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

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Spring 2021

Front cover: Frida Kahlo Museum, Mexico City.
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The 2020-2021 academic year was one marked by challenges, to be sure—challenges related to adapting to online and hybrid instruction; challenges connected with balancing safety protocols with the exigencies of daily life; challenges managing the attendant stresses and strains of a new and oft unsettling reality. It was at the same time, however, a period of opportunity.

Within the Hispanic Studies community, faculty and students alike improvised and innovated, embracing the online format to hold such events as Spanish Club Tertulias; online lectures, such as those organized by Drs. Ricard Viñas-de-Puig and Monica Styles (Dr. Lisa Pearl’s “How Math Helps Us Better Understand Language” and Dr. Bárbara I. Abadía Rexach’s “#LasVidasNegrasImportan: Colonization and Blackness in Puerto Rico”). Virtual Career Seminars were given by HISp graduates Christin Stewart ’11 and Hallie Ritzu ’08. There was even a three-day international conference—the 2021 CofC-UNLaM-USACH Conference—featuring faculty and student presenters from Hispanic Studies and from its study abroad partners at the Universidad Nacional de La Matanza (Buenos Aires, Argentina) and the Universidad de Santiago (Chile).

Denied study abroad in Argentina, Chile, Spain and elsewhere, Hispanic Studies developed, in conjunction with the Center for International Education, a program of virtual global internships for its majors and minors, allowing them to use the language and cultural skills acquired during their studies at the College in the professional context of their choosing.

The HISp community did all of this—and so much more—to compensate for what the pandemic had so rudely and suddenly withdrawn from it. Yet, paradoxically, in taking away, the period of 2020-2021 also bestowed something precious: a renewed appreciation for the world beyond our borders; a deeper understanding of the extent to which stepping outside one’s habitual space—one’s country and culture—serves to enrich us.

Looking to the future, campus life will resume, as will chances for students and faculty to live, study and present research abroad. When this time comes—and it won’t be long—Hispanic Studies will be there, providing the sorts of experiences for which it has long been known, as well as new opportunities (progeny of necessity and ingenuity) which trace their birth to the year just completed.

Michael A. Gómez
Chair, Department of Hispanic Studies
Can you tell us about your background and how you became interested in Spanish and Linguistics?

I came to the US from Colombia in 2012 as an international graduate student at West Virginia University. At WVU I did my masters in linguistics and then moved to Florida to complete a PhD in Hispanic linguistics. I am now about to finish another degree in computational linguistics at Indiana University. I think I got the taste for languages and linguistics thanks to my mom. She also did the same bachelor’s degree that I did at Universidad de Antioquia in Colombia. The inspiration for teaching came from my father. Now retired, he was a high school teacher.

Can you describe the various aspects of your work?

I teach an array of Spanish and linguistic courses. From beginning and intermediate Spanish to content courses in linguistics, I am devoted to instilling in my students the appreciation and competence for the language and culture along with critical skills for their future careers and professions. For instance, in a new course offering for Fall 2021 entitled “Natural Language Modeling for the Spanish Professions” students will build specialized vocabulary glossaries and analyze their own Spanish language development with the use of computational technologies. Currently, I am working on the development of SEÑAL, a program for the automatic analysis of Spanish second language compositions. A computational tool that can process written learners’ corpora and extract measures of language development has enormous practical value in Spanish and modern language departments alike. In sum, I enjoy what I do, and I am looking forward to the next opportunities coming my way.

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

The best thing about teaching is seeing how your students grow intellectually from beginning to end in the semester. I believe in making my classes not only relevant for their program of studies but also for their lives and professions. I like all the classes I teach but I prefer teaching upper level and
content courses because I can implement more of my own topics and resources into my class.

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

Learning languages are important for a number of reasons. First, you can combine your love for languages with any career you pursue. In particular, learning Spanish has an added value in the US as the second most spoken language along with being in high demand for many professions in health, legal, industry and other fields. Secondly, you can become more aware of the cultural differences and gain a deep knowledge of cultural conventions of Spanish speaking countries. Finally, there is a cognitive advantage to being bilingual (https://www.bbc.com/future/article/20160811-the-amazing-benefits-of-being-bilingual). Competing languages in the brain develop cognitive skills that are not available with other mental abilities, since the brain is constantly functioning to process both or multiple languages. Besides, it can delay cognitive decay and the onset of dementia and Alzheimer disease, while keeping yourself mentally fit.

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

I like playing soccer, racketball, and cooking. I have an appetite for Latin food and Brazilian cheese balls (pão de queijo). I also have other technical hobbies (building Legos, rc cars) and enjoy hanging out with my friends.
Can you tell us about your background and how you became interested in Spanish and Linguistics?

Learning Spanish felt like I was deciphering a code or putting together a puzzle. When I took my first linguistics course, I felt like everything suddenly clicked because it allowed me to learn how to break down languages into their component pieces, find connections and commonalities across languages, see how languages evolved, and even run scientific experiments about language.

My interest in both linguistics and Spanish only grew after studying abroad for a semester in Valparaíso, Chile and a summer in Granada, Spain. Studying abroad gave me the opportunity to observe cultural and linguistic differences firsthand, both the differences between these Spanish-speaking countries and my own, and as well as between several Spanish-speaking countries. These experiences also expanded my knowledge of the Spanish language, my love of travel throughout Latin America and Europe, and my desire to learn more about both the language and culture.

Can you describe the various aspects of your work?

I teach courses in both Spanish and in Linguistics. I love being in the classroom, interacting with students and sharing my two passions with them. It’s so satisfying and exciting to see students’ speaking, writing, and comprehension skills develop so much over the course of a semester and to watch students make connections as they learn more and more.

Outside of the classroom, I also conduct research about phonetics and phonology and second language acquisition. My research is related to how students learn and develop their ability to perceive and produce sounds in a second language. My aim is to better understand how students
acquire the sounds of a second language and what language instructors can do to help students be more successful in the language classroom and beyond.

**What do you enjoy the most and what is your favorite class to teach?**
I think my favorite part of my profession is being in the classroom and getting the chance to connect with students on a personal level. I feel fortunate to be in a profession that is so dynamic, where no two days are the same, let alone any two semesters. From semester to semester, as I work with new students, teach new courses, and incorporate new materials, techniques, and technologies, my work is always evolving to try to create more engaging learning experiences for students. I think this aspect of teaching also keeps me more engaged with my work, as I am able to be creative and always find ways to change and modify my teaching practice.

**Would you like to share anything else with our readers? What do you like to do when you’re not teaching?**
When I’m not teaching, preparing lessons, or conducting research, I enjoy going for a run, trying out new recipes in the kitchen, or just being outside. I’ve run several marathons and would like to train for another one this summer. I also love going to the beach with friends, hiking, or doing any outdoor activity on the water to stay active and clear my head.
Can you tell us about your background and how you became interested in Spanish?
I always knew that I wanted to learn another language because the idea of being able to enter other cultures and understand other experiences always fascinated me. I think this is, in part, a natural outgrowth of my Black/biracial identity; I have always been navigating different spaces and cultures and studying literature in the Spanish language is a way of pursuing my interests.

Can you describe your research specialty?
My specialization is colonial Spanish American studies. In my book project I study how people of African descent have participated in Latin American culture starting from the earliest period of discovery and conquest. The existence of people of African descent in Spanish-speaking countries has not been properly recognized throughout history up until the present and this has contributed to the marginalization and oppression of Afro-descendants. This is a topic I have discussed this semester with my students in the First-Year Experience seminar "Black Lives Matter in the Hispanic World."

What do you enjoy the most and what is your favorite class to teach?
I have enjoyed teaching Spanish 313 Spanish Writing Skills Through Culture because I get to discuss short stories by authors such as Mario Vargas Llosa, Elena Poniatowska and Gabriel García Márquez. When students reach the 300 level, they have already been exposed to most of the grammar and vocabulary. They are putting the pieces together and becoming fluent. At this point, I can comfortably use the language in class and we can analyze texts.

