New Faculty Profiles
Meet our New Faculty Members!
Pages 8-9

Faculty Interviews
Meet new faculty Dr. Divine, who joined the team as Assistant Professor! And Prof. Hanahan talks about her new role as Basic Language Coordinator
Pages 3-7

Study Abroad
Learn more about our Study Abroad Programs in Brazil, Chile and Spain
Pages 10-13

Focus on the Faculty
Find out what Hispanic Studies faculty have been up to over the past academic year...
Pages 18-25

Clubs and Activities
Page 26-35

Alumni Corner
Make sure to stay in touch with the folks at Liberty Street!
Page 36-37
For most of us, the College of Charleston experienced a year of some unwanted attention and uncomfortable controversies. Yet in the midst of it all, the Department of Hispanic Studies remained undaunted while forging ahead with program development, our traditional student engagement and an impressive myriad of faculty and student achievements. This latest issue of HispaNews captures many of our accomplishments from 2013-14, which current students and alumni should view with pride and as testimony to the continued excellence of our department, which still boasts one of the largest and most comprehensive undergraduate Hispanic Studies programs in the entire southeast.

Such testimony of departmental excellence should also reassure you--our current and graduating students, their families and our alumni--that Hispanic Studies is indeed a worthwhile and important endeavor that deserves your continued support, especially your charitable giving. Earmarking your donations for the “Hispanic Studies Account” of the College of Charleston Foundation helps support our department with invaluable educational programming that directly enhances the intellectual life of our students. This past year, for example, your contributions helped support our reinstated “Hispanic Studies Distinguished Lecture Series” that featured guest scholars and poets from the U.S. and Mexico. And your continued support will allow us to launch similar programming in the future. Therefore, when considering support for your alma mater, please consider targeting your contributions to “Hispanic Studies” (detailed instructions along with a form for giving included at the end of this newsletter) and have a direct, ongoing impact on the academic lives of our students in the department.

And to our alumni who plan a visit to the College in the near future, don’t forget to stop by the Department of Hispanic Studies. You are ALWAYS welcome!

--Dr. Mark P. Del Mastro is Chair of the Department of Hispanic Studies
In fall 2013, Dr. Susan Divine joined Hispanic Studies Department at the College of Charleston. She received her PhD in Spanish Literatures and Cultures from the University of Arizona while specializing in Contemporary Spanish novels and film.

_HispaNews_: Can you tell our readers about your background and how you became interested in Spanish?

_Dr. Divine_: I grew up in a college town in Iowa. I was lucky to go to a great high school where everyone took languages because they wanted to, not because it was required. However, I became interested in Spanish by wanting to be different from my siblings. My three brothers all took German in High School, my sister took French and, as the youngest, I wanted to be different. I had excellent teachers who made all the challenges of learning a second language really meaningful. I never intended to make Spanish my career, but the more I learned, read, and traveled, the more I wanted to learn, read and travel.

_HispaNews_: Why did you decide to specialize in Contemporary Spanish Cultures and Literatures?

_Dr. Divine_: I think that a lot of it had to do with Spain being the first Hispanic country I visited. However, the most important influence was my dissertation advisor, Dr. Malcolm Compitello. Although I was a little terrified of him, his research and the theoretical framework he uses all really resonated with me.
Dr. Divine, cont.

HispaNews: Tell us more about your first trip to Spain. How old were you and where did you go?

Dr. Divine: The first time I went to Spain I was 17 and in high school. I stayed with a family for about two weeks in a suburb of Madrid. During my junior year at Iowa State University I did an exchange with La Universidad de Valladolid and spent the whole year there enrolled in classes with Spanish students. It was so hard at first, but by the end I felt very comfortable with the Spanish system and with the city itself.

HispaNews: Can you tell our readers about the focus of your research?

Dr. Divine: My research is focused on the intersections between place, history, and identity. I like Urban theory as it applies to, say, how the meaning of a monument or a place changes through time and how that change is represented in films, novels, and in everyday cultural exchanges.

HispaNews: How interesting. Can you tell us some examples?

