HispaNews is an annual publication of the College of Charleston’s Department of Hispanic Studies.

Direct all inquiries to HispaNews, Department of Hispanic Studies, College of Charleston, 66 George Street, Charleston, South Carolina, 29424. (HispaNews@cofc.edu)

Spring 2020
## CONTENTS

*Interview with Dr. Mike Gómez, new Chair of Hispanic Studies*  
5

*New Faculty Interviews*

- Dr. Daniela Meireles  
  8
- Dr. Haley Osborn  
  10

*Adjunct Faculty Spotlight*

- Prof. Marisol Castro  
  14

*Study Abroad*

- Spain - Summer 2019  
  16
- Spain - Spring 2020  
  17

*Hispanic Studies Trujillo Scholarship*  
18

*Our Students*

- Sara Thornton  
  20
- Peyton Russell  
  23
- Blaine Billings  
  25

*Focus on the Faculty*

- Faculty Bios  
  29
- Faculty Lectures  
  33
- Spirit of South Carolina  
  34
- South Carolina Medievalists Group  
  35

*Working from Home in Pandemic Times*

- Dr. Luci Moreira’s Reflection  
  36
- Faculty Pictures  
  37
- Students’ Reflections - Elena Minolfo  
  43
- Students’ Reflections - Olivia Minolfo  
  44
## Clubs and Activities

<table>
<thead>
<tr>
<th>Club</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese Club</td>
<td>46</td>
</tr>
<tr>
<td>Hispanic-Latino Club</td>
<td>49</td>
</tr>
<tr>
<td>Spanish Club</td>
<td>50</td>
</tr>
<tr>
<td>La Casa Hispana</td>
<td>51</td>
</tr>
<tr>
<td>Linguistics Club</td>
<td>52</td>
</tr>
<tr>
<td>Sigma Delta Pi</td>
<td>54</td>
</tr>
</tbody>
</table>

## Creatividad en Tiempos de Cuarentena Competition

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Ciudad Fantasma - Rachel Skidmore</td>
<td>56</td>
</tr>
<tr>
<td>Aquí me Encuentro - Brandy Del Río</td>
<td>57</td>
</tr>
</tbody>
</table>

## Hispanic Studies Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

## Hispanic Studies Career Seminar Series

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Lyons</td>
<td>60</td>
</tr>
<tr>
<td>Will Davis</td>
<td>61</td>
</tr>
</tbody>
</table>

## Alumni Corner

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Anton</td>
<td>62</td>
</tr>
<tr>
<td>Raylene L. Ferguson</td>
<td>63</td>
</tr>
</tbody>
</table>

## Farewells

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mark Del Mastro</td>
<td>64</td>
</tr>
<tr>
<td>Dr. Elizabeth Martínez-Gibson</td>
<td>65</td>
</tr>
<tr>
<td>Dr. Lola Colomina-Garrigós</td>
<td>68</td>
</tr>
<tr>
<td>Prof. Mary Ann Blitt</td>
<td>70</td>
</tr>
<tr>
<td>Dr. Edward Chauca</td>
<td>71</td>
</tr>
</tbody>
</table>

## Stay Connected / Giving

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>
Dr. Gómez, first, congratulations on your appointment as Chair of the Department of Hispanic Studies! Can you tell us about your history in the Department? When did you start and what has been your focus in your teaching and research?

My first year at the College of Charleston was in 2003. I had recently graduated with a degree in Hispanic Language and Literature from Boston University and was keen to begin—at long last—my professional life.

Research-wise, things have evolved. My dissertation studies —Hey, where are you going? I promise to be brief!— dealt with the Spanish philosopher and writer Miguel de Unamuno. After spending some time with Don Miguel, I moved on to other authors of the 19th and 20th centuries, always considering these through the lens of philosophy: Emilia Pardo Bazán, Benito Pérez Galdós, Federico García Lorca.

In recent years my focus has shifted to Spanish Science Fiction of the 19th century, and the presence in such texts (e.g., those of Santiago Ramón y Cajal, Tirso Aguimana de Véca and José Fernández Bremón) of coherent, scientific concepts of the day.

How did you first become interested in Spanish and Spanish Literature?

My first contact with the Spanish language was as a middle-school student who was “required” to take a series of exploratory language units in the seventh grade. Having been presented with the options of French, German, Latin and Spanish, I settled on the latter. I suppose this election was made, in part, due to an interest in reconnecting with my linguistic heritage.

Middle school segued into high school, high school into college, and by my junior year I took the next logical step for a student of a language: study abroad. In my case, it was a year in Palma de Mallorca, Spain. It was at this point that my relationship with the language transitioned from being an academic exercise among others to a vital interest.

As to my engagement with Spanish literature, obviously one learns to speak well—among other ways—by being exposed to linguistic exemplars. It was in this way that I was first exposed to Spanish-language authors, beginning with simple texts, and then moving on to highly abridged (not to
mention highly footnoted) adaptations of classic texts, such as Cervantes’s *Quijote*.

In the university, the works presented became subtler, more ambiguous, more complex—something which often served to provoke consternation, as my courses required me to demonstrate some sort of (albeit rudimentary) understanding of plot, etc. Cortázar confused. Borges bewildered. Monterroso mystified. I hung in there, however, and eventually developed a more sophisticated literary and linguistic sense—a finer eye which allowed for greater clarity. Looking back, I am thankful for my perseverance as some of my favorite authors are Spanish-language based: Galdós, Unamuno, Lorca and—believe it or not—those three tormenters of years past, referenced above.

**What book would you recommend to us and why?**

A very tough question. In the realm of the fictive / philosophical, anything by the Polish author Stanislaw Lem, or by the Argentine writer Jorge Luis Borges (the latter whom I can thankfully read in the original Spanish; the former whose Polish language, unfortunately, remains opaque to my understanding). Both are masterful in their creation of imaginary landscapes at the same time that they resist falling into mere escapism. That is, their respective works are inspired by and engaged with deep questions and, as part of this engagement, allude to figures (philosophical, scientific, literary, etc.) and concepts that the reader must investigate him/herself in order to fathom their depths.

**What are the most rewarding aspects of your job?**

Without a doubt my interactions with students and fellow faculty. One might think that such contact is part and parcel of one’s activities as a professor. Of course, this is in part true. However, it is also true that the routine of class preparation and research can be isolating. Being Chair of Hispanic Studies has required me to step out of this routine, much to my benefit (if not to that of others).

**What has been your experience as Chair of Hispanic studies thus far?**

Prior to becoming Chair, I worked alongside Dr. Mark Del Mastro as Associate Chair for five years. Making the jump from the latter to the former position has been enlightening in that it has shown me just how complex a mechanism the department is—a huge entity with many moving parts. Some of these were manifest prior to my taking the job; however, many others were not. As one might expect with any complex machine, it takes more than one person to make it run smoothly. Fortunately, I have an incredibly capable faculty (too many to mention) and staff (Laura Moses and Kimber Bates) who have proven to be indispensable to any success that might be attributed to me over the course of this past year—my first as department head.

**2020 has been a challenging year because of the Covid-19 pandemic and the transition to online teaching. What are your thoughts about the crisis?**

The first thing that I will say about the pandemic and its concomitant challenges is that it has brought into sharp relief all of the talent, tenacity and toughness that characterizes the students,
staff and faculty of Hispanic Studies, in particular, and those of the College of Charleston, in general. Whatever one’s thoughts are about the lead-up to the suspension of classes during the spring 2020 semester, the fact remains that, once this suspension was in effect, people rose to the challenge. Administration carefully planned a path, faculty quickly created new and engaging content, and students accommodated themselves—successfully—to a new academic reality.

Now on the other side of the spring semester, I think all of us have learned quite a bit about the process of higher education and the role of unmediated human interaction therein. That is, while it has been plainly demonstrated that there are a great many technological tools that are tremendously powerful in the communication of ideas, it has been made equally clear that there is something indispensable about being in the physical presence of another during the learning process.

**How would you describe the department of Hispanic Studies to colleagues in other institutions?**

Hispanic Studies is a dynamic department, possessed of a seemingly boundless energy, which—through its many endeavors—consistently enriches the institutional and local communities. The members of its faculty are innovative experts in their respective fields who generously share their expertise with students and colleagues alike. Its staff is similarly generous, besides being tremendously competent, creative and dedicated to realizing the departmental mission. In short, Hispanic Studies is a group to which I am deeply honored to belong.

**What would you tell a student who is thinking about majoring in Spanish?**

Do it! At the risk of sounding cliché, the study of another language and culture brings more benefits than one can possibly imagine when one embarks upon it. It broadens and deepens your reality, gives you access to new experiences and possibilities—both personal and professional. Certainly, it will improve your marketability (cash value), but it will also allow you to see, know and express yourself in whole new ways—a state of affairs which is equally, if not more, enriching.

**To wrap up our interview, would you share with us something you like to do in your free time?**

I love to read, as you’d perhaps expect from a literature professor. In addition, I enjoy playing the guitar—an activity which is strangely like speaking a foreign language (e.g., there are simply some things better expressed by a minor chord, just as there are certain concepts better expressed in Spanish). Finally, and most importantly, I enjoy spending time with my wife, Jen, and my two sons, Aidan and Brendan.
Can you tell us about your background and how you became interested in Spanish and Portuguese?

My academic background is in Languages and Literature. After finishing my Bachelor’s in English, I developed an interest in Caribbean authors, and this curiosity eventually reconnected me with Spanish, which I had been studying on and off since age 11. After moving to the U.S., Spanish became a constant part of my personal and professional life. Portuguese, my native language, was not much help in communicating with the Latinx community outside academia. Professionally, most of my courses during my MA and PhD were taught in Spanish and were preparing me to become a Spanish and Portuguese instructor.

Could you describe for us the various aspects of your work?

I enjoy every aspect of my work. It’s exciting to be in the classroom sharing thoughts and experiences with my students while practicing languages. Service is also an aspect that I enjoy and is an area where I can allow my creativity to flow. I am part of the Portuguese Steering Committee and lucky to have supportive colleagues who believe in and encourage my project proposals. Beyond my regular activities in the Department, some chances to contribute with new projects by CofC’s School of Languages, Cultures, and World Affairs have been presented to me, such as an ongoing initiative to create new educational partnerships in Brazil. I am also glad to be offering my first Seminar on Brazilian Culture in the format of a First-Year Experience course in Fall 2020. In the near future, I look forward to collaborating with CofC Admissions on an informative field trip. We plan to visit high school students and their parents to talk about opportunities at CofC in Spanish and Portuguese. I am excited about each aspect of my work and hope to contribute to the growth of the Department.