Why do you think languages are important to learn today?
I think languages are important to learn today —and will always be important— because in an increasingly globalized world, in whatever industry, everyone needs cultural competence and knowledge of languages to create broad networks and, ultimately, to be successful. Competence in more than one language encourages mental dexterity and teaches us how to engage respectfully with a variety of people from all walks of life. And also — it sparks joy, and joy is an important aspect of being a human being!
Adjunct Faculty Spotlight
Prof. Soledad Francis

Professor Soledad Francis is an Adjunct Professor who has been teaching Spanish at the College of Charleston since Spring semester 2018. Let’s get to know more about her!

Can you tell our readers about your background?
I did my undergraduate work at the Universidad de Concepción, Chile. I graduated with a bachelor’s in mathematics education. I did my graduate work here at the College of Charleston. I earned my Master in Education and I was able to take classes from several professors in the department.

How did you become interested in teaching Spanish?
“Cosas de destino.” Long, long ago when living in Indiana, I was offered the opportunity to teach at Purdue University due to my background in education and being a native speaker. When I decided to make this my profession, I studied for my M.Ed. for teaching foreign languages.

Can you tell us about your work here at the College of Charleston?
I am part of the basic language program. I usually teach four sections of Spanish 202 and one of a different level. For the last couple of years, I have also taught some online classes.

What aspects of teaching do you find most rewarding, and what is your favorite class to teach?
The most rewarding aspect of teaching is seeing success for students who struggle, who feel shy or uncomfortable learning the language. I love being a part of their learning experience and helping them to achieve things that they did not think they could do or that are difficult for them.

My favorite class to teach is Spanish 202 because I love to teach the subjunctive mood. For most students, they do not see any use for it at the beginning of the semester, but as we explore the topic they begin to appreciate it.
What, in your opinion, are the traits that a successful Spanish teacher needs to have?

Being able to speak Spanish - haha! To name just a few, a successful Spanish teacher should be organized, clear, non-intimidating and always look for ways to improve. It is essential that the instructor have a good rapport with the class and create a learning environment in which the students feel comfortable to ask questions and try to use the language, even if they make mistakes.

Could you share with us a memorable experience with your students?

This whole year has been very memorable but a very funny one happened last semester. In the middle of the last day of classes, a student who was taking a second class with me decided to put on a Darth Vader mask. I noticed him when I was explaining something, and he would nod his head when he was agreeing with me. It was so unexpected that I couldn’t keep a straight face. I started to laugh and couldn’t stop. I was not able to look at my screen for the rest of the class because I would just laugh.

That is a great story! Thank you for taking the time to talk with us, Professor Francis!

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**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](https://give.cofc.edu/HispanicStudies)
Although international travel was impacted by the pandemic, tell your friends to mark their calendars to study abroad next spring!

**PROGRAM DESCRIPTION**

Trujillo, Spain is located in the Extremadura region of Spain, southwest of Madrid, about 60 miles from the border of Portugal. This program offers students the opportunity to study with faculty from CofC while abroad in Trujillo, Spain. Students are immersed in Spanish language and culture through living with experienced host families. Some Spanish courses are taught by a local faculty from the Universidad de Extremadura. Classes are held at the Coria, a 15th century restored convent, from Monday to Thursday providing students long weekends to explore Trujillo, the Extremadura region, and Spain. Typically students have completed SPAN 202 prior to participating in the program. During the semester, students as a group will take cultural program excursions to Cáceres, Mérida, Córdoba, Granada, Madrid, Sevilla, and Toledo. The courses offered are actual College of Charleston classes, therefore students will earn grades just as they would if they were offered on campus. Grades will factor in the student’s GPA.

**COURSE OFFERINGS**

- SPAN 275: Spanish Skills Review (3)
- SPAN 328: Spanish Language Study Abroad (3)
- SPAN 313: Spanish Language Study Abroad (3)
- SPAN 320: Introduction to Textual Analysis (3)
- SPAN 333: Topics in Hispanic Cultures (3)
- SPAN 381: Introduction to Spanish Linguistics (3)

**PROGRAM DATES**

February - May 2022

*exact dates TBD*

**PROGRAM FEE**

$6,400

*Fee is estimated and does not include tuition

**APPLICATION DEADLINE**

October 1, 2021

**SPAIN**
PROGRAM FEE
The program fee is $6,400*  
*this fee is estimated and does not include tuition

INCLUDED IN PROGRAM FEE
- Housing and meals with families
- Round-trip transportation from Charleston to Trujillo, Spain
- Hotel accommodations and 2 meals a day during program excursions
- All ground transportation during program excursions
- International Medical Insurance
- International Student ID Card
- Entrance fees to natural and historical sites and museums while on excursions
- Non-refundable application fee of $50

NOT INCLUDED IN PROGRAM FEE
- Passport fees and student visa fee of $160
- Tuition: Students will pay their normal CofC tuition. All financial aid and scholarships that students normally receive will apply.

SCHOLARSHIPS
- Scholarships ranging from $500 to $2000 each are available to support CofC degree-seeking students to study abroad; eligibility is based on demonstrated financial need and academic merit. Applications can be found on the CIE website: https://国际化cofc.edu/study-abroad/scholarships.php

PROGRAM DIRECTOR
Dr. Antonio Pérez-Núñez | Professor of Hispanic Studies | pereznunezab@cofc.edu

Dr. Antonio Pérez-Núñez was born and raised in Granada, Spain. He has a PhD in Spanish Linguistics with a concentration in Second Language Acquisition and Teacher Education (SLATE). This will be his second time leading the semester program in Trujillo, Spain.

TO APPLY
To apply visit https://cofc.via-trm.com. For questions related to academics and program logistics, please contact the program director, Dr. Antonio Pérez-Núñez. For all other questions, please contact the CIE at studyabroad@cofc.edu or 843-953-7661.

The application deadline is October 15, 2021. Please note that a non-refundable $50 application fee, will be charged to the student’s MyCharleston account once the application has been submitted to, and approved by, the CIE. This fee is included in the program fee of $6,400.
Hello Annabela, and thank you for agreeing to this interview with HispaNews. First of all, could you tell our readers a little about yourself, where you are from, and why you chose to come to the College of Charleston and to study Spanish?

My name is Annabela Paneda and I am currently a junior, going to be a senior in the Fall. I am a Mexican American who is a native Spanish speaker born in the US but lived in Mexico half my life and now I live in the Clemson area. In the eighth grade we took a tour of the campus and I really liked the atmosphere in general. My main degree is Foreign Language Education in Spanish. I believe what made me want to study Spanish was because I love the language I speak and want to teach others who want to speak it as well.

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

I believe the best advice I can give to students who want to be Spanish minors or majors is that if they love the language and various cultures in the language then they should strive to be a minor or major because knowing it in depth is good for any future career.

You were awarded with the Casa Hispana Scholarship for 2020-21, Congratulations! Could you tell us about the experience of living in Casa Hispana?

I like the experience. I get to interact and talk to people who also like speaking Spanish and want to know about my culture and experience it a bit. This was the main reason I decided to live in the Casa Hispana.
Can you tell us about your work as a Peer Teacher in the Conversation Classes? How is the teaching experience?
I really like working as a peer teacher in the conversation classes. It allows me to have a small taste of what it would be like to teach. I believe every teacher of any subject should have the opportunity to do this. I know every student is different and my future classroom will not be like the conversation classes I taught but it does give me a good starting point and I can build from the experience. It also lets me see if teaching is something I really want to do. The conversation classes I teach make me happy and confirm that I do want to be a teacher. It gets me excited to be teaching and planning a unit of my own.

Could you tell us about other ways in which you are involved with the Spanish program? Do you participate in any club or extracurricular activity related to your study of Spanish?
I am a member of the Hispanic Latino community as well as the Spanish Club. When I can, I join in with the various activities they have and I lend a hand to set up as well.

