA of the Spanish house. We wish you the best, and please keep in touch!

---

**THE DEPARTMENT OF HISPANIC STUDIES WELCOMES ITS NEW ARRIVALS!**

Prof. **Daniel Jones** (at right) is from the Charleston area and is a College of Charleston alumnus, having graduated with a B.A. in Spanish with a concentration in Linguistics. He also holds an M.A. in Spanish from Middlebury College. Daniel has recently returned to Charleston after residing in Madrid for four years where he worked as a primary English teacher in a bilingual school. Daniel enjoys the beaches that Charleston has to offer, as well as traveling and experiencing other cultures and languages. His interests range from reading a good book to eating gelato.

Prof. **Katharine K. Walsh** (at left) grew up in the Boston area. She attended Saint Michael’s College in Vermont where she majored in Spanish and graduated cum laude. She went on to receive a Master of Arts in Spanish from Middlebury College. She says she enjoys traveling but has not had the opportunity to do so in many years. She loves to spend time with her two children, attend soccer games, and help with assignments.

Prof. **Sam Cogdell** (at right) is an interpreter and translator at MUSC Medical Center, where he also teaches Spanish for Health Professions. He holds a B.A. in Spanish from the University of Tennessee, and did graduate work at UNC-Chapel Hill and the University of Illinois, after spending a belated ‘gap year’ at the Universidad Nacional Autónoma de México. His interests include running, reading, translating contemporary Latin American fiction and nonfiction, and the role of translators in global health and humanitarian aid projects through organizations such as Translators Without Borders.

Prof. **Laura Moses** (at left) joined HISP in April 2012 as administrative assistant. She worked previously as project manager at the Halsey Institute for Contemporary Art and as program coordinator at The Nature Conservancy. Laura holds an MA in French from Middlebury College, and has taught French as an adjunct. She has also studied Spanish, Italian and German. Laura’s love for languages is matched by her attention to detail in administrative work. In her free time, she is active with environmental and cultural organizations, and offers private language tutoring and editing.
**Summer 2012:**

25 Students Study Abroad in Trujillo, Spain

Professors Daniel Delgado and Carl Wise accompanied 25 students to the medieval town of Trujillo, Spain for the *Summer in Spain 2012* program. This program is one of the oldest programs at the College of Charleston and offers a great opportunity to experience total immersion in the Spanish culture. For 6 weeks, students lived with Spanish families and experienced first-hand local life in Trujillo, making life-long friendships with new Spanish friends. The program offers the best of Spain – students live in a charming medieval town while also experiencing Spain’s most vibrant cities such as Seville and Madrid to discover their rich histories and cultures. During the trip, students studied Spain’s different historic cultures by visiting the Roman ruins in Merida, Islamic architectural wonders like the Alhambra and the Mosque of Cordoba, the Jewish Temple in Toledo, and Segovia Castle where the Spanish monarchs ruled the largest empire in history. For the academic side, students studied in the medieval monastery La Coria and took classes in Spanish language, culture, and history. The opportunity of living abroad while taking their classes offered first-hand connections between the classroom and real-life experiences in Spain.

---

**Study Abroad in Trujillo, Spring 2012**

Professor Alberto Veiga directed College of Charleston’s Spring 2012 Spain Study Abroad program in Trujillo, a small town on the Imperial Route between Lisbon and Madrid. The 13 participating students resided with host families for the duration of their stay.

The semester program constitutes a unique opportunity to experience total immersion in the Spanish culture with the combination of personal exposure with host families and local people, and academic work with professors from local universities. Organized cultural visits to UNESCO World Heritage Sites such as Mérida, Córdoba, Granada, Sevilla and Toledo, and to the capital of Spain, Madrid, presented an opportunity to see history, architecture, and art and experience life in Spain that complemented the academic learning from class.
Dr. Luis Linares-Ocantos invited Roberto Gacio Suárez, a Cuban theater actor, professor and critic, to give a lecture at the College of Charleston on Monday, September 24, 2012 in ECTR 118. The title of his talk was “Teatro actual cubano visto a través de Carlos Díaz, Carlos Celadrán y Nelda Castillo.” Roberto Gacio also gave a two-day workshop on the History of Cuban Theater in Dr. Linares-Ocantos' SPAN 458 class (Contemporary Hispanic-Caribbean Theater). Pictured here (left to right) are Simón Muñoz, Dr. Luis Linares-Ocanto, René A. Garay and Dr. Suárez.

