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Warm thanks to all our contributors!
Our graduate programs in medical and legal interpretation continue their growth under new directorship. Dr. Gladys Matthews was appointed Assistant Professor of Spanish at the College of Charleston in Spring 2007, and became Director of the College of Charleston’s graduate programs in legal and medical interpreting in July 2008. She taught translation at the Indiana University-Purdue University at Indianapolis (IUPUI), and her most recent work is the translation into Spanish of a study by the Organization for Economic Cooperation and Development (OECD) on the education system of the Dominican Republic. Her research interests focus on legal language and methodology of teaching translation and interpretation.

Dr. Matthews recently received the Multicultural ExCel Faculty of the Year Award for the School of Languages, Cultures, and World Affairs.

Hispanews interviewed Dr. Matthews to inform readers about recent developments in the interpreting programs.

Hispanews: Can you tell us a little about your background?

My academic background is entirely in the field of languages. I majored in French in my native Costa Rica and studied English both in Costa Rica and in the U.S. My love for the French language took me to Quebec where I lived and studied for about fourteen years. I obtained a Master’s degree in Translation and Terminology from Université Laval, located in Quebec City. For my doctorate, also from Laval, I chose the field of linguistics, and wrote my dissertation on legal translation.

HN: What interested you in the College of Charleston?

My way to the College of Charleston is one of those surprises that life reserves for you in the utmost unexpected fashion. I had spent a weekend in Charleston three or four years before becoming a faculty member at the College. I remember falling in love with the city, but never suspected that I would live and work here. Some months later, I met the former director of the Bilingual Legal Interpreting programs at an interpreting conference in Ohio, and she told me that the College of Charleston was conducting a national search for her successor. For me, this was a once in a lifetime opportunity to work in a magnificent historical city, in a highly regarded institution and in a nationally-recognized program, and do what I enjoy most – teaching in a field I have been involved with my whole life, and above all, being a mentor to future language professionals.
HN: What does the position of Director entail?
How much room do you have in HispaNews for this interview? (She laughs.) The position of program director entails putting a lot of time into bringing these programs to their next stage of development. This includes scheduling courses for each term, recruiting instructors; and overseeing the admission process in conjunction with the Graduate School. The admission process involves administering a language proficiency test and an interpreting aptitude test to all applicants. It is very important that students in the program have a great command of their second language so they can focus on learning the skills necessary to be a good interpreter without having to worry about proficiency in their second language. It also entails marketing the program, recruiting potential students, looking for new teaching resources, both bibliographical and methodological, and serving as student advisor.

HN: Please tell us about the interpreting programs.
The Department of Hispanic Studies, in conjunction with the Graduate School, offers three graduate programs in interpretation: a master of arts, a Certificate in Bilingual Legal Interpreting, and a Certificate in Medical Interpreting.
The Master of Arts in Bilingual Legal Interpreting English/Spanish is the only graduate program in legal interpretation in the United States. The program offers a comprehensive series of courses designed to provide the student with the theoretical foundation, performance competencies, and research skills required of a graduate entering this growing profession. The curriculum consists of 36 credits that can be completed in four academic terms. Content courses include theoretical frameworks for interpretation and translation, criminal and civil law processes and procedures, ethics and professional standards, and language and culture. Skills courses include basic and advanced techniques in all three modes of interpreting; i.e. consecutive, simultaneous, and sight translation.
The certificate program provides students with the opportunity to acquire the foundational skills in legal or medical interpreting in one academic year. It consists of 12 credit hours that focus on all three interpreting modes. Courses are taught in a state-of-the-art interpreting facility that includes 12 soundproof booths constructed according to International Standard Organization (ISO) specifications and equipped for both audio and video.

HN: What has been your biggest challenge so far?
The biggest challenge by far has been getting the word out about these programs to recruit talented students. We strive to produce highly qualified professionals and this begins with admitting candidates who meet the admission requirements in regards to language proficiency, as well as a curiosity and passion for language and culture.

HN: How has your experience been so far?
It has been very motivating. I cannot fail to highlight the contribution of the program’s instructors whose commitment has made this experience very rewarding. They have been great allies who do not count the hours they put into preparing classes and helping in the overall development of the programs.

HN: What changes are underway for the Master’s and Certificate Programs in Interpreting?
The main change relates to technology. All the teaching material that was in analog format has been digitized. The interpreting programs have a blog where several audio files have already been uploaded for students to practice simultaneous interpreting from any location with Internet access. What we hope to accomplish in the short run is to equip each interpreting booth with computers.

“We strive to produce highly qualified professionals.”
HN: How do you see the future of interpreters in South Carolina?

The state of South Carolina, and the Charleston area in particular, has local talent that can provide high quality interpreting and translation services in both the legal and the medical fields. However, interpreting is still a new professional activity and needs to be promoted. It is of the utmost importance that potential interpreting service users, especially in the court system, be made aware of the advantages of having a certified interpreter perform these tasks. Fortunately, a group, which includes our instructors, is looking for ways to promote our profession in the state.

HN: In what direction would you like to see the programs go?

What I hope for the Interpreting programs of the College of Charleston is to increase their visibility, build on their national reputation, and create partnerships both nationally and internationally.

The following link leads to more detailed information http://lcwa.cofc.edu/legalint/, and the programs’ email address is interpreting@cofc.edu.
In Fall 2008, Provost Elise Jorgens asked Dr. David Cohen to stay as dean of the school through Spring 2010. Dr. Cohen had been serving in an interim capacity up to that point.

Dr. Shawn Morrison from the Department of French and Francophone Studies joined the School as associate dean. Dr. Morrison is the undergraduate teacher certification coordinator for all the language majors, and is therefore well known among our alumni who pursued an education degree in the last decade.

Sabine Hagn-Ford joined SLCWA as administrative assistant.

On August 19, 2008, the faculty from the School of Languages, Cultures, and World Affairs (LCWA) was invited to a daylong meeting at the Charleston Aquarium to offer further input to a plan for the School drafted during Spring 2008 by a five-member team. The plan sets nine key directions that the School will follow over the next two to three years (for more details, see http://lcwa.cofc.edu/home/). Two of these will impact more directly students considering majoring in Spanish: adding a one-semester study abroad requirement and implementing external proficiency testing. While details for the first of these is currently being worked out, the second key goal is already well under way.