Thank you for talking with us, Annabela, and best of luck with your studies!
Our Students
Student Focus

October 2020 - Tomás Cox
Choosing Hispanic Studies as a major gave me a deeper appreciation for the culture. The Spanish professors have grown my passion and enthusiasm for the language and culture. They taught me the history while polishing my language and grammar skills. But they have also challenged me to take risks by studying abroad. I studied abroad in Seville, Spain, where I saw the monuments, history, and literature that I learned about from my professors.

November 2020 - John Quirk
My experience with the Hispanic Studies department has been phenomenal so far. I have had the opportunity to study abroad in Havana, Cuba, which has helped my development as a Spanish speaker immensely, and I hope to study abroad again in the future. I have had some great professors—including Dr. Hakobyan and Dr. Gómez—who have both shown profound interest in the development of my Spanish skills as well as a passion for the Spanish language.

December 2020 - Nicole Rogers
My Spanish classes have probably been the highlight of my four years at CofC. I love the language, and the professors’ passion for their subject makes them teach everything so well, which has made me love the language even more. Their excitement is infectious.
February 2021 - Isabel Del Mastro
I can honestly say that Hispanic Studies has been a major force in shaping my college experience. I am so grateful for the opportunities and support that the department and its members have given to me, and I am proud to have shared this experience with so many amazing students and faculty!

March 2021 - Riley Taylor
Choosing a higher education path in Hispanic Studies has opened countless doors for me as I progress towards my future career. Through the Spanish language, I have been exposed to a world of history, culture, tradition, and beauty that I otherwise would not have known existed.

April 2021 - Creighton Shelby
For me, Hispanic Studies is home. I came into college with a love and fascination of the Spanish language and my professors and peers have helped this grow since starting at the College. The Hispanic Studies department here at College of Charleston has afforded me countless opportunities such as living in the Spanish House, studying abroad in Trujillo, Spain, and working on an independent study to more deeply explore my interest in Spanish linguistics.
Dr. Nadia Avendaño presented a paper titled “Chicano/a Viet Nam War Narratives: Articulating the Chicano/a Community’s Collective Experiences of the War” at the first CofC-UNLaM (Universidad de La Matanza, Buenos Aires) -USACH (Universidad de Santiago de Chile) conference held virtually on April 6-8, 2021. She developed a new Latin American and Caribbean Studies (LACS) course titled “Human Rights and Social Justice Movements in Latin America, the Caribbean and in the Latinx Community.”
**Dr. Emily Beck**

Dr. Emily Beck continued to serve as the program director for the M.Ed. in Languages and ESOL Graduate Certificate this year. She also served as the secretary of the board for the professional association GEMELA (Grupo de Estudios sobre la Mujer en España y las Américas). She taught all levels of Spanish from introductory language courses through graduate students in online and hybrid modes. This year has brought challenges but overall, learning new professional teaching strategies and adapting teaching techniques to Zoom has been a fun and rewarding experience. That said, she can’t wait to return to normalcy!

**Dr. Carmen Grace**

Dr. Carmen M. Grace is Associate Chair for the Hispanic Studies Department. She is currently working on an article entitled “La formación del decorum en la predicación y en la pintura áureas” that she will submit for publication this summer. In April, she attended the RSA Virtual 2021 (the 67th annual meeting of the Renaissance Society of America), where she presented a paper entitled “Pintura y predicación: retórica de la seducción en la España de la Edad Moderna.”

**Prof. Devon Hanahan**

Prof. Devon Hanahan was renewed as Senior Instructor this year and continued to coordinate the Basic Spanish Language Program and to sponsor the Casa Hispana. Although her study abroad trips to Barcelona and Trujillo were cancelled, she stayed busy with the Compensation Committee, the Alumni Board Executive Committee, and with her duties as Faculty Marshal. She presented two workshops to the School of LCWA on teaching hybrid/Zoom classes and three nationally broadcast professional development webinars via Zoom: *Personalizing the Online Classroom* (September 2020), *Culture: It’s Essential* (November 2020), and *Practical Paths to Integrating Cultural Activities in the Language Classroom* (March 2021). She presented a session at SCOLT entitled *The Three-part Student: How Solving this Mystery Increases Students’ Use of L2 in the Classroom* in March 2021. She is currently revising the basic language syllabi, organizing departmental cultural resources, and planning multiple graduation ceremonies in May. This summer she will pilot a conversation partnership program with faculty from the Universidad de Santiago in Chile.
Dr. Daniela Meireles

Dr. Daniela Meireles taught Portuguese and Spanish language courses that carry a Sustainability flag as well as a newly developed Literature in Translation Course on cultural representations of the Amazon Rainforest and its peoples, which she was thrilled to teach. Dr. Meireles served on the Portuguese Steering Committee, advised the CofC Portuguese Club and hosted three special *Bate-Papo* conversation sessions in partnership with the Portuguese Club at UT Austin, St. Mary’s University and the University of Pittsburgh. The CofC Portuguese Club was also joined by members of the Portuguese-speaking community in Charleston and Summerville. Dr. Meireles presented work derived from her academic research at an international conference hosted by the State University of Bahia (Alagoinhas, BA) and is looking forward to participating at the 16th Scientific Conference at FHO/UniAraras, São Paulo, Brazil in the Summer of 2021.

Dr. Luci Moreira

During the 2020-21 academic year, Dr. Luci Moreira focused on teaching SPAN 190, LTPO 270, and LACS 101 for the first time online. Learning new technological tools, putting together films that are not easily available, and summarizing 500 years of political history of Latin America and the Caribbean took most of her time. One of the highlights for her LACS class was an OEA (Organización de los Estados Americanos) meeting in which students participated by representing the countries they had researched during the semester, as their ambassadors. Dr. Moreira also submitted for publication the book chapter “Perspectivas do ensino de português como L2 nos Estados Unidos: Imersão.” This chapter is part of *Conexões: O Ensino de Português nos Estados Unidos*, edited by Kleber Aparecido da Silva and Eduardo Viana, to be published by Mercado das Letras. She also presented a paper entitled “Race, Class, and Identity in Regional Cuisines: the Case of Brazil,” at the 68th Annual Meeting of SECOLAS (Southeastern Council of Latin American Studies).

Dr. Antonio Pérez-Núñez

Dr. Antonio Pérez-Núñez taught courses in Spanish and in the FYE (First Year Experience) program in the 2020-21 academic year. He served on multiple committees and was the director of the spring’s semester program in Trujillo, Spain, which was canceled due to the world health situation. He was also appointed Associate Editor of *Hispanic Studies Review*. This year, Dr. Pérez-Núñez was awarded tenure and promotion to Associate Professor in the Department of Hispanic Studies.
Dr. Silvia Rodríguez Sabater
Dr. Silvia Rodríguez Sabater taught courses in Spanish and Applied Linguistics and served on several committees: HISP Distance Education, the college-wide Academic Task Force, and the implementation of the Strategic Plan. As Faculty Coordinator for Online Education, she chaired the OE Steering Committee, and participated in several projects: the resilient teaching website, the online.cofc.edu website, the online education town hall meeting, and online sample courses, among other activities. In addition, Silvia became an associate editor for the journal Hispania. She also co-organized the Innovations and Challenges in Second Language Teaching series, and mentored faculty in the OE readiness course. Silvia presented her research about mentorship at the 2nd International Conference on Literacy, Culture, and Language Education, participated in the Coloquio Internacional de ELE, the Symposium on Language Pedagogy in Higher Education, the ACTFL Conference, and the U of Arizona SLAT Roundtable.

Dr. Ricard Viñas-de-Puig
At the beginning of the 2020-21 academic year, Dr. Ricard Viñas-de-Puig was named Director of the Linguistics Studies Program. In that role, he is responsible for recruiting efforts for the Linguistics Minor and serves as the co-organizer of the Dr. Elizabeth Martinez-Gibson Linguistics Lecture Series. He also developed a new course, LING 320 Fundamentals of Generative Syntax, which was taught during the Spring ’21 semester. Finally, he continued his research on experience predicates in Catalan and Spanish, in preparation for his sabbatical, which will take place in Spring ’22.