Dr. Elizabeth Martínez-Gibson and Dr. Mark P. Del Mastro were recognized for 20 years of service during a ceremony at TD Arena in the fall of 2012.

Dr. Lola Colomina-Garrigós, Laura Moses and Dr. Martínez-Gibson attend the LCWA holiday celebration, Dec. 2012.
On October 25, 2012 at 5:00pm at the Blacklock House, the College of Charleston’s Nu Zeta Chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, sponsored its Noche de Poesía/Poetry Night where faculty and students read select poems in Spanish.

DÍA DE LOS MUERTOS

Dr. Joe Weyers in Mexico during the “Día de los Muertos.”

Drs. Hilary Barnes and Carla Breidenbach with Jack Yancey during the Spanish Club’s recognition of “Día de los Muertos.” On November 1, 2012, the College of Charleston’s Spanish Club sponsored its annual “Día de los Muertos” event for students and faculty.
Congratulations to our newest members:

**Active**
Allen, Victoria E.
Atkins, Katherine Bernacchi, Jessica
Bocai, Alexandra Mihaela
Castellanos, Hannah
Couch, Kelly
Driscoll, Julie E.
Elgradawy, Sarah
Ferrell, Stephanie
Galizio, Ann
Horrocks, Christa Leigh
Klevan, Lauren
Lee, Mary Emily
Lincoln, Ellis Michele
Monroe, Katherine
Moore, Signe
O’Leary, Jennifer Michelle
O’Riordan, Molly
Pineda Favela, April
Quaranto, Angela
Seymore, Celeste
Stoneburner, Madelyn
Trumps, Mary Kelsey

**Honorary**
Dr. Hilary Barnes
Dr. Carla Breidenbach
Dr. Humberto Miranda

The Nu Zeta Chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, held an induction ceremony of 26 new members at 7:30pm on November 29, 2012 in the School of Education Alumni Center. November 2012 marked the 35th anniversary of the CofC Chapter.

On October 29, 2012, the College of Charleston’s Nu Zeta Chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, featured Dr. Carmen Grace of the Department of Hispanic Studies with her presentation "El púlpito en su función social: control ideológico y espiritual en la España barroca." (Left to right: Dr. Del Mastro, Dr. Grace, and Julie King, Chapter President).

On November 8, The College of Charleston’s and The Citadel’s Chapters of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, named Erin R. Gilreath of Dutch Fork High School, Irmo as the 2012 S.C. Spanish Teacher of the Year! Other finalists included Martha Gadsden, Berkeley High School (Moncks Corner) and Chrystal Hepler, West Ashley High School (Charleston).
CofC’s Spanish Club and the Charleston Argentine Tango Society hosted tango lessons in Barnet Garden of the College of Charleston on Tuesday evening, October 7 at 7:30pm.

Spanish Club

Student Officers: President: Jack Yancey; Vice President, Kim Palomo; Treasurer, Jake Ward; Secretary, Carly Craver
Faculty Advisors: Prof. Daniel Delgado and Dr. Carl Wise

The Spanish Club started off the 2012-2013 year with a “Noche de Cine” screening of Sin nombre, an award-winning film about the struggles that immigrants face when trying to escape the Honduran criminal underworld. The film was presented by Dr. Carl Wise. In addition to hosting the popular bi-monthly Tertulia at Yo Burrito, the Club partnered with the Charleston Argentine Tango Society to offer tango lessons for students and society members. In November, the Club celebrated the festival Día de los Muertos with traditional Mexican food, homemade pan de muerto, and an informative presentation by Dr. Hilary Barnes and Dr. Carla Breidenbach about the history and customs of this intriguing Mexican tradition. They also participated in the first annual World Culture Fair at the Citadel, a joint venture between the College of Charleston, the Citadel, and MUSC. In the spring, club members exhibited their international gourmet cooking skills by preparing a Spain-inspired selection of culinary dishes for the CofC World Cultures Fair. The Spanish Club was also instrumental in recruiting volunteers to help translate for several community events and parent-teacher conferences in the Charleston County School District. Students interested in getting involved with the Spanish Club can follow our Facebook page at “CofC Spanish Club.”