Indeed, in May 2008, the Department of Hispanic Studies hosted a Modified OPI training workshop. Lizette Mújica Laughlin, a certified trainer, was brought to campus to conduct this workshop on the techniques of the OPI (Oral Proficiency Interview) and the implementation of the ACTFL Proficiency Guidelines. The training was open to ten faculty members, and practice sessions were conducted with 18 students who volunteered to help. Then in October 2008, Gabriel Cruz, from Language Testing International, the ACTFL Testing Office, made a demonstration of the Spanish version of the OPIc (Oral Proficiency Interview by Computer). The intention is to use the OPIc as an assessment tool for minors applying to be considered Global Scholars (more on this program in the next section), and for graduating seniors. This year, 25 Spanish majors and 18 minors were tested. Of the majors, 44% were rated Advanced (the highest level that the OPIc can assess); 24% were Intermediate High (IH); the remaining 32% were rated Intermediate Mid (IM). Of the minors, 1 student (5.5%) was advanced; 11% were IH; 72% were IM; and the remaining 1 (5.5%) was rated Intermediate Low (IL). Overall these results are in line with expectations for undergraduate language programs.
Focus on the Faculty

New Faculty Member

In Fall 2008, the department welcomed Dr. Emily Beck, who quickly became a familiar face among us. Dr. Beck holds a doctorate and a master of arts from Columbia University. Her bachelor's degree is from the University of California, Los Angeles. Her research interests focus on Medieval and Golden Age Spanish literature. She explores the representation of chivalry and the relationships among Christians, Jews, and Muslims in early modern Spain. Her work also looks at gender roles in Iberian society, particularly under the reign of Queen Isabel I. She is thrilled to have joined the faculty of the College of Charleston, and has enjoyed getting to know our students, colleagues, and the city of Charleston.

Faculty Evaluations

Several faculty underwent evaluations this past academic year. Drs. Michael Gomez and Lola Colomina-Garrigós were promoted to associate professors; Dr. Marianne Verlinden was promoted to senior instructor; Drs. Parissa Tadrissi and Carla Breidenbach successfully passed the third-year review for tenure; and Ms. Claudia Moran completed successfully her third-year review for instructor. These changes will become effective in August 2009. Congratulations to all of them on their success!

Faculty Activities

Dr. Nadia Avendaño presented a paper titled “The re-writing of the female self and California history in Isabel Allende’s Hijade la fortuna” at the 15th Annual Carolina Conference on Romance Literatures, Chapel Hill, NC, in March 2009. She was also the recipient of a summer research grant from the department.

Dr. Karen Berg presented a paper titled “The Twilight of an Era: Characterization and Space in Pío Baroja’s Las noches del buen retiro” at the 58th Mountain Interstate Conference in Wilmington, NC, in October 2008.

Dr. Carla Breidenbach presented a paper titled “Benefits of second language acquisition through the Small Town Summer Study Abroad” at the Conference on Educación popular en las Américas en el Siglo XXI, in Valladolid, México, in February 2009.

Dr. Michael Gómez was selected for and participated in the 2008 College of Charleston Summer Faculty Technology Institute.

Dr. Lola Colomina-Garrigós’s article “El tratamiento metatextual del desamor en La crueldad de la vida de Liliana Heker.” Hipertexto is forthcoming in Spring/Summer 2009. She also presented her article “Falocentrismo y reescritura histórica en La Fiesta del Chivo de Mario Vargas Llosa” at the 15th Annual Carolina Conference on Romance Literatures. University of North Carolina at Chapel Hill, NC, in March 2009.

Dr. Elizabeth Martínez-Gibson presented her research on “Linguistic Landscape in Spain: English-Spanish Mixing in Signs and Advertising” in April 2009 as part of the Linguistics Discussion Series, a series of presentations organized by the Linguistic Minor Program she directs. In November 2008, the Linguistics Program helped the Department of Sociology and Anthropology organize a talk entitled “From Conservative to Radical: Sound Change in the Dialects of Charleston” given by Dr. Maciej Baronowski from the University of Manchester, UK. In addition, Dr. Martínez-Gibson interpreted at MUSC for three hours a week, and interpreted for the Diabetes Eye Screening in March. As a board member for H.O.P.E., she attended two events in the spring: La Marcha Migrante: Border Angels, and the National Immigration March.

Dr. Gladys Matthews made a presentation called “The Search for Meaning in Legal Translation: Conveying the Statutory Conditions of Criminal Acts” as part of the Linguistics Discussion Series at CofC in November 2008. She was also awarded a SLCWA R&D (Research & Development) Grant to carry out a descriptive research on approaches used in teaching interpretation at the college level. Completion of this project is set for the end of the 2009 calendar year.

Dr. Sarah Owens presented “A Fresh Look at the Chronicle of Indies: A Nun’s Perspective” at the Canadian Association for Latin American and Caribbean Studies (CALACS) Conference in Vancouver, Canada, in June 2008. She also participated in a roundtable discussion on “Colonial and Early Modern Women in Translation” at the Modern Language Association (MLA) Conference in San Francisco, CA, in December 2008; and at the 15th Annual Carolina Conference on Romance Literatures, Chapel Hill, NC in March 2009, she gave a talk on “The Discourse of Breast Cancer in Europe and the New World”. In addition, Dr. Owens serves as President of GEMELA (Grupo de Estudios sobre la Mujer en España y las Américas (pre-1800)). As such, she published their annual newsletter (http://www.gemela.org/newsletter.html), and in October 2008 she co-hosted the bi-annual conference at California State University, Long Beach. There were more than 80 participants – with scholars from Spain, Portugal, France, Mexico, Puerto Rico and the United States. She has also received two grants to fund a book project: Atlantic Nuns: Journey of Five Capuchin Nuns. The Other Voice of Early Modern Europe at the University of Toronto Press. Forthcoming 2009.

Dr. Silvia Rodríguez-Sabater attended a series of workshops at the Intercultural Competence Conference held at the University of Arizona in Tucson, AZ, in October 2008. She was also a R&D Grant recipient from SLCWA to conduct assessment of cultural competence in Service Learning during Spring 2009.

Georgia Schlau presented “Really Cool Stuff” for the classroom at the SCOLT/FLAG/SEALLT Joint Conference in Atlanta, GA, in March 2009. She demonstrated how to use Comic Life, a software program that allows students to tell a story (graphic novel) with digital photographs by providing cartoon templates and word balloons.
Dr. Parissa Tadrissi was an invited guest lecturer at the “Memory and History in Contemporary Spanish Literature & Film” seminar held in October 2008 at UC Santa Barbara where she gave a talk on “How History/Herstory pervades the Spanish Youth Novel: The Case of Care Santos.” She also presented a paper titled “A Tribute to Grunge: The Memory of an Icon in Spanish Youth Literature” at the 15th Annual Carolina Conference on Romance Literatures, Chapel Hill, NC, in March 2009. Her essay on "Negotiating Girlhood: Mediating Bodies and Identities in Novels by Care Santos" just came out in *Women in the Spanish Novel Today: Essays on the Reflection of Self in the Works of Three Generations*, a book edited by Kyra Kietrys and Montserrat Linares (McFarland Publishers, 2009). Her publication “Filthy Squatters and the Undesirables: The History and the Novel of the Okupa movement in Spain.” *Cuaderno Internacional de Estudios Humanísticos y Literatura*, is forthcoming 2009.