Dr. Divine: Of course! In one project I'm researching how the novelist Rafael Reig narrates the Plaza de Cibeles in Madrid. In his 2011 novel Todo está perdonado this plaza reappears over and over again and acts as a symbol of how Fascist discourse, even after the end of the dictatorship, gets reinscribed over and over again in public and private life. He constantly brings the reader back to the plaza's use during the war to celebrate the fall of the Republicans, juxtaposing it with how it's used to celebrate Spanish soccer victories. In this way, the novel reveals the multiple layers of discourse that obscure but still support some unsavory ideologies. It's not a symbol that is overtly Fascist like the Valle de los Caídos, and that's the point that Reig is trying to make: the real danger lies in those discourses whose meaning is obscured through perceived neutrality when in fact they are quite politically charged.

In another project I'm looking at two short novels written by Elvira Navarro. She's only written two novels to date and they both take place in Valencia. In sharp contrast to Reig's narratives – and many others that map the history of a city or place in their texts – Navarro's novels never even mention the city name “Valencia” and are careful to avoid historical or cartographic details. Nevertheless, and quite ironically, by her strategic avoidance of these things, she informs the reader of their importance.

HispaNews: What are your current research projects?

Dr. Divine: Right now I'm working on a project about Elvira Navarro. I like to focus on genre constructs and I find it very compelling the way that she uses the city spaces of Valencia, Spain in the novela de formación. I'm not 100% certain of what the results will be, but the way the city takes on the role of a “mentor” to the female characters and guides their assimilation to larger cultural norms all speak to both the devastating economic crisis of the last years as well as to the creation of “monopoly rents” or the selling of historic places. Navarro is also winning awards for her novels, which adds another layer of meaning as to how the publishing industry then informs our meaning of space.

HispaNews: Can you explain what you mean by “monopoly rents”?

Dr. Divine: A “monopoly rent” is, for example, saying that only bubbly white wine that comes from one particular region in France can be called champagne and everything else is just bubbly wine. Even though there may be no real difference between a champagne a prosecco (Italy's bubbly wine) and a cava (Spain's bubbly wine), each distributor can charge more for the perception that its product is of a higher quality precisely because it comes from a specific region. Applying this to cities, a part of the city or a place in the city can cultivate an image of itself as of higher quality and in the process charge more and control its “territory” more. Historic places, or naming a place through its history, fits in quite nicely with this as they concede a more profound and stable meaning to places. In Navarro's novels the protagonists are all at the limits of these “monopoly rents” in that they live in parts of the city that have not yet been assimilated into...
the tourism industry or into a historical “center.” I am also finishing up a project on a monument in Madrid, the Plaza de Cibeles, as it is used in a novel by Rafael Reig, as well as a project on one of the last films by Julio Medem, Room in Rome.

HispaNews: How has your experience been so far at the College of Charleston?

Dr. Divine: So far my experience has been wonderful! My colleagues have been nothing short of amazing and I have some really smart and curious students.

HispaNews: What are the aspects of your work that you most enjoy?

Dr. Divine: I think I most enjoy those moments in the classroom when the students start to see the importance of what we're doing and get excited about it. I also love going to the Addlestone library and happening upon a great article or book that reminds me of why what we do as scholars is important.

HispaNews: Is there anything about you that you would like our readers to know?

Dr. Divine: I'm a Pisces? Kidding. I am so grateful for the opportunity to be a part of this great department. I'm thankful every day when I step on campus that the search committee found my C.V. worthwhile and that I ended up here. I'm looking forward to growing as a teacher and a scholar within such an active community.
Professor Devon Hanahan served as the Spanish Conversation Class Coordinator from 2007 to 2014. She is now moving on to the position of Basic Language Program Coordinator.

*HispaNews:* Could you describe for us the various aspects of your work as the Spanish Conversation Class Coordinator? What did this position entail?

*Prof. Hanahan:* Each semester I hired, trained, and observed anywhere from 12-18 peer teachers as they taught one-hour conversation classes that parallel the basic Spanish language courses. I managed their payroll, revised or wrote their curricula and lesson plans, and dealt with any issues arising with their students.