Dr. Joseph Weyers
Dr. Joseph Weyers is the 2021 ExCEL Award winner for Outstanding Faculty in the School of LCWA. He first received this honor in 2014. 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 Hispanic Studies Research Review and the Southeastern Journal of Linguistics. He directed Creighton Shelby’s Bachelors Essay on Inclusive Language, and the end product is high-quality research and writing. Indeed, Dr. Weyers’ students, their interest, curiosity and love for Spanish, continue to provide inspiration over the 25 years he has been at the College of Charleston.
CEOWORLD magazine has named Devon Hanahan ’87 one of the Top 10 professors in the nation. Hanahan, a senior instructor in the Department of Hispanic Studies, was ranked No. 6 in the magazine’s “Top 10 College Professors in the U.S.” list in September 2020.
Congratulations to Dr. Sarah Owens, for her co-authored work, *Health and Healing in the Early Modern Iberian World: A Gendered Perspective* (University of Toronto Press, 2021), and for her book chapter *Religious Spaces and Alliances in the Far East: Women’s Travel and Writing in Manila and Macao* in the book *Challenging Women’s Agency and Activism in Early Modernity* (Amsterdam UP, 2021). Both are now in print and ready for consumption.

Sarah E. Owens is Professor of Spanish in the Department of Hispanic Studies, affiliate professor of Latin American and Caribbean Studies, and Director of First Year Experience at the College of Charleston. She received her Ph.D. from the University of Arizona and she specializes in the writings of colonial and early modern Spanish nuns. Her research has taken her to the archives of Mexico, Spain, Chile, Peru, and the Vatican. In 2009 she published an award-winning edition of a Spanish nun’s travel account called *Journey of Five Capuchin Nuns*. Her second book, *Women of the Iberian Atlantic* (2012), won the award for best Collaborative Project from the Society for the Study of Early Modern Women. Her newest book, *Navigating the Spanish Empire* (University of New Mexico Press, 2017), was supported by a fellowship from the National Endowment for the Humanities and a sabbatical from the College of Charleston. It tells the remarkable story of a group of Spanish nuns who traveled from Spain—via Mexico—to the Philippines in order to establish the first female Franciscan convent in the Far East (1621).

*Health and Healing in the Early Modern Iberian World: A Gendered Perspective*

Edited by Margaret E. Boyle and Sarah E. Owens

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Recognizing the variety of health experiences across geographical borders, *Health and Healing in the Early Modern Iberian World* interrogates the concepts of “health” and “healing” between 1500 and 1800. Through an interdisciplinary approach to medical history, gender history, and the literature and culture of the early modern Atlantic World, this collection of essays points to the ways in which the practice of medicine, the delivery of healthcare, and the experiences of disease and health are gendered.

The contributors explore how the medical profession sought to exert its power over patients, determining standards that impacted conceptions of self and body, and at the same time, how this influence was mediated. Using a range of sources, the essays reveal the multiple and sometimes contradictory ways that early modern health discourse intersected with gender and sexuality, as well as its ties to interconnected ethical, racial, and class-driven concerns. *Health and Healing in the Early Modern Iberian World* breaks new ground through its systematic focus on gender and sexuality as they relate to the delivery of healthcare, the practice of medicine, and the experiences of health and healing across early modern Spain and colonial Latin America.
HISPANEWS
FOCUS ON THE FACULTY
Lectures

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

Innovative and Challenges in Second Language Teaching
Prof. Devon Hanahan
Senior Instructor of Spanish and Basic Spanish Language Program Coordinator
Dr. Margaret Keneman
Assistant Professor of French and Beginning and Intermediate French Program Coordinator

Controlling Our Virus-Induced Distress: Lessons Learned So Far
Tuesday, September 29, 2020
3:40 – 5:30 pm
Via Zoom https://cofc.zoom.us/j/101
Do you feel like a full-time teacher again during this whirled-fish transition to teaching in the age of coronavirus? Join the club! In this session, we will address challenges and highlight constructive teaching moments we have experienced so far this semester. In particular, we will share what has worked well when coming to delivering material in synchronous online/hybrid settings, with suggestions on how to help students stay motivated. Tips for maintaining a community feel is the Zoom grid (including providing opportunities for group work), and best practices to assess student engagement in a productive and timely manner. We will reflect on ways to stay organized, creative, and yes, even relaxed during this unusual semester. This session may be back to our earliest days as a language teacher — but isn’t that when we not only learned the most but also had the most fun?

Free and open to the public — Lectures will be in English.

Teaching Discussion Series Organizers
Dr. Debra Scott-Silberman
debrasilberman@cofc.edu 843-953-5562
Prof. Amy Faust
aafaust@cofc.edu 843-953-3582

SPAN 495 Cultura, arte y arquitectura en el Barroco del imperio español
February 16, 2021 at 3 pm
Presents guest speaker Dr. Borja Franco Llopis
Dr. Borja Franco Llopis is an Associate Professor at the Department of Art History in the UNED (Spain). His research is devoted to the visual and literary representation of the otherness in Southern Europe.

“Arte y Alteridad en la Iberia de la Edad Moderna”
Via Zoom: https://cofc.zoom.us/j/3029806210
For more information, please contact Dr. Carmen Grace at gracec@cofc.edu

Film Screening and Panel Discussion on Migrant farmworkers in South Carolina
Film screening of Yulian Martínez-Escobar’s short documentary film, Invisible Hands. This intimate film documents a group of Mexican seasonal farmworkers in rural South Carolina, following a typical day in their shoes. A panel discussion on migrant farmworkers in South Carolina and immigration in general will follow.

Panelists:
Yulian Martínez-Escobar: Documentary Filmmaker, Hispanic Studies Adjunct Instructor
Dr. William McCorkle: Assistant Professor of Education
Ivan Segura: Hispanic/Latino Affairs Program Manager for South Carolina Commission for Minority Affairs
Emily Williams: Recruiter and Services Coordinator for the South Carolina Migrant Education Program

Thursday, October 8, 2020 at 6:00 p.m.
on LACS Facebook page
facebook.com/lacsprogramcofc

SPAN 495 Cultura, arte y arquitectura en el Barroco del imperio español
Presents guest speaker Dr. Borja Franco Llopis

“Arte y Alteridad en la Iberia de la Edad Moderna”
February 16, 2021 at 3 pm
Zoom Meeting
https://cofc.zoom.us/j/3029806210

La fenomenología como método para el pensamiento poético
Raúl Carrillo-Arciniega
En el capítulo se analiza el pensamiento poético en la fenomenología de Husserl como método para el estudio de la poesía. En él se aborda el tema de la “residua” y su relación con la poesía. La poesía es vista como una forma de expresión que permite explorar el mundo interior del escritor. La relación entre la poesía y la fenomenología es explorada a través de la obra de David Huerta. La obra de Huerta se centra en el estudio de la poesía y su relación con la fenomenología.

SABBATICAL PRESENTATION
Dr. Raúl Carrillo-Arciniega
Thursday, October 29, 2020 @ 4:30
https://cofc.zoom.us/j/9035232097
**Dr. Elizabeth Martinez-Gibson**

Linguistics Lecture Series

“How math helps us better understand language”

Dr. Lisa Pearl

Professor of Language Science and
Chair of Language Science, University of California

The scientific study of language includes investigating how this wonderfully complex system is processed in our minds, how this system develops, and how we use this system to communicate. Math is at the heart of certain techniques - called quantitative techniques – that can be harnessed to precisely investigate questions about language. Here, I discuss some intuitions behind quantitative techniques, and how my research uses them to investigate questions about language development and language use.

**Thursday, February 18, 2021**

5:00 - 6:00 pm

https://coco.zoom.us/j/92583799565 Registration required

For more information, please contact Ricardo Vivas-de-Puig at richardov@coco.edu

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**The Latin American & Caribbean Studies Program at CoC presents:**

**‘Landfall’ documentary screening and discussion**

**Life in post-Hurricane María Puerto Rico**

**Film available for screening:**

March 4-17

**Panel discussion:**

Tuesday, March 16th, 2021

6:00pm on Zoom.