What do you enjoy the most, and what is your favorite class to teach?

I feel grateful for every opportunity I have had at CofC. I equally enjoy teaching Portuguese and Spanish languages for different reasons. Spanish, because I am constantly learning new facts about
the immense and culturally varied Spanish-speaking world inside and outside of the U.S. I believe this personal and academic interest in the Hispanic/Latinx world is continually fresh and translates into enthusiasm in sharing knowledge with my Spanish language students. I am also thrilled to teach Portuguese. I enjoy being able to present Brazil, Brazilians, and the Portuguese language as a reality much closer than students might think. I call their attention to the many Portuguese-speaking communities in the U.S. and I highlight that Portuguese presents another opportunity for their careers in whatever field they choose. I also believe that teaching Portuguese, especially to U.S. students, expands their worldview, understanding, and appreciation for Latin America and Latinx cultures in the continent. I teach the idiosyncrasies of Portuguese and Brazilian culture, and I also highlight how Brazil and Portuguese complement and enrich the continental cultural scenario together with Spanish and English and their cultures. I believe these are the moments when students become culturally competent and prepared for the global challenges their generation will face.

**Why do you think languages are important to learn today?**

I believe it is important to learn languages because becoming effective communicators to operate across the globe is an important skill for our students. I am strongly invested in the teaching of Spanish and Portuguese and committed to helping my students become culturally competent global scholars. For this reason, my pedagogical approach aims at preparing students for global careers and living experiences abroad. I want our students to develop a relevant sense of purpose and a better comprehension of global changes, which requires knowledge of how to navigate multilingual and multicultural encounters.

**Would you like to share anything else with our readers? What do you like to do when you are not teaching?**

When I am not teaching, I am with my family. We have a laid-back lifestyle and we enjoy cooking together, going for walks, and entertaining our son. We also connect with our families abroad and I, personally, try to find extra time for my research. Life is good!
HISPANEWS

NEW FACULTY INTERVIEW
DR. HALEY OSBORN

Can you tell us about your background and how you became interested in Spanish?

As far as I know, I have no Hispanic heritage. In fact, according to a genealogical service that now owns my DNA, I am 54.3% British and Irish, 26% French and German, 15.2% broadly northwestern European, 1.6% broadly southern European, 0.1% Native American, and some other unassigned percentages. Given my profession, interests, and lifestyle, I do often wonder if that 1.6% could perhaps come from Spain, but I guess I’ll have to wait for the program updates to see if they detect the gene for the ceceo or making great Carnaval costumes in my DNA. I have evidence of possessing the latter trait and know how to properly do the former, by the way—never on the “s,” amigos. Aside from this detail, I was born in Louisville, Kentucky and grew up in a fairly average, middle-class, monolingual home of UofL Cardinals fans. It was a childhood filled with creek stompin’ and critter catching outside with my three sisters, trying to be good at team sports, attending Girl Scout functions, doing chores before sleepovers were allowed, and going to our Methodist church on Sundays. So how did foreign language find its way into this seemingly all-American, English-speaking picture?

Actually, this extraordinarily average and yet joyful upbringing created the necessary psyche for cultivating my interest in languages and cultures. In other words, it made leaving my familiar family bubble all the more interesting. When I heard people speaking a foreign tongue out in public, for example, I felt as if I had been transported to another world. The accents, hand gestures, and mannerisms were fascinating. I wondered how the people I was observing lived their lives at home: if families were generally happy, if their kids were like me, whether they learned the same things in school, craved the same foods, and played the same games. While many people fear that which is unfamiliar to them, it was what I had initially perceived as difference, both cultural and linguistic, that first attracted me to Spanish. In this way, Spanish became a code that I desperately wanted in on, to understand and practice freely.

I began taking Spanish regularly in school at the age of eleven, where the curiosities that drove my interest in the subject began to grow deeper and mature. Now seeing more than just difference
between cultures, I was eager to reach fluency and immerse myself in the culture. Eventually, I went on to dedicate the bulk of my academic focus to topics of Hispanic Studies at Hanover College (B.A.), Loyola University Chicago (M.A.), and The University of Tennessee (Ph.D.). As for cultural immersion outside of the classroom, I was fortunate enough to experience living abroad in Ciudad Real, Spain, as an undergraduate student, and again years later as an English instructor in Villarrobledo, Spain. Together with some shorter yet enlightening trips to places like Puerto Rico, México, Perú, and Colombia, these opportunities allowed me to contextualize my studies in meaningful and authentic ways. There is not a day in which I don’t invoke some of the cultural knowledge and language skill I gained from these adventures; they have shaped all facets of my life: how I teach, research, write, and network, among countless other aspects.

Could you describe for us the various aspects of your work?

I mentioned my interest in the notion of cultural codes. I have developed this further in my research, which encompasses an investigation of cultural identities through adaptation studies: the study of an original source text and the reinterpretation of it by a different author. Currently, I focus on textual-to-audiovisual adaptations, such as novels that have been turned into films. From an artistic perspective, adaptations are intriguing because when a member of a society chooses to rewrite a story and share it with the community, there must be something about the plot or message of the original version that continues holding relevance, no matter how antiquated the previous version may now seem. In this way, acts of adaptation are so much more than mere attempts at translating every detail in language, plot, and meaning from the first text to its newer version. More than simply allowing us to compare the two products and comment on which was executed more to our liking, this lens facilitates a discovery of evolving cultural codes from one version to the next, made identifiable through analyzing what is added, omitted, emphasized, or altered.

Looking at the textual to audiovisual is especially helpful in this task because it provides multiple perspectives on how cultural discourse transforms across media and gives insight on communities’ worldviews, past and present. As a brief example, the plot of Cirilo Villaverde’s Cecilia o la loma del ángel (1839), can be read as a somewhat optimistic outlook on progression towards racial synchronization and social advances for blacks in Cuba, while the lighting techniques in director Humberto Solás’s film adaptation, Cecilia (1981), seem to spotlight a destructive and deep-rooted racial identity crisis that still persists in Cuban society today. You can read more about it in my
chapter titled “Inheriting Chains: Lighting Effects in Humberto Solás’s Cecilia,” in Celluloid Chains: Slavery Through Film (2018). Through my approach, I aim to motivate conversation about the origins and evolution of perceptions and cultural norms that have been ingrained within our societies for centuries.

What do you enjoy the most, and what is your favorite class to teach?

In my profession, I most enjoy getting to connect with students on a personal level and learning what aspects of Hispanic Studies interest them most. I love when a student comes to me at the beginning of the semester to warn me that they haven’t had positive experiences with language classes in the past, because I know by the end of the semester they will have at least one point of interest to take away with them. Many times, it ends up being the variety of Spanish-language music that I play at the start of each class. I know that not all students will like every song they hear, but everyone usually at least likes one and wants to know more about the artist or genre. Other times, it’s film. I often show movie trailers from Hispanic cinema to inspire discussion, and it isn’t uncommon for a student to tell me the following week that they went home and watched the full-length film online, of their own accord. By the same token, the social and historical information mentioned briefly in class sometimes sticks with students in a personal way. I had a student tell me that our brief discussion of the meaning and origin of the term “Boricua” forever changed the way they listened to some of
their favorite Reggaeton music, as they finally knew what this term was referring to in so many of the songs. I believe that cultivating a personal interest in the cultures associated with Hispanic studies can motivate students to learn Spanish grammar and acquire the language for their own personal reasons. In this way, I like to believe there’s a little something for everyone in the way I teach. My favorite class to teach is one that treats the topics of Caribbean literatures, cinema, and cultures. The Caribbean is often viewed as simply a vacation paradise. Many students are surprised to learn that it is the site of rich cultural production and significant history that is connected to the U.S. in a number of ways. I am excited to offer a course on Caribbean cultures in Spring 2021.

**Why do you think languages are important to learn today?**

Without doubt, learning other languages is essential for developing the characteristic that makes one an asset to his or her profession: global literacy. This of course refers to the ability to interact with people from around the world due to a profound understanding of sociocultural diversity. The acquisition of a language often comes with a knowledge of the cultures and geographical regions in which it is spoken; hence, globally literate employees better understand how to network with clients from those populations and perhaps more effectively cultivate trust and respect within those networks with ease. And might I add that life is simply more enjoyable when you can understand it in multiple languages. The multilingual citizen can enjoy more adventures abroad with confidence, diversify and expand friend networks, understand and sing to some amazing international music, connect with more people within the local and international working world successfully, and be a more competitive player at team trivia, among other perks.

**Would you like to share anything else with our readers? What do you like to do when you are not teaching?**

When I am not teaching (or researching, writing, planning, or grading), I like to explore nature with my two small dogs, Cha Cha and Pudding, tend to my garden, run 5k’s, take on home improvement projects, teach myself new songs on the piano, and paint.
Professor Marisol Castro Calzada is an Adjunct Professor who has been teaching Spanish at the College of Charleston since 2009. Let’s get to know more about her!

Can you tell our readers about your background?
I was born in Costa Rica and moved with my family to the U.S in 1996.

How did you become interested in teaching Spanish?
As a college student, I obtained a position as a professor’s assistant. I began to teach a few Spanish classes and found that I truly enjoyed it.

Can you tell us about your work here at the College of Charleston?
I’ve had the opportunity to teach our basic-level language courses from Spanish 101 to Spanish 202. I have also worked as a student mentor for the Mentoring Matters Program and as a member of the Basic Language Planning Committee. I became certified in Distance Education in 2018 and am currently a member of the Distance Education Committee. This semester we focused on finding ways to improve the online learning experience for our students and instructors.
What aspects of teaching do you find most rewarding, and what is your favorite class to teach?
I really enjoy being part of the students’ learning journey and focusing on ways to increase their confidence. The transformation in the students from the nervous first day to actively participating in Spanish conversations is incredibly rewarding. I’m privileged to be part of a process that will have an impact in their lives and help them become more connected to the world around them.

What, in your opinion, are the main traits that a successful Spanish teacher needs to have?
I believe, above all, a love of teaching and a desire to constantly improve. Instructors who love what they do are usually enthusiastic, caring and constantly looking to improve the students’ experience. An instructor who is passionate about the language and the culture is better able to help students become eager and excited about language learning.

Why do you think languages are important to teach today?
Learning another language is of great importance in a time when our world is so connected and interdependent. It gives students the opportunity to better understand and appreciate different people and cultures. This understanding can lead to a greater degree of empathy, tolerance and acceptance. It also gives students a significant competitive advantage in their career.

What are the most important skills you hope your students will acquire?
I hope that my students will become lifelong learners, curious and determined to continue expanding their listening, speaking and writing skills beyond the classroom. I hope that the knowledge of the Spanish language and cultures broadens their views and gives them a wider perspective of their own culture and their place in the world.