Dr. Félix Vásquez was selected for and participated in the 2008 College of Charleston Summer Faculty Technology Institute. He was also awarded a School of LCWA Planning Initiative Grant to develop a course in “Advanced Business Communication Skills in Spanish” during Summer 2009.

Dr. Marianne Verlinden was the recipient of a School of LCWA Planning Initiative Grant to develop a Spanish / English general translation course during Summer 2009.

Dr. Joseph Weyers presented a paper: “Private and public language in Montevideo: Language change among the ‘target demographic’” at the Linguistics Association of the Southwest Conference, Corvallis, OR, in October 2008. He submitted two articles for publication: “Speaking Strategies: Meeting NCATE Oral Proficiency Standards” (to the *Foreign Language Annals*); and “The impending demise of tú in Montevideo, Uruguay"(to *Hispania*). An active member of ACFTL, he continues as a Certified OPI tester in Spanish and became a certified OPIc rater in English and Spanish. In addition, he was the co-recipient of a Title VIa Grant to launch the Global Scholars program, a new CofC program that he co-directs, with Dr. Rene Mueller, from International Business, as Principal Investigator.

Several faculty members organized additional academic and cultural activities open to CofC students, faculty and the general public, as will be highlighted in the next sections.
Faculty Mentoring Students

Dr. Carla Breidenbach served as a mentor for the senior thesis of two students at the Academic Magnet High School in North Charleston, 2008-2009.

Dr. Silvia Rodriguez-Sabater directed an independent study with student Liz Ellis on “Service Learning in Costa Rica: Vida Joven” (Summer I, 2008), and Shivani Jani’s bachelor’s essay on “The use and functions of the diminutive in Mexican popular magazines for female teens” (August 2008-May 2009).

Congratulations to these students for their scholarly achievements and to their professors for their mentoring efforts!

Curricular Innovations

During the 2008-2009 school year, several new courses were developed and taught for the first time.

In Fall 2008

Dr. Lola Colomina-Garrigós taught a graduate course for the M. Ed. in Languages, SPAN 655 – “Tyranny in Spanish American Film and Literature”. This interdisciplinary course offers a view of the Southern Cone’s recent political history as seen through representative works of contemporary Spanish American literature and film. It provided students with an understanding of the historical, sociopolitical, and cultural background of contemporary South America so that they could incorporate and/or adapt the course’s content to elementary and secondary school curricula.

Dr. Parissa Tadrissi offered a 400-level course on “Women Writers in 20th Century Spain”. This course gave students insights into the Spanish Civil War and its implications on Spanish society as seen through the eyes of women authors.

Dr. Elizabeth Martínez-Gibson offered a 300-level Medical Spanish course. It was created with funds she was awarded from a Duke Endowment Grant in 2006-2007. The course provided students an opportunity to familiarize themselves with technical medical vocabulary; to learn about medical issues that afflict the Hispanic population, and about folkloric beliefs some hold regarding health and medicine; and to role-play practicing as interpreters and shadow interpreters at MUSC for eight hours.

In Spring 2009

Dr. Carla Breidenbach developed and taught a 400-level course entitled “Chicano Sociolinguistics”. Students were given the opportunity to learn more about the growing Chicano (Mexican-American) population in Charleston. In cooperation with Midland Park Elementary School, students enrolled in the course conducted fieldwork and interviews with over 200 Hispanic children from the school.

In Spring 2009, Dr. Raúl Carrillo-Arciniega offered another 400-level course in “Creative Writing”. Students read texts and then created their own stories based on the style of the model text. In late April, they shared their favorite piece during a public reading. A short story and two essays written by students in that course are included in the next section of the newsletter.
Apretó el contestador automático con un dedo ansioso, y una voz fantasmal y familiar sonó:

“Buenas tardes, guaperimo, estoy en mi estudio, terminando de arreglar esas flores para una pareja joven, la que, te dije, estaba tratando de tener un niño el otoño pasado—¿recuerdas? el hombre tenía un abuelo lejano que no habría soportado para nada un nieto de otro signo que no fuera Leo—te pusiste tan enfadado con él, “un avaro incorregible” dijiste, y conmigo por seleccionar el gladiolo en lugar del aster (era de esperarse de un Virgo y botánico como tú); siempre te preocupas, mi cielo, e imaginaria que canjear sus contrariedades por más vino te serviría bien: ¡funciona suavemente para mí! Hoy tengo que ir al asilo para…”

(señal acústica)

“¡Ay! Tu máquina me cortó: lo siento por cotorrear tanto—yo te extraño mucho y tengo mucho que decirte—pero me fastidia cuando la gente me aborda cuando estoy ocupada o cargada con una entrega de flores—como ahora: oye, espérame mientras pongo esas cajas en la cajuela…—y siempre me abordan cuando voy al asilo para llevar acacias a ese Casanova secreto cada semana—él es como un especie de superhéroe, un Clark Kent, débil y sosegado en su vejez pero un toro robusto, cierto, en la cama…me dicen las enfermeras…lo siento, y lo siento por disculparme: si ya no has notado, estoy siendo extraña y hace algún tiempo que me siento un poco rara, desde que fuiste a Arizona al jardín botánico la semana pasada, y no estaba segura por qué, hasta otro día, cuando me habías extrañado…

(señal acústica, otra vez)

“¡Caramba, nunca hay bastante tiempo para nada!—estoy tratando de manejar y hablar sobre algo muy importante, que ahora se me escapó, y no hay tiempo para dejar un recado completo…¿de qué hablabas?…ah, sí: me di cuenta de que me haces falta, pues, tú me conoces, eh, (dios mío)—…estoy embarazada…—hace tres días lo descubrí; pero yo tengo que decirte algo muy importante, que ahora se me escapó, y no hay tiempo para dejar un recado completo…¿de qué hablabas?…ah, sí: me di cuenta de que me haces falta, pues, tú me conoces, eh, (dios mío)—…estoy embarazada…—hace tres días lo descubrí; pero yo tengo que decirte algo muy importante, que ahora se me escapó, y no hay tiempo para dejar un recado completo…

Buenas Tardes mi Flor Querida,

No recibí tu mensaje por unos días, y por tantas llamadas de mi familia —voces agotadas llevando noticias onerosas y convocándome a regresar a casa—yo llegué a nuestro apartamento silencioso para descubrir la luz urgente brillando intermitentemente en el contestador automático. Al final, por las lágrimas, no pude ver el botón para eliminarlo —tu voz quedó en el aire entre mis orejas y la máquina por una eternidad.

Yo guardaré tu mensaje para siempre, porque, para mí, sus sonidos son los más puros del universo, porque contienen la semilla y la promesa de vida, porque marcan el momento más desnudo de tu corazón—justo antes de que floreciera y se disparara en las llamas de la circunstancia.