Pre-register for the film and discussion using this link:

A link will be sent to our virtual screening room in which the movie can be viewed anytime March 4-16 as well as the Zoom link for the post-screening discussion on March 16.

Through short, side glimpses of everyday life in post-hurricane Puerto Rico, LANDFALL is a cautionary tale for our times. Set against the backdrop of protests that toppled the US colony’s governor in 2019, the film offers a prismatic portrait of collective trauma and resistance. While the devastation of María attracted a great deal of media coverage, the world has paid far less attention to the storm that preceded it. A 72 billion-dollar debt crisis crippling Puerto Rico well before the winds and waves hit LANDFALL examines the kind of two storms—one environmental, the other economic—juxtaposing competing utopian visions of recovery. Featuring intimate encounters with Puerto Ricans as well as the newcomers flooding the island, LANDFALL reflects on a question of contemporary global relevance: When the world talks apart, who do we become?

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**Please join us for the 14th lecture in the Hispanic Studies Teaching Discussion Series**

**Innovations and Challenges in Second Language Teaching**

**Professor Allison Zaubi, M.Ed.**

Adjunct Instructor of Spanish

**Breaking Barriers and Ensuring Accessibility in the Virtual Classroom**

Wednesday, March 31, 2021

2:30-3:30 pm

Via Zoom https://coco.zoom.us/meeting/register/tJZLzOOGp0US/Jz2OOGFlX6Rk

Regardless of subject area, implementing Universal Design Learning (UDL) in the classroom ensures equal access to content for all learners, but how does UDL transfer to the online classroom? With a greater demand for hybrid, synchronous or asynchronous online learning, implementing UDL in a virtual classroom is more fundamental than ever as new human in accessibility present themselves.

This presentation will review technology barriers and common challenges with online education and provide different tips, tools and strategies for ensuring equal access to online content. Learn how and why to ensure that your next online course is accessible.

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

Teaching Discussion Series Organizers

Dr. John Rodriguez-Syme<br>
jsyme@charleston.edu<br>
Prof. Allison Zaubi<br>azaubi@charleston.edu<br>
404-958-3302

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**#LasVidasNegrasImportan: Colonization and Blackness in Puerto Rico**

**Dr. Bárbara I. Abadía-Rexach**

The archipelago of Puerto Rico was a Spanish colony from 1493 to 1898, since then, it has been a colony of the United States. As Black racism is a cruel reality that everyday black Puerto Ricans suffer from a daily basis. On the other hand, Black Puerto Ricans, lighter-skinned Puerto Ricans are interpreted and rationalized as white, closing meaning they are not categorized as neither Black nor Puerto Rican.

*Barbara Abadia-Rexach explores racialization in Puerto Rico through the 500-year movement of other anti-racist, decolonial, and Afro-Latinx initiatives.

**April 15, 2021 at 4:30 PM**

Via Zoom - Registration Required

https://coco.zoom.us/meeting/register/tJZLzOOGp0US/Jz2OOGFlX6Rk

Dr. Bárbara Abadía-Rexach is an Assistant Professor of Africana Studies in the Latinx Studies Department at San Francisco State University. She received her Ph.D. from the Anthropology Department at the University of Texas at Austin. She is a member of the Black Puerto Rican writers and public intellectuals. Her research focuses on Afro-Latinx, Latino, Latin American, neocolonialism, racism, Blackness, identity, feminism, populism, culture, and race. She is a member of the Illinois Hispanic Caucus and Afro-Latinx Discourse, a member of the Association for the Study of Afro-Latin American Intellectuals and the Americas, a member of the Association for Caribbean Studies, and a member of the Association for the Study of Afro-Latin American Intellectuals and the Americas.
FOCUS ON THE FACULTY
COFC-UNLAM-USACH CONFERENCE

CofC-UNLAM-USACH CONFERENCE

Register in advance for this conference:
https://cofc.zoom.us/ meeting/register/tJEkdO6grToqGdU5LAT_FnND89Vb3gP5cv
After registering, you will receive a confirmation email containing information about joining.
April 6-8, 2021 at 4:00-6:00 pm E.T.

- “El lenguaje inclusive: buscando algo más del binario” (Bachelor’s Essay, Mr. Creighton Shelby, CoFC)
- “Troyectoria histórica de la formación inicial de profesores de inglés 1960-2019: el discurso de los académicos” (Dra. Roxana Orrego, USACH)
- “Cartografía de las ‘narrativas del malestar’: El Chile de la transición entre 1990-1998” (Dr. Cristina Moyano, USACH)
- “Chicano/a Viet Nam War Narratives: Articulating the Chicano/a Community’s Collective Experiences of the War” (Dr. Nadia Avendaño, CoFC)

- “Perspectivización en el español mediante las alternancias pronominales y el empleo de las perifrasis verbales” (Dr. Marcovecchio, UNLAM)
- “Sociolinguistic competence in graffiti from the Chilean social revolt” (Dr. Miguel Farias, USACH)
- “Food and Dictatorship under Francisco Franco” (Ms. Sarah Rosso, Bachelor’s Essay, CoFC)
- “Rescuing Enrique Mario Casella’s Chasca: Argentine History and Argentine Opera in Buenos Aires” (Dr. Lillian Wohl, UNLAM/UBA)

- “The metalinguistic dimension in SLA: data from polyglots” (Master’s Thesis, Ms. Constanza Quinteros, USACH)
- “Introducing SEÑAL, a computational tool for the linguistic analysis of Spanish L2 compositions” (Dr. Falcon Restrepo-Ramos, CoFC)
- “Español para migrantes: Aprendizaje desde la práctica” (Dr. Manuel Rubio Manriquez, USACH)
- “Escenas y Representaciones oficiales de la lectura en la ciudad de Buenos Aires (2016-2019)” (Dr. María Eugenia Gattari, UNLAM)

A collaborative presentation of student and faculty scholarship sponsored by Hispanic Studies at the College of Charleston, La Universidad de La Matanza (Buenos Aires, Argentina) and La Universidad de Santiago (Chile).
Hispanic Studies hosted the first ever Hispanic Studies transcontinental congress, featuring student and faculty presenters from the College of Charleston, the Universidad Nacional de La Matanza in Buenos Aires, Argentina (UNLaM) and the Universidad de Santiago in Chile (USACH) on three consecutive days April 6 – 8, 2021.

The internationally attended conference allowed College of Charleston faculty and students to share recent research with our university partners at USACH and UNLaM. We look forward to future collaborations with our friends abroad!
The Online Experience

We asked professors and students to share with us something they love about the online or hybrid classes. Here are their messages!

Silvia Rodríguez Sabater:
I love the flexibility of teaching exclusively online (asynchronously) for me and my students. We can do it from anywhere and at any time! I also like that it helps my students develop organizational, management, and tech skills while learning the subject matter. I particularly enjoy the deliberate design and structure of an online course and how it makes me an overall better teacher. Another thing I enjoy is the personalized interaction with all my students. I feel I know them better and I can certainly learn their names quicker. I believe the online class encourages participation from all my students including those who may not be actively engaged in a F2F class and would be hiding behind a desk. Finally, the tech tools I use make my classes so cool!

Daniela Meireles:
I enjoy the flexibility and variety of methods that I encounter while teaching online and hybrid courses. When instruction is consistent and tasks make sense to students, platforms such as Zoom breakout rooms and Flipgrid allow students to be creative while engaging in conversation and speaking in the foreign language. These platforms may lack kinesthetic components that some learners need in the language acquisition process, but they add variety and flexibility to teaching and learning when online education is a choice or a must.

Luci Moreira:
In March 2020 we went online with optimism and resolve. Virtual meetings became our public and professional meeting spaces. My laptop crashed and I wondered: has my ever-present colleague taken too-few breaks? Have we both exhausted our capability to host Zoom meetings? Then, construction left me without Internet service for a week. I looked outside and realized that it was March 2021. I spent a trying year in a Zoom world, but one that nevertheless included the support of my family, friends, colleagues, and students. Without my classes I became truly isolated, missing the halcyon days of my virtual connections.
Devon Hanahan:
The best thing about teaching on zoom is that you can see their faces instead of their masks!