*HispaNews:* What were the aspects of your work that you most enjoyed?

*Prof. Hanahan:* Hands-down, working with the peer teachers. I have been allowed to work with the best and brightest students in our department, and I have loved it! They're all smart, responsible people who love the language and the culture and have fun sharing it with their peers. What's amazing is that they are natural-born teachers. I'm blown away by how good they are at what they do.

*HispaNews:* What were the biggest challenges?

*Prof. Hanahan:* Sometimes there were administrative challenges, like not having enough teachers for the classes or having to decide whether to cancel a class that had low enrollment. Sometimes I've had students who have problems with Spanish in general and have needed some individual intervention.

*HispaNews:* Could you tell us about the peer teachers you have worked with, and what special skills are required for the job?

*Prof. Hanahan:* They are smart, funny, engaging, passionate about Spanish and responsible. They genuinely care about the welfare and learning of their
students. When I hire them I tell them that they need three qualities: a) They must be responsible beyond measure since they are in the role of instructor. They can't miss class or come to class late as if they were students. b) They must be able to speak Spanish comfortably for the entire 50 minutes of class, not perfectly, but with a certain degree of fluency and accuracy that I judge during an interview. And c) They must have an outgoing, engaging personality that draws out their students and makes them want to communicate. They must also be patient!

**HispaNews**: In your opinion, why is it important for students to take conversation classes? How do they help students with the language learning experience?

**Prof. Hanahan**: So many students equate learning a language with memorizing vocabulary lists and conjugating verbs, which are meaningless out of context. These are the students who can't WAIT to complete their required Spanish courses! In the conversation classes they get to be in a relaxed, non-threatening atmosphere where they can use the language they have acquired and actually see it work! Many of them say in their course evaluations that the conversation class inspired them to continue with Spanish, or that it was the first time they felt like they could actually communicate in Spanish.

**HispaNews**: How has this position helped you in the transition to Basic Language Program Coordinator?

**Prof. Hanahan**: Both positions require a tremendous amount of organization and attention to detail, so that has been helpful. Both positions require that I work with other instructors and their classes; it's just that now I'm working with my peers instead of with the peer teachers. And, occasionally, I have to deal with students from someone else's class, and I got a lot of practice with that from the conversation classes.

**HispaNews**: How has your experience as the Basic Language Program Coordinator been so far?

**Prof. Hanahan**: It's been a little scary trying to learn all of the responsibilities, but I've taken it one day at a time and have had the good luck to have support from the Chair, the outgoing coordinator, and my department. If I don't know how to do something, I don't hesitate to ask any of my colleagues.

**HispaNews**: Are there any changes you would like to implement?

**Prof. Hanahan**: My dream would be to see all basic language students required to take a conversation class each semester!

**HispaNews**: Thank you, and best of luck!
Prof. Gustavo Urdaneta

Professor Gustavo Urdaneta was born in Venezuela where he earned a Bachelor's Degree in Modern Language Education at the University of Zulia “LUZ.” In 2013 he went on to obtain a Master of Science in Linguistics from the same institution. Before coming to the College of Charleston, he spent 13 years teaching foreign language classes in English, French, and Spanish, from beginning to advanced levels, at a variety of educational institutions, including The University of Zulia and the University of Rafael Urdaneta. He enjoys traveling, reading, playing sports, and spending time with his family and friends.

Prof. Carla Collins

Professor Carla Collins graduated from Wittenberg University with a BA in Spanish in 2001. Her passion to learn Spanish and experience the cultures of the people who speak the language took her on many journeys throughout the years. Her first adventure abroad landed her in Mexico which fueled her desire to improve her Spanish. After graduating from college she traveled to Costa Rica, Guatemala, Cuba, and Panama. Eventually, after starting a career in medical interpreting, she ended up in Charleston where she began the Masters in Legal Interpretation program. The challenges she faced pushed her even harder to succeed. She spent a semester in Lima, Peru to immerse herself once again in a Spanish-speaking culture. Her travels in South America took her all over Peru, Ecuador, and Bolivia. Later she traveled to San Antonio to work with the Bexar County Court Interpreters as an intern. After graduation Carla taught at the College of Charleston for three years before moving to Phoenix, Arizona where she worked as a staff interpreter for the Maricopa County Superior Courts. Three years later she is happy to be back in Charleston where she will continue to teach and interpret professionally.