WORLD CULTURES FAIR & FOOD CONTEST 2013

http://blogs.cofc.edu/worldculturesfair/

The World Cultures Fair is a showcase for ethnic food, dance, song, and music. Participants include faculty, staff, and students in the International Talent Show and Food Contest as well as community groups. The Fair is sponsored by The School of Languages, Cultures, and World Affairs, College of Cougar Activities Board, the Foreign Language Clubs, the Office of Institutional Diversity, the Office of Multicultural Affairs, Asian Student Association, World Change Coalition, Jewish Studies, Student Government Association, British Studies, the International Club, and the Hispanic Latino Club.
Hispanic Latino Club

Throughout the 2012 Academic year, the Hispanic Latino Club conducted activities within the College of Charleston campus, as well as outside of the peninsula. One of the group’s events took place at Wannamaker County Park for the Latin American Festival where members enjoyed watching Capoeira dancers take the stage to show their artistic abilities. Also, the Hispanic Latino Club tasted food representing different countries from many booths around the park. Not only did members see the diversity of various countries, they also gained a greater appreciation for how people from different countries express their backgrounds with food, dance, speech, and passion.

During the 2012 Presidential Elections, the Bully Pulpit created an event where students had the opportunity to register to vote. Here the Hispanic Latino Club installed an informative booth dedicated to Hispanics in the United States, and exploring how Hispanic voices have changed throughout the years. As students walked by, the Club joined DJ Luigi, a local entrepreneur, to offer a free night of Salsa dancing for those students who recognized the importance of plurality of opinion throughout history, regardless of ethnicity.

In 2013, the Hispanic Latino Club strives to make a bigger impact on the College community, as well as cooperate with other organizations in the City of Charleston.

Portuguese Club

The Portuguese Club, whose advisor is Prof. Luci Moreira, continues to be very active in organizing diverse and cool events during 2012-2013:

2. Cooking Lessons: November 6 and 13...traditional pão de queijo and brigadeiro.
3. Brazilian Night - typical food and music: November 8. Students had a delicious feijoada. Live music was provided by students of music and Portuguese (see photo). At the end, there was samba, students danced Brazilian funk and other rhythms. A fun event!
4. Workshop on Brazilian music and instruments on March 22 2013, Recital hall.
6. Concert of Brazilian Music, March 24, with grupo Choro da Manhã. Richard Miller, Jason Ennis, Michael Isoldos, and Zé Mauricio, from New York performed at the Recital Hall, Simons Center. After the concert, there was a reception for those present.
Spanish Professor Awarded Prestigious NEH Fellowship

December 7, 2012

Spanish Professor Sarah E. Owens has been awarded the coveted yearlong National Endowment of the Humanities (NEH) Fellowship. She is the first College of Charleston professor in more than a decade to receive this fellowship. Only seven percent of applicants are awarded each year, about 90 grants.

Owens’ research is based on an unpublished manuscript tucked away in a convent archive in Toledo, Spain. After discovering its existence, Owens traveled to Spain where the Franciscan nuns let her take digital images of the whole manuscript.

“I find the whole story of the journey itself to be fascinating, and spending time in the original convent was an amazing experience,” Owens says. “The nuns had to sail from Spain to Mexico – and then make an overland crossing of Mexico to board another ship to the Philippines. This type of research will help rewrite the role of women in the history of the Spanish empire.”

The title of her project is “The Cultural Impact of Catholic Nuns in the Spanish Philippines during the 17th-Century Expansion of the Iberian Empire” and it will take her to the archives of both Spain and Mexico.

“When I return to the College from this experience, I would like to design at least one class around the texts written by Spanish women in the Atlantic and Pacific worlds – either a course within the Honors College, an advanced level Spanish literature course, or even a First Year Experience course with an emphasis on women’s voices in the New World.”