Emily Beck:
I love that students have a roomful of props at hand during Zoom sessions. When they don't know the word for something, they can just hold up the object (skateboard, stuffed animal, marker, etc.). Using real objects in this way makes for a dynamic and interactive way to learn new vocabulary and practice conversational skills.

Christina García:
Although I cannot wait to get back into the classroom, Zooming has had its perks. My students get to take their Spanish classes outdoors. We get all sorts of interesting backdrops, sounds of the park and sounds of the city. Many of my students are out of state or even out of the country. So, we get to learn about things in New Jersey, Rhode Island and even St. Martin. For those at home, we are all well acquainted with each other’s cats and dogs. Most of all, since we are all going through this very peculiar time together, there’s at least one thing we all share in common.

Kelsey Gallo:
I love how I can give class presentations via Google Slides. It works just as well on Zoom as it does in person.
**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

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Antonio Pérez Núñez, College of Charleston  
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Joseph Weyers, College of Charleston  
Sara Zahler, Indiana University
Like everybody else at CofC, the Portuguese Club has been doing its part in stopping the spread of the virus. Since its last in-person Bate-Papo conversation table, the Club has been offering online activities to keep our Portuguese-speaking community engaged.

Currently advised by Dr. Daniela Meireles, the CofC Portuguese Club has been invigorated by the joining of two new officers, Ms. Yazzy Rodrigues and Ms. Sara Muller, who, together with Ms. Bailey Ferreira, are bringing a lot of “Luso-energy” and new ideas to the Club. The new president and vice president made their debut on zoom in a “Meet and Greet the all-new Portuguese Club” joined by CofC faculty and students and by Portuguese-speaking members of our external community.

The guests played a Kahoot game for a prize. The winner won an Açaí bowl, as the Club officers highlighted the socio-cultural importance of this native Amazonian fruit in Brazil and outside of the country. We all learned a lot!

In Spring 2021, The Portuguese Club also hosted Bate-Papo sessions with special guests. We were joined by University of Texas-Austin’s Portuguese Flagship Program and by St. Mary’s University Portuguese Department. We are interested in expanding our network of Portuguese speakers among fellow Portuguese departments and their students in the U.S and abroad! Join us!
Join the CofC Portuguese Club on Facebook to receive information about our upcoming conversation tables, movie nights, Feijoada dinner, and Brazilian barbecue events. Sejam bem-vindos!
The Hispanic Latino Club has continued to meet, organize and grow in membership, despite the restrictions the pandemic has placed on events. With as many as 30 attendees at their virtual meetings, the club continues to provide a community to CofC’s Hispanic/Latino students and all others who wish to be a part of an identity-based club. If you follow the HLC on Instagram you might have watched their fantastic video, composed of individual submissions where members described why they identify as Hispanic/Latino. The club has also made it a point to expose their social media followers to Latinx social justice activists, artists and leaders. Early in the fall in collaboration with the Cougar Activities Board (CAB) the club hosted a three-part Social Justice Speaker Series. In April, along with the Gender and Sexuality Equity Center, the club hosted a discussion titled Marianismo and Machismo: The Sex and Gender we Don’t Talk About.

In addition to their socially conscious panels, the club also organized cultural and festive events suited to our pandemic times. For Día de los Muertos, the club created a collaborative and socially distant week-long event. Setting up the base of an altar at the Multicultural House, they created a sign-up sheet to take turns going to the altar to add their own objects. Later in the week they held a Zoom meeting to discuss the practice of altar-making. Together with Lambda Theta Phi the club hosted a Kahoot event as well as a Virtual Lotería game night to close the semester.
The Spanish Club got creative for the 2020-21 academic year and kept *Tertulia* going during the pandemic with multiple virtual events, including Trivia Night, Kahoot Game Night, and an online screening and discussion of Juan Pablo Zaramella’s short film *Viaje a Marte*. The club also hosted a “throwback Tertulía” in the spring in which students and faculty met in person to chat in Spanish. In addition, the club helped promote a number of Hispanic Studies events, including Casa Hispana’s *Noche de Cocina* and several academic lectures by College of Charleston faculty and invited guests.
La Casa Hispana provided a much-needed language immersion experience for five students during this shuttered pandemic year in which study abroad was not an option! The students started the academic year enjoying the 2020 summer makeover of the house’s kitchen, downstairs bath and other shared spaces. Residents used a new television/computer system to engage twice a month in conversations with students from several Hispanic countries via Talk Abroad, inviting them into their living room and chatting about a variety of shared interests. Dr. Michael Gómez, chair of Hispanic Studies, established a library in the Casa with volumes including literary classics, cookbooks, popular novels and graphic novels. The Casa co-sponsored with Sigma Delta Pi la Noche de Poesía via Zoom in March, when sixteen students and professors recited their favorite poems and shared the importance of the poems with the group. The Casa also hosted a cooking lesson for Enchiladas a la Michoacán. As Covid restrictions lift, the house will return to its full capacity of nine residents and looks forward to hosting many more events with the Department of Hispanic Studies.
In Fall 2020, the Linguistics Club celebrated two events of Movie Night and Discussion. They streamed Disney’s *Atlantis* (2001) for one meeting. On the following meeting there was a discussion on linguistics in the movie and how anthropology, archeology, and linguistics interplay with each other in *Atlantis*. The club also held a Trivia Night event, when they played a Kahoot full of linguistics trivia, which included questions submitted by the members, and the student winner received a crafty prize. The Trivia Night event in Spring 2021 was another Kahoot game which focused on language trivia. The club’s advisor, Dr. Colleen Moorman, won the prize after defeating members and board alike. In Spring 2021 the club held two student passion presentation events where two students per meeting presented on aspects of linguistics they were passionate about. In the first event, President Hails Tanaka presented on indigenous languages in film followed by a presentation by Katie Miceli on the perception of syllable stress in the second language classroom as part of her bachelor’s essay research. In the second event, Tim Gasparik spoke about Hungarian and several of its unique features as a language, followed by a presentation by Charlotte Heinrich about French idioms.
The Linguistics program continued to strengthen our interdisciplinary ties and helped sponsor a collaborative conference that allowed CofC students to share research with our partners in France.

In Fall 2020, the College of Charleston (CoC) embarked on a virtual immersion project in partnership with the Center for Applied Linguistics (CLA) at the Université de Franche-Comté in Besançon, France. Thanks to generous support from the School of Languages, Cultures and World Affairs (LCLWA) Global Education Initiative, we organized a series of three virtual conferences designed for CoC students majoring and minorng in French and Francophone Studies at CoC:

- Régine Loria (Maître de Conférence en Sciences du Langage au CLA Université du Franche-Comté), scholar specializing in rhythm, intonation and prosody (Oct. 1st, 2020);
- Vida Vlassier (Maître de Conférence en Sciences du Langage au CLA Université de Franche-Comté), scholar specializing in linguistic diversity in “Francophonies” (Oct 20th, 2020);
- Laurence Consaul (docteur en Sciences du Langage au CLA Université de Franche-Comté), scholar specializing in registers of language, humor and French society (Nov. 15th, 2020).

Additionally, the CoC students participated in a "bâton de linguiste" program with French students, which was organized by the CLA Office of Cultural Services and lasted the duration of the semester.

Would you like to know more about how this collaboration went and/or learn about how you could integrate similar activities in your classes?

Join us for a webinar on Saturday, March 20th, 2021, “journée internationale de la francophonie,” at 11am (EST) / 4pm [France]!

Register here: https://cocl.zoom.us/meeting/register/tJAtcC5sorgwGhYYa15Q4vBfV3e5kEl_o6iU

Supplementary resources (such as final videos made by CoC students at the end of the experience as well as an electronic booklet with a collection of their reflections) will be sent to registered participants one week before the webinar.