Prof. Janalyn Byrne

Professor Janalyn Byrne spent most of her childhood in central Pennsylvania and completed her B.A. and M.A. studies in Spanish Linguistics at Penn State University. She also majored in Minority Languages (B.Ph.) and during her undergraduate studies conducted research on the phonetic implementation of tone sandhi in a Mixtecan dialect spoken in Oaxaca, Mexico. She enjoys knitting, cooking, and hiking, as well as salsa dancing and going on long runs with her husband. Since relocating to Charleston in 2012, she tries to visit the beach as often as possible.
Professor Stephen Barnes, who is from Campobello, South Carolina, has begun his first year as a middle school Spanish teacher at Porter-Gaud school and as an instructor at the College of Charleston. He received his undergraduate degree in 2009 from the University of South Carolina with a major in Spanish and a minor in Foreign Language education. He completed his degree in Hispanic Linguistics from the University of Georgia in 2011. During his time in graduate school his research interests included the acquisition of second and third language phonologies, the variations of relative pronouns after prepositions, and the translation of humor. He was invited to present his research paper entitled “Degree of Lenition as a Measure of Language Transfer in the Acquisition of L3 Phonology” at the Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLAP) Conference in Columbia, South Carolina in February 2012.

He married his lovely wife, Cinelle, at the Central Park Conservatory Garden in New York City in 2010. They have a vivacious daughter, Anouk, who turned two in November. They all love to dance and eat Filipino food. Stephen is also an avid Atlanta Hawks fan.
Dr. Lola Colomina-Garrigós directed the Santiago, Chile fall semester program this year. HISPANEWS sat down with her to hear about the experience.

HispaNews: Good morning. Thank you for taking time out of your busy schedule to talk to HispaNews. Tell us about your experience directing the Fall Semester Chile Program.

Dr. Colomina-Garrigós: Hi, my pleasure. I took a group of students to Santiago de Chile in the Fall of 2013 where they got to study and live with Chilean families for over three months (we left Charleston in late August and more than half of the group returned on December 2, while others, including myself, stayed behind to do some more traveling.) The students took courses in a wide range of subjects including Spanish, Hispanic literature, civilization and culture of Latin America, and Chilean history and politics. They were taught by professors from the prestigious Universidad Diego Portales, our host university located in downtown Santiago, and by me as well. The Program's International trip took us to Peru. There, we first visited Cusco, the capital of the Incan empire and the historical capital of Peru. We were enchanted with this ancient city that first introduced us to the magnificent cultures of this Andean region, their history, architecture, and most definitely their cuisine. We then explored the Sacred Valley of the Incas where we particularly enjoyed shopping for handicrafts at Pisac's Indian market. We continued with a visit to the towns of Ollantaytambo and Aguascalientes that culminated with our visit to mesmerizing Machu Picchu, the Lost City of the Incas and one of the Wonders of the World. Our final stop took us to Peru's capital, Lima, where we visited several ancient sites and museums that most definitely gave us a first-hand cultural experience that we will never forget. Students also had the opportunity to travel extensively throughout Chile and, in some, cases, even to neighboring countries like Argentina and Bolivia.
HispaNews: What is unique about the Santiago, Chile Program? Why do you recommend it to our students?

Dr. Colomina-Garrigós: For anyone who wants to learn about the history and cultural aspects of South America and, more specifically, about politics in this Latin American region, this is simply an ideal program. Discussion on recent political phenomena, particularly on Pinochet’s dictatorship (1973-1990,) is very much alive and, in fact, Chileans are still debating among themselves on how to look back at this particular period or even whether they should look back or leave it behind and only look ahead. Students, therefore, have the opportunity to experience first-hand how Chilean society is renegotiating all kinds of issues that played a part in past events that might shape their future. I would also recommend this program for the opportunity it offers to study in a very cosmopolitan city that offers a diverse socioeconomic and intellectual environment as well as a very prestigious university at Diego Portales. Finally, the central location of Santiago within Chile allows student to easily travel to different and varied regions within the country or this South American region.