Y te fuiste, mi hijo, mi fruta, brotando dentro de la barriga adorada y contusionada de tu mamá, mi prometida. Ni ella ni sus flores llegaron a su destino: ambas fueron aplastadas por el choque de automóvil que sucedió porque tuvo que suceder. Están juntos ahora, entrelazados en la vena inmortal, y un día vamos a fluir como uno.
Esa tarde mojada, de un día nublado, de un mes, un verano, un año, vida, nada—este hombre se marchitó y nació. Y como cada flor deja caer su último pétalo y cada florescencia perdura su última metamorfosis, cada amor completa el círculo: interminablemente empieza.

Tengo que ser, porque soy. Siempre.

Dejó la carta al lado del casete del mensaje, debajo de la lápida cubierta con crisantemos hinchados y sanguíneos, y tocó uno de los pétalos con un dedo resuelto.

“Joder” de Jennifer Mink

¿Alguna vez has tratado de definir “realidad” o “verdad” o “hecho”? ¿Has discutido la “verdad” con otra persona? Piénsalo. Más allá de “Pienso, luego existo,” ¿hay aún un “hecho” que no ha cambiado o sido rebatido o refutado a lo largo del tiempo? Por todo lo que creemos o sabemos, hay algo opuesto en que podemos elegir creer. Vemos un objeto, si no el objeto no existe y sólo son las señales de electricidad en el cerebro. Desarrollamos por la evolución, si no Dios nos creó en un momento. Estamos causando el calentamiento global, si no es una parte normal del ciclo natural del mundo. Este concepto de saber, de tener certeza, es algo creado y manipulado por todos los seres humanos para sobrevivir; es cómo organizamos el caos resultante precisamente porque no sabemos. La realidad verdadera no es algo fijado y entendible, sino un pez mojado y vivo en las manos. La manejamos como podamos.

Aunque todo el mundo quiere parecer racional, estoy dispuesta a admitir, por lo menos privadamente a mí misma, que tengo una montaña de “verdades” que sólo las son porque elijo creer en ellas. La mitología moderna es la ciencia, así que, como todos, tengo mis “hechos” que uso para argumentar que tengo razón, para persuadirlos a otros a creer como yo, pero en mi fondo, sé que sólo las creo porque causan que me sienta tranquila. Me permiten evitar conflicto interior para que funcione en este mundo. Saber es un asunto emocional, no racional.

Crecí en una familia liberal. Cuando llegué a la edad en que se empieza a formar ideas políticas, naturalmente eran liberales. Era y soy humanista, por eso me creía liberal. Me creía estar vehementemente opuesta a la política de la administración republicana del presidente George W. Bush, y especialmente a su política militar. Me creía antibelicista. Es fácil creer algo mientras uno puede evitar la realidad en que tantas personas viven. Ahora soy la esposa de un militar. ¡Joder! No puedo evitar la realidad de los soldados y sus familias más. Ni puedo evitar la realidad del pueblo en los países como Irak y Afganistán.

¡No quiero escribir!

No hace falta decir que la transición de mi vida civil/liberal a mi vida militar fue difícil. No tengo la claridad necesaria para emprender esta tarea. Experimenté un conflicto en mi corazón. No me puedo acallar el constante ruido cerebral. porque creía, sobre todo, en la paz. Me encuentro sumamente confundida. Idolatraba a los proponentes de la paz absoluta como Gandhi. ¿Cómo podría aprobar la ocupación militar de mi amante mientras rechazo la violencia como un recurso de acción en todas situaciones salvo la autodefensa?

Me encuentro con una necesidad de mantenerme ocupada en cada momento pero sin ganas de hacer nada. Quiero evitar mis pensamientos, pero sólo es ahogando en el caos de ellos donde me siento equilibrada.

Amaba a mi novio; no quería dejarlo y por eso tenía que creer que el ejército, usado responsablemente y de una manera justa, tiene una función buena en el mundo.

Y miro a esta mierda que escribo,

…Justificar la pena que tenemos que durar…

que estoy obligada a escribir,
Al abrazar mi vida militar, me ponía indigna. Andaba enojada con el mundo ignorante de mi nueva vida complicada y dura y dolorosa y emocionante y bonita. Andaba así porque todavía llevaba adentro el pudor de mi misma por quedarme por tantos años mientras me pensaba humanista sin entendimiento de y compasión por miles de personas que los necesitaban, personas que sacrifican constantemente para mí…

y me vuelvo ciega y sorda con rabia.

…Paso mis días justificando el gobierno que dicta nuestras vidas...

¡No puedo articular lo que me siento! No quiero pensar en ello pero tengo la necesidad de entenderlo. ¡Deja de preguntarme! No entiendo… ¡No me ignores! Ayúdame. No entiendo. Expícame qué me está pasando al corazón. ¿Tú lo entiendes? ¿Puedes explicármelo? Entonces ¡no me juzgues! No me pienses una chiquita emocional. No desestimes mis problemas; no estoy experimentando el síndrome premenstrual. No finjas que entiendes, tú no sabes nada del dolor… ¿Alguna vez te has sentido solo por completo? ¿Rodeado por todos tus amigos? Amigos que te quieren, que te apoyan, que te ayudan y sumamente enojado con ellos por su in habilidad de hacer lo que necesitas que hagan para ti, que tú mismo tampoco sabes qué es, pero que todavía te sienten desesperado que lo hagan sin pedírselo. Cállate. Vete. Me siento sola; debo estar sola… No le puedo hablar de esto. Él ya tiene demasiadas preocupaciones. Su deber es infinitamente más pesado que el mío. Me siento, me pienso débil. Enfrentada con él, me veo sin valor. Yo no hago nada. Su vida es sacrificio… Tengo miedo. No de su muerte, de que se enamore de la guerra, de que cuando regrese ya no me quiera. O de que sea un hombre destrozado… Me regaño por enamorarme. Lamento depender de otra persona. Quiero odiarlo. Así sería más fácil, más fácil y más vacío. ¡Joder! No puedo aguantar más. Estoy al punto de hacerme pedazos. No podría aguantar dejar esta vida. Le quiero por completo.

Me canso. Joder.

“Un espejo atrasado” de Iman Muhammad

Cuando miro a las personas que me pasan, veo que todos nos enfrentamos a las mismas necesidades de comer y dormir, ganar dinero, tener la validación y todo lo que nos permite estar “actualizados,” bajo la teoría de Maslow.1 Hay pocas polémicas sociales que siembran el desacuerdo y son más ridículas que el concepto de la raza. La cosa central al rededor absurdo es que, a diferencia del sexo que se determina tras la concepción y la religión que alguien puede elegir, no hay una categorización universal para la raza. A pesar de las discrepancias en su descripción, está usada como un instrumento para decirnos quiénes somos, lo que podemos alcanzar en el futuro, como otros van a percibirnos y lo más importante y a veces perjudicial, como nos vemos a nosotros mismos.