The webinar will be in French and English! Come one, come all!

What next?

- Sharing the experience with the community (CoC / UFC)
- Using and sharing the corpus for pedagogical research analysis involving both American and French teachers (international project)
- Repeating the program with more colleagues and students
- Extending the concept of virtual linguistic tandems to virtual disciplinary exchanges
- Developing agreements between universities
- Promoting multilingualism through Francophonie
The College of Charleston Sigma Delta Pi chapter, Nu Zeta, organized several activities this year. In November 2020, seventeen students were inducted as new members of the chapter under the direction of Dr. Divine. The following officials were elected: Isabel del Mastro, Riley Taylor and Elizabeth Edmunds. In February 2021, they celebrated a Zoom Kahoot Game Night and the winners received gift card prizes. In March, Sigma Delta Pi and La Casa Hispana co-hosted La Noche de Poesía, where students were invited to recite poetry with the participation of faculty and students from the Hispanic Studies Department and members of the community. In April, twenty students were inducted as new members under the direction of Dr. Restrepo-Ramos and Dr. Grace.
SPAN major Ms. Isabel Del Mastro ’22 was recently awarded National Spanish Honor Society Sigma Delta Pi’s inaugural Virtual Internship Scholarship. The internship, to be conducted during the upcoming summer of 2021, will put Ms. Del Mastro into contact with an organization in Medellín, Colombia, in either the field of NGOs & Nonprofits or Languages & Translation. Isabel was chosen, along with one other student, from a highly competitive, national pool of applicants. Our congratulations to her on this truly impressive achievement!
Hispanic Studies Advisory Board

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Louis Richard Doelling, Immediate Past Chair

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Hallie Ritzu

María Asunción Córdova

Mark P. Del Mastro

Esther B. Ferguson
Hispanic Studies Career Seminar Series

Highlighting the career advantages of language study and cultural proficiency

My Career Journey to Public Health: A Convoluted Path that Started in Trujillo

So, I have a degree in Spanish, now what? Come hear from an alumna who asked herself this very question. Christin will cover how studying abroad in Trujillo, Spain was the catalyst for a series of educational and professional choices that ultimately led her to a career in the field of public health. She will share what she’s learned along the way, including the value of her Spanish language and cultural skills.

Christin Stewart '11
Quality Improvement Advisor, Upstream USA

Thursday, February 11, 2021
4:00 - 5:00 pm
https://cofc.zoom.us/j/96397696631  Registration required

Christin Stewart graduated with a Bachelor of Arts in Spanish and a Bachelor of Science in Sociology from CofC in 2011. In addition to holding a Master of Public Health in Health Behavior from the University of North Carolina Gillings School of Global Public Health. She has spent her career designing, implementing, and evaluating policies and programs to improve access to health services in the areas of family planning, sexual and reproductive health, and HIV across the globe.

Presented by the College of Charleston Department of Hispanic Studies
For more information, please contact Dr. Michael A. Gómez, Department Chair 843.953.7125 | gomezma@cofc.edu | spanish.cofc.edu
Hispanic Studies Career Seminar Series
Highlighting the career advantages of language study and cultural proficiency

Language and the Law: How Cultural Fluency and Spanish Proficiency Have Guided My Career Choices

While Hallie Ritzu did not choose to pursue a career that requires her to use Spanish in her everyday work, she gained fundamental skills through study of the language and through travel and engagement with the Spanish-speaking world - experiences that have been important steps on the path to a career she enjoys. Please join her for a discussion of the advantages gained from language study and cultural fluency, including thoughts on a career in the law.

Hallie Ritzu '08
Member, Hispanic Studies Advisory Board

Thursday, March 11, 2021
4:00 - 5:00 pm
https://cofc.zoom.us/meeting/register/tJMsdoMhrTMiGN1LoyXmIyo-7o4Wh5QGl2lQ
Register in advance for this meeting; you will receive a confirmation email containing information about joining the meeting.

Hallie Ritzu graduated from the Honors College at the College of Charleston with a double major in Spanish and Political Science. Ms. Ritzu participated in the College's Study Abroad Programs in Trujillo, Spain and Santiago de Chile. She earned her M.A. in Spanish from Middlebury College and her J.D. from Northwestern University School of Law. At current, Ms. Ritzu is an attorney in Chicago, Illinois.
Jessica Latham, '12

Jessica Latham was awarded the 2018 Teacher of the Year Award by the South Carolina Foreign Language Teachers’ Association. Jessica graduated magna cum laude from the College of Charleston with a major in Spanish and minors in both Secondary Education and Russian Studies. She was also a Fulbright Scholar at Moscow State University in the summer of 2014, and she earned her M.A. in Applied Linguistics from the University of Massachusetts Boston in 2016. Currently she is a faculty member of both Spanish and Russian languages at Lexington High School (Lexington, SC / Lexington School District One) where she teaches Spanish 1, 2, 3 and 3 honors, and Russian 1 honors, 2 honors, and 3 honors. Beyond the classroom, she is Lexington High School’s sponsor of the Russian Club and the SLAVA International Honors Society, among other distinguished professional activities.

"The experiences that I had at College of Charleston were profoundly unique to the college when I compare them to those of my colleagues who studied at other universities. My classes were small and personal, the professors welcoming and inviting, but most importantly, they were genuinely interested in you and how to fully develop your potential. More than once I went to office hours to get additional assistance and the conversation morphed into what my goals and aspirations were and how best to achieve them. More than once a professor took personal interest in me and encouraged me to publish my essays and further develop classwork into potential research projects, so much so that I finally did take that leap with the support and the guidance of that professor. What stood out the most was the passion that my professors had for both their field and their research, but also for their students, so much so that it was not difficult for me to find that same passion later with my own students."
Christin Stewart graduated with a Bachelor of Arts in Spanish and a Bachelor of Science in Sociology from CofC in 2011. She has spent her career designing, implementing, and evaluating policies and programs to improve access to health services in the areas of family planning, sexual and reproductive health, and HIV across the globe. She is currently working in Raleigh, North Carolina as a Quality Improvement Advisor with Upstream USA. Prior to joining Upstream USA, Christin worked in international development at RTI International, providing technical program support in the areas of health systems strengthening and HIV-related stigma and discrimination to USAID-funded projects in Africa, Latin America, and Southeast Asia. Christin holds a Master of Public Health in Health Behavior from the University of North Carolina Gillings School of Global Public Health.

“I credit CofC's study abroad program in Trujillo, Spain for changing the trajectory of my education and career. My positive experience in Trujillo convinced me to pursue a Spanish major and ultimately led me to move to Nicaragua and begin my career in international development. I remain close with my host family in Trujillo and visit them frequently, including for my host brother's wedding last year.”
I joined what was then the Languages Department at College of Charleston as Assistant Professor of Spanish in 1990 after stints as Instructor at Ohio Wesleyan University and as Lecturer at The Ohio State University. Five years later, the Languages Department would evolve into the Division of Languages and Literatures with three separate academic departments to provide flexibility for each unit to develop and expand at its own pace. The Department of Spanish (and Italian, later, for a brief period), as the largest department in the Division, experienced unprecedented growth as Spanish became the most desired foreign language nationally among college students at the time.

With much trepidation and a sense of hesitation and honor, I accepted the new role of chair of the Department of Spanish in 1998. Whereas I never fathomed myself in such a role, I was eventually convinced that being chair is one of the ultimate sacrifices and contributions a faculty member can make to his/her department. Under my stewardship, the department reached new heights, from new faculty hires, revised and enriched curriculum initiatives, and more faculty involvement in department affairs to an increased sense of community and collegiality resulting in more collaborative efforts.

