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Front cover: Trujillo, Spain. Photo by Daylon Murphy
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“La primavera ha venido / Nadie sabe cómo ha sido / Ha despertado la rama / El almendro ha florecido […].” So begins the great Spanish poet, Antonio Machado, his playful children’s rhyme, by way of reference to a well-worn literary *topos*: spring as rebirth, as new beginning; spring as a resurrection, as mysterious as it is wonderful. Writing a retrospective (a looking forward at what has gone before) on this spring day, at this symbolic moment of renewal, then, may seem a bit ironic, if not out of time and place. It is, though—to the contrary, and all things considered—entirely fitting.

During the 2021-22 academic year, Hispanic Studies faculty and staff continued to do what they do best—namely, offer students of Spanish and Portuguese opportunities for enrichment and edification through such events as Dr. Daniela Meireles’ fall 2021 online cultural series, *Brazil in Charleston* (which featured a culinary presentation by Renato Oliveira of Sugarloaf Brazilian Bakery, as well as an exposition of local artist Fer Caggiano’s *Brazilian Saudade* collection), Prof Dani Delgado’s Hispanic Heritage Month outdoor paella cooking demonstration, “A Celebration of Spanish Cuisine” (complete with flamenco guitar accompaniment), and yet another HISP Career Seminar – this time featuring Mr. Fletcher Wheaton ’08, whose engaging talk, “Real Estate without Borders,” laid out for students how his studies in Spanish and experience abroad with the department’s program in Buenos Aires, Argentina, led to his current work as an international real estate developer, living and working in Mexico.

Other milestones and accomplishments from the year just ended (of which there are many more than mentioned) include the awarding of the second annual *Casa Hispana Scholarship*—to Ms. Adeline Ríos, for 2022-23—as well as the second iteration of the *CofC-USACH Virtual Conference*, which was masterfully co-chaired by HISP’s Drs. Colleen Moorman and David Dulceany, and featured presentations by students and faculty of both institutions, including Drs. Susan Divine and Carmen Grace, as well as graduating SPAN majors Emma Burton, Elena Minolfo, John Quirk and Abigail Smith (the latter who presented the fruits of their Bachelor’s Essay labors, conducted with HISP’s Drs. Divine, Weyers, Carrillo-Arciniega and Moorman, respectively).
Besides the just-mentioned reiterations, 2021-22 was also marked by the reanimation of things previously suspended due to the pandemic, as well as the creation of new and exciting HISP initiatives. Beginning with the first, there was the return to face-to-face Tertulias (hosted by members of the Spanish Club and orchestrated by faculty advisor Dr. Carl Wise) as well as the recommencement of Sigma Delta Pi’s Noche de Poesía (wonderfully planned and executed by members of the honor society and their advisor, Prof. Devon Hanahan), in addition to the long-hoped-for resumption of HISP’s spring study abroad program in Trujillo, Spain, which was led by program director Dr. Antonio Pérez-Núñez and boasted 12 students, including the 2021-22 HISP Trujillo Scholarship recipient, Mr. Justin Le.

As for new creations, pride of place must certainly go to the Spanish as Heritage Language Distinction Program—an initiative conceived of by Dr. Silvia Rodríguez-Sabater and shaped by fellow HISP roster faculty which goes into effect during fall 2022 and has as its driving purpose the recognition of the College’s burgeoning Hispanic/Latinx student population and the provision of significant opportunities for the professional development of this community’s unique linguistic abilities (via curricular development, such as the reactivation and rejuvenation of SPAN 312 Spanish as a Heritage Language: Mi lengua, mi cultura, mi identidad and new Heritage-specific innovations at the 400-level) and the broadening and deepening of its cultural self-understanding.

Thus is this act of retrospection curiously bi-directional; a Janus-faced perception which sees in the recent and challenging past the seeds of fecund future. As is clear from the preceding, during 2021-22 Hispanic Studies continued to respond innovatively in the restrictive context of a global pandemic, providing alternate venues for engaging academic and cultural events of all sorts. With the return to normalcy and the resuscitation of prior custom, some of these innovations will likely be left behind (Zoom Tertulias, I’m looking at you), while others (the CofC-USACH Virtual Conference, for example) are sure to continue and even to be expanded.

As is also plain from the foregoing, during the period of the pandemic, HISP faculty continued to look to the future and to think creatively, as people often do in times of crisis, to dream of ways to make what is already good even better. These dreams of the recent past (such as the Spanish as Heritage Language Distinction Program) will take shape in the future and, in doing so, will contribute to the vitality of an already vibrant department.

It is these thoughts--along with a profound sense of gratitude for having had the privilege to interact with such talented and accomplished students and colleagues over the past year--that occur to me as I reflect upon what has gone before and look forward to what is yet to come.

Michael A. Gómez
Chair, Department of Hispanic Studies
The Department of Hispanic Studies is thrilled to welcome Dr. José Chávarry as an Assistant Professor of Latin American literature and cultural studies.

Can you tell us about your background and how you became interested in Spanish language, literatures, and cultures?

I was a History and Spanish major in college, which really influenced how I approach my research and teaching. Since I was very young, I loved learning the history of my home country, Perú, as well as reading classics of world and Latin American literature, like Gabriel García Márquez’s *One Hundred Years of Solitude* or Isabel Allende’s *The House of the Spirits*. In college and then during my doctoral studies at the City University of New York Graduate Center, I was able to bring my interests together and dedicate myself to learn more about the relationship between literature, and the arts more broadly, and the social and historical contexts in which they emerge. This is fascinating to me and drives all my work, from the academic articles I write to the courses I design. As I’ve gotten older and gotten the chance to travel more, I have also come into contact with many of the cultures and topics that interest me, and this has further driven my projects. That’s why I always tell my students they need to study abroad!

Can you describe the various aspects of your work?

I teach all levels of language and culture courses, from classes in the basic language sequence to more advanced explorations of specific social and historical issues. For example, I taught a course on artistic manifestations during the Cold War in Latin America, and a course in the M.Ed. program about the cultural relations between Latin America and the United States. I also taught Spanish 313, a writing course I designed around issues of technology and the media in the Spanish-speaking world. I had fantastic students in all these classes, whose final projects and presentations demonstrated strong research and analytical skills.
I am also very committed to my academic research, which explores different aspects of the relationship between culture and politics during the Cold War in Latin America, in particular de Andean region and the Southern Cone. I’m interested in the cultural and intellectual debates about the role of art in the resistance against (and sometimes in collaboration with) authoritarian governments, the struggle for equality and the articulation of alternative futures. I think these issues are relevant today because they can help us think about how power, coloniality and resistance have been and might yet be articulated.

**What do you enjoy the most about teaching?**

I enjoy my time outside and inside the classroom. I spend a lot of time developing new ideas and looking for ways to incorporate topics and issues that are important for me into my lessons in engaging ways. I like experimenting with different materials and activities that I think will be productive in the classroom. But it all comes together during class time. Many times, my students arrive at the conclusions I wanted to relay; but just as often they offer their own interpretations and ultimately make these materials and topics their own. Seeing them become producers rather than just receivers of knowledge is what’s most rewarding for me, and I think for them as well!

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

In addition to opening new doors professionally and in general helping with cognitive and social development, I think learning languages is incredibly important to open ourselves to a diverse world, to challenge stereotypes and learn about other ways of thinking and being. Learning languages (and in particular the rich and beautiful cultures in which these are grounded) is in my opinion the best way to understand other societies and peoples. But also our own! I always remind my students that Spanish is not a foreign language in the United States but a part of this country that has been here for centuries, and folks who identify as Hispanic/Latino/Latinx make up its fastest growing population. Learning the languages and cultures of the Spanish-speaking world brings us closer to our own history here.

Thank you so much, Dr. Chávarry! Your approaches to the ways that the Cold War shaped international politics and art is fascinating and we’re lucky to have you here at the College of Charleston.
This year, the Department of Hispanic Studies enthusiastically welcomed Dr. David Dulceany as a Visiting Assistant Professor of Latin American literature and cultural studies.