A pesar de la falta de una definición de raza, existe en nuestras sociedades, en los formularios oficiales del gobierno, las solicitudes de la universidad y el censo. La raza afecta a todos porque crea una jerarquía de quién es mejor por el color de la piel, y esa jerarquía se enseña a los niños y se enfatiza por los medios de comunicación. La jerarquía nos manda que a los que le faltan la melanina son mejores que los que tienen mucha, o sea con los “blancos” arriba y los “negros” abajo. Los que son puestos abajo son asociados con la inferioridad mental, pobreza, tendencias criminales. Por ejemplo, una amiga mía que es “latina” tiene piel más morena que su hermana y aunque tienen los mismos padres, su madre prefiere a su hija “blanca.”

Una jerarquía basada en las sutiles diferencias entre el tono de la piel es horrible y vergonzosa, especialmente porque se dice que todos los seres humanos tienen antepasados africanos y son descendientes de Adán y Eva. Si podemos encontrar el origen de todas las personas del mundo en dos personas, entonces, a pesar de nuestras variaciones en la mezcla, somos más iguales de lo que a veces pensamos. Si no es verdad, no hay evidencia que muestra una correlación entre el tono de la piel y el valor o inteligencia de la persona. La raza nos divide y destruye la confianza

1 Maslow dice que tenemos que satisfacer nuestras necesidades básicas, como la necesidad de dormir y comer hasta que podamos alcanzar nuestro potencial. Crea una jerarquía que muestra los niveles que tienen que ser cumplidos hasta que uno pueda alcanzar la “actualización.”
de algunas que pudieran mejorar algún aspecto de la vida o el mundo, como se muestra en el documental, “A Girl Like Me.” En el documental, se les pide a veintiún niños negros que seleccionen la muñeca que es la más bonita y buena. Aunque la única diferencia entre las muñecas es el color de la piel, quince de los niños eligen a las muñecas blancas como superiores en su apariencia y en comportamiento. Los niños, como un espejo de nuestra sociedad, muestran que el problema es que la sociedad asigna a una personalidad y éxito futuro basado en el grupo racial en que uno se identifica o en el grupo en que la sociedad lo percibe.

No es difícil concluir de dónde y cómo los niños llegaron a la idea que los blancos son mejores. En los medios de comunicación, no hay bastantes imágenes positivas de personas “negras.” No hay un programa de televisión que tenga un reparto de actores que tiene más melanina en las cadenas mayores de CNN, ABC o NBC. Hay actores “negros” en sus programas de televisión, pero no tienen los papeles más importantes o centrales. Son secundarios a los actores con menos melanina, como la jerarquía nos enseña. Más que eso, casi cada noche alguien puede ver las noticias de un crimen con “dos hombres negros” como los sospechosos, lo que empeora la imagen del papel de los negros en la sociedad. Esas advertencias a la comunidad, como recibimos en nuestros e-mails del College of Charleston, muestran los criminales negros más que otros, dan énfasis en ellos y les pintan con imágenes malas. Además propaga la idea que uno puede tener miedo de la gente “negra.”

El uso de la raza como mecanismo para dividir la sociedad en una jerarquía de valor influye la práctica del racismo. Otra amiga mía fue molestada por una mujer vieja y “blanca” porque ella estaba usando una computadora que la vieja quería usar. En vez de esperar con paciencia hasta que mi amiga terminara con su tarea, la vieja le mostró el dedo índice repetidamente, molestandole verbalmente, hablando negativamente de su “raza”, hasta que la policía al campus llegó. La vieja molestó a mi amiga únicamente por razones “raciales” y el pensamiento que tenía más valor o más derecho de usar el ordenador porque era “blanca.”

Por situaciones así, igual de los perfiles raciales, algunos que están más bajos en la jerarquía se sienten inferiores y por eso usan el blanqueador de piel o alteran su apariencia en otra manera para ser más pálidos y más aceptables a la sociedad. La sociedad nos enseña que los con menos melanina son los líderes y presidentes de la universidad y los con más pueden ser los cocineros y conserjes, como se ve en nuestro ambiente de CoC. Por eso, algunas personas, si pueden, niegan su papel o “raza” por asimilarse a los “blancos.” Esto me recuerda de otra amiga mía de padres de diferentes países y “raza.” Su madre japonesa no quiso que ella tuviera amigas negras y mientras al principio, la mayoría de sus amigas eran negras, al final todas sus amigas negras eran reemplazadas por amigas más aceptables sociales, las “blancas.”

Sugiero que el problema de la raza no va a desaparecer rápidamente sino lentamente cuando borremos las concepciones negativas asociadas a la raza que tenemos para abrir las puertas a las jaulas que hemos creado. La educación puede poner fin a los estereotipos y la enseñanza de la jerarquía, los cuales hacen el concepto de la raza horrible. Un primer paso a esa sociedad mejorada es presentar más personas de una variedad de diferentes colores de piel y presentarnos en una variedad de maneras como buenas, malas o neutrales. (Por ejemplo por presentar actores esenciales que no siempre se parecen a una versión rubia de Penelope Cruz sino de Zoe Saldana o aun Rosario Dawson). Por supuesto hacen falta otros cambios en la manera en que la sociedad funciona, pero es necesario empezar con los jóvenes. De esta manera, podemos quitar la idea que, “One of these things is not like the other. One of these things just doesn’t belong.”

Students Perfect their Spanish While Serving the Community

Through the SPAN 400 Service Learning course, designed by Dr. Silvia Rodríguez-Sabater, students have had, for a number of years already, the opportunity to improve their skills in Spanish while performing volunteer work to benefit the Charleston Hispanic community. According to the 2000 Census, there are more than 40 million Hispanics in the U.S. In South Carolina, the Hispanic population has increased by 47% this decade. These figures indicate that there is growing need to serve the Hispanic community. Students may earn up to 30% of the course grade by completing forty-five hours of volunteer work in hospitals and medical clinics, elementary and high schools, police departments, and church outreach programs. Besides sharpening their language skills, students also increase their awareness of the linguistic, educational and social issues that affect the Hispanic community in Charleston, become familiar with volunteerism as a learning tool, and above all break cultural barriers and create greater understanding between speakers of English and Spanish.
Learning Abroad

Summer 2008 Program in Peru

Dr. David Kowal, from Art History, and our own Dr. Félix Vásquez, a Peruvian native, led a group of 10 students to the land of the Incas. This four-week program gave participants the opportunity to explore the unique geography, history, culture and arts of this fascinating and diverse nation.