HispaNews: What part of the study abroad experience in Chile, do you think students most enjoyed?

Dr. Colomina-Garrigós: Many of them told me how much they bonded with their host families (sometimes, even with the families of the other students) as well as among themselves. So I would say first that they enjoyed the human relationships and friendships they made. After that, I think they loved having three day-weekends where many got to travel throughout the country and even outside of Chile. Many spent their first weekends skiing in the nearby Andes Mountains. Then they would leave Santiago for the beach and surf on following weekends. Some travelled north to the Atacama desert, some even left the country for the weekend and travelled to Mendoza or Buenos Aires, in Argentina. Of course, due to their everyday cultural experiences as well as our trip to Peru, they could all experience first-hand what they had previously learned in books and class discussions about Chile, Peru, and Latin America in general. These experiences made a big impact on them all, on all of us. Finally, the delicious food and beverages deserve special mention as well :) 

HispaNews: Why should everyone visit Chile?

Dr. Colomina-Garrigós: First of all, because Chile has one of the most diverse geographies and climates in the world due to its long and narrow shape. It is simply a paradise for anyone who likes the outdoors. It has it all: from the driest region in the world, the Atacama desert, to majestic snowy mountains and even glaciers in the Patagonian region, to spectacular turquoise lagoons and volcanoes. Together with the diversity in topography there is the diversity of its people and cultures from North to South although their hospitality seems to me their common trait. Finally, one can appreciate different cultural aspects such as Chilean cuisine and handicrafts. I personally cannot wait to go back.

HispaNews: Is there anything else you’d like to share with our readers?

Dr. Colomina-Garrigós: Yes. The very best part of this trip for me was the students. I was very fortunate to have such a close, loving, engaged, and fun group and I would like to thank them all for making this amazing adventure even better. ¡Gracias a todos!!

Thank you for interviewing me and giving me the chance to talk about one of my most fulfilling academic experiences!
HispaNews: You and Jose Moreira have directed the summer program in Brazil for several years. Tell us how this two-week program works.

Dr. Luci Moreira: Our programs are study travels, meaning we study and travel! We have directed summer abroad programs in Brazil for almost ten years, with different memorable itineraries. We have covered exuberant Rio de Janeiro in most of our trips. Rio is an icon and no student wants to lose the opportunity to go there. But we also go to remote areas such as the Amazon forest and Marajó Island. We stay in five-star hotels in Rio and sleep in hammocks along the Amazon River. We have been to Fernando de Noronha Island -- with its pristine waters it is an unforgettable paradise of marine turtles, and an area where only a few are allowed to travel in an attempt to preserve the environment. National Geographic classifies Noronha as one of the world’s ten most beautiful beaches.

Each year is different. Our itineraries vary and the students are different each year, making each experience unique. We cover politics, history, economy, geography/land distribution, ecology, religious beliefs, food, art, and popular culture. Students understand how Brazil’s historical background has contributed to the rich regional diversity of Brazilian culture, and how literature portrays the complex identity of the Brazilian people and society. In addition to this, we want students to experience Brazil, and to become familiar with current issues that affect Brazil and Brazilian society in order to understand better its peoples.

HispaNews: What is the ideal student for this type of program?

Dr. Luci Moreira: The ideal student is one who has already studied or learned something about Brazil. However, any student can be “ideal” if they are curious to learn more and embrace the culture and way of being of the Brazilian people. Such a student is eager to learn and respect other cultures and has an adventurous spirit.

HispaNews: What do you hope students learn about the history, culture, and language of Brazil?