Dr. Owens is Associate Professor Spanish at the College of Charleston and is author of the award-winning Journey of Five Capuchin Nuns (2009) and co-editor of Women of the Iberian Atlantic (2012). She can be reached at owenss@cofc.edu or 843.953.7186.
College of Charleston Spanish Professor Benjamin Fraser has just launched the *Journal of Urban Cultural Studies* (JUCS), which is housed in the College’s School of Languages, Cultures and World Affairs. The journal is the first print and online publication to address the culture(s) of cities from an interdisciplinary perspective.

“This journal has been a long time coming,” Fraser says. “There just aren’t any journals out there that truly put the humanities and the social sciences on equal footing. Culture itself tends to be undertheorized in urban studies and urban geography broadly speaking, and yet researchers in language and literature departments are doing great work that looks at the representation of cities in novels, poetry, short stories, popular music, comic art, films, digital art, and more. We’re going to fill that need for a rigorous, interdisciplinary publication venue on urban culture.”

As a precursor to the journal, Fraser began the *urbanculturalstudies* blog in March of 2012, and has seen the site register almost 20,000 clicks in a matter of months. “The blog is a multi-authored site, and we’re looking for it to cover the cultures of cities the world over. Initially it was a project to gauge potential interest in the journal, but once we publish the first issue in the fall of 2013 it will become a companion site where we can hold interdisciplinary discussions—an online forum of sorts whether discussion relates to journal content or more topical items.”

The *Journal of Urban Cultural Studies* is a new peer-reviewed publication cutting across both the humanities and the social sciences in order to better understand the culture(s) of cities. The journal is open to studies that deal with culture, urban spaces and forms of urbanized consciousness the world over.
FOCUS ON THE FACULTY

Home to the largest and most comprehensive undergraduate Spanish program in the Southeast, the Department of Hispanic Studies is unique. We have a dynamic, engaged faculty whose expertise spans the spectrum from linguistics to translation to literature and film.

Each year, nearly 6,000 students populate our Spanish courses with approximately 150 majors and 350 minors.

Dr. Antonio Aiello

During 2012-2013, Antonio J. Aiello presented “The Narrative of Zoé Valdes: A Metafictional Writing” (Congress of Caribbean Studies, Marquette University), which was accepted for publication in the Dossier on Zoé Valdes (Philadelphia: “La gota de agua”). In addition, he published “Virgilio Piñera in the Shadow of the Classics: A Precursor of Postmodern Playwriting” in the Journal of the Cultural Institute Rene Ariza. “The Conquest of the Air by Belen Gopegui: A Narrative of the Generation of the Nineties in Spain Immersed in the Coordinates of Postmodernism” has been accepted for publication in Hispania. He is finishing a book on postmodern Spanish narrative and has worked as co-editor with the publisher La gota de agua and Hispania.

Dr. Emily Beck

Emily S. Beck’s article “El espejo del estadista traicionero: Reexaminación de Vida de Marco Bruto de Quevedo” has been accepted for publication in Hispania. In addition, Dr. Beck will present a paper that features her recent research project exploring reactions to Italian author Giovanni Boccaccio and how Iberian intellectuals shaped the debate about gender during the reign of Queen Isabel I. The paper is titled “Legacies and Transformations of Boccaccio in late Fifteenth-Century Iberia” and will be presented at the International Congress on Medieval Studies in Kalamazoo, Michigan on May 10, 2013.

Dr. Robert Cameron

Dr. Robert Cameron’s article “Why it’s time to teach voseo and how to start” was published in the Fall 2012 issue of Academic Exchange Quarterly. Most recently, he has begun to focus his research on voseo in Costa Rica. He also continues to be interested in online processing (real-time comprehension) of the Spanish subjunctive. His article “Lexical preference and the Spanish subjunctive” has been accepted for publication in the Spring 2013 issue of Academic Exchange Quarterly.
Dr. Carrillo-Arciniega

Dr. Carrillo attended two conferences this year. His paper entitled “La poética del Samurai: cine y poesía en la poesía mexicana actual” was presented at the Congresos de Literatura Mexican Contemporánea at UTEP. His second paper “La teoría de la poesía de Borges y la fenomenología de la percepción de Merleau-Ponty” was read at the Congreso de Poesía y Filosofia at Texas A&M University. Two articles on Octavio Paz’s essays were accepted for publication at the specialized journals: Confluencia and Revista de Literatura Mexicana Contemporánea. During Fall 2012 Dr. Carrillo was on sabbatical leave. While on sabbatical Dr. Carrillo finished his third novel Tenesi River and completed three chapters of a book on the theory of poetry of Borges and Octavio Paz.