Can you tell us about your background and how you became interested in Spanish and Latin American Studies?
I’m originally from Chicago and I grew up speaking Romanian with my parents who immigrated to the United States in the 1980s. I completed my undergraduate degree at DePaul University in Chicago with a double major in Spanish and English and a minor in Psychology. My master’s degree is in Comparative Literature from Dartmouth College and then I went on to Duke University for my Ph.D. There, I focused on Romance Studies and I benefited from the meaningful interactions across the Research Triangle including Duke, UNC-Chapel Hill, and NC State, and the rich approaches to the study of the Caribbean at those institutions. My dissertation and my research focus on the intersections of religion, literature, music, and philosophy, and what they reveal about race and gender. For example, I explore the music and music videos of Celia Cruz as anti-racist texts that transcend national boundaries and help us better appreciate the ways that Caribbean music influences the global music scene.

Why do you think it is important for students to study the Caribbean?
I am committed to decolonizing the curriculum and including underrepresented voices as new approaches to better understanding the world around us. The Caribbean is a space that is crucial to understanding the world as it is today and how the legacies of the past continue to influence the present. The Caribbean is an intersection of peoples and cultures, a site of meaningful resistance to slavery and oppression. It is where the transatlantic colonial encounter first happened, it is where the first major modern imperial wars were fought, and it was the site of the Haitian and Cuban
revolutions that profoundly transformed the world. Some of the most globally impactful musical styles originated in the Caribbean or with the Caribbean diaspora, such as salsa, cumbia, reggaeton, and hip hop. These music styles specifically have had an outsized impact on music scenes worldwide. My research contends that the influential role of Caribbean music can serve as an example to better appreciate the ways that the Caribbean has helped shape many dialogues about race, gender, and resistance that have transformed societies around the world and in ways that have been traditionally underappreciated or even excluded from the academy.

**What is your favorite class to teach?**

I love teaching all levels! I see my role as an educator to help introduce students to the diversity of Hispanic cultures and help them better appreciate new perspectives. My favorite class to teach is “Popular Culture and Gender in the Caribbean: Divas, Drag Queens, and Deities.” The course challenges students to approach Caribbean history, culture, and politics through the lens of popular culture with a focus on cultural production created by women and gender-fluid individuals from the Caribbean and Latinx Caribbean communities. For example, students learn about the foundational role of artists like Grace Jones, understand the impact of drag culture, or contextualize the 2020 Super Bowl Halftime Show by Jennifer Lopez and Shakira. Students also explore representations of Afro-Caribbean deities, drawing connections between popular culture, social media, and religious practices. For example, students do presentations on the history of witch hunting and contemporary artists on social media who use the concept of Bruja Feminism to reclaim stigmatized ancestral religious practices. It is so exciting to take students on this learning journey and they walk away...
from this class knowing more about the modern Caribbean, from drag queens to dictators and everything in between.

In my language courses, beyond getting students engaged in expressing themselves in Spanish, I love to introduce students to culture through tangible and memorable objects that I bring to class, such as a talavera mug from Puebla, Mexico or the sombrero vueltiao from coastal Colombia. Seeing and touching a physical object that represents an important aspect of Hispanic culture really helps students to make connections across cultures and motivates them to further explore the Spanish speaking world.

Have you had any other enjoyable experiences at the College of Charleston?

I’ve enjoyed the opportunity to implement experiential learning with my students here at the College of Charleston. I took my students to a local Argentinean business called Freddo on King Street where they could try gelato, traditional dulce de leche, mate, and empanadas. It was a meaningful opportunity for them to learn more about Argentina and hear firsthand from a local business owner about these gastronomic and cultural touchstones and their impact in Argentina. For the students, it was an amazing opportunity for community engagement and a chance to step outside of their comfort zone. It’s been wonderful to have the support and encouragement of the Department of Hispanic Studies to do activities that are so meaningful for students!

That’s wonderful! Thank you for taking the time to talk with us, Dr. Dulceany!
The Department of Hispanic Studies welcomes Dr. Colleen Moorman in her new role as Instructor of Spanish and Linguistics.

Can you tell our readers why it’s important to study Linguistics?
I think the answer is multi-faceted. There are many reasons to study languages and many ways in which we can analyze languages. Language is so intertwined with so many other elements of our lives, even our own identities. The field of linguistics has applications in many other fields, from psychology to sociology and anthropology, even marketing and computer science. The possibilities for connections with other fields are limitless and is one of the dimensions that attracts me to the field.

Additionally, by examining different languages, we see that even though languages can be quite distinct from each other, certain features are present in all languages and our ability to create and express ourselves with language is universal. By studying different languages and their unique features, as well as the characteristics that are common to all languages, we can better understand how languages and people are both different and the same. I believe this type of perspective is incredibly valuable when we think about how we interact with others in the world.

What have you enjoyed participating in this year as part of your new role as Instructor?
There are so many engaging activities going on in this department! I have enjoyed getting to know the students and my colleagues better in a variety of ways outside of the classroom. During
During the past year, I have been the Linguistics Club Faculty Advisor, and a committee member on the Online Education Committee and the Linguistics Studies Steering Committee. I had a great time helping organize and moderate the CofC/USACH Conference in April 2022. It has been especially rewarding to collaborate to help direct student research projects like Katie Miceli’s Bachelor’s Essay (co-directed with Dr. Viñas de Puig) and Abigail Smith’s Bachelor’s Essay.

What else should our readers know about you?
I have a coonhound mix puppy named Magnolia who keeps me on my toes, and we love spending time at the beach together and exploring the city of Charleston.

We’re thrilled to welcome you in this new role as Instructor, Dr. Moorman! Thank you so much for your contributions this year and your dedication to the department.
Can you tell us about your background and how you became interested in teaching Spanish?
My exposure to Spanish began with family surf trips to Central America, and continued through classes in high school. After finishing my degree in Hispanic Studies from East Carolina University, I moved to Ecuador, among other locales. Upon returning to the States, I was searching for a way to use my Spanish, with the benefit of obtaining a job most anywhere in the nation; the Masters in Education with Spanish specialization from UNC Wilmington fit the bill perfectly! I completed the degree and was hired by CofC in 2017.

Can you tell us about your work here at the College of Charleston?
My professional activities here at the College are associated with the Basic Spanish Language Program and the Department of Hispanic Studies. I deliver courses 101 through 202, and have been honored to take part in various events and committees within the Department.

What, in your opinion, are the traits that a successful Spanish teacher needs to have?
In terms of traits, I believe relatability and the ability to effectively convey the material are most valuable. Students want to see you using the language and where it has taken you, so my course is full of photos and stories from my Spanish journey. Detail-wise, I have found that having a Google Slides presentation for every class, starting with a Plan del día that sets the stage for the class, has been most valuable for effective teaching. The presentation guides the class even down to the activities that we do. It provides instructions and wording that I can accentuate with TPR-style teaching.

Could you share with us a memorable experience with your students?
Some of my most lasting impressions are from my non-traditional students. I sincerely enjoy their enthusiasm, curiosity, and new perspective on learning the language.

Would you like to share anything else with our readers? What do you like to do when you are not teaching?
I am a waterman at heart, so most of my free time is spent on the creeks, beaches, and waterways around Charleston. Flyfishing for redfish in the marshes is a favorite activity.
Professor Antonio Pérez-Núñez directed the Spring 2022 Study Abroad Program of the College of Charleston in Trujillo, Spain after a two-year pandemic pause. This event has been much celebrated both at the College and in Spain.

Twelve students took part in the semester-long program, providing them full immersion in Spanish culture and language. The students lived with host families and took classes with professors from the Universidad of Extremadura and with Professor Pérez-Núñez. The classes were held in La Coria, a 15th-century convent remodeled to host classes and cultural events. Trujillo is a historic town situated in the region of Extremadura, in western Spain, and its medieval architecture is best appreciated while wandering its cobblestone streets.
Adding to their experience, some of the students volunteered in local schools, allowing them to interact with Trujillo residents and develop their linguistic and cultural skills. As part of the program, the students visited several UNESCO World Heritage Sites such as the Roman city of Mérida, the Moorish cities of Córdoba, Granada and Sevilla, and the medieval town of Toledo. They traveled to Madrid, the capital of Spain, where they visited the renowned Museo del Prado, the Spanish national art museum, with one of the world's finest collections of European art, and the Royal Palace. Participating in the Trujillo Study Abroad program allowed students to increase their fluency in the language and enrich their cultural and social understanding of Spain through a combination of academic learning and real-life experiences.
Group picture outside of El Prado museum (Madrid)
Hispanic Studies was very pleased to announce Mr. Justin Le ('23) as the recipient of the 2021-2022 Hispanic Studies Advisory Board Trujillo Scholarship.