Could you share with us a memorable experience with your students in class?
Every class is unique and memorable, but my most unforgettable experiences involve a single student. When I first began teaching at the College, I had a student who had previously struggled with learning Spanish. He was frustrated and unmotivated. He had some learning differences and believed that this was an impediment for learning another language. Nevertheless, I was able to convince him to attend office hours regularly and we worked very hard. His determination and commitment soon resulted in a better understanding of the language and a greater appreciation for the culture. After that semester, he continued his studies in Spanish, enrolled in a semester abroad and later became a Spanish major. Years later, he contacted me again to tell me about his travels around Latin America and his thriving business in Argentina. It’s stories such as this one that remind me of the impact language learning can have on a student’s life, and I couldn’t be more grateful for my part in that journey.
Professors Lola Colomina and Nadia Avendaño co-directed the Trujillo Summer Study Abroad program from May 15 to June 19. Twenty-four students participated, living with a host family for a full immersion in Spanish culture and language. The courses offered were Spanish 275, 320, 328 and 333, with each student enrolled in two classes. Classes were held in a beautiful 15th-century convent called La Coria. During the five-week stay, students participated in a day excursion to the Roman city of Mérida, a five-day trip to the southern Moorish cities of Córdoba, Granada, and Sevilla, and a final trip to Madrid, Toledo, and Segovia.

On their own, students traveled to Lisbon, Barcelona, Milan, and Bordeaux. All the staff members of Fundación Xavier de Salas in charge of logistics (including accommodation with host families and orientation while in Trujillo, helping students and directors with technology and logistical issues, and arranging some of the group excursions) did an impeccable job in assisting the directors and students. The students had an amazing cultural experience that also allowed them to greatly improve their Spanish.
Dr. Lola Colomina-Garrigós directed the Spring 2020 Study Abroad Program to Trujillo, Spain. The students and the program director arrived in Trujillo on January 17. Classes were held January 20 to March 12, as the program’s untimely cancellation due to COVID-19 prompted the group’s return to the States on March 14. The students took a variety of courses in Spanish language, linguistics, civilization and culture, and literature, and lived with Spanish host families. They also visited some of the country’s best known historical landmarks, which gave real-life context to their in-class learning experience. The group paid a visit to the Roman city of Merida and, later in the semester, went on an extended trip to southern Spain, Andalucía, where they visited important sites and cities, including the Cathedral-Mosque of Cordoba, the Alhambra in Granada, and the Cathedral of Sevilla.
The College of Charleston's Department of Hispanic Studies is pleased to announce its Hispanic Studies Trujillo Scholarship that will be granted to one undergraduate student at the College of Charleston for study abroad in the department's spring semester program in Trujillo, Spain. The scholarship covers the entire program fee, and is a competitive, financial-needs-based award that gives special consideration to declared Spanish majors, the applicant's academic record, and extracurricular activities related to Hispanic Studies.

Bryson Cook (Class of 2022) was awarded the inaugural Hispanic Studies Trujillo Scholarship for study in Spain during the spring semester of 2020.

In his own words:
I am grateful for the faculty in the Hispanic Studies department; their dedication and passion are unparalleled. Each professor has been extremely encouraging. I have immensely enjoyed the lecture and conversation courses in learning how to effectively communicate in Spanish. The Global Scholars, Hispanic Studies Career Seminar Series lecture events and HispaCasts are informative and fascinating. Also, I've found the Tertulia monthly meetings to be a great way to make new friends, while utilizing and continuing to learn the Spanish language. Additionally, I am honored and
appreciative to the Hispanic Studies Advisory Board for the inaugural Trujillo, Spain Study Abroad Scholarship. With great enthusiasm, I am embarking on my first study abroad for Spring 2020 to continue learning the language, culture, and history in an immersed atmosphere that will undoubtedly be an invaluable experience.

Upon my return, I look forward to applying for both the Sigma Delta Pi Spanish Honor Society and the student peer teacher for Spanish conversation courses. Also, engaging in a Spanish Service-Learning course and volunteering as a translator for the MUSC CARES Clinic.

After I graduate, my professional career choice is in the health field. My core passion is aiding individuals to have a more fulfilled life. The perpetual pursuit of the Spanish language will allow me to better achieve that.

“Only a life lived for others is a life worthwhile” – Albert Einstein

Thank you,

Bryson Cook

Donate to the Hispanic Studies Trujillo Scholarship Fund

Have fond memories of your CofC study abroad experience? Didn’t go abroad and wish you could have done so? Give to the Trujillo Scholarship Fund at the below link and make the wonderful possibility of study in Spain a reality for future Spanish majors and minors.

https://give.cofc.edu/HispanicStudies
Hello Sara. Thank you for agreeing to this interview with HispaNews. Could you tell our readers a little about yourself? Who you are, where you are from, and why you chose to come to the College of Charleston and to study Spanish?

I am currently a senior with a double major in Spanish and Foreign Language Education and a double minor in Linguistics and Biology. I am originally from Trumbull, Connecticut. I decided to come to the College of Charleston because I wanted to explore another part of the country. Once I walked around the campus with my mom I had my heart set on the school. Believe it or not, I came in as a biology major and studio art minor. I didn’t switch until the end of my sophomore year, which felt a little risky. Ever since I could remember, I had planned to be a marine biologist or teacher. It wasn’t until I spent some time in college and took a few Spanish classes that I realized my real passion, with help from my great advisors and professors. In middle school, I had a very bad experience with learning the language but everything was 180ed by one teacher in high school. I found my love for the language after that and it only grew at CofC.

What advice do you have for a student who wants to be a Spanish minor or major?

I would say do it!! It was daunting for me to change majors so far into college but I have never once looked back since making that decision. The Hispanic Studies department is full of amazing professors and courses. I owe it to those professors for helping me delve into new territories with the language, such as linguistics. I didn’t even plan on getting the ling minor, but after being taught by some fantastic professors in some really cool courses I ended up meeting almost all of the requirements and now I am only one class away! Again, I cannot speak more highly of these professors. They make all the difference when learning the language and all the other wonderful things you learn while on the track for a major or minor. Learning Spanish has also given me many opportunities throughout my time at CofC. During my spring break sophomore year, I went with CofC MedLife to Peru for a mobile medical clinic and helped by being a translator. I also met a new
girl from Venezuela in the Charleston ultimate frisbee community who didn’t speak English, and I was able to help her get more involved and learn English! I also have taken classes where I have had to go around the area and interview individuals who are Spanish speakers, which I not only learned a lot from, but also made new friends!

**Could you tell us about your study abroad experience in Seville, Spain? What would you recommend to other students who are considering going abroad to study?**

My study abroad experience in Seville, Spain was unreal. I had visited the wonderful country twice before, but living there was the best experience of my life. It was a last-minute set-up, but with help from the Hispanic Studies department and study abroad office, I was able to get it done. I went with the affiliate program CIEE. It was incredible meeting so many different people from all over the US in my program. Studying at CIEE and the Universidad de Sevilla was like a dream. I stayed for the full semester and couldn’t leave when it was over -- so I stayed a whole extra month! I became so immersed with the culture that by the end I was mistaken as a native at times! I joined the Sevillan ultimate frisbee team and made friends for life that I have gone back to visit and plan to visit again. It
made all of what I was learning come into perspective. During my time abroad, I was also able to travel to different countries, such as Morocco and Norway, on breaks which was a great plus. I have gone back and visited for the new year and Reyes Magos and was able to reconnect with friends and professors who have offered me opportunities to teach there after I graduate!

Could you tell us about other ways in which you are involved with the Spanish program? Are you involved in any club or extracurricular activity related to your study of Spanish?

I wish that I had more time to dedicate to the Spanish program. I have attended a variety of speaker events related to the department and have loved each one. I am a bit busy with my work as a Spanish tutor/teacher with the Lowcountry Language Academy, with school studies, playing ultimate frisbee on the CofC women’s ultimate team, and in the Charleston community. Next semester I plan to make more time in my schedule to attend events such as tertulia because I have heard only the best about them.

We look forward to seeing you in the tertulias. Thank you so much for talking to us, Sara!
Hello Peyton, could you tell our readers a little about yourself? Who you are, where you are from, and why you chose to come to the College of Charleston and to study Spanish?

I am 21, and I am originally from San Francisco. My family now lives in West Ashley after we transplanted from California to Raleigh, NC, during my junior year of high school. I knew I wanted to study Spanish in college while I was still in high school (and maybe even before), as the language and many Hispanic cultures had been very present around me while I lived in California. I didn't originally choose to go to CofC to study Spanish. I went mainly because I was interested in medicine and liked the College’s close association with MUSC. After my first semester, I quickly knew I couldn't just minor in Spanish as I had thought I would. So I added my Spanish major to my biology major and the rest is more or less history. It was one of the best decisions I made during my four years here.

What advice do you have for a student who wants to be a Spanish minor or major?

Make sure you're passionate and really want to spend the time in this field of study, and make sure it is something you plan to use in your career or everyday life. If you come into it with an open mind and an interest in the subject, it makes the major/minor that much more enjoyable, engaging, interesting, and rewarding. I would tell any student with an interest in learning a language to try Spanish. Some incoming students may have an aversion to it after having it for four years in high school. I get that, but I would tell them that there is no language more functional or important for citizens of the U.S. to learn. By 2060, Hispanics will make up almost a third of the U.S., and the majority will speak Spanish. It's time we start thinking about having a more bilingual United States.
Could you tell us about other ways in which you are involved with the Spanish program? Are you involved in any club or extracurricular activity related to your study of Spanish?

I am about to graduate from CofC, and in the Fall I plan on beginning medical school at MUSC here in Charleston. I am not sure about a specialty yet, but no matter what I do, I am hoping to use my Spanish on a daily basis in my medical career. During my last two years in college I was able to do public health research in the Hispanic community which culminated in my Bachelor's Essay. I interviewed Hispanic women, using Spanish and English, in order to evaluate the current relationship between the healthcare system and the Hispanic population in the United States. It was a fantastic way to get to use the language I've learned in a career setting I am interested in. To students who want to be bilingual and use Spanish in their careers, I highly recommend volunteering or getting a job during college that can give you exposure to your career field while also using Spanish. It's very rewarding and in my opinion, only made me more sure of how useful being bilingual will be in the long run.

The Spanish program here has been phenomenal and I am so grateful for all of the professors who are so dedicated, energetic, and helpful to their students. It made the program engaging and extremely rewarding to have professors who were so clearly invested in their students and the subject itself. I cannot recommend being a Spanish major/minor enough to new students. It's worth the time and hard work, and students come out of it quite literally a different (bilingual) person.