One of my earlier decisions was to request a change of the name of the department from Department of Spanish to Department of Hispanic Studies to reflect more accurately the department’s mission and vision. There was a renewed commitment to interdisciplinary programs and in developing Portuguese at the College under the umbrella of Hispanic Studies. The U.S. Department of Education Title VI grant provided the resources to develop the Latin American and Caribbean Studies (LACS) program, including a tenure-track faculty hire for Portuguese with the backing of Hispanic Studies faculty. The M.A. Program in Bilingual Legal Interpreting thrived and many Hispanic Studies faculty participated in the Honors program. With leadership by Hispanic Studies faculty, the first student graduated with the Interdisciplinary minor in Linguistics in May 2003, and the M.Ed in Languages program enrolled its first cohort in summer 2003. Casa Hispanica (now La Casa Hispana) would open the doors to its first residents in fall 2003, the concept having been proposed and approved during the 2002-03 academic year by the department faculty.

Meanwhile, the demand for Spanish courses and the quest for continuous excellence placed a very high burden on the department. For example, in my last year as chair (2002-03), faculty in Hispanic Studies taught 256 course sections with a total enrollment of 5,710 students. Perhaps the most dramatic development during that time was the increase in the number of Spanish majors and
minors. Spanish majors went from double digits to triple digits with an average of 25 students graduating annually with a degree in Spanish. Through it all, the department’s strength lay in the quality of its faculty, a group of dedicated teachers and active scholars. It was no surprise that the Spanish program at the College received the Commendation of Excellence from the SC Commission on Higher Education, the first and only Spanish program in the State of South Carolina to be bestowed this highest academic recognition.

Beyond the financial support for conferences, seminars and publications, a priority was to build more cohesion and boost morale among department faculty. Hispanic Studies faculty previously housed in six different buildings were consolidated into two buildings (JC Long and Bell); I nominated several faculty members for a variety of College awards including the coveted designation of Distinguished Professor. 2001 saw the first issue of HispaNews—a newsletter I championed—to publicize the accomplishments of faculty and students in the department, and serve as an outreach to our alumni, friends, and sympathizers all over the world.

After 13 years as professor (and subsequently chair) of the Department of Hispanic Studies, an opportunity came to serve College of Charleston students at a different level. I transitioned into the role of Director of Center for International Education and Associate Provost for International Education. Building on the foundation established by the founding director of what was then the Office of International Education and Programs, study abroad became one of the distinctive qualities of CofC. The College witnessed an expansion of faculty-led study abroad opportunities beyond the traditional European destinations: from Mexico, Honduras, Peru, down to Chile, Argentina, and Brazil; Morocco, Ghana, and down to Rwanda and Kenya; Russia down to Cambodia, Vietnam, Thailand, and Indonesia. Through exchange and affiliate programs our students studied in places as far away as China, Japan, South Korea, South Africa, Madagascar, Australia, Papua New Guinea, and as near as The Bahamas, Costa Rica, and Jamaica. Student participation rates in all types of study abroad programs soared, and College of Charleston earned national rankings as a leader in study abroad among the Carnegie Masters Level Institutions in the U.S.

Most of this would have been very difficult without funding to support our students to pursue their academic interests. After the initial William E. Murray International Travel funds (study abroad scholarships) for the College were relocated to the School of Languages, Cultures and World Affairs (LCWA) in 2008, I worked with the College administration to set up alternative resources to support our students’ study abroad endeavors. Students on CofC study abroad programs have access to $210,000 annually in scholarship funding through the Center for International Education (CIE). Separate from the funds managed by CIE, students have access to departmental or school study abroad scholarships and additional resources provided through affiliates and other outside resources, complemented by donor (named) scholarships.
At the College of Charleston, I have been blessed with the opportunity to work with a group of dedicated colleagues, to champion my passion, to lead initiatives that have profound and life-changing impacts on the lives of our students, faculty and staff. We put the College of Charleston on the world stage; faculty put in the effort to deliver very creative, challenging, and exciting programs to diverse destinations covering a variety of disciplines. On the personal level, I developed professionally and gained recognition in the fields of Hispanic Studies and Education Abroad. I was invited to serve as outside reviewer in tenure/promotion reviews at several universities; awarded the Fulbright grant for International Education Administrators to the U.K. (2013) and to Germany (2017). Additionally, though time consuming, I was selected to serve on the boards of leading national education abroad organizations, including the Academic Consortium Board of the Council on International Educational Exchange (CIEE), the Advisory Board of Arcadia University Education Abroad, and the Advisory Board of American Institute for Foreign Study (AIFS), among others.

As I begin my retirement from active service, I extend my hearty thanks to my colleagues in Hispanic Studies for the opportunity to serve, to work with you on all the wonderful and exciting initiatives that have made Hispanic Studies and the College of Charleston what it is today. To the students, those I had the privilege to teach or work with in another capacity, and those whose schedules could not accommodate my class times, you made me a better teacher and a better person. And the staff at Center for International Education deserve most of the accomplishments I claimed in my tenure as Associate Provost for International Education.

Andrew Sobiesuo
Professor Emeritus
Associate Provost Emeritus
Twenty years ago, I accepted a position as Assistant Professor in the Department of Hispanic Studies at the College of Charleston because I was offered the opportunity to teach a course in Spanish for Business. At that time, it was not common for a foreign language department to offer this kind of course. Our department has grown over the years which has enabled me to propose and develop the Business Language in Spanish Minor, a minor that now includes a sequence of three courses focused on Business language and cultural practices in the Spanish-speaking world among the 18 credit hours required. I want to thank everyone who has supported that initiative over the years. We can be proud that our department was a pioneer in embracing this new direction towards Spanish for the Professions. Seeing the minor grow has been rewarding and I would like to think that what I have contributed will remain for others to build and expand on.

In addition to courses in the Business Language in Spanish Minor, I have taught numerous courses in Spanish Language and Latin American Literature, all rewarding in their unique ways.

Another highlight of my professional career at the College has been to direct and co-direct study abroad programs in Chile, Spain, Peru and Cuba.

I am so grateful to the many motivated and talented students that I have had the privilege of advising and the pleasure of teaching over the years on campus and in the study-abroad programs.

Finally, my work would not have been possible without the diligent assistance from Laura Moses, Kimber Bates, and before her, Martita Norfleet.

Please accept my thanks and gratitude for making my tenure in the Department such a good experience. I look forward to watching the Department of Hispanic continue to grow and adapt to the times. I am confident about its future.
I am thankful to have had the opportunity to serve in the Department of Hispanic Studies for twenty-plus years. I have seen it grow and adapt with the times, continuously reinventing itself by embarking on new initiatives launched by incredibly dynamic colleagues and led by our hardworking chairs.

Of course, without dedicated adjunct faculty and colleagues in instructor positions attending to the needs of our students in our basic language programs, freeing time for many of these initiatives would not be possible. We owe you a lot!

Where the Department is positioned today on campus can also to a large extent be credited to immensely committed colleagues, some now retired, who developed and headed programs, such as the Linguistics Studies Minor, the Portuguese and Brazilian Studies Minor, the Business Language in Spanish Minor, and the Master of Education in Languages. I have always admired you!

I am also very grateful to have had the opportunity to contribute to the Latin American and Caribbean Studies (LACS) Program, a close ally of Hispanic Studies which will always hold a special place in my heart given my educational background, and most recently to teach courses as part of the College Sustainability Literacy Initiative, a timely effort to engage our undergraduate students in global issues that need urgent actions. Through these, I have been privileged to work alongside colleagues from other disciplines, witnessing first-hand how richer the conversation is when people from diverse perspectives are around the table. Thank you!

Of course, without an audience none of this would be possible. In these twenty-plus years, I have had so many opportunities to learn alongside amazing students. This year is no exception. Thank you, students, for engaging the material, being willing to be challenged, putting in the effort, embracing learning! I know you will make meaningful contributions to the world.

Last but not least, I would like to thank three very special people by name, Laura Moses and Kimber Bates, our administrative assistants in Hispanic Studies, as well as Sarah Wuigk, LACS administrative coordinator, among her many hats. My work at the College has been facilitated in so many ways by your knowledge of the institution, professionalism, and ability to make things happen … as if by magic.

¡Mil gracias a todos ustedes!
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! Or email us at hisp@cofc.edu.

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