Where do I even begin? Trujillo, a town that I couldn’t even spot on a map four months ago, is now my second home. The only way to describe this place is something out of a dream. Everyone is so kind and caring. From hanging out in the main plaza to exploring the fields, I am in awe of the culture that I have immersed myself in. I truly feel like a local.

The Trujillo study abroad program has changed my life forever. I remember all my professors saying that this is a “once in a lifetime opportunity.” It is so cliché but it is so true. I have lived in Spain for four months and it has opened my eyes to many experiences. It has given me a new appreciation for language and traditions. My Spanish skills have grown exponentially and I am excited to speak once I return to the States.

I am forever grateful for this opportunity to study abroad. Thank you to the Hispanic Studies Advisory Board for making my dreams come true. Without the help from Esther Ferguson and the rest of the department, I would not have been able to experience life like this. These memories will be with me forever. Thank you from the bottom of my heart.
I tried not to picture what my time would be like in Trujillo, Spain. COVID-19 had already shut down the program for two consecutive years, so I wasn’t even sure if I’d be going at all. It didn’t hit me on the plane ride from Miami to Madrid. It didn’t strike me on the bus from Madrid to Trujillo. I didn’t believe it was actually happening until five days later, when I first set foot in the classroom building at the Coria: a 15th-century convent that was bought privately and renovated by philanthropist Esther Ferguson and donated to the College of Charleston for the study abroad program.

Trujillo is a quaint little gem in the midst of vast farmland. The buildings and roads are made of stone so old and so similar that they blend into one another. It is like walking through a movie set. I was living in a small apartment in La Guardia Civil, a Spanish law enforcement agency, and it was a 20-minute walk away from the school. After an uphill hike that was more taxing than anticipated, I arrived. I passed through the handsome stone walls and wandered up the gorgeous tile steps. I found the classroom and was amazed by the remarkable view of the Spanish countryside the giant
windows provided. During lessons, I’d gaze outside at the roaming cows, goats, and sheep. For the next three months, I would sit in this room and experience the frustrations and joys of language acquisition.

My interest in the Spanish language began in high school when I elected to take it for my language credit. I loved the similarities between Spanish and English, but even more so, I loved the differences. I wanted to be a journalist, so I minored in Spanish in college in order to become a better communicator. According to Forbes, 13% of people in the United States speak Spanish at home. In Trujillo, I would be putting what I’d learned to the test.

Alongside me were 11 other Spanish students, all enthusiastic to learn and travel. I would end up taking several excursions out of the country with my new friends, stamping Switzerland, France, Portugal, Ireland, and Italy in my passport. I had come to learn language, but I was surprised by the
undeniable value of the life experiences I was having. I now believe that travel is the quickest path to self actualization.

However, as valuable as my experiences were, nothing compared to my time in Trujillo. The weekend excursions were fun and enriching, but learning another culture completely is such a gift. I am especially grateful to have studied in Trujillo, specifically; the Extremadura region is so vibrant and valuable, yet quickly overlooked in our image of Spain.

My host family consisted of a married couple and their three daughters, and the three of us enjoyed two out of three meals a day together around the **brasero**, a heated table with a blanket around it. I came to know the restaurant owners and shopkeepers with whom I interacted in daily life, and I even became familiarized with a few faces by simply walking around town. Soon, my friends and I were having entire conversations in Spanish just for the fun of it.

I am deeply grateful to Esther Ferguson for her generous contributions to the program, as well as to our program director, Antonio Perez-Nunez, who managed our studies and activities with expertise. I am also grateful to the Department of Hispanic Studies and the College of Charleston for investing in study abroad programs like Trujillo. My experience made me a better student and person, and I can't wait to see future cohorts of students blossom during their time abroad—especially post COVID-19.

¡Gracias por la oportunidad!

**Ann Elizabeth Bailey**

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Group picture in Mérida (Extremadura)
Before flying back to the United States, HispaNews interviewed study abroad students Justin Le (International Business major, Spanish minor), Jasmine Klapperich (Anthropology major, Spanish minor) and Kit Fischer (Foreign Language Education major) to learn more about their experience in Trujillo while enjoying coffee and Spanish sunshine at the Hotel Riu Plaza España rooftop where they stayed in Madrid.

How did you get interested in the Trujillo program?
Justin: I heard about the program through Prof. Hanahan. It looked like a cool study abroad program.
Jasmine: The Trujillo program was appealing to me because it was a smaller town and not a big city. I could get to know my host family and the area more easily. Trujillo looked beautiful and is a cheaper place to travel and live in.
Kit: Like Justin, I heard about the Trujillo program from Professor Hanahan. I was in her 275 conversation course and she recommended I take the opportunity to study abroad in Trujillo.

What is the town of Trujillo like?
Justin: Trujillo is a small town but filled with character and has a charm that can’t be felt anywhere else.
Jasmine: The town of Trujillo is extremely small and tranquil. It’s quiet and rural. Lots of farm life and beautiful walking trails. It has a very cute downtown with places to get a coffee and study in the plaza mayor. Trujillo has many small businesses that offer good food and a fun experience.
Kit: Trujillo is the smallest town I have ever lived in. Everyone knows each other, which adds a tight-knit vibe to your homestay experience. Trujillo is also a very rural town, but the capital of the province, Cáceres, is only a thirty-minute bus ride away.

How has your stay with your host family been?
Justin: They treated me like family on the first day. Saita, Julio, and Isabel were so caring and fun. They taught me a lot about life in Spain.
Jasmine: My stay with my family was amazing. In just a few months I became one with my host family. They accommodated me and made me feel right at home. I loved going to my room because I felt comfortable there.
Kit: My host family has been opening their home to CofC students since the beginning of the program in the nineties. They were super kind, understanding, and accommodating. I am a vegetarian, so my host mother was able to adapt her cooking very easily to accommodate my dietary needs.
How have your skills with the Spanish language improved?

**Justin:** They have improved exponentially. I didn’t know a lot of Spanish coming into this trip but by immersing myself in the language, I am able to understand and have conversations effortlessly.

**Jasmine:** My skills in Spanish have improved amazingly! After about 3 weeks I felt super confident and comfortable speaking and asking for things. It took a while to feel comfortable doing that. Now my Spanish is great.

**Kit:** I feel so much more confident speaking Spanish with native speakers now. I have expanded my vocabulary so much and know more about the grammatical structure of the Spanish language too.

You're not a Spanish major. Did you still find the Trujillo trip fulfilling?

**Justin:** I found this trip so fulfilling. I didn’t even expect to learn so much about culture and language. I have a new appreciation for cultures now.

**Jasmine:** Yes, even though I am not a Spanish major, I am a Spanish minor. I found this trip to be super enjoyable and fulfilling.

Tell us about the classes you've been taking here.

**Justin:** I took a culture class, Spanish literature, history, and linguistics class. All of the classes were very interesting and informative.

**Jasmine:** I took linguistics, history, literature, and the study abroad course in La Coria. I found linguistics to be the hardest class for me. I loved history and literature.

**Kit:** I took all five courses offered this semester: history, literature, composition, linguistics, and the study abroad course taught by Dr. Pérez-Núñez. They were all taught in Spanish, and most of them were taught by professors at local Spanish universities. I was a little intimidated at first, but the professors were very understanding about our developing language skills.

Have you been able to travel outside of Trujillo?

**Justin:** Yes I traveled to many countries outside Trujillo.

**Jasmine:** I traveled to Portugal, France, Switzerland, Germany, Amsterdam, and other parts of Spain like Segovia, Granada, San Sebastián and Sevilla.