Thank you, Peyton. Best of luck in your future medical career!
Hello Blaine. Thank you for meeting us! Could you tell our readers a little about yourself? Who you are, where you are from, and why you chose to come to the College of Charleston and to study Spanish?

I grew up almost my entire life in Florence, SC which is only about an hour and a half drive from Charleston. My brother went to The Citadel, so my family traveled to Charleston a lot, which is how I first learned about CofC. I went on a few tours and met professors from a few different departments, and what really drew me in to the College was how all of the professors were genuinely interested in the undergraduate students' success. They and the current students were very approachable and open and excited to talk to the touring students, so I felt like it was a great college community to be a part of. I didn't initially come in majoring in Spanish, but I have always been interested in languages and had been taking Spanish classes since elementary school. At first, I just wanted to be fluent in the language, but then I realized through the courses that there was so much more to studying Spanish than just the language - culture, history, identity, etc. - that made it all the more interesting as a field of study.

What advice do you have for a student who wants to be a Spanish minor or major?

My first piece of advice for Spanish majors and minors is to take classes through the major that you wouldn't otherwise be able to take. The department offers such a wide variety of courses taught in Spanish, whether that be in linguistics, literature, culture, or history. I remember taking one class on mental health in Latin American literature and another on feminism that I would not have had the
space in my schedule to take in their respective departments at CofC. I would also say that getting involved in clubs and getting to know the faculty makes a difference in feeling at home in the department. The Spanish Club is very active on campus and also hosts Tertulias, which are get-togethers at one of the local nightclubs for students to practice speaking their Spanish with each other and professors in a relaxed environment. Outside of the Tertulias as well, the professors are very approachable and really make the department what it is, so I would say to make sure not to go through the program at CofC without having really gotten to know them. My last piece of advice is to absolutely take advantage of study abroad opportunities. CofC, and especially the Hispanic Studies Department, offers so many of them, and they are one-in-a-lifetime experiences that not only give you an amazing opportunity to study and to use Spanish every day to really learn the language but also a way to step out of your bubble and see the world from another perspective, to learn about another culture.

Could you tell us about your study abroad experience in Trujillo, Spain? What would you recommend to other students who are considering going abroad to study?

I studied abroad in the summer between my junior and senior years in Trujillo, Spain for a little longer than a month, and it was one of those experiences that I think truly made my time at CofC. I stayed with a host family in the small town and took two courses, one on Spanish conversation and the other on the history and civilization of Spain. While the courses were definitely very important, I think one of the best things was being able to spend all of my free time out in the community, meeting people and practicing my language skills while also being engaged in the city where I stayed. As a group, we took many excursions, from Madrid to Seville, and were able to tour historic
landmarks, art museums, and centuries-old cathedrals.

Studying abroad for me was so much more than taking courses in a different country, and really allowed me to step out of the small world that I knew, to learn in, engage with, and see things from a completely different environment. I would highly recommend to every student to study abroad, whether for a semester or over the summer, if they have the opportunity. For those who are planning this, I would say to work hard but not to focus solely on the coursework -- studying abroad is an experience, so go out and practice your Spanish with locals (I'm still in contact with my host family and another person I met in Trujillo), do the touristy things that you might not have the opportunity to do in the future, and try to get fully immersed in the culture, whether through the food or watching flamenco shows. To me, you should come out of a study abroad experience having greatly strengthened your language skills and having truly immersed yourself in the culture, making memories that you can look back on for years in the future.

Could you tell us about other ways in which you are involved with the Spanish program? Are you involved in any club or extracurricular activity related to your study of Spanish?

On campus, one of my favorite events that the Hispanic Studies Department did was inviting outside speakers every semester to present at CofC and to meet in small, informal (not to mention free!) lunches with students. I remember meeting Dr. Andrew Lynch with a few other students over lunch in the department's conference room and talking about Spanish-English bilingualism in the United States. These events allowed me to network with academics and other professionals and to also hear what exciting work could be done after studying Spanish in college.

The Global Scholars program was another way that I was able to step out of my bubble and learn more about other cultures and fields of study. Not restricted to Spanish majors, the Global Scholars program encourages students who seek a global mindset to attend on-campus events (like the World Cultures Fair, for example) and to receive advising from a professor who is a Global Scholars advisor. The Linguistics Club also hosts many events, such as its dinner lecture series, that allow students to further explore linguistics outside of the classes they take in the minor.
What projects do you have in mind for the future? Is there anything else you would like to share with our readers?

After graduating from CofC, I plan to attend the University of Hawai‘i at Manoa as a linguistics PhD student. So, right now I’m getting ready for another four years (maybe more!) of college, but I’m very excited to see what comes next. As I mentioned, one of the great things about being a Spanish major at CofC is being able to take classes in a wide variety of fields. Taking upper-level courses in Spanish linguistics allowed me to realize my passion for the field and led me to where I am today.

For those who are considering majoring or minoring in Spanish, my advice is that studying Spanish is what you make it; depending on the classes you take, your Spanish major or minor can look completely different from somebody else's, from a focus on linguistics to a focus on literature.

It is such a broad field that can be applied to whatever you want to study -- not to mention how great it is to be able to speak another language, not just for future opportunities but also for the ability to communicate with people who see the world from a completely different perspective. The amazing professors in the department, being able to realize my passion for linguistics, and the ability to speak with people from different backgrounds and cultures truly made the Spanish major for me, and I hope those students going into it love it as much as I did.

Thank you, Blaine, and congratulations! We wish you the best, please keep in touch.
Hispanic Studies departmental meeting via Zoom.

Dr. Emily Beck
Dr. Emily Beck returned to the classroom this fall after the birth of her son, Nicholas, last spring. She organized and hosted the South Carolina Medievalists Group’s Annual Symposium on March 7, 2020 with sponsorship by the School of Languages, Cultures, and World Affairs and the Department of Hispanic Studies. She is currently working on an article that focuses on the integration of cultural competencies at the 300-level and how to better articulate and evaluate students’ skills as cultural critics as part of their development as globally-conversant citizens. She was to present a paper of new research on medieval romance fairytales at the International Congress on Medieval Studies in Kalamazoo, Michigan in May, but the conference was cancelled due to the virus.
Dr. Susan Divine
Dr. Susan Divine organized a session on contemporary Spanish literature and also presented her own research about Spanish writer Elvira Navarro’s 2019 short-story collection, *La isla de los conejos*, at the Midwest Modern Language Association’s conference in Chicago, IL. She has two forthcoming publications. The first was co-written with former CofC professor Dr. Benjamin Fraser and looks at environmental urban studies in Madrid. It will be included in a guest-edited volume of the *Arizona Journal of Hispanic Cultural Studies (AJHCS)*. The second article analyzes the Netflix series *Las chicas del cable* and will appear in an anthology. Dr. Divine continued her role as editor of *Hispanic Studies Review*, housed at CofC, and as an editor for production at the *AJHCS*.

Dr. Christina García
Dr. Christina García is assistant professor of Spanish and Latin American and Caribbean Studies. Her research looks at both literary and visual works from the Hispanophone Caribbean, drawing largely from ecocritical methods and aesthetic analysis. This past year her book chapter, “Among the Ruins of Ecological Thought: Parasites, Roaches, and Nuclear Imaginings in *La fiesta vigilada,*” was released in the volume *An Island in the Stream: Ecocritical and Literary Responses to Cuban Environmental Culture* (Lexington), as well as her article “Baroque Revolutionaries, Communist Fags and Risky Friendships: Reading the Politics of Friendship in *Fresa y chocolate*” in the journal *Cuban Studies*. In 2019 she also presented her work at the Conference of Cuban and Cuban-American Studies, American Comparative Literature Association and the Latin American Studies Association.

Dr. Carmen Grace
Dr. Carmen M. Grace is the new Associate Chair for the Hispanic Studies Department. In 2019 she published two articles, “Encuentros retóricos en las artes: la pintura y la predicación áureas” in the online journal *eHumanista*, and “El púlpito barroco: devoción espectacular,” in *Espacios de encuentro e identidad*, Actas del XXXV Congreso Internacional de ALDEEU. She has submitted another article to the academic journal *Hispanic Review* entitled “La formación del decorum en la predicación y en la pintura áureas.” Last summer she conducted archival research in Madrid and attended the XX Congreso de la Asociación Internacional de Hispanistas (AIH) in Jerusalem, where she presented her recent research project.
Dr. Daniela Meireles
Dr. Daniela Meireles, Instructor of Spanish and Portuguese, has recently completed the Faculty Distance Education Readiness Course for online teaching. Besides her responsibilities in teaching, Dr. Meireles has served the Hispanic Studies Department as co-advisor of the CofC Portuguese Club. The Club offered several cultural activities throughout the 2019-2020 academic year such as Bate-Papo conversation tables, Portuguese film nights, poetry readings, and feijoada celebrations of Brazilian food and music. The Club attracted the CofC community and other visitors interested in Brazilian and Latin American languages and cultures. This semester, Dr. Meireles had a Freshman Year Experience (FYE) Seminar approved for the coming year. Dr. Meireles is also keeping up with her academic research and has had a paper accepted at the Brazilian Studies Association conference.

Dr. Antonio Pérez-Núñez
During the 2019-2020 academic year, Dr. Pérez-Núñez’s article entitled “The Effects of Comprehensive Written Corrective Feedback on the Acquisition of Specific Heritage Language Forms” was accepted for publication, and will appear in Outcomes of University Spanish Heritage Language Instruction in the United States. This is a volume edited by Dr. Melissa Bowles and published by Georgetown University Press. Dr. Pérez-Núñez also submitted an article entitled “Beyond the Classroom: The Effects of Online Content Creation and Cross-Cultural Peer Interaction on the Development of Intercultural Competence,” which is currently under review. His research findings were also presented in a lecture at the College of Charleston “Innovations and Challenges in Second Language Teaching” and at the Hispanic Linguistics Symposium in El Paso, Texas.