Dr. Lola Colomina

Dr. Lola Colomina-Garrigos was granted a sabbatical leave in the Spring of 2012 to conduct research at the Biblioteca Nacional in Madrid, Spain, as well as in Buenos Aires, Argentina. Two of the works produced during that time have been accepted for publication in the peer-refereed journals Hispanofila and Bulletin of Spanish Studies. Dr. Colomina also presented her papers “Prácticas de resistencia discursiva y editorial en la producción critico-literaria y artística de Nelly Richard y Diamela Eltit” and “Contestatory Discourses to the Logics of Capitalism and to Globalised Cultural Production from the Southern Cone” at the 54th International Congress of Americanists (“Building Dialogues in the Americas”), in Vienna, Austria, on July 17, 2012.

Dr. Mark Del Mastro

Dr. Del Mastro presented the keynote address at the National Hispanic Heritage Month commemoration of the U.S. Customs and Border Protection on September 27, 2012. His presentation was entitled “Moving America Forward Strategically: Embracing Diversity through Attitudes.” In January 2013, he authored and edited the third edition of the Sigma Delta Pi Handbook, a reference manual for the 590 Sigma Delta Pi chapters nationwide. Also in the spring of 2013, Dr. Del Mastro directed and edited the 55th issue of Sigma Delta Pi’s national annual Entre Nosotros, and during the 2012-13 academic year he continued his roles as Editorial Board Member for both the journal Miriada Hispánica and Juan de la Cuesta Hispanic Monographs.

Dr. Benjamin Fraser

Dr. Fraser published two single-authored books this year: Disability Studies and Spanish Culture (Liverpool UP, 2013) and Understanding Juan Benet: New Perspectives (U of South Carolina P, 2013). He also edited the book Capital Inscriptions: Essays on Hispanic Literature, Film and Urban Space in Honor of Malcolm Alan Compitello (Juan de la Cuesta, 2012) and founded the print/online Journal of Urban Cultural Studies. His essays were published in Studies in Hispanic Cinemas, Dieciocho, Punk & Post-Punk and other peer-reviewed venues. He has also been named co-editor of Hispania’s special focus issue on The Scholarship of Film and Film Studies.
Dr. Carmen Grace

Dr. Carmen Grace’s article entitled “Exequias reales en la Contrarreforma: doctrina católica y Barroco en las Honras fúnebres de Felipe II,” was accepted for publication in Bulletin of Spanish Studies. She organized a panel at the KFLC 2013 in Lexington, Kentucky, entitled “Voces del Barroco: autoría, discurso e ideología en obras del siglo XVII.” As part of the same panel, Dr. Grace presented “El estilo barroco en la predicación y su impacto ideológico y discursivo en la España del siglo XVII.” She also taught a Special Topic Seminar, Span 630, on Spanish Identity through Golden Age Literature in Fall 2012.

Dr. Silvia Rodríguez Sabater

In 2012-13, Silvia Rodriguez Sabater presented her research on the acquisition of L2 culture at two conferences, SLINKI at the University of North Carolina-Greensboro, and the International Society for Language Studies in San Juan, Puerto Rico. She also attended a series of webinars on L2 formative assessment and on online tools for the development of Spanish proficiency organized by the Center for Advanced Language Proficiency and Research. She continues working on projects examining the acquisition of culture by L2 learners. Additionally, Dr. Weyers was recertified as an OPI tester in Spanish in 2012.

Dr. Carl Wise

In addition to co-directing the Trujillo Summer Program in Spain this year, Dr. Wise conducted archival research on early modern Spanish theater at the Biblioteca Nacional in Madrid. His article “Eclipsed Autonomy: Celestial Images and the Free Will Debate in Antonio Mira de Amescua’s Álvaro de Luna Plays” was accepted for publication in Bulletin of the Comediantes, and he presented a paper titled “Baroque Authorship: Collaborative Writing in Mira de Amescua and Luis de Belmonte’s Martir de Madrid” at the Kentucky Foreign Language Conference in Lexington.