The program began in the Peruvian capital of Lima; proceeded to Caral, the oldest “city” in South America; to Huaraz and Chavin de Huantar, site of one of the earliest pre-Columbian civilizations, in the central Andes; then to the northern coastal city of colonial Trujillo, with visits to the sites of the Moche and Chimú civilizations, including the adobe city of Chan Chan. The group then moved to the southern Andes to explore the beautiful colonial city of Arequipa, then to Puno, on the shores of Lake Titicaca, with a visit to the islands of Uros and Taquile before traversing the high plateau to Cuzco, capital of the Inca empire. From Cuzco the group headed into the “Sacred Valley of the Inca,” climaxing with a visit to Machu Picchu, one of the great architectural “wonders of the world”. Two complementary courses were offered: Professor Kowal’s “Art of the Andes: Pre-Columbian and Colonial” (ARTH 290, and Professor Vásquez’s “Peru: The Land of the Incas” (LACS 200).

Additional pictures of the trip to Peru may be accessed on the Facebook group page “College of Charleston Peru 2009.”

Summer 2008 Program in Spain

Drs. Parissa Tadrissi and Carla Breidenbach led a group of 25 students to Trujillo. The group went on several short excursions to Mérida and Cáceres, as well as two longer trips to Southern Spain and Madrid. Córdoba, Granada and Sevilla were the cities visited in Southern Spain. The students had a chance to experience Spanish nightlife, a bullfight, and soccer games, as well as visiting the Alhambra, the Cathedral and Giralda of Sevilla. In Madrid, the group continued its cultural tour of the Museo del Prado, the Palacio de los Reyes, and the Parque del Retiro. The students enjoyed the small town atmosphere of Trujillo and made close friends with the other students on the trip. Several expressed the desire to return to Trujillo to visit their host families.
During the summer of 2008, eight CofC students took classes at the Universidad de Colima. They received federal FIPSE (Funds for the Improvement of Post Secondary Education) grants. They lived with Mexican families. The grants paid for nearly all costs involved.

In Spring 2009, another four students received federal FIPSE grants to study at the Universidad de Colima, Manzanillo campus. They did internships in either tourism or at the Port of Manzanillo, Mexico's largest in terms of product movement, and a few of them took some classes as well.

Dr. Sam Francis accompanied 14 students to Santiago de Chile. These students had the opportunity to experience the Chilean culture and be immersed in the Spanish language for several months. They were hosted by Chilean families, and studied Literature, Chilean Culture and History, Advanced Grammar and Study Abroad courses with faculty from the Universidad Diego Portales in Santiago. Dr. Francis offered “Spanish Composition and Conversation” (SPAN 350). The group participated in several extracurricular activities, including a trip to Pucón, a major center of adventure tourism in the Chilean Araucania region, where visitors can go hiking, rafting, horseback riding, and take canopy tours. Students also traveled to Peru and visited Machu Picchu.
Dr. Luis Linares-Ocanto once again directed the Cuba program this spring. Thirteen students had the opportunity to enroll in a number of political sciences courses offered by Cuban scholars from several academic institutions and explore the rich Cuban society and culture, and its exceptional theater tradition. Classes were held in Vedado at the Casa Memorial de Salvador Allende; some were also conducted at the National Botanical Garden, Expo Cuba, Casa las Américas, Casa de África and the Instituto de Filosofía, among other sites. Students participated in numerous extracurricular activities and went on excursions to other parts of the island.

Biology Instructor Deb Bidwell took eight students to Trujillo, Spain, this spring. The group left Charleston on January 21 and returned on May 5. Besides a variety of Spanish offerings, students had the opportunity to register in an independent field research in Mediterranean Ecology. As in the past, students traveled to Cáceres and Mérida, and ventured to Andalucía. The program concluded in the Madrid area, where students visited the Museo del Prado, the Museo Reina Sofia, El Escorial and other historical sites.

Seven students traveled to Buenos Aires, Argentina to study during Spring 2009 and earn 12-15 hours of credit. They attended classes taught both in English and Spanish at the Universidad de Buenos Aires School of Law and Social Sciences. Students lived in a dorm with Argentine and other foreign students, and enjoyed travel opportunities throughout Argentina and Uruguay.
New Initiates into Sigma Delta Pi

On October 6, 2008, 16 students were initiated in *Sigma Delta Pi*, the Spanish Honor Society: Lawren E. Anderson, Tina Gina Anderson-Mitterling, Brooke Andregic, Thomas E. Dunn, Jr, Kathryn Duvall, Laura Ferguson, Erin Claire Finn, Danielle N. Geeting, Christina M. Hong, Iman Jameelah Muhammad, Rebecca Madell, Lauren Emily Meeks, Jennifer Nicole Mink, Lauren Elizabeth Patterson, Meagan Elizabeth Roach, and Ridley Williams. Dr. Félix Vásquez conducted the initiation ceremony, assisted by 2007-initiate Shivani Jani (*Vicepresidenta*), and Dr. Marianne Verlinden (*Secretaria*). The School of Education, Health and Human Performance once again generously made the Alumni Center available to us for this event.

Student Awards

On April 21, outstanding 202 Spanish students for the 2008-2009 academic year, peer teachers, Casa Hispánica residents, Spanish Club officers, and Spanish tutors were recognized for their work. Devon Hanahan, Claudia Moran and María Andrews organized the event.

And on May 8, the School of Languages, Cultures, and World Affairs hosted the 2009 Student Award Ceremony for its graduating seniors and December 2008 graduates at Arnold Hall. Shivani Jani won the prestigious Graeser Memorial Award as well as the Hispanic Studies Department Honors Award. Jennifer Mink earned the Most Accomplished Spanish Major Award. Andrea Tremols received the Highest Achieving Spanish Major Award; and Amanda Adams, Lawren Anderson, Tristan Hill, Shivani Jani, Jennifer Mink, Diana Rivera, Amanda Taylor and Andrea Tremols won the Outstanding Student Award for Hispanic Studies. Rachel Wamser was recognized as High Achieving Portuguese Student. Our thanks to Sabine Hagn-Ford for coordinating this event.
The 2008-2009 academic year was a very busy one for the Spanish Club. Its members, with the continued dynamic support of faculty-adviser, Dr. Emily Beck, started off the year by participating in the Hispanic Heritage Fair and the Noche de Poesía, events organized to celebrate the Hispanic Heritage Month. The Spanish Club also partnered with the members of the Casa Hispánica for Quesadilla Night in October. More than 50 students attended the first Salsa Night in November, which featured a presentation on the history of the music and dance by professional salsa instructor, Julio Garrido, who is also a student in the M.A. in Bilingual Interpreting. Two additional salsa nights with lessons were offered in the spring, at Majestic Grill. At the World Cultures Fair on March 18, the Club set up tables with information about ways to get involved with the local Hispanic community, as well as displays about customs and cultural artifacts from a variety of countries. Other events organized by club members included group trips to College of Charleston sports events and the bi-monthly Tertulias at Yo Burrito.