Dr. Silvia Rodríguez Sabater
Dr. Rodríguez Sabater taught courses in Spanish and Linguistics in the 2019-20 academic year. She served on several committees: HISP Distance Education, SPAN Basic Language Program, College-wide Distance Education, and Planning for Fall Semester 2020. Silvia was appointed the next Faculty Coordinator for Distance Education (starting July 1, 2020), and took part in the Strategic Planning process. She also co-led a Professional Learning Club on assessing language performance, co-presented a series of professional development workshops, and co-organized the Innovations and Challenges in Second Language Teaching series. Silvia presented her research at the AATSP Conference, had an article accepted to appear in Hispania, and participated in the ACTFL Conference. Her invitation to give a seminar at the Universidad de Santiago de Chile was postponed due to the current world health situation.
**Dr. Ricard Viñas-de-Puig**

Dr. Ricard Viñas-de-Puig’s research has resulted in the publication of an article on the Spanish variety spoken in Pitt County, NC in *Heritage Language Journal*. Additionally, Dr. Viñas-de-Puig continued his work on psychological verbs in Spanish and Catalan, with a paper being accepted for presentation at the Southeastern Conference on Linguistics. Finally, he was the co-organizer, along with the Linguistics Club and with the support of the Linguistics Studies Program, of the event *Raising awareness on indigenous languages of the Americas* as part of UNESCO’s International Year of Indigenous Languages.

**Dr. Joseph R. Weyers**

Dr. Weyers is a leading voice in the field of address forms, focusing on the Spanish of Medellín, Colombia. His original research explores multiple facets of address, including speakers’ attitudes toward address forms and how they are taught in educational domains. This year, he had two research articles accepted for publication in the prestigious *Spanish in Context* and *Hispania*. Additionally, Dr. Weyers was invited to contribute an essay to *CuéntELE*, a showcase of student, faculty and guest contributions published by EAFIT University (Medellín). Since Dr. Weyers regularly teaches Spanish Sociolinguistics, he incorporates his research into that course, which he finds enriching and gratifying. Indeed, Dr. Weyers’s students, their interest, curiosity and love for Spanish, have provided inspiration over the 24 years he has been at the College of Charleston.
The Nu Zeta Chapter of Sigma Delta Pi
National Collegiate Hispanic Honor Society
present in
Sigma Delta Pi Lecture Series

Dr. Mark P. Del Mastro
Associate Provost for Curriculum and Academic Administration
Member, Sigma Delta Pi’s National Executive Committee

"Rediscovering a Century (1919-2019):
The National Collegiate Hispanic Honor Society"

Thursday, November 14, 2019
4:00-5:00 pm
Addlestone Library, Room 227
205 Calhoun Street, College of Charleston

On November 14, 1919 at the University of California, Berkeley, a junior undergraduate named Beth Helen Bower invited an other student of Spanish to her residence at 2908 Dwight Way to start what would eventually become the largest collegiate foreign language honor society in the U.S. Sigma Delta Pi, 100 years later and on the opposite coast at Charleston, SC, Dr. Del Mastro, Professor of Hispanic Studies, is completing his book on this society’s complex history, which will be published in 2020. "Sigma Delta Pi: Balancing a Century, 1919-2019." Conceiving the Breña’s centennial, Dr. Del Mastro will highlight the intertwined story of founders Beth Helen Bower whose voice and image formed a strong national organization.

Free and open to the public. Lecture will be in English.

For more information, please contact:
Dr. Steven Deveo, Sigma Delta Pi Chapter Advisor, sdeveo@colinst.edu
Dr. Carmen Garcia, Sigma Delta Pi Chapter Advisor, cgarci@colinst.edu

Please join us for the 11th lecture in the Hispanic Studies Teaching Discussion Series

Innovations and Challenges in Second Language Teaching

Dr. Antonio Pérez-Núñez
Department of Hispanic Studies, College of Charleston

Promoting Intercultural Competence Development in a Globally Connected Course through Flipgrid

Monday, November 18, 2019
4:15 – 5:15 pm
JC Long 336, 9 Liberty Street

In this presentation, Dr. Pérez-Núñez will share his experience developing a Globally Connected course to promote the development of intercultural competence beyond the language classroom by means of asynchronous interaction between students in the U.S. and Spain using Flipgrid.

Free and open to the public. Lecture will be in English.

Teaching Discussion Series Organizers
Steve Deveo, Chair, Deveo@colinst.edu
1-843-953-5982

Joseph Weyers

"What Spanish (or other language) should we teach?: Addressing dialectal differences in the classroom"

Sabbatical Lecture by
Dr. Joseph Weyers

Written vos is on the rise in Medellín, Colombia. So, what do Spanish teachers think about it? Language teachers are linguistic gatekeepers; we can affect the growth (or not) of a language form. We will talk about Medellín’s linguistic profile, teachers’ attitudes there, and what they teach us about addressing dialectal differences in the L2 classroom.

Wednesday, November 13, 2019
4:00 - 5:00
TATE 202, 5 Liberty St.
(enter either TateCtr or BeattyCtr entrance)

Sacred Steps - The Camino de Santiago

Dr. George Greenia, Professor Emeritus, College of William & Mary

Tuesday, March 24, 2020
4:00 p.m. Jewish Studies Center, Room 113
(36 Wentworth Street), College of Charleston

Sponsored by the First Year Seminars, the Departments of French, Francophone, and Hispanic Studies, the Latin American, Iberian, and Iberian Studies, Religious Studies, the Honor’s College, and the School of Languages, Cultures & World Affairs.

For more information, please contact Dr. Lisa Sigrist, lsigrist@colinst.edu
Free and open to the public.
On February 7, LCWA, CLAW, HISP, and HIST hosted a reception aboard the tall ship *Spirit of South Carolina* to celebrate our departmental and program connections to Atlantic studies. An interactive educational program included a “Book of the Sea” exhibit in partnership with Special Collections at the College of Charleston, an oral history booth to record “sea life” stories, guest speakers on maritime history, and hands-on sailing instruction with SSC crew.
On Saturday, March 7, Dr. Beck hosted the annual symposium of the South Carolina Medievalists Group, a professional association of scholars who research and teach the medieval period. The symposium was co-sponsored by the Department of Hispanic Studies and the School of Languages, Cultures, and World Affairs. Dr. Carmen Grace welcomed the panelists on behalf of Hispanic Studies and Dean Tim Johnson met with the group before lunch to welcome the interdisciplinary and globally-focused panel of papers.
My classes made all the difference in my sanity during the lockdown at home! Since the first day I decided to create a routine that would help me feel like I was working the way I would be at the College. I found a place at home with a nice and pleasant view as my background (at least in my opinion). My makeshift classroom has a big bay window overlooking a backyard with lots of mature trees outside and smaller plants inside the house… so beautiful, green and peaceful! I would dress and get ready as if I were going to the on-campus classroom, get my bag with envelopes for each class, get my laptop and go downstairs. In the waiting room I could see students who had arrived early and others who were late. Some missed class. Everything was different, yet some things remained the same. From their perspective, they told me that they had to be more prepared for class because I was ‘closer’ to them, and was ‘seeing’ them… what was I doing before the spring break, then? In fact, we were closer while being physically distant, a welcome contradiction of this time. I’ve received so many more emails, images on Zoom, voice threads, and messages from students! They told me that life continued in our new normal. I also had some pleasant surprises, like the student who was the first to respond and try (who had never acted like this during the in-person class).
Another student who now never misses a class or a deadline. Another student who would send emails for basically everything, and we became so much more acquainted after the break. I had my backyard open and welcomed them into my home, students who were curious and excited at the same time. I was also paying attention to where they were. A bedroom? Wearing pajamas? In the garden on a sunny day? In the living room? At work? Oh, is this your dog? and so many “awws” for more cute dogs and cats as part of the classes. We were isolated but not alone, visiting each other online. I can say that we—my students and I—developed a sense of belonging or learning more about each other’s ways of living. These will be part of our memories for a long time and will be passed on to other generations.

We also asked the Hispanic Studies Faculty and Staff to share pictures of their experiences of working from home due to the Covid-19 pandemic, and this is what they shared with us!
Dr. Garcia's work space shared with a tiny coworker.

Dr. Wise shares his office with Moggie.

Dr. Hakobyan with her SPAN 101 class.
Prof. Blitt’s office.

Prof. Forgash with her coworker Mina.

Dr. Meireles with one of her students.

Prof. Moreira with his Portuguese class in Zoom.

Dr. Divine's office and her helpers.
Dr. Gómez serenades the neighborhood in his office.

Prof. Delgado not wearing a tie.

Dr. Beck grades papers while her coworkers play.

Dr. Rodríguez Sabater's SPAN 313 WhatsApp group mascot, they named it Santi.
Kimber Bates in her home office.

Prof. Escobar getting ready for Aventuras.

Dr. Viñas de Puig zooms with SPAN 314 students.
Dr. Pérez-Núñez in his office.

Laura Moses’s home work space.

Prof. Zaubi’s class discussion from SPAN 102 with posts by Helen McGaughy and Emily Mullner.

Lec. 7 La falta

Helen McGaughy posted Mar 24, 2020 4:28 PM

Este semestre, me faltan mis amigos, la playa y la ciudad de Charleston. Durante COVID-19 me falta mi rutina diaria.

Hola Helen,

Me faltan mis amigos y la playa, también.
Elena Minolfo ’22

It was a difficult transition for me from face-to-face classes to all virtual classes because I do really well in a classroom setting and when I have a specific routine each day. I knew that getting a set schedule every day was what was going to benefit me the most during this time of online classes. I also missed being able to collaborate with my classmates and interact with my professors, but my professors were all very helpful and quick to respond to all of my questions with clear instructions and positive feedback. Specifically in my Spanish class, I was upset because I was going to miss the time I had each week to speak Spanish in class, but since all my assignments were in Spanish and my older sister is also a Spanish major, we both found time to speak Spanish with each other and make up for lost discussion time in our respective classes. Now that the semester is at an end, I can look back and appreciate how supportive my professors were throughout the process of transitioning to online classes. It was a stressful time, but the support I got from my professors and my Spanish advisor during this time only made me more appreciative of the Spanish Department and excited for my continued education through their programs.
Olivia Minolfo ’20

I had a bit of a rough start working from home during quarantine. I missed my classmates, my professors, and the ability to have in-class discussion and instruction. However, I took things one day at a time and tried to find the positives in this situation. By the end of the semester, I came to enjoy my routine, and I was incredibly happy with how supportive and easily accessible my Spanish professors were.

If I had a question, I was able to get a quick and helpful email back and several of my professors welcomed video conferences to talk through any concerns or confusion I was facing. I was also encouraged by the number of times every single one of my Spanish professors checked in on me and my classmates, and I even got the opportunity to have a zoom meeting with my capstone professor to talk about my options for after graduation. All in all, I finished my last semester at the College of Charleston on the best note that I could (considering the circumstances) due to the outstanding nature of all of my Spanish professors. I couldn’t have asked for a better experience as a Spanish major at CofC, and I would do it five times over just to be able to continue learning from the amazing instructors we have here!
**Hispanic Studies Review (HSR)** is an international refereed journal published twice a year by the Department of Hispanic Studies at the College of Charleston. The journal welcomes submissions on cultural studies, applied and theoretical linguistics, and the literatures of the Spanish-speaking worlds and their contact zones. *HSR* particularly invites scholarship with approaches that are interdisciplinary and/or engage innovative dialogues. *HSR* only accepts electronic submissions at hsr@cofc.edu, and each manuscript will undergo a rigorous double-blind peer review.