Dr. Joseph Weyers

Dr. Joseph Weyers has had a successful year in seeing his research projects on pronouns of address and language change in Uruguay come to fruition. In 2012, Dr. Weyers had six articles accepted for publication, five of which focus on the situation of the use of tú, vos and usted in
Dr. Mike Gómez’s book:

**SOBRE LA CEGUERA Y LA VISIÓN:
CUATRO NOVELAS DE BENITO PéREZ GALDÓS**

was published in February 2013 as an edition of the Biblioteca Crítica de Literaturas Luso-Hispánicas (Ediciones del Orto / University of Minnesota).

The fact that Galdós expressed more than a passing interest in the blind and in blindness itself has not been overlooked by critics. The purpose of this book, then, is not to explore the presence of blind characters in Galdós, but rather, to consider what this presence can tell us about the author’s position regarding the best way of placing ourselves in contact with ‘reality.’

Beginning with *El amigo Manso*, we will see how Galdós questions his protagonist’s epistemological optimism. We will then consider *La familia de León Roch*—a novel whose characters exemplify the distance between appearance and essence, the disfiguring effects of enthusiasm and the most favorable conditions for perceptual clarity. In *Doctor Centeno* we’ll return to the consequences of enthusiasm and finally, in *Marianela*, we will discuss the presence of a “gedankenexperiment”—designed by W. Molyneux and explored by Locke and Leibniz—which will serve to provide a more profound understanding of the way our novelist conceived of human perception.
The ten essays in this interdisciplinary collection explore the lives, places, and stories of women in the Iberian Atlantic between 1500 and 1800. Distinguished contributors such as Ida Altman, Matt D. Childs, and Allyson M. Poska utilize the complexities of gender as a touchstone to understand issues of race, class, family, health, and religious practices in the Atlantic basin. Unlike previous scholarship, which has focused primarily on upper-class and noble women, this book examines the lives of those on the periphery, including free and enslaved Africans, colonized indigenous mothers, and poor Spanish women.

To promote her new co-edited volume, *Women of the Iberian Atlantic*, Dr. Sarah Owens organized, chaired and presented during a roundtable at the conference on Colonial Latin American History, in affiliation with the American Historical Association, in New Orleans, January 2012.

Chapters range broadly across time periods and regions of the Atlantic world. The authors explore the lives of Caribbean women in the earliest era of Spanish colonization and gender norms in Spain and its far-flung colonies. They extend the boundaries of the traditional Atlantic by analyzing healing knowledge of indigenous women in Portuguese Goa and kinship bonds among women in Spanish East Texas. Together, these innovative essays rechart the Iberian Atlantic while revealing the widespread impact of women’s activities on the emergence of the Iberian Atlantic world.
Dr. Benjamin Fraser’s book *Understanding Juan Benet: New Perspectives* was published by the University of South Carolina Press in March 2013.

Fraser's book is a superb guide, erudite and insightful, to the dazzlingly complex world of Juan Benet. One of the greatest Spanish novelists, Benet, as Faulkner, created his own memorable world, one that Fraser makes accessible by his very original analysis of Benet's relation with Spanish history, his profession as an engineer, preoccupation with time, and fascination with maps. This is an authoritative and illuminating study of an absolutely masterful writer. *(Randolph D. Pope, Commonwealth Professor of Spanish and comparative literature, University of Virginia)*

Benjamin Fraser moves Benet studies well beyond their current state. He smartly synthesizes how previous scholars have understood Benet's writing, then leaps beyond that understanding. He explores intellectual terrain that others have avoided--primarily Benet's prolific and important work as an engineer--and offers a panoramic view of Benet that stops to linger over key aspects of his writing (time, space, the Spanish Civil War) from new perspectives. Fraser's intelligent critical approach gives breadth and depth to this highly useful and usable study that will help the novice and engage the scholar--an important achievement in academic writing. *(David K. Herzberger, professor and chair of Hispanic Studies, University of California, Riverside)*

Dr. Benjamin Fraser’s book *Disability Studies and Spanish Culture: Films, Novels, the Comic and the Public Exhibition* was published by the University of Liverpool Press in March 2013.