In addition to these events, the Club continued to develop contacts with the growing Hispanic community in Charleston. A number of club members worked actively with local health clinics, and Lowcountry AIDS Services; others taught English as a Second Language courses (ESL) to adults. The relationship with Midland Park Elementary School, where several members work directly with teachers to translate class newsletters and assist with Parent-Teacher conferences, was formalized. In the spring, 27 Hispanic Studies students volunteered with the school. Midland Park Elementary was even featured on MSNBC in early March as part of a national broadcast on regions of the U.S. that have recently experienced a large increase in the Hispanic population. A group of club members assisted the school administration while filming took place.

Amanda Taylor was President of the Spanish Club in the fall, and the Vice-President, Lawren Anderson, assumed that position in the spring, when Amanda graduated. Other officers of the club included Amanda Adams (Treasurer in the fall, and Vice-President in the spring), Hannah Taub (Treasurer in the spring), Grace Williamson (Secretary), and Elena Barrio (Public Relations).
The year was also another success for the Portuguese Club. Working closely with faculty-adviser Dr. Luci Moreira, the Club continues to thrive as an on-campus student organization, offering diverse activities to the College community. Its members took part in the World Cultures Fair, offering food, displaying arts and crafts, and entering the Fair’s talent show (Erik Ling’s solo saxophone Bossa Nova).

Representing a long-standing initiative to integrate Portuguese into students’ lives, the Bate-Papo (Conversation Table in Portuguese) were held every two weeks. Cultural and recreational events punctuated these gatherings, including a celebration of Carnival at the City Gallery on February 20 (in conjunction with the Charleston Arts Coalition) and “Rhythms of Brazil,” a live concert and dance at the Stern Center, featuring SamBrasil (co-sponsored by the Multicultural Students Services and Programs).

The Club also invited to campus Ambassador Adalnio Senna Ganem, Consul General of Brazil in Atlanta to deliver a lecture on “Multicultural Brazil in a Global Economy” on April 6, and on April 23 brought in a local Capoeira group to perform, in conjunction with the Carolina Lowcountry and Atlantic World (CLAW) Program’s lecture, “Fighting for Honor: The History of African Martial Arts Traditions in the Atlantic World” by Dr. T. J. Desch-Obi from the City University of New York.

The officers for the 2008-2009 year were Lucas Moreira (President), Rachel Wamser (Vice-President), Candice Thompson (Secretary), and Alessandro Moreira (Treasurer).
Linguistics Club

The Linguistics Club, with the assistance of their faculty-adviser, Dr. Carla Breidenbach, received official status as a new Student Government Association Student Club in February 2009. The officers for the 2008-2009 year were Stacey Clearman (President), Hannah Strickland (Vice President), Jennifer Mink (Secretary), and Kellie Osbourne (Treasurer). The club plans to host guest speakers in the field of linguistics, organize movie nights and book discussions, and hold seminars to offer students advice on getting into graduate school and on job opportunities available for those with an interest in linguistics. The Linguistics Club is open to all those interested in language.

La Casa Hispánica

The Spanish House ended the academic year at full capacity with nine residents. Three of the residents returned after completing study abroad programs in Argentina, Cuba and Spain in 2008. Two new students joined in Spring 2009. The residents hosted a number of events like el Día de los muertos, Gnocchi Day (an Argentinean tradition), and celebrations for the independence of several Latin American countries. On April 24, 2009, a Noche Literaria was held in the Casa; Dr. Raúl Carrillo-Arciniega shared excerpts from his novel En la tierra de Op and students from his SPAN 400-level Creative Writing course read some of their most representative work (see “Dossier – Students as Writers” in this issue).

The house will be again filled to capacity in Fall 2009 with five new residents, after the graduation of Amanda Adams, Megan Gainey, Erin Hood and Jennifer Mink. Best wishes to the graduates!
Events

Hispanic Heritage Month

As in the past, the department put together an impressive schedule of events to celebrate the Hispanic heritage throughout October.

Dr. Nadia Avendaño organized the 4th Annual Hispanic Heritage Fair which took place on October 2 in the Lobby of the Lightsey Center. The Spanish Club assisted in the event. As in the past, students of Spanish shared information, displayed arts and crafts, and served a sampling of food from a number of Spanish-speaking countries.

A symposium “Celebrating 30 Years of Multilingual and Multicultural Spain – 1978-2008” was held on October 10, 2008, in the Wachovia Auditorium in the Beatty Center. Panelists for this event included Gabriel Rei-Doval, a socio-linguist from the University of Wisconsin, Jorge Pérez, an expert of literature and cinema from the University of Kansas, and Silvia Bermúdez, a literature and music expert from the University of California, Santa Barbara. This was an opportunity to widen our knowledge of Spanish regional diversity, characterized by its cross-cultural nature and the cohabitation of languages. The event was organized by Dr. Parissa Tadrissi.

Dr. Elizabeth Martínez-Gibson organized a showing and discussion of the film “Dying to Live: A Migrant’s Journey.” Drawing on the insights of Pulitzer Prize winning photographers, theologians, activists, musicians and the immigrants themselves, this documentary gives a human face to the immigration issue. It reveals who these immigrants are as well as their struggles and hopes. The event, co-sponsored by H.O.P.E. and the Coalition for New South Carolinians, provided an opportunity for students, faculty and the community to reflect on the topic.

Our department also hosted the musical Tres Vidas by Core Ensemble, on October 20, 2008, at Alumni Hall. Tres Vidas celebrates the lives, times and work of three significant Latin American Women: painter Frida Kahlo of Mexico, peasant activist Rufina Amaya of El Salvador, and poet Alfonsina Storni of Argentina. It portrays Kahlo’s dramatic and passionate relationship with painter Diego Rivera, Amaya’s astounding singular survival of the massacre at El Mozote, and Storni’s lifelong challenges as Argentina’s first great feminist poet. From a script by Chilean writer Marjorie Agosin, actress Karina Barros offered powerful representations of each woman, alternating monologues with traditional Mexican folk songs as well as Argentinean popular and tango songs, accompanied by a chamber music trio. The event was attended by faculty, students, and the general public.