**Kit:** Classes were only held Monday through Thursday, which gave us longer weekends to travel. I did a weekend trip to Berlin with my friends, a solo trip to London, and went to Madrid a few times. We also had group-wide excursions to other cities in Spain like Córdoba, Granada, and Seville. My trip to Berlin was amazing. I saw so many historical landmarks, ate delicious food, and bonded with my friends. I also was able to compare the differences between German culture and Spanish culture on the trip.

Describe one of the trips you went on.

**Justin:** We went to Venice, Italy, it was one of the best trips I’ve ever taken. It was cool seeing different cultures because every country in Europe has a different atmosphere.

**Jasmine:** I enjoyed all my trips and they all offered something different to my entire travel abroad
experience.

**One piece of advice to students interested in studying abroad in Trujillo.**

**Justin:** Just do it. It’ll change your life.

**Jasmine:** Go there with an open mind to meeting friends and people. You never know who you’ll be close to or learn from.

**Kit:** Take advantage of this amazing opportunity you have. A semester goes by so fast, so soak in as much as you can while abroad.

**How do you think this semester abroad will help you in the future?**

**Justin:** It’ll help me with my language skills of course, but overall, I have new experiences that I have learned here in Spain that I can apply to my personal and work life.

**Jasmine:** This semester opened my academic knowledge as well as my emotional knowledge. I learned so much in and outside the classroom. I couldn’t have asked for more. I was open to receiving and absorbing it all.

**Kit:** I plan on teaching Spanish as a career, so I can definitely use what I learned in Trujillo to help teach my students about Spanish culture and the differences between Spain and Latin America.

**Sum up your semester in Trujillo in three words.**

**Justin:** An incredible dream.

**Jasmine:** Eye-opening, passionate, loving.

**Kit:** Many cherished memories.

From left to right: Kit Fisher, Justin Le and Jasmine Klapperich at the Hotel Riu Plaza España rooftop in Madrid
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?

¡Hola! My name is Emma Burton and I am a graduating senior at CofC. I am from Beaufort, South Carolina, and I chose to come to the College because of its amazing study abroad programs and the wide range of majors it offers. I have always loved studying Spanish, ever since I began taking classes in elementary school with one of my favorite teachers, a nun named Sister Bernadette. I had many amazing Spanish teachers throughout my years of early education who encouraged me to pursue learning Spanish. When I arrived at CofC, I knew immediately that I wanted to major in Spanish and continue taking classes with all of the wonderful professors here.

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

Practice as much as you can, whether by chatting to professors in their office hours, watching movies, reading, listening to music, or talking to people you meet. I also recommend that everyone study abroad at least once! I participated in the faculty-led program in Havana, Cuba, and it was such a valuable experience that I will never forget. I did not get the chance to study abroad twice because of COVID-19, but I strongly encourage everyone to take advantage of all the study abroad opportunities that CofC offers. They make it so easy and affordable!

Now that you’re about to graduate, could you tell us how was your experience with the department of Hispanic Studies?

The Hispanic Studies Department is full of professors who are challenging, but approachable and kind. There is so much support and camaraderie in the department among faculty and students. The
Hispanic Studies Department also offers so many opportunities for leadership, as well as connecting students with incredible internships and volunteering experiences. I have loved being a part of the Hispanic Studies Department, growing and learning with a wonderful cohort of professors and students who invest so much in one another.

Could you tell us about other ways in which you are involved with the Spanish program?
I lived in La Casa Hispánica for a semester during my sophomore year. I highly recommend spending a semester or two there! I made lots of great friends in the department, and hosting events was one of my favorite parts. Living in the house also makes it even more convenient to study abroad, because you can practice your Spanish for a whole semester before traveling in the Spring, and you don’t have to worry about subletting or signing a short-term lease. I was also a Peer Facilitator for two semesters, teaching Spanish conversation classes. I recommend that others get involved working as Peer Facilitators because you learn to recognize shortcomings in your spoken Spanish, and you get to share your passion with other students.

Were you involved in any club or extracurricular activity related to your study of Spanish?
I have participated in three summer internships during my time at CofC, and they have all required proficiency in Spanish. During the first internship, I worked for an organization called Amigos de las Américas in Coclé, Panamá, managing a group of volunteers as they worked on community-organized public health initiatives. The second one was the Into the Fields internship with Student Action with Farmworkers, which has a great relationship with the Hispanic Studies Department and accepts many CofC students. With SAF, I wrote a policy brief about heat-related illnesses in child farmworkers in the US Southeast. Last summer, I interned with a startup Spanish film-streaming service called Platino Educa and conducted bilingual market research for them. Spanish has been central to every summer internship I have held, and I found out about the last two directly through the Hispanic Studies Department.
What was the best thing about studying Spanish?
It’s hard to pick just one thing! I love studying Spanish because it is such a global language, but it also helps me feel more connected to the United States, and Charleston specifically, because so many members of the community speak Spanish. I love that Spanish helps me travel and work in other countries, as well as build relationships with people I would never have known without a common language uniting us. I love to read and write in Spanish as well. There is a great sense of fulfillment in trying to master another language, and there are so many little victories along the way. Studying Spanish has taught me not only about language, but about art, film, literature, history, politics, and a wide variety of social issues. It is an interdisciplinary field of study that opens so many exciting doors, and I hope to be a student of Spanish for the rest of my life.

Is there anything else you’d like to share with us?
I would like to thank all the professors I’ve had during my time at CofC; especially my bachelor’s essay advisor, Dra. Divine! I have loved my Spanish classes so much and enjoyed getting to know so many amazing professors. You all form part of a truly supportive, intellectually exciting, and enthusiastic department and I am so lucky to have been a part of it for the past four years!
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?

My name is Isabel Del Mastro and I graduate this spring from the College of Charleston with a BA in Spanish, a BA in Latin American and Caribbean Studies and two minors in Linguistics and Studio Art. I enjoy exercise, drawing, cooking, and spending quality time with friends (the majority of which I have made within the Hispanic Studies Department). I was born just outside of Downtown Charleston in West Ashley and I decided to go to the College of Charleston because of CofC’s prominent and outstanding Hispanic Studies Department. Many people incorrectly assume that I came to the College of Charleston to study Spanish because my father, a former Chair of the Hispanic Studies Department, forced me to. Although he always encouraged me and my sisters to study Spanish, he never forced us to do anything we weren’t interested in. Therefore, studying Spanish and attending CofC was 100% my decision. Even before college I knew I wanted to study Spanish because I had always enjoyed my Spanish classes in high school. I declared my major in Spanish as soon as I started attending CofC and I stuck with it until I graduated in May.

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

My advice to students who want to study Spanish is pretty cliché, but it is SO important: connect with your professors and make friends in your Spanish classes. The professors within the Hispanic Studies Department are some of the most supportive and compassionate faculty on campus. Even if you make the smallest effort to connect with the Spanish professors they will certainly reach out with support and resources. I can credit all of the opportunities that I received to the support of the faculty who wanted to see me succeed. They would not only send me emails with information regarding relevant opportunities, but would reach out to me after class to see if I was interested in a club, internship, leadership position, etc. I definitely recommend that every student who wants to be
a Spanish major or minor get to know their faculty. I also mention the importance of making friends in Spanish classes. I say this because the content in class becomes so much more meaningful if you make friends with those who also enjoy what is being taught. For example: in my Sociolinguistics class we did many projects where we had to find Spanish within our community, and collaborating with my peers made the projects so much more meaningful. My friends made me motivated to complete the projects early, and our competitive spirits encouraged each of us to put in our best effort.

Now that you’re about to graduate, could you tell us how your experience was with the department of Hispanic Studies?

My experience with the Hispanic Studies Department was nothing but positive and fulfilling. My professors were always passionate about what they were teaching and it always reflected on the students' work ethic. Furthermore, I could always count on my professors to support me in my endeavors. I also met so many like-minded students that were also passionate about studying Spanish. Becoming friends with those students created a motivating and thought-provoking classroom environment.

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

I was the President of the Nu Zeta Chapter of Sigma Delta Pi (the National Collegiate Hispanic Honor Society) in which I collaborated with officers to plan Noches de Poesía, Noches de Cocina, Noches de Trivia, and Induction ceremonies for new members. I was also often present at Tertulia and attended many cultural events hosted by the department. I also studied abroad in Buenos Aires, Argentina when I was a sophomore.