Previously published material and work under consideration elsewhere will not be considered. *HSR* is not responsible for the opinions expressed by contributors. The journal’s editorial team will respond to contributors in a timely manner.

[http://hispanicstudiesreview.cofc.edu](http://hispanicstudiesreview.cofc.edu)

**Editors**

Editor: Susan Divine, College of Charleston  
Associate Editor, Peninsular: Susan Divine, College of Charleston  
Associate Editor, Spanish America: Edward Chauca, College of Charleston  
Associate Editor, Transatlantic: Carl Wise, College of Charleston  
Associate Editor, Spanish Linguistics: Whitney Chapell, University of Texas at San Antonio  
Art Editor and Webmaster: Daniel Delgado Díaz, College of Charleston  
Advising Editors: Mark P. Del Mastro & Michael Gómez, College of Charleston

**Copy Editors**

Philip Allen, University of Florida  
Jorge Avilés-Díz, University of North Texas  
Zachary G. Brandner, Texas Tech University  
Carmen Grace, College of Charleston  
Sara Zahler, Indiana University  
Devon Hanahan, College of Charleston  
Antonio Pérez Núñez, College of Charleston  
Ricard Viñas de Puig, College of Charleston  
Joseph Weyers, College of Charleston  
Sara Zahler, Indiana University
It was a vibrant year for CofC’s Portuguese Club! The group hosted a number of cultural activities led by advisors Dr. Luci Moreira and Dr. Daniela Meireles, and club president Arianna Alvarado, treasurer Jo Coutinho, and secretary Bailey Ferreira. In the fall, we offered the traditional Portuguese Club Feijoada, a celebration of the Afro-Brazilian dish that became one of the symbols of brasileidade. The event was attended by CofC guests and the outside community. An alcohol-free version of caipirinha was prepared by one of the Portuguese students to celebrate its inclusion in the list of intangible heritage of Rio de Janeiro State, Brazil.

The Portuguese Club also presented a Noite de Poesia at the Blacklock House. Portuguese students wrote and read special poems for the occasion. We had a guest reader who contributed to the success of the event as well. The Club hosted a film night to watch the Brazilian film Orfeu (1999) and was joined by students of Classical Mythology at CofC and by members of the South Carolina Caribbean Culture and Heritage society. If not for the interruptions to on-campus activities, the Club was prepared to host a Brazilian barbecue and Carnaval party. In addition to these events, the Club held its monthly Bate-Papo conversation table in multiple places around campus. The Portuguese Club will be ready to resume its activities in person, or remotely if necessary!
Portuguese Club group at a *Feijoada*.

Dr. Grace, Dr. Meireles with her son, and Dr. Moreira from left to right.

Bailey, Dr. Meireles, and Jo from left to right.

The Portuguese Club at a *Feijoada*.
The Portuguese Club during the Bate-Papo.

Dr. Hakobyan and Dr. Moreira.

Noite de Poesia
Fall 2019
If you attended the Hispanic Heritage party this past November at the Stern Garden, you might have caught a Salsa lesson by the Hispanic Latino Club. At the CofC Organizations Fair at the Cistern, the Sustainability Fair and, more recently, the Women and Gender Studies’ event with activist Mariah Parker, the Hispanic Latino Club tabled with their iconic multicolored textiles and lotería game on hand. Alex Quevedo, the club’s treasurer, is particularly talented in his role as el cantor, calling out the cards at breakneck speed.

In partnership with CofC’s Planned Parenthood Generation Action, HLC president Tori Maldonado, along with other club members, organized a bake sale to raise funds for both student groups. Importantly, this was an opportunity to have conversations with students about consent and safe sex. Condoms and lubrication were also distributed.

Most notably, once a month in the historic house of the Multicultural Center, the Hispanic Latino Club meets at 8:00 PM to accommodate everyone’s schedule. On average there are between 20 and 30 students. Regardless of what is on the docket for the night’s meeting—planning events or simply getting together—one can count on good food, music, games, and a place of refuge.
The Spanish Club hosted several Tertulias, the Spanish conversation get-together. The first was held at Mynt and the cabinet invited students that had recently returned from study abroad to share their experiences with their classmates. The cabinet then decided to move Tertulia to the campus and have it at the Casa Hispana where they had an exceptional turnout. In the fall, the club collaborated with Student Government to host a celebration for National Hispanic Month. In the spring, they hosted two film nights where they showed a Spanish film and a Cuban film, and had planned to participate in the World Cultures Fair which was to take place in April but was cancelled.
Dr. Pérez-Núñez and Professor Hanahan hosted a cooking class with their FYE Learning Community at the Casa Hispana in the fall. It was a lot of fun, and the residents enjoyed a delicious Spanish dinner. They prepared *paella*, *tortilla a la española*, *pan con tomate*, and *ensalada verde*. The Casa Hispana also hosted an Open House for students, faculty, and Hispanic Studies advisory board members in October. The turnout was excellent, and all enjoyed getting a glimpse into the Casa and seeing the special bond that exists among its residents. The board members would like to sponsor improvements to the house, so we are working with Campus Housing to get that going. The Casa also hosted Spanish Club Tertulia twice in the spring.
In the fall, the Linguistics Club held our main event for the year in celebration of the 2019 International Year of Indigenous Languages (IYIL) with a presentation, student poster exhibition, and a performance in the Stern Gardens, all focused around the importance of and raising awareness for indigenous languages. In order to expose students to research in linguistics, a group went on a trip to the USC Graduate Students of Linguistics (GSLING) Student Research Symposium (SRS) and held three linguistics research talks throughout the year as part of the Linguistics Club Lecture Series, with lectures by Dr. Martínez-Gibson, and senior Spanish majors Madi Crow and Blaine Billings on their two Bachelor's Essay projects. The Linguistics Club also sponsored a meet-and-greet with Dr. Dennis Preston, a forefront linguist known particularly for his work in dialectology, and organized two social events spring semester: a trivia night and a film night to watch the movie *Arrival.*
Dr. Viñas de Puig, Dr. Preston, and Dr. Martínez-Gibson from left to right.

Special performance celebrating International Year of Indigenous Languages (IYIL).

Dr. Viñas de Puig with his students.
The following students were inducted as new members of the honorary chapter Nu Zeta of Sigma Delta Pi, on Friday, November 1, 2019 at 5 pm. in the Alumni Center (School of Education, corner of St. Philip and Wentworth): Katie Moen, Sonia Rojas, Jacob Brown, Tomas Cox, Kylie Hayes, Presley Conaty, Kylie Wehunt, Jennifer Smith-Pickreign, and Madison Young. At this event they had the pleasure to induct three honorary members: Michael A. Gómez (Chair of Hispanic Studies), Laura E. Moses (Hispanic Studies Administrative Assistant), and Kimberly Bates (Hispanic Studies Administrative Assistant). Congrats to all!

Participants of the Induction Ceremony.

SDP officers and advisors.

Kimber Bates, Dr. Mike Gómez, and Laura Moses from left to right.
Dr. Mark P. Del Mastro, Associate Provost for Curriculum and Academic Administration, and member of the Sigma Delta Pi’s National Executive Committee, presented “Rediscovering a Century (1919-2019): The National Collegiate Hispanic Honor Society” for the Sigma Delta Pi Lecture Series at the College of Charleston on November 14, 2019.
Creatividad en tiempos de cuarentena Competition

The Department of Hispanic Studies, in conjunction with departmental representatives of the Sigma Delta Pi National Collegiate Hispanic Honor Society, sponsored the first (and hopefully last) Creatividad en tiempos de cuarentena competition.

Students in all stages of Spanish study—from SPAN 101, all the way up to advanced levels—were welcomed to submit original, Spanish-language entries—in the form of short stories, brief essayistic reflections and/or poetic compositions—dealing with experiences during the ongoing quarantine. Congratulations to ALL who submitted: Mylea Arlington, Roslyn Cleary, Rachel Skidmore, Mazzy Weiland, Rex Bingham, Brandy del Río, Cameron Brown, and Caroline Best. We want to applaud these students for being brave enough to try writing something creative in Spanish!

The competition selection committee selected two winners: Rachel Skidmore and Brandy Del Rio. Their entries are published here in full:

La Ciudad de Fantasmas Amistosas
Por Rachel Skidmore

Me levantaba a las ocho cada mañana. Me levantaba, cuando no podía cubrir los ojos de la luz pastel del amanecer ni parar las ruedas de mi mente de girar, haciendo preparativos para las tareas del día. Iba a la biblioteca. Mi camino corría por la calle King, hasta Line, después a la izquierda en St. Philip, hasta las aceras eran pavimentadas con ladrillos entrecruzados. Estacionaba mi bicicleta (o más, algunos días la escondía de mí misma). A veces enfrente del estudio del grabado de Simons. O, quizá en algún lunes fresco pasado, la había estacionado en el camino central de campus, abajo de las ramas de los robles, encima de sus raíces que rompen el sendero. Después de este ritual de llegar, un café. Con leche, sin azúcar, gracias, sí, tú también. A mí me encantaban las clases. Las cositas tediosas y necesarias (las tareas, los proyectos, los correos electrónicos ad infinitum) habían empezado a molestarme, pero también, no habría el mismo zumbido del semestre sin la colonia de cositas y quehaceres que se chocaran en su pequeñez y multitud. Y con el fin del semestre académico empezaba los primeros murmullos del verano, con la promesa de tiempo con amigos queridos - especialmente ahora que yo había cumplido veintiún años. Íbamos a Rec Room, a AC’s pero en general, solo cenábamos juntas. Tomábamos café juntas. Íbamos a Harris Teeter para encontrar dulces juntas. Quizá todas compartíamos la misma lengua del amor - el tiempo de calidad.

De repente terminó. La gravedad del presente, por fin, venció la nostalgia del pasado y el romance del futuro. Ahora paso tiempo de calidad con mi misma. Ahora la relación a mi lugar - que yo he establecido por mis rutinas, por mis reuniones con amigos, por mis pedidos de café, por mis playlists que describen un semestre - está cambiado. Charleston de memoria ahora ha empequeñecido hasta los cuatro rincones de mi cuarto.