And on October 23, 2008, Dr. Raúl Carrillo-Arciniega organized his seventh Noche de Poesía in conjunction with the Spanish Club. Students of his SPAN 275 and SPAN 372 as well as members of the Spanish Club had the opportunity to share their favorite Spanish-language poems in front of an audience of peers and professors at Alumni Hall. Poems by a wide variety of authors, including such luminaries as Pablo Neruda and Federico García Lorca, were represented. Some students read original pieces they had written in Spanish. A musical selection of Latin American beats and electronic ambience provided a background for the reading. As in the past, the department put together an impressive schedule of events to celebrate the Hispanic heritage throughout October.
## Celebrating 30 Years of Multicultural & Multilingual Spain

**Friday, Oct. 10**
**Wachovia Auditorium**
**2:30-3:30 p.m.**

**Panelists:**
- Silvia Bermúdez, UC Santa Barbara
- Jorge Pérez, University of Kansas
- Gabriel Rei-Doval, U of Wisconsin

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## World Cultures Day

### Dancers & Talent Show Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>11:15-11:30</td>
<td>Mexican Folkloric Dances &amp; Song</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Yoga Presentation (J. Mink, K. Bonner &amp; S. J. Mense)</td>
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<tr>
<td>11:45-12:00</td>
<td>French Poetry</td>
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<tr>
<td>12:00-12:15</td>
<td>Capoeira Dance</td>
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<tr>
<td>12:15-12:30</td>
<td>Portuguese/Brazilian Music (E. Ling) &amp; French Song &amp; Story (U. Stevenson, G. Coulil &amp; J. Pincinney)</td>
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<tr>
<td>12:30-12:45</td>
<td>Belly Dancers</td>
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<tr>
<td>12:45-1:00</td>
<td>Arabic Poetry</td>
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<tr>
<td>1:15-1:30</td>
<td>Persian Dancing from India (J. Seegar)</td>
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<tr>
<td>1:30-1:45</td>
<td>Italian Songs (L. Bush) &amp; Russian Dance (M. Williams)</td>
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<tr>
<td>1:45-2:00</td>
<td>Russian Dances</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Chinese Lion Dance</td>
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<tr>
<td>2:15-2:30</td>
<td>Indian Dances</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Spanish Songs (T. Contas) &amp; Italian Songs (K. Giorno)</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Italian Torantella Dance</td>
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</tbody>
</table>
World Cultures Fair

Dr. Elizabeth Martínez-Gibson brought back a tradition that she started about seven years ago. With the cooperation of the entire School of Languages, Cultures, and World Affairs, she organized the World Cultures Fair on March 18. Set in the Stern Center Gardens, the day-long event included a talent show contest for students, dances and food from around the world. Tables were decorated and manned by each program and club from the School to inform students about the countless opportunities offered by the College to become global citizens. Everyone enjoyed a pleasant sunny day in this beautiful setting. Among the many presentations there were Mexican Folkloric Dances and Songs, Brazilian Music and Capoeira Dance, Italian Tarantella Dance, French Poetry, Arabic Poetry and Belly Dancers, the Chinese Lion Dance, as well as Russian and Indian Dances. Students had also been invited to enter a video contest. The winners included: for best message and best overall film: Sonya Lehman (Arabic, Dr. Ghazi Abuhakema), second place in that category: Dave Brown (Arabic, Professor George Fam); for best comedy, Julie Long, Sydney Boniface, and Justin Torres and Daniel Miller, all of them Spanish students of Professor Georgia Schlau, won first, second and third places respectively. Tristan Contas (Spanish, Dr. Elizabeth Martínez-Gibson) won second place for singing a capella; and Erik Ling (Portuguese, Dr. Luci Moreira) won third place for playing the saxophone. Congratulations to all!
Alumni News

Tony Cella, Spring ’07, started his doctoral studies in August 2008 at the University of Virginia in Charlottesville, VA. He is planning to study contemporary narrative in the Southern Cone for his dissertation. Tony currently teaches two sections of fourth-semester Spanish at the university, and is applying for a teaching fellowship in Valencia, Spain, next year where he hopes to teach an introductory literature course.

Charissa Graham (formerly Riddle), Spring ’07, has been teaching Spanish to grades K3-12 at St. Paul’s Academy, a private school in Hollywood, SC, for a year, now. She has grown as a teacher and Spanish speaker, as she has taken on the challenges of teaching mixed classes of heritage speakers and non-Spanish speakers. She loves sharing her passion for languages with children of so many ages and being a part of as well as witnessing second language acquisition.

Aimee Holmes, Spring ’06, got married a year and a half ago. She is Account Manager for Continental American Insurance Company.

Kelley Johnson, Spring ’07, has been living for the past two years in México. She just graduated with an M.A. in Applied Linguistics from the Universidad de las Américas, in Puebla, and is now certified to teach a second language (in this case, English). She has been offered a job at a private elementary school to teach English, and is also in search of opportunities to teach English to adults.

Colleen Kane, Spring ’04, graduated with an M.A. in Bilingual Legal Interpreting in Fall ’05. Since then, she has worked for the Superior Court of Arizona in Phoenix, initially as an intern, then as a contractor, and as a staff interpreter since May 2006. At first, she worked mainly in early resolution courts and juvenile court, and for the past year, she has been working in trial courts. Colleen loves the challenge of court interpreting and the fact that she is always learning. She has attended several ATA and NAJIT conferences as well as conferences and events organized by the Arizona Court Interpreter Association.

Megan Meyer, Fall ’03, was completing a Master in International Relations at Johns Hopkins University School for Advanced International Studies (SAIS) when she started working for the World Bank on Carbon Finance (emissions trading under the Kyoto Protocol). She says that without her language skills and experience studying and working abroad in Spain and Latin America, she would not have been accepted into the SAIS program. Megan hopes to eventually focus her work in Carbon Finance on Latin America.

Ashley Sinclair, Spring ’08, just finished her first year at George Washington University Law School in Washington D.C. This summer she is working at the Office of the Federal Public Defender for the Eastern District of Virginia, using her Spanish to interpret between the attorney who hired her and Spanish-speaking clients who are on trial.

Armanda Sloan, Spring ’07, began working in January 2009 as a bilingual chiropractor’s assistant. She helps the doctor communicate with and treat his Spanish-speaking patients. She describes the job as “exciting and challenging” as she is learning new things every day. Armanda hopes to soon continue with her education, focusing on medical interpreting.

Jaclyn Swoger Cappel, Spring ’04, graduated from the Medical University of South Carolina in May 2009 as a Doctor of Medicine. She will be moving with her husband, Nick, and 2-year-old son, Benjamin, to Rochester, NY, where she will begin her residency in anatomic and clinical pathology at the University of Rochester/Strong Memorial Hospital. Jaclyn has served as a MUSC-approved Spanish interpreter during her time as a medical student, and hopes to continue that service into her residency.
STAY CONNECTED – 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 sending us an e-mail to hispanews@cofc.edu, or completing this form and mailing it to: Attention HispaNews, Department of Hispanic Studies, College of Charleston, 66 George Street, Charleston, SC 29424-0001.

Name: ____________________________________________________________________________________________________
Maiden name: _________________________________________________________  Class of (year): _______________________
Job, family and other doings: __________________________________________________________________________________
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How do you use your Spanish and/or Portuguese?
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Other comments and suggestions:
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Preferred e-mail address:__________________________________________________________________________________

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

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