Furthermore, I was a Peer teacher for conversation courses and a Spanish tutor in the Center for Student Learning. I also interned at Student Action with Farmworkers where I tutored English at Farmworker Camps. This opportunity was brought to my attention by the Department Chair Michael Gómez and my advisor Nadia Avendaño.
What was the best thing about studying Spanish?
I would say that the best thing about studying Spanish goes with the advice I would give to incoming Spanish students: The combination of having friends in my classes and having professors that I connected with made being a Spanish major more meaningful than I could ever have imagined. I would never have thought that I would be singing along to songs by Rosalía with my friends, nor that I would be going to Latino Nights at bars because my friends loved reggaeton. I also could never have imagined that I would be sharing a drink with my professors at a bar discussing Latin American politics. Overall, I would say that the connections I made were the most fulfilling and meaningful experiences behind studying Spanish.

Is there anything else you’d like to share with us?
I would like to thank a few professors who really made my experience at the College of Charleston’s Hispanic Studies program truly wonderful. First, thank you to Dr. Christina Garcia for being an incredible mentor for me during my final years of college and for instructing one of the most interesting online courses I have ever taken at CofC. Next, thank you to el guapo y estimado Dr. Joseph Weyers for unlocking my love for Mexican culture and history. Furthermore, thank you for creating a truly thought-provoking and fulfilling classroom environment in my Sociolinguistics class and later my History of the Spanish Language class. Thank you to Dr. Ricard Viñas de Puig for encouraging me to take on a Linguistics minor and always challenging me in my Intro to Linguistics class and my Syntax class. Also, thank you for our discussions regarding the existence of free will outside of the classroom. Finally, thank you to my Major advisors Professor Devon Hanahan and Dr. Nadia Avendaño. Professor Hanahan always encouraged me to be involved outside of the classroom in my early years at CofC and Dr. Avendaño was wonderful to work with during my capstone essay and as my peer facilitator advisor.
Selección de poemas del curso SPAN 312 Spanish as a Heritage Language: Mi lengua, mi cultura, mi identidad (Primavera 2022).

Poemas basados en el poema De donde yo soy de Levi Romero tras estudiar su estructura y significado.

Soy de botellas de Corona
de El Milagro tortillas y limones verdes
Soy de un remolque azul
olor a moho
Soy de Río Bravo y sábila
Cuyas extremidades olvidadas recuerdo
como si fueran mías
Soy de carne asadas todos los domingos y pelo negro
de mi abuelitas Teresa y Chela
Soy de Costa Grande y Tierra Caliente

y de Carolina del Sur
Soy de ¿ya saludastes? y ni sabes
cómo se murió la abuelita que se ogo
y quiere llorar, quiere llorar
Soy de denzen la paz y oraciones
antes de dormir
Soy de Raleigh y Guerrero
Aguachile y menudo
De mi padre cayendo tras las rejas y
siendo deportado
no fue ni la primera o última vez
El estatua de la Virgencita
afuera alado del porche y las trocas.

Bianca Hernandez. SPAN 312, Spring 2022.
Soy de velas
de maseca y pulparindo
Soy de paredes cafés, con aroma a vainilla
Soy de flores de menta viejo roble
Soy de ir a la iglesia cada domingo y tener catos todo el rato
de Laura y Missael
Soy de no decir malas palabras y comportarse en casa ajenas
y de comer en buffets chinos los fines de semana
Soy de uno nunca sabe y dios te bendiga
y dios es amor
Soy de ir a algún lugar especial una vez al año

Soy de Aiken, Carolina del Sur y Zamora, Michoacán
Soy de tacos de bistec y mole
De venir de con nada a las estados unidos
no volver a ver a sus padres
fotos de toda la familia
en la mesa
juntando
polvo de los últimos veinte años

Mauricio Moreno García. SPAN 312, Spring 2022.
Soy de lotería y domino
de AnaLuisa y Luis
Soy de picar la comida y limpiar la casa
y de poner la mesa
Soy de no hagas travesuras
y Ahora te Puedes Marchar
Soy del pan de los reyes magos
Soy de Charlotte y San Luis Potosí
tacos de lengua y menudo
De las luchas de mi papa
Su vida difícil y los retos de ir de México
Del guardador de tortillas y la comal, del retrato de mi primo Salvador
La cocina, encima del piano
Soy de la música mexicana de los 80s, el mezcal a las tres de la mañana,
tortas del carne asada de la noche anterior,
y el menudo que dura varios días

Luis Bravo. SPAN 312, Spring 2022.

Soy de música
de Crosley y iPod
Soy de seguro
Atrevido
Soy de jardín
Pino
Cuyas extremidades olvidadas recuerdo
como si fueran mías
Soy de abrazos y amor
de abuelo y hermano
Soy de comiendo con otros y ejercicio
y de viajando
Soy de y nunca darse por vencido
y Don’t Stop Believing
Soy de permanecer hasta la medianoche en Navidad
Soy de Charleston y Perú
Empanada y pescado
De Papi ganado el récord mundial de IronMan
Héroe
Memorias
Bajo la cama
En una caja de mi mamá

Anónimo. SPAN 312, Spring 2022.

Soy de la Biblia version Reina Valera
de La Banderita tortillas y Maseca corn flour
Soy de poco espacio y paredes naranjas
Soy de arbustos de jazmín amarillo y árboles de magnolia
Cuyas extremidades olvidadas recuerdo
como si fueran mías
Soy de abriendo regalos de Navidad en la Noche Buena y mi papa tocando la guitarra
de Daniel Elvira y Susana Olivares
Soy de cantando en la iglesia y tomando un taza de café con mi familia
y de viendo películas juntos
Soy de te voy a dar algo por que llorar y sana, sana, colita de rana
y mi corazon, entona esta canción
Soy de Steak n’ Shake cada Domingo después de la iglesia
Soy de North Augusta, South Carolina y North Augusta, South Carolina
enchiladas verdes y picadas
De tu tío Claudio fue asesinado en el bosque de Veracruz
le encantaba cantar
la colección de películas de Barbie y las fotos de mi abuela, Juana
a la derecha de la televisión y en el armario de mis padres
fila tras fila de películas paradas y escondida detrás de la ropa

Anónimo. SPAN 312 Spring 2022
September 2021 - Emma Burton
Learning Spanish has opened so many doors for me in my time at the college. I feel more connected to the Charleston community because I can communicate with more of its members. Every internship or opportunity I have had during college has been tied to the Spanish skills I have learned from my professors at CofC. Professors in the Hispanic Studies department are invested in my learning and are always willing to go the extra mile to help a student succeed.

October 2021 - Mollie Zuyus
The excitement and passion for these topics I’ve witnessed from each of my professors in this department is incredibly inspiring and I can say I’ve learned just as much from the actions of my professors as I have their course curriculum. With my time as an undergraduate student coming to an end soon, my professors have been extremely supportive of continuing my Spanish language development by helping me translate resumes and get organized for an international move post-graduation. I am extremely grateful for the role the Hispanic Studies department has played in my growth as both a student and an individual.

November 2021 - Elizabeth Jane Hancock
The Hispanic Studies Department here has been an integral part of my experience here at CofC. I have taken many fascinating courses about topics such as the history of Spain and sociolinguistics, as well as more grammar and literature classes to help polish my speaking, reading, and writing abilities. I have made connections with wonderful professors here at the department, including Dr. Weyers and Dra. Beck, whose classes had me produce some of the best writing in Spanish that I have done to date.
December 2021 - Jerry Windhorn
From very early on, I was able to see for myself how the Department worked as a team and all I knew was that I wanted to be a part of it. I have learned so much in such a short semester and in a myriad of ways. I am met with a mutual fascination for the Spanish language daily by individuals such as Prof. Devon Hanahan. Moreover, professors such as Dr. Christina García and Prof. Claudia Moran have dedicated many ‘debates’ and lectures to understanding Latin America and the unique perspectives that make my multi-disciplinary learning so vibrant, exhilarating and of course, academically challenging.

February 2022 - Ellie Manucy
The professors of the Hispanic Studies department have been nothing but accommodating, passionate and encouraging. For a long time, I have struggled with fully grasping the Spanish language, especially the more complex aspects like linguistics and grammar—I was always able to receive guidance and assistance from my professors, and I’m so grateful for that. I’m incredibly honored to represent the Hispanic Studies department and the amazing people who have supported me every step of the way!