Dr. Luci Moreira: Students learn not only about Brazilian
history and culture, but also about American history and culture. We generally contrast these two enormous countries: how they developed, their own way of life, and what is acceptable here and there. Students see beautiful places, but also learn and visit the best-kept secrets that Brazil has. In terms of language, our group does not necessarily have to know the language of Brazil; they actually realize that many Brazilians can interact with them in English. However, many become interested, start learning Portuguese, and come back for a semester or year in Brazil. Some bring their parents to visit Brazil.

HispaNews: What part of the study abroad experience in Brazil do you think students most enjoyed?

Dr. Luci Moreira: As I said before, Rio de Janeiro has its own enchantment and students really look forward to seeing the “Wonderful City,” as it is called. However, there are other places. Former students have told us that Salvador is attractive to them and that all trips should include this city because of the African influence seen in its food, music, painting, capoeira, arts and crafts, and history. Those who went to Fernando de Noronha are always amazed by the beauty of the island. The Amazon experience and the majesty of its forest humbles all students for many reasons: the simple life of the indigenous peoples getting their medicine and food exclusively from the forest; staying three nights in a boat; sleeping in hammocks; seeing nothing at night but the stars and hearing the sounds of the creatures that inhabit the Negro River. All this is unparalleled, especially when these students learn about the fragile ecosystem of the rainforest that future generations may not get to see anymore. It is always a trip that impacts the students’ lives.

HispaNews: Are you ready to direct this year’s program, and are you doing anything differently?

Dr. Luci Moreira: This year has been very different: for the first time we did not advertise the program nor did we visit any classrooms. In spite of this, some students signed up, so we guess we are going back! We always do different things -- otherwise the program would be boring for us!

HispaNews: Are you excited about the World Cup being in Brazil this summer, and do you think Brazil will win?

Dr. Luci Moreira: Of course! There will be big crowds and rising prices as well, but Brazilians are excited and students want to see the country at that historical moment.
Justin Lyons

Justin Lyons is a Peer Teacher for Spanish Conversation classes

HispaNews: How long have you been a Peer Teacher for Spanish Conversation classes?

Lyons: I began teaching in the Spring of 2011, the second semester of my freshman year. I took the 2013 calendar year off in order to serve as president of a new fraternity on campus, and I returned for my final undergraduate semester. So, five semesters in total!

HispaNews: What levels of Spanish Conversation classes have you taught?

Lyons: I have taught 101, 102, 190, and 202.

HispaNews: Which is your favorite and why?

Lyons: My favorite class is 101! With all the others, people come in with varying levels of Spanish capabilities, whether they came from a more advanced high school or they learned more quickly in the levels before. This creates a challenge in and of itself, which is also exciting, but there is really something special about sparking a chispa in the fresh eyes of a bunch of 101 level students. Also, I'm very enthusiastic and energetic (potentially to a fault,) and that kind of energy is crucial in a 101 class. Being so repetitive can get tedious and the students can lose interest really quickly, so high energy and a clear love for the language is a must. While I'm lacking in many qualities, energy and optimism isn't one of them!

HispaNews: Can you tell us a little about the students who take conversation classes?

Lyons: They honestly come in all forms. There are the students who are taking the class to improve skills that they lack, some want to showcase the abilities they already have and expand them. Some are so timid that it takes two weeks for them to be audible, and some are just looking to fill an extra credit hour. It's not only fun to pick out who's who, but it's imperative that we identify those qualities quickly. By week three, we need to know which students need help with present tense verb conjugations and noun/adjective agreement, while others can be refining their subjunctive or use of preterite/imperfect. Since the classes are small and everyone is working in small groups, there's a lot of time to pair up two strong students who can debate among themselves, while two weaker students can be working with the Peer Teacher. Other times, it's great to allow a strong student to help along someone who may be struggling. We have to be quick on our feet!

HispaNews: What are the main qualifications that a Peer Teacher must have?