The first of its kind, Fraser's highly engaging book breaks new ground in the fields of disability studies and Spanish literary and cultural studies, while opening a vital space of dialogue between these disciplines. The author’s rigorous attention to Spanish disability politics allows him to elaborate lucid analyses of literature, film, comics and other media. *(Susan Antebi, University of Toronto)*

Professor Fraser’s stimulating analysis of representative contemporary Spanish artistic works from the perspective of Disability Studies is groundbreaking research – a pioneering model in a largely unexplored field of scholarship. *(Encarnación Juárez-Almendros, University of Notre Dame)*

*Disability Studies and Spanish Culture* is the first book to apply the tenets of Disability Studies to the Spanish context. In particular, this work is an important corrective to existing cultural studies of disability in Spain that tend to largely ignore intellectual disabilities. Taking on the representation of Down syndrome, autism, alexia/agnosia as well as childhood disability, its chapters combine close readings of a number of Spanish cultural products (films, novels, the comic/graphic novel and the public exhibition) with a broader socio-cultural take on the state of disability in Spain.
STUDENT AWARDS

Congratulations, Winners of the following Departmental Awards!:

Most Accomplished Spanish Major: JEFFREY TYLER BROOKS

Outstanding Spanish Major: STEPHANIE RENEE FERRELL

Distinguished Spanish Majors: JEFFREY TYLER BROOKS
                             STACY MICHELLE CALHOUN
                             STEPHANIE RENEE FERRELL
                             EMILY LOUISE GOODING
                             MARY EMILY LEE
                             VALERIA SCOTTO DILUZIO
                             JULIE ANNA KING

Outstanding Student of Portuguese: PRIYA SCHLENZKA

Our special congratulations goes to Stephanie Ferrell, Spanish major (May 2013), who has been accepted to New York University’s Steinhardt School of Culture, Education, and Human Development to pursue her M.A. in Speech Language Pathology in Communicative Disorders.

CONGRATULATIONS!

to Julie King, Jocelyn Moratzka, and Eric Britton, who have all been offered positions as summer interns for Student for Action with Farmworkers (SAF). 24 interns were selected from a pool of 102 applicants from 40 different colleges and universities across the country.
STAY IN TOUCH – UPDATE CLASS NOTES

We would like to know what you have been up to lately!

Tell us about your new job, promotion, move to a new city, marriage, addition(s) to the family, special honors received, or anything else you wish to share, by completing this form and mailing it to: Attention HispaNews - Department of Hispanic Studies - College of Charleston - 66 George Street - Charleston - SC 29424-0001. Or send an email to hispanews.cofc@gmail.com.

Name: ________________________________________________
Maiden name: __________________________________________
Class of (year): ________________________________________
Job, family and other doings: ________________________________
How do you use your Spanish and/or Portuguese? ____________
Other comments and suggestions: _____________________________
Preferred e-mail address: _________________________________

HispaNews is produced as a service to alumni and friends of the Department of Hispanic Studies.

GIVE TO THE DEPARTMENT OF HISPANIC STUDIES

Yes! I would like to make a donation to the Department of Hispanic Studies in the amount of:

___ $200 ___ $100 ___$50 ___ $25 ___ Other

Your contribution enables us to continue with our many endeavors to enrich our students’ experiences and programs.

Name: ________________________________________________
Address: ________________________________________________
City: __________________________ State ______ Zip__________
Class of: __________________________ E-mail: ________________

All contributions are tax-deductible. Please make your check out to the “College of Charleston Foundation” and request that your funds go to the “Department of Hispanic Studies Account.” Mail to: Chair, Hispanic Studies, College of Charleston, 66 George Street, Charleston, SC 29424-0001.

¡Muchísimas gracias por su generosidad y apoyo!
Muito obrigado por sua generosidade e apoio
The College of Charleston

A SUPERIOR PUBLIC UNIVERSITY WITH PERSONALITY TO SPARE

The College of Charleston is a nationally recognized, public liberal arts and sciences university located in the heart of historic Charleston, South Carolina. Founded in 1770, the College is among the nation’s top universities for quality education, student life and affordability. The College offers a distinctive combination of a beautiful and historic campus, modern facilities and cutting-edge programs.