March 2022 - Dahlia Watson
Ever since I was a young child, I have loved the feeling of conquering difficult challenges. Once I started taking Spanish classes in middle school, something lit up inside me. The excitement and satisfaction I felt when achieving rudimentary conversational skills was unmatched. The introduction of new historical and cultural information completely fascinated me and highly influenced my adventurous mindset. Nearly ten years later, I can still remember the significant impact of my middle school Spanish teacher. Her smooth fluent speech, elaborate travel stories, and the passion expressed during her lessons encouraged me to open myself up to new experiences.

April 2022 - Luis Bravo
Every professor I meet in the department is so passionate about the language and the complex intersecting and rich histories of Latin America: they want us to succeed and to love every second of working towards our goals. Classes like Spanish sociolinguistics, with the brilliant Dr. Weyers, have taught me more than I could imagine about the language and peoples. I have a different intimacy with the language now and I wish I could keep learning here at the College. As a Chicana person, I feel fulfilled intellectually and spiritually about what I’ve learned and cannot recommend others enough to become involved in the department!
Dr. Emily Beck

During Fall 2021, Dr. Beck taught two entirely new course preparations: SPAN 314 and SPAN 492. SPAN 314 was developed as a Globally-focused course with a significant Collaborative Online International Learning (COIL) component in partnership with the Universidad de Santiago de Chile (USACH), for which she received an LCWA Globally Connected Grant. SPAN 492 was a new preparation as a cultural studies course focused on deviant women that was cross-listed as a Women and Gender Studies course. Dr. Beck also continued to serve as the program director for the M.Ed. in Languages and ESOL Graduate Certificate and supervised the capstone portfolio projects of 12 master’s candidates this year. Working closely with students to develop their ideas for the workplace is always rewarding and a special part of working at the College!
Dr. Raúl Carrillo Arciniega
During the academic year 2021-22, Dr. Carrillo Arciniega won the prestigious literary award of narrative Ignacio Manuel Altamirano conferred by the Universidad Autónoma del Estado de México with his fourth novel Hotel francés. This novel competed among 700 novels from 22 countries. Also, Dr. Carrillo Arciniega participated in the following conferences with these papers: “La narrativa actual mexicana”. Lunas de octubre. Instituto Sudcaliforniano de Cultura, BCS, Mexico. Virtual, Zoom. October 28, 2021; “Una aproximación a la figuración del sentido poético de José Pascual Buxó”. Instituto de investigaciones bibliográficas, UNAM. Virtual, Zoom. August, 2021. In addition, he presented the following book: “La poética semiológica de José Pascual Buxó” By Rivera-Rodas. Instituto de Investigaciones Bibliográficas, UNAM. Virtual Zoom. August 2021. He revises his fifth novel about love in times of Covid. Stay tuned!

Prof. Daniel Delgado
Prof. Delgado taught courses in the Spanish and Linguistics programs during the 2021-2022 academic year. In the Fall 2021 he was appointed as the new Spanish Conversation Classes Coordinator, and organized a Paella cooking demonstration with his FYE students to celebrate the Hispanic Heritage Month. In addition, he continued his work as Chair of the HISP Online Education Committee, Editor of HispaNews, the magazine of Hispanic Studies, and the CIE Scholarship Review Committee. In the Spring 2022, he attended to the SCOLT Conference.

Dr. Susan Divine
Dr. Susan Divine taught three courses online over the summer, including a graduate course on Spanish narrative in novels and film. She continues work on her sabbatical projects (memory and city space in two novels by Rafael Reig) and presented virtually at both at the USACH conference and at the Kentucky Foreign Language Conference. She served on the college-wide Tenure and Promotion committee and will be co-directing the Trujillo study abroad program this summer with Devon Hanahan.
Dr. Christina García

Dr. Christina García is Assistant Professor in the Department of Hispanic Studies and Affiliated Faculty with the Latin American & Caribbean Studies and the African American Studies programs at the College of Charleston. Her research looks at both literary and visual works from the Hispanophone Caribbean and draws from Ecofeminists and Critical Race theories. She considers how particular aesthetic techniques can provide alternative forms of imagining the physical body and its environment. This past year her work appeared in the journals Revista de Estudios Hispánicos and Chasquí and she presented her most recent work at the Latin American Studies Association conference.

Dr. Carmen Grace

Dr. Carmen Grace served as Associate Chair for the Department of Hispanic Studies. She submitted an article for publication entitled “Enseñanza y persuasión en la Contrarreforma: el alcance del decorum en la oratoria y en la pintura sagradas.” She presented a paper entitled “María Magdalena: el atractivo de la penitencia” at the HISP-USACH Mini-Conference held virtually on April 5-6, 2022. In Fall 2021, Dr. Grace taught SPAN 275 as a “Globally connected course” with LCWA. The course incorporated an interchange project with students from USACH (University of Santiago, Chile). She also developed a new course for the First Year Experience program entitled SPAN 202 Global perspectives: Madrid and Andalucía.

Dr. Daniela Meireles

Dr. Daniela Meireles taught Portuguese and Spanish language and another session of Portuguese Literature in Translation (LTPO) on cultural representations of the Amazon Rainforest and its peoples. Dr. Meireles served on the Portuguese Steering Committee and advised the CofC Portuguese Club. She established a firm partnership between the CofC Portuguese Club and the UT-Austin Portuguese Flagship Program. Together, they sponsored five special Connected Bate-Papo sessions serving CofC’s and UT Austin’s current and former Portuguese students. The CofC Portuguese Club also hosted in-person events organized by the club’s president, Ms. Yazzy Rodrigues. Dr. Meireles presented work on Collaborative Online International Learning (COIL) at CofC’s TLT Con 2022 and is looking forward to participating at the 17th Scientific Conference at FHO/UniAraras, São Paulo, Brazil in the Summer of 2022. FHO (Fundação Hermínio Ometto/Brazil) has been a partner in Dr. Meireles’ Globally Connected FYE Seminars since Fall 2021.
Dr. Luci Moreira

During the academic year 2021-22 Dr. Luci Moreira focused on teaching PORT 102 for the first time online and adjusting to teaching of SPAN 190, LTPO 270, and LACS 101 face-to-face after two years online! Teaching three different subjects in three different languages, using two modes of instruction, kept the instructor busy! Dr. Moreira continues her work as Editor of the AATSP Portuguese Newsletter (https://www.aatsp.org/page/PortugueseNewsletter), interviewing two Brazilian icons (linguist Ataliba Castilho and Indigenous writer Daniel Munduruku). She revised the AATSP National Portuguese Examination tests in the areas of reading, grammar, and vocabulary. In the spring she presented a paper at the SECOLAS Conferences in Charlotte “Revisiting Representations in the Literature on the Centenary of Brazilian Modern Art Week” and was guest speaker for the AATSP Phi Lambda Beta Portuguese Honor Society in May at a national conference with “Contribuições, avanços e perspectivas para o Ensino da língua portuguesa nos Estados Unidos: Uma conversa com Luci Moreira e Peggy Sharpe.” She celebrated the end of the year reuniting with her online Port 102 students for the first time face-to-face, in a local café. See photo above with students proudly wearing their CofC Portuguese language T-shirts!

Dr. Antonio Pérez-Núñez

Dr. Pérez-Núñez taught courses in Spanish, linguistics and in the M.Ed in Languages program in the 2021-22 academic year. During the spring semester, he successfully directed the study abroad program in Trujillo, Spain. He was also granted a sabbatical leave for the Fall 2022 semester to engage in research activities.
**Dr. Silvia Rodríguez Sabater**
Dr. Silvia Rodríguez Sabater taught courses in Spanish, Spanish as a Heritage Language, and Applied Linguistics. She served on several committees: HISP Online Education, M.Ed in Languages, the new Spanish as a Heritage Language Distinction, the college-wide Academic Task Force, and the implementation of the Strategic Plan. She continues as Faculty Coordinator for Online Education and enjoys her work as associate editor for the journal *Hispania*. She also co-organized the *Innovations and Challenges in Second Language Teaching* series. In addition, Silvia presented her research at the American Association of Teachers of Spanish and Portuguese Conference, participated in the Symposium on Language Pedagogy in Higher Education, and completed the DEEP diversity education series.