Ahora, me levanto a las diez. Antes de cepillarme los dientes o lavarme la cara, camino por Rutledge, siempre en el lado soleado, hasta Park Café. Voy por el café, que se ha hecho cargo el
sabor de la normalidad. Callejo lentamente (¿porque a dónde tengo que ir sino a casa otra vez?), notando el verde de los árboles - que estaba pensando se había marchado para siempre este vez, seguramente, esta vez no va a volver, ese verde - y levantando con los pies piedrecitas que se ponen atascados en mis sandalias. Cuando vuelvo a casa, también puedo ver ese verde desde las ventanas al lado de mi escritorio. Pero tan cruel parece la primavera ahora, ella está levantando la mano a mi cuando ya sabe que no puedo entrar en los ritmos sociales de la temporada. Y ahora, antes un altar a mis libros y el termómetro para el nivel del desorden de mi cuarto, mi escritorio es mi mesa de comedor, mi taller, mi calendario. Y como si fuera un túnel del tiempo, me siento allí desde las once por la mañana hasta que ya no puedo. Ahora, intenlo salir de la casa una vez cada día, si solamente para caminar, porque el caminar se ha vuelto un ejercicio en tranquilizarse. Y, en mis paseos, pienso que nunca he visto el mundo así. Veo que la lente de mi perspectiva no es tan concreta, ni tan verdadera, como pensaba. Veo, en vez, que percibo el mundo por una malla. Antes, estaba fija, esta malla, por las cosas normales de la vida. Entonces, unas de las cosas más grandes que me he dado cuenta es que todo es mucho más móvil que pensaba antes, y que es tan importante a mi tener gente y rutinas para sentirse una parte del lugar donde vivo.

Ver al futuro, me siento que tenga demasiado tiempo para pensarlo. De no haber tenido temer las consecuencias de perder un trabajo, o de contraer el virus porque tengo que trabajar, me doy cuenta que tengo privilegios nunca conocidos anteriormente. También, me doy cuenta a cómo preciosas a cuan mis rutinas son con mis amigas, tanto que se vuelven rituales personales. Y estas rituales son la manera más “Rachel” para interactuar con el mundo. Han cambiado desde que llegué aquí en 2017, pero también significan que hay mil millones maneras de experimentar el mundo en una manera sin la ansiedad, sin el temor, y sin la soledad de la cuarentena. Si nada más, la cuarentena es un tiempo caracterizado por ver ambos atrás al pasado y adelante al futuro, mientras reconocer la fragilidad del momento presente.

Aquí me encuentro
Por Brandy Del Río

Aquí me encuentro en la silla
sólo mis pensamientos me acompañan
son tristes, tal vez
Pero todavía los tengo

los pensamientos de qué quizás, no
voy a encontrar mi lugar
este mundo no valora lo que yo tengo
ya me lo ha dicho en varias ocasiones
cuando pienso, nomas salen las pesadillas
por qué no tengo nada conmigo
mi papá no entiende que yo no vivo
como él ha aprendido vivir

no es cosa mala, pero dolorosa

No es mi lugar para dirigir a los demás
una gente que gobiernan como si mañana
ya es permanente
que ya lo ha dado a nosotros seres humanos

Los días son regalos para disfrutar
pero en este tiempo, no se sabe
tal vez nunca se ha sabido
y en este tiempo no creo que hemos aprendido

salgo al jardín para hablar con mis amigos
las habas, los pájaros, los chapulines
que me acompañan para contarme chisme
que la tierra no está feliz

tal vez yo no soy feliz tampoco
la siguiente página de mi vida se ha cambiado
todo no está seguro
y no sé qué hacer con esta energía

Que baja el sol es lo único prometido
Hispanic Studies Career Seminar Series
Highlighting the career advantages of language study and cultural proficiency

Language Learning as an Exercise in Empathy and Perspective:
Leveraging Spanish as more than a line on your résumé

Justin Lyons ’14
Residence Coordinator, Department of Housing and Residence Life
at the University of Dayton

Tuesday November 12, 2019
4:00 - 5:00 pm
Addlestone Library Room 227
205 Calhoun Street, College of Charleston

A native of the US, Justin earned his degree from the College of Charleston in Spanish and Linguistics in 2014. Since graduating, he has worked in education administration at both the Higher Ed and K-12 levels, primarily in student support roles including study abroad, student behavior and conduct, and residence life. In his current role as a master’s student in Higher Education and a housing and conduct professional, he educates and promotes learning inside and outside the classroom. Justin’s work focuses on development, inclusion, and social and restorative justice, areas of interest that were ignited and fostered at the College in his language classes and co-curricular engagement in Charleston 40, fraternity life, and Student Action with Farmworkers.

“Studying Spanish at the College, partnered with my extracurricular involvement, provided me a baseline understanding of the learning and identity development frameworks that shape my work and daily life.”

-- Justin Lyons

Presented by the College of Charleston Department of Hispanic Studies
For more information, please contact Dr. Michael A. Görner, Department Chair
843.953.7125 | gonerme@cofc.edu | spanish.cofc.edu
Hispanic Studies Career Seminar Series
Highlighting the Career Advantages of Language Study and Cultural Proficiency

From Charleston to the World:
Building Your Career in International Relations

Thinking about starting a career in international relations? Come learn about the many opportunities for people with a passion for global affairs, including NGOs, government service, consulting, think tanks and more!

Will Davis ’16
Project Coordinator, Strategic Capacity Group

Thursday, January 30, 2020
4:00 - 5:00 pm
Addlestone Library Room 227

Will graduated from the College of Charleston in 2016, majoring in Spanish and minoring in Linguistics and Irish & Irish American Studies. While at C of C, he worked as a Spanish tutor with the Center for Student Learning, and served as vice president of the College’s Sigma Delta Pi National Collegiate Hispanic Honors Society. He earned an M.A. in International Relations and International Economics in 2019 from the Johns Hopkins School of Advanced International Studies, with a focus in conflict management. He studied abroad in Bologna, Italy, for his masters program, as well as in Washington, D.C., where he interned at the Office of the U.S. Trade Representative.

Presented by the College of Charleston Department of Hispanic Studies.
For more information, please contact Dr. Michael A. Gómez, Department Chair
843.953.7125 | gomezm@cofc.edu | spanish.cofc.edu
My love and admiration for Latin America began during my studies at CofC as a Spanish major. After graduating in 1998, I worked in Cambridge, MA, teaching Central American refugees English as a Second Language (ESL) and interning at the David Rockefeller Center for Latin American Studies. In Northern California, I did migrant worker outreach and helped immigrants prepare for naturalization at Catholic Charities.

As I continued my education, I studied social movements and economic development in Central America with Augsburg College. I moved to Washington, DC, where I obtained a Masters in Latin American studies from Georgetown University. During graduate school, I worked part time as an interpreter at Georgetown Hospital and interned at Ayuda, to assist Latina victims of domestic violence.

I was awarded a Presidential Management Fellowship, where I worked for U.S. Citizenship and Immigration Services (USCIS) in our embassies in Guatemala and Cuba, making refugee determinations. I provided research about county conditions and human rights violations in the Americas. I also developed educational materials for immigrants in Spanish studying for the Naturalization exam.

My love for Latin America included forming a family with my husband, who happens to be from Mexico, and we are raising a bilingual family with our two children, Joshua and Sofia Elena.

I would like to give a very special thanks to Drs. Andrew Sobiesuo, Virginia Benmaman and Elizabeth Martínez-Gibson for their support and guidance.
Raylene L. Ferguson

The undergraduate program at CofC stretched my abilities in the Spanish language, afforded me a membership opportunity in Sigma Delta Pi, La Sociedad Nacional Honoraria Hispánica, and participation in the study abroad program in Trujillo, Spain. Moreover, the professors of the Department of Hispanic Studies challenged me to become a linguist.

I returned to the Commonwealth of The Bahamas equipped to resume my duties at the Department of Immigration. My qualifications were quickly put to use by the Department and I was designated an Interviewing Officer/Interpreter on behalf of the United Nations High Commissioner in its Refugee Administration Unit. This exposure sparked my interest in foreign policy and led to my pursuit of a career in the Foreign Service.

Today, I am a Foreign Service Officer and have been fortunate to represent The Bahamas in the international fora, act as Interpreter for the Prime Minister and Foreign Ministers, and receive training at the Permanent Mission of The Bahamas to the United Nations. I recently received one of the highest honours of being appointed to serve as a Diplomat in the capacity of Second Secretary/Vice Consul and Head of Chancery at the Embassy of The Bahamas in Havana, the Republic of Cuba.
In December 2009 while on winter break as department head at The Citadel, I learned that the College of Charleston's Department of Hispanic Studies was conducting a national search for their own chair. At the time, I was in my 18th year as a faculty member at "El Cid," but I was not actively seeking opportunities. Yet the position at the College of Charleston intrigued me: chairing a large academic department with highly accomplished faculty, great students and reputable academic programs was a very attractive opportunity. So, on January 12, 2010, I submitted my application, and that July 1 I was fortunate to start my new professional life on the College's beautiful campus. With incredibly hard-working, supportive and collaborative colleagues, time passed quickly as we collectively achieved admirable progress to include the overhaul of the Spanish program's curriculum, the hiring of dozens of outstanding faculty, the creation of the department's own international refereed academic journal, a new minor, and the establishment of an advisory board, among many other noteworthy achievements. Most importantly, however, these successes were not made possible by any one individual, but by the department and for the "enterprise" that is Hispanic Studies.

Leaving Hispanic Studies in August 2019 was not an easy decision, but dynamic departments and faculty deserve change to enable and support fresh ideas and initiatives. And after a total of 13 years chairing three different academic departments at two different institutions, I recognized it was time for another academic leader with a new vision to help guide Hispanic Studies into the next era. That leader is Dr. Michael A. Gómez, and with a corps of extremely talented faculty, staff, and students, the Department of Hispanic Studies, where I continue to call my academic "home," will continue to build on the tremendous contributions of many in the past to include past department chairs and many former faculty who have transitioned to new roles, different institutions, or into retirement.

I am extremely grateful to have had the opportunity to chair the Department of Hispanic Studies and work with so many accomplished colleagues and high-achieving students, and I look forward to observing from across campus this academic unit's many future successes, and there will be many.

Mark P. Del Mastro
Professor of Hispanic Studies
Associate Provost for Curriculum and Academic Administration
Dr. Liz Martínez-Gibson has been one of the pillars of the Hispanic Studies Department for the past 28 years. In 2000, she created and, over the past 20 years, grew and directed the Linguistics Program, which is now a central part of our program. Nearly every alumnus and alumna of our program can boast of having taken courses with Dr. Martínez-Gibson and she has served as a mentor and cherished colleague to the faculty in our department as well. After a brilliant career with all of us, she retired in May 2020. HispaNews is pleased to present our discussion and reflection about her time at the College of Charleston and her goals for the future. This interview has been condensed and edited to fit this edition.