**Dr. Joseph Weyers**
Dr. Weyers is still at the College of Charleston, since 1995.

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**Dr. Michael Gómez gives awards to Outstanding Spanish Majors at the LCWA Awards Ceremony**
Dr. Carrillo-Arciniega Receives Literary Prize for Hotel Francés.

Congratulations to Hispanic Studies’ Dr. Raúl Carrillo-Arciniega, who was awarded the Premio Internacional de Narrativa ‘Ignacio Manuel Altamirano’ for his novel, Hotel Francés. This prize, sponsored in part by the Universidad Autónoma del Estado de México, was granted to Dr. Carrillo Arciniega following a careful consideration of 750 novels, submitted by authors from 17 countries.
Please join us for the 16th lecture in the Hispanic Studies Teaching Discussion Series

Innovations and Challenges in Second Language Teaching

Joseph Weyers
Professor, Hispanic Studies and Co-director, Global Scholars

A Postcards Approach to Teaching Culture

Wednesday, March 30, 2022
4:00–5:00 pm Via Zoom

Postcards beg to be explained and explored. There is a story behind each vista, each museum, each piece of art, and once unraveled, the story informs us about the history, gastronomy, music, and multiple other cultural manifestations of the people and places we highlight in class. There are two objectives for this talk: 1. to outline how Postcards from Mexico was developed using postcards as the centerpiece of each class, and 2. how these valuable authentic materials can be incorporated to address culture in a course, a unit, or a class.

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

Teaching Discussion Series Organizers
Dr. Silvia Rodriguez Sabater
RodriguezSabater@cscl.edu
Prof. Allana Zaffis
zaffis@cscl.edu, 843-953-7302

William McCorkle
CoF Department of Teacher Education

US-Mexican border immigration policies under Biden

Though often in the media and popular culture, there is a vague idea that Biden has dramatically shifted the immigration policies at the border from the Trump Administration, the reality is far different. The speaker will be detailing some of his own recent experiences at the Mexican-Border to highlight the continuation of restrictive policies for asylum centers and closed borders, particularly through the expansion of the Migration Protection Protocol and Title 42 (COVID-19 restrictions). Time will be given to consider how advocates and educators can continue to push for change in times where the more active opposition to anti-immigration policies, which started under the Trump Administration but have continued under the Biden Administration, have often waned. This has often allowed the more anti-immigrant voices to control the discussion and allowed the anti-immigrant policies that started under Trump to become the status quo.

Tuesday, January 25, 5pm
On Zoom

Register by scanning the QR code to receive the Zoom info.

Backpack Journalism in Guatemala:
Reporting on culture in the digital era

Esly Melgarejo
Guatemalan journalist and producer

Tate Hall 202
Wed Dec. 1
5:00 PM

Award-winning independent journalist, Esly Melgarejo, explores the use of multi-platform platforms in Guatemala, as well as other media, for the coverage of Guatemala’s National Antiquities Park. She holds degrees in journalism and communication from the Catholic University of San Carlos de Guatemala.

Reading and beyond in the L2 classroom:
A wizier way to engage learners

Silvia Rodriguez Sabater
Associate Professor, Hispanic Studies and Faculty Coordinator, Online Education

Marinella Griffith
Adjunct Instructor, French, Francophone, and Italian Studies

Wednesday, September 29, 2021
4:00–5:00 pm
Via Zoom

Learn how to create interactive and engaging digital worksheets and quizzes with a focus on reading, culture, grammar and beyond! You will also learn how to use digital worksheets already developed by other educators and edit them to make them your own. We’ll ce can generate a variety of question including fill-in-the-blank, matching, multiple choice, open questions, sorting, word puzzles, as well as adding videos, audio, links, images, and importing worksheets. Assigning them to your students, grading, and providing feedback in easy and quick. These cool worksheets will help you engage and motivate your students with the material in your course!

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

Teaching Discussion Series Organizers
Dr. Silvia Rodriguez Sabater
RodriguezSabater@cscl.edu
Prof. Allana Zaffis
zaffis@cscl.edu, 843-953-7302
Hispanic Studies hosted the second Hispanic Studies transcontinental congress, featuring student and faculty presenters from the College of Charleston, and the Universidad de Santiago in Chile (USACH).

Second Annual CofC-USACH Virtual Conference

April 5 - 6, 2022 at 4:00-6:30 pm E.T.

View the conference agenda, participants and register in advance:
blogs.cofc.edu/unlam-usach-conference

Day 1: April 5th
Panel Moderator: Colleen Moorman (CofC)

4:00-4:20 p.m.: "The effect of oral corrective feedback on the production of Present Perfect structures in a group of English Pedagogy students" (LING/PED)—Dr. Roxana Orrego and Dr. Ricardo Ubeda Menichetti, USACH
4:20-4:30 p.m.: Follow-up Q&A

4:30-4:50 p.m.: "Development of the Usages of Subjunctive in L2 Learners" (LING)—Ms. Abigail Smith, CofC
4:50-5:00 p.m.: Follow-up Q&A

5:00-5:20 p.m.: "Respuesta cinematográfica de Carlos Saura a la dictadura de Francisco Franco" (FILM/CULT)—Ms. Emma Burton, CofC
5:20-5:30 p.m.: Follow-up Q&A

5:30-5:50 p.m.: "Los problemas de escritura más frecuentes, desde el punto de vista de la escritura académica, en los que incurren los estudiantes de pedagogía de la Facultad de Humanidades de la Universidad de Santiago de Chile": Proyecto de tesis para postular al grado de Magíster en Lingüística. (PED)—Prof. Melissa Castellón, USACH
5:50-6:00 p.m.: Follow-up Q&A

6:00-6:20 p.m.: "La Nueva Religión: Una Mirada al ‘boom latino’ en la industria musical de los EE.UU.” (MUS/CULT)—Ms. Elena Minollo, CofC
6:20-6:30 p.m.: Follow-up Q&A

Day 2: April 6th
Panel Moderator: David Dulceamy (CofC)

4:00-4:20 p.m.: "Identidad, nacionalidad y la frontera a través de un lente de la literatura y cine de Latinoamérica" (LING/PED)—Mr. John Quirk, CofC
4:20-4:30 p.m.: Follow-up Q&A

4:30-4:50 p.m.: "Enseñanza de la gramática del español: una revisión de la bibliografía" (LING/PED)—Dr. Manuel Rubio, USACH
4:50-5:00 p.m.: Follow-up Q&A

5:00-5:20 p.m.: "María Magdalena: el atractivo de la penitencia" (LING/CULT)—Dr. Carmen Grace, CofC
5:20-5:30 p.m.: Follow-up Q&A

5:30-5:50 p.m.: "Dialectal allophonic consonant transfer between Chilean Spanish and English in a group of English pedagogy students from a state-funded university" (LING/PED)—Mr. José Reyes, USACH
5:50-6:00 p.m.: Follow-up Q&A

6:00-6:20 p.m.: “Historical Debt and Cultural Capital’ in Two Novels by Rafael Reig” (LING/CULT)—Dr. Susan Divine, CofC
6:20-6:30 p.m.: Follow-up Q&A

A collaborative presentation of student and faculty scholarship sponsored by Hispanic Studies at the College of Charleston and La Universidad de Santiago (Chile).
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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CofC Portuguese Club thrived during the pandemic. The Club used lemons to make lemonade, finding new opportunities amidst social distancing. After some relief in the mask mandate for outdoor activities, Portuguese Club officers Yazzy Rodrigues and Sara Muller continued their amazing contributions by engaging the CofC community interested in Portuguese and Brazilian Studies. Yazzy conducted several weekly meetings at the Stern Center Garden. Participants shared Brazilian snacks while they sang songs, translated lyrics in Portuguese, played games, read stories, and chatted about our new favorite Portuguese Netflix series!

Sara was abroad in Portugal in Spring 2022. She gave the CofC Portuguese Club an interview allowing us to take a virtual tour around Portugal through her eyes! The interview has been published in the CofC Portuguese and Brazilian Studies blog as well on the CofC Portuguese Club Facebook page. See below one of her photos from Portugal.