What are you most proud of during your time at College of Charleston?

There are so many things that I am proud of during my time at the College. I am most proud of what I have created and what I leave behind for the College, the School of Languages, Cultures, and World Affairs, the Department of Hispanic Studies and mostly the students. I am most proud of the Linguistics Studies Minor, the World Cultures Fair, the students who took classes with me and the number of courses I developed for Hispanic Studies and Linguistics Studies. I feel privileged to know the many students who have taken my classes over the last 28 years. So many of them have pursued careers in so many professions and have become parents who are raising our future generation of children. I am honored that so many of my ex-students keep in touch through Facebook or email and seek my advice for teaching, or meet up with me when they come to town. I have watched them grow and become respectable individuals in our society. It makes me proud knowing that I have left an impression on their lives, as they have left theirs on mine. This sense of accomplishment is all a teacher can ask for.

What research projects await you now that you’ll have the time to devote to your own projects?

Wow! It’s funny you should ask this question. My stepdaughter just gave me an early birthday present that I thought was so unique and personalized. She gifted me a year’s subscription for a website where within a year, you write a book of your own story. Several years ago, I joined a creative writing group and wrote a number of short stories and poems, so I would like to continue doing some of this
along with some lengthier personal writings.

In addition to this, I currently have two linguistics projects that I have been trying to find the time to write. I already have data collected, so I need time to write. I suppose this summer would be a good time for that since any travel plans may be slightly delayed with COVID-19. Linguistics is my passion and the wheels in my head are always turning and thinking about language and society, so new ideas for linguistics projects are always popping up for me. So, I am excited to be able to focus more on my research and writing projects.

Can you recall any memorable teaching experiences at CofC?

Probably one of the greatest teaching experiences I had was with my last study abroad group in Trujillo, Spain, where I taught a Spanish culture course, and one of the things we talked about were Zarzuelas. When we went to Madrid, there was a Zarzuela at one of the theaters and most of the students and I went. During the intermission, we were outside talking about the performance and what we had talked about in class, so I was excited that they were able to experience it firsthand and analyze what was going on during the performance.

What’s an aspect about linguistics that more people should know about?

I wish people would realize the importance of linguistics in everything we do. What we say, how we say it, where we say it, to whom we say it, when we say it, why we say it and so much more, is all a part of linguistics. Whether we are reading literature, creating signs, or writing a speech, we are always thinking about language, its systems and the environment in which we will be using it.

Those who know Dr. Martínez-Gibson know that she’s a frequent traveler who has been all over the world. What’s the most interesting trip you’ve taken in your lifetime?

This is hard because there have been so many interesting trips that my husband and I have taken. I would have to say the most amazing was our trip to Antarctica. I learned so much about animal
behavior and the scenery was incredible. I love art, so the icebergs were the most astonishing of all. There were so many different shapes, you would have thought someone had carved them, but it was all Mother Nature. We were so lucky to have had the opportunity to see an iceberg flip! It is not any everyday occurrence, but we happened to be there and luckily, our guide knew to move us to safety to watch it. Although this was the most remarkable, we have had so many unbelievable and unique trips around the world and in the U.S.

Do you have any cool trips on the horizon?
We have many trips planned for the future, but right now with COVID-19, our travel plans are on hold. On our bucket list, we still have South Africa, Bolivia, China, Japan, Chile, an across-the-U.S. trip, and more. Right now, I would like to be able to go to Spain and spend some time with my family. I had planned to go this fall, but everything depends on COVID-19 right now.

Do you have any advice for current students and alums?
My advice to all my students is: “Get out and see the world.” I am a strong advocate for Study Abroad and I always recommend they go abroad. When students come to my office as they reach graduation, I encourage them to take a “gap year” and do one of these programs where they can go abroad and teach English. That provides them with an opportunity to see so many places and learn so many different cultures and it also provides them with chances to meet new friends for life. There is so much to learn out there and each experience is something you internalize and helps you understand the world around you.

Thank you so much, Dr. Martínez-Gibson! We will miss you so much!
Our treasured colleague in Hispanic Studies, and the Program Director of the Latin American and Caribbean Studies program, Dr. Lola Colomina-Garrigós, retired from the College of Charleston in May 2020. HispaNews caught up with Dr. Colomina-Garrigós to hear about her thoughts about her career trajectory at the College and her plans for the future. This interview has been condensed and edited to fit this edition.

What are you most proud of during your time at the College of Charleston?
I am truly proud to have been part of an institution where hard work and dedication are not just highly encouraged, but also acknowledged and rewarded. But, above all, I am proud of the students who, despite the challenges of our times, choose to have an inquisitive mind, dare to question and challenge apparent truths, and work toward amplifying the lens through which they have come to view the world. As for my personal trajectory as part of this institution, and aside from having had the opportunity to teach in a number of programs that include Hispanic Studies, Latin American and Caribbean Studies, Literature in Spanish Translation, First-Year Experience, and the Master of Education in Languages, I am particularly proud of the work I did as Director of the Latin American and Caribbean Studies Program. When I started my directorship, the LACS program was in need of a comprehensive review to strengthen its potential as a successful academic experience. The past several years have demonstrated that we, the inspiring group of affiliate faculty together with the different administrators who have shown their support for the program over the years, managed to do just that. Among what I believe to be improvements to the program, I would have to pick our commitment to first, establishing or developing more internship opportunities for our LACS majors and, subsequently, covering all or as much of the cost as possible to ensure they could benefit from such an experiential opportunity.

What research projects await you now that you’ll have the time to devote to your own projects?
Given the accelerated pace at which communication technologies influence the way we perceive and interact with the world today, I have grown increasingly interested in examining transformations of human perception and representation of “the real world” in the current technological age, as well as
the resulting social effects that this phenomenon generates. I am fascinated by how digital media functions as mediator between the observer and “reality” and by how representation in the virtual world has gradually departed from experience to the point that the focus is now on images themselves. That is, at least, what my research contends!

I had been accepted to give a lecture at the University of Gothenburg, Sweden, this summer and even though it is now postponed due to the pandemic, I plan to deliver it as soon as international travel restrictions ease up. I also plan to continue exploring philosophical and literary approaches to the phenomenon of the medium as the message, and I believe there is an Argentine author, Rodolfo Fogwill, whose work may enlighten your reflections on such cognitive and sociological phenomena.

Can you speak about any memorable teaching experiences at CofC?

I recall so many times when an initial comment or observation on the part of a given student would lead the way to a thought-provoking debate. Each of those debates, and each one of those students, taught me so much! Also among my most memorable experiences at the College are the ones that had a stronger component of experiential learning. For example, the study abroad programs, specifically those to Spain and Chile, that I was lucky enough to direct over the years gave me the opportunity to not only meet wonderful people on both sides of the Atlantic, but also to witness extraordinary changes in students who live abroad, particularly those who are fortunate to live with a host family. To be able to witness the cultural, epistemological shift that occurs as they start to gradually allow for different approaches, views, and methods of knowing to “enter their picture,” and to help them differentiate between the “being,” object, or concept, versus a series of frameworks of interpretation and of representation, to understand how they have come to view reality a certain way, is priceless.

What are your plans for the next years? Any bucket list goals or travel plans?

My near future plans revolve around spending more time with family and childhood friends and to enjoy life the Spanish way from now on. In that regard, I’d like my career path to take on a different route and pace, one that will grant me more personal time to do the things I have always wanted to do: read more, research more, travel more, etc.

What are you taking with you from your years at the College of Charleston??

First and foremost, I am taking with me the many personal relationships I have built, both with many of my former students and colleagues over the past seventeen years; second, an everlasting need to learn about all sorts of things and to find ways to interconnect them.

Thank you so much, Dr. Colomina-Garrigós! We will miss you so much!
After 6 years with the Department of Hispanic Studies, Professor Mary Ann Blitt is leaving us this year. We're so sorry to see her go and will miss her dearly!

Since my arrival at the College of Charleston in 2014, I have had so many enriching experiences that allowed me to grow as a professional that I can truly say that I am leaving the College a better teacher. I am extremely grateful to have been a part of an exceptional department where I worked with such an amazing group of people. I deeply value the relationships that I have developed and am appreciative of all of the support and encouragement I received.

I am also grateful to have worked with so many outstanding students. It was very rewarding to work with the peer teachers who have a love for the Spanish language and want to be able to share it with fellow students. In addition, I was fortunate to develop a number of mentoring relationships with students who worked with me as peer facilitators or in the Spanish Club. There is nothing more satisfying than serving as a role model and a resource for a young person pursuing their studies in Spanish.

While I am looking forward to moving to Colorado where I have family and will begin the next phase of my career, I will miss the wonderful people at the College of Charleston.
After five incredibly successful years with the Department of Hispanic Studies, Dr. Edward Chauca is leaving us to pursue another Ph.D. at the University of Southern California in Public Health. We're so sorry to see him go and HispaNews caught up with him to get his parting words:

Querida familia de Hispanic Studies,

A lo largo de estos cinco años ha sido un placer conocerlos y compartir con ustedes eso que solemos llamar vida. La enseñanza universitaria es una profesión particular donde trabajo y vida suelen mezclarse debido a la circulación de ideas y afectos que alimentan nuestras aulas. He tenido el placer de colaborar en el desarrollo intelectual y personal de muchos estudiantes, así como de dirigir programas de estudios en La Habana, Cuba y Trujillo, España. He dirigido estudios independientes sobre salud mental y derechos humanos en Latinoamérica. He mejorado mis estrategias para enseñar el pretérito, el imperfecto y el subjuntivo, así como formas más eficientes para corregir exámenes (una pequeña broma). Aunque el uso de la tecnología me ha sido fácil, siempre he preferido la pizarra y la conversación. En la educación, une, ofrece y aprende. No inventamos la rueda cada semana, la hacemos girar, hacemos circular ideas que nos trascienden, que son un bien común. Ahora me dirijo a una nueva aventura. Voy a comenzar un programa de doctorado de comportamientos de salud pública en University of Southern California. Allí espero estudiar temas de salud mental en grupos inmigrantes en Estados Unidos y Latino América. Espero sigamos en contacto. Cuídense mucho.

¡Te deseamos muchísima suerte, Dr. Chauca!
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. Join our Facebook group CofC Alumni Hispanic Studies and share your story with us!

Help us continue to provide high quality education to the next generation of scholars. Please consider donating -- even a small donation helps us!

https://give.cofc.edu/HispanicStudies