Torre de Belém in Lisbon, PT
by Sara Muller (CofC Portuguese Club Officer)
In Fall 2021, the CofC Portuguese Club “vestiu a camisa” (continued its commitment) promoting all things Portuguese at CofC! Literally, they did! They now have a Portuguese t-shirt. CofC students who joined a Portuguese and Brazilian studies-related activity receive theirs! Join the CofC Portuguese Club to get yours!

In Fall 2021, the CofC Portuguese Club continued its innovative nationally and internationally Connected Bate-Papo. The sessions are mainly joined by Portuguese students at CofC and at UT Austin but also serves former Portuguese students who live abroad today (in France and Germany, especially). These participants use Portuguese in their professional activities. They all support each other practicing the language and sharing experiences with its cultures. It has been an amazing networking tool for our students!
Their Connected Bate-Papo is already celebrating its third edition since Spring 2021. The big news this year was their first Brazil in Charleston Speaker Series!

They were joined by nutritionist Dr. Maria Alice Thé, chemist and chef Renato Oliveira, and artist Fer Caggiano. They are Brazilians and Portuguese speakers in the Charleston area whose innovations and professional activities demonstrate how Brazilians have contributed to the region and enriched the cultural geography of the city.
The Hispanic Latino Club kicked off the academic year with their first in-person meeting in two years since the start of the pandemic. Attendance was outstanding, with over 40 students! While members had maintained a strong sense of community through Zoom, it was obvious that everyone was ecstatic to be back in the cozy living room of the Multicultural Center. From first-years to graduating seniors, students shared information about themselves in ice breaker games expertly led by the club’s president, Pamela Painter. Officers Juliana Rivera, Maria Carvalho, Elizabeth Hernandez, and Magaly Hernandez were essential in helping Pamela organize and promote other events, such as the Marigold Making workshop. In collaboration with Hispanic Studies professor Berenice Marquina Castillo, the club later used these marigolds in their Día de los Muertos altar, which was set in the foyer of JC Long to maximize visibility.

For the Spring semester the club held a Rock Painting and Major Swap event, where younger students were paired with more senior students in their fields of study, a Relaxation Night with masks, coloring books and other de-stressing activities, and a Movie Night screening of a documentary of the legendary Mexican American singer Selena in celebration of Women’s History Month.
The club held a forum for AY 2022-23 club officer nominees to present their platforms to the club. Everyone gave impressive visual and oral presentations showcasing their leadership, organizational, and creative skills, as well as their larger vision for the club. It was truly inspiring to observe. These new officers were elected: Kaitlyn Victoria as President, her VP is Junior Ortiz, Treasurer is Isidro Gaeta, Secretary went to Pamela Gonzalez, and Social Media Chair went to Elyna Gonzalez. Next year promises to be even more exciting.
The Spanish Club returned to in-person meetings during the 2021-2022 academic year, hosted many successful outdoor Tertulias in the College’s new Solar Pavilion where students of all language levels chatted, played ice-breaker games such as *TableTopics*, and mingled with their colleagues and professors. With the College’s move to relax social distancing restrictions this Spring, the Spanish Club returned to its roots with Old School Tertulia, meeting at the patio of Chucktown Brewery. This time-honored tradition spans decades and the club was very excited to bring it back!
In October, the Casa Hispana hosted a Noche de Cocina, where students prepared delicious food such as tamales, alfajores, and other snacks. The event was very well attended, with lots of food, and some who were not able to attend in person joined via Zoom.

For the second year in a row, Casa Hispana residents enjoyed inviting international guests into their living room using Talk Abroad on their large screen TV/computer monitor. The Casa also hosted several Tertulias in the solar pavilion behind the house. Several members are returning to the house next year, and there is actually a waiting list in place for the fall!
Sigma Delta Pi Nu Zeta Chapter has had a busy and happy year! They initiated eight new members in November and took them to Barsa to celebrate. In December they sponsored a project supporting the Charleston Port and Seafarers' Society in which members solicited gift-wrapped boxes of personal products and treats, including a note in Spanish, for crewmembers who were in port in Charleston over the holidays instead of being home with their families. In February they hosted a SDP Tertulia at Barsa for faculty and students, and in March, they hosted Noche de Poesía at the Blacklock House, where they had 23 students and faculty members read their favorite poetry in Spanish and enjoy a reception afterward. They initiated seven new members in April. Special thanks go to the three outstanding SDP officers, all of whom are graduating: President Isabel Del Mastro, Vice-President Liz Edmunds, and Secretary Brianna Soto.
Hispanic Heritage Month
Paella Cooking Demonstration

In October, Prof. Delgado organized an outdoor paella cooking demonstration with his First Year Students to celebrate the Hispanic Heritage Month.
Hispanic Studies Career Seminar

presents

Real Estate Without Borders

FLETCHER WHEATON '08

Thursday, Nov. 11, 2021 at 4 p.m.

Register in advance for this meeting:
https://cofc.zoom.us/meeting/register/tZEpf-urqD4jGqH8QbTXkeKxRADZ0rAg3-

Fletcher Wheaton is an international real estate expert. He works in sales in Cabo San Lucas, Mexico, but has helped many Americans buy homes throughout Mexico. He is an avid traveler who got the idea to live abroad in Latin America during his semester abroad in Argentina while at CofC. His presentation “Real Estate Without Borders” will cover how he went from working a 9 to 5 job in the U.S. to pursuing his dream of living and working abroad. Fletcher has been able to thrive in Mexico by mixing his passion for real estate and travel together. He is very bullish on Latin America and pursuing other opportunities outside of Mexico as well. We look forward to this presentation and discussion on living and working abroad and pursuing your dreams with a Spanish degree.
Kim Gabuardi, ’06

Kim double-majored in Spanish and Corporate Communications and minored in Linguistics while studying at CofC from August 2003 to December 2006, and worked in Hispanic Studies her entire time there. She had planned to go into public relations or advertising, but knew her passion for the Spanish language was greater than her passion for years of likely cubicle life and competition in communication-related fields. It wasn't until she took Dr. Silvia Rodriguez Sabater's Service Learning course that she finally found her dream job: a Spanish medical interpreter. Through this course, she was placed at Angel Oak Family Medicine on Johns Island interpreting for Spanish-speaking migrant workers and she realized how powerful her voice to serve those patients was. This feeling of accomplishment would not have been possible without the professors in the Hispanic Studies department since they not only were extremely effective as professors, but also served as professional role models and were always extremely relatable and available whenever needed. The small classroom size gave students the feeling they belonged to a family and were not just a number in a lecture hall.

What Kim loved most about all of the professors was how they were always real people who took a genuine interest in their students and how to best expose them to the advantages and opportunities that learning another language could bring. Dr. Elizabeth Martinez-Gibson in particular was extremely influential in Kim's decision to pursue medical interpreting as a profession, so she then went on to get her M.A. in Spanish Translation and Interpretation from Rutgers University in New Brunswick, N.J. in May 2008. Immediately after, she moved to Liberia, Costa Rica for a year and a half to become more fluent in Spanish and immerse herself in the language. She kissed many "career frogs" until becoming certified as a Spanish medical interpreter through NBCMI in
Fletcher Wheaton graduated from the College of Charleston with a degree in Spanish in 2008. He currently works in real estate in Cabo San Lucas, Mexico. Starting out pursuing courses of study in both Business and Spanish, Fletcher felt himself increasingly drawn to the latter. Studying abroad in Argentina opened his eyes to the possibility of living outside the United States. Fletcher is fluent in Spanish and has lived in Mexico, Colombia, and Panama since graduating.

“Studying abroad in Buenos Aires was a great experience that changed the trajectory of my life. While I am in business, I use my Spanish every day in Mexico and would be happy to speak with any students looking to pursue a career abroad.”

Kim always looks back on her time at CofC with fondness and still keeps in touch with many of her professors via social media since they are still her real-life role models and have become friends. Her next professional goal is to continue learning Portuguese and eventually get certified as a medical interpreter in that language.
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.

https://www.linkedin.com/groups/12493173/

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

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