Lyons: Obviously a strong grasp of the Spanish language is a must. However, it's not just about being able to speak Spanish. It's about being able to manipulate your level of speaking to a lot of different comprehension levels. It would be like asking an English speaker to not only teach a class, but be prepared to have that class consist of preschoolers, elementary, middle and high school students all working on the same material. We have to be supportive, too, because (in my opinion,) one of the biggest barriers to learning a language is inhibition. People are scared to make mistakes because we're taught in the classroom that mistakes are missed points. You can't get a
question wrong if you don't answer it, right? WRONG! You have to say “Yo me gusta” thirty times before you realize that “yo” isn't the subject in Spanish. You have to ask “Cómo estás usted?” before you realize that formal address comes in the third person, not the second. And until you say it wrong and have someone correct you (not just red marks on a composition or an exam,) you'll never internalize it. Therefore, we are the people that smile when the students say something wrong because we're excited that they're about to learn how to say it the right way, and we try to make them feel comfortable in our setting. They have to feel that I won't judge them for their low speaking ability, and on day one, I remind them over and over again that I wasn’t born a Spanish speaker either, I just stopped caring that I sounded like an idiot a long time ago. And now, I sound pretty darn good!

HispaNews: What would you say to a student at CofC who is interested in becoming a Peer Teacher?

Lyons: It's not for everyone! If you're doing it for a part-time job, you're going to have a bad time. While the compensation is nice, it's about everything else. If you have the energy, the speaking skills, and the encouraging spirit, give it a shot! For better or worse, you'll learn very quickly whether it's right for you or not. That being said, even if being a Peer Teacher ended up not being someone's cup of tea, they will still tell you that they learned a lot from the experience and they're a better Spanish student for it. If you are thinking about going into the field of education, you would be doing yourself a disservice by not applying. The support we receive is outstanding, and our first-year teachers have experienced hands helping them along the way. Claudia Moran and Devon Hanahan are two of the most approachable, knowledgeable, and supportive bosses I've ever had. Al fin y al cabo, estamos aquí para ayudar a la gente que quiere aprender el español, ¡y nos divertimos tanto en el proceso!
Lauren Black is a student who is currently enrolled in our Spring Semester Program in Trujillo, Spain.

I had my expectations of what it would be like to study abroad in Trujillo, Spain, as did everyone else in our small group of twelve students from the College. However, all of my expectations were indubitably proved wrong and I learned from a first-hand experience how the Spanish live, how they eat, greet each other, joke and pass time.

If you enjoy eating tons and tons of bread, Spain is ideal. They eat bread with everything and sometimes use it as a fourth utensil to clean their plate. Paella, a rice dish with fish, shrimp or chicken and peppers, is a staple in Spain. Every restaurant offers it on their menu but the best is usually found in the homes of your host family. Eat everything you are offered during lunch because dinner is usually seven hours later!

Greeting others in Spain also shocked my expectations. I knew they kiss each other two times, one on each cheek, but when just passing others in the street they say ¡Adios! ¡Hasta luego! instead of the usual American, Hey! How are you?

To pass the time, they enjoy taking trips to the countryside with baskets of bread, jamón iberico and different types of goat and sheep cheese. The adults sit together telling stories about their pasts and laughing at the silly things they have done while the kids run around playing tag or “princesas y caballeros.” One day my host family asked if I would like to come watch bullfighters in the plaza de toros in a nearby city. Little did I know I would be asked by the famous Manuel Bejarano to accompany him in the ring to bullfight! Well, it was not a bull but a baby cow, but the adrenaline was still present. Never had I thought this would happen to me but no doubt it was one of the best days of my life.

The greatest thing about all my experiences is that I was able to live an authentic Spaniard life while taking classes at the same time. The professors understood we were here to enjoy our family and the beautiful things around us, not to bury our noses in boring textbooks. The readings were difficult but intriguing and the professors helped us through every sentence, making sure all was clear. Whether the students and I realized it or not at the moment, we were so proud of ourselves when we understood a poem written in the 15th century. And speaking of the 15th century, our classes were held in a convent called La Coria, which was built in the 1400s. Not to mention in between classes we had a 30-minute pause in a salon where we enjoyed coffee and delicious cookies and pastries. The program gives you Fridays off from classes so you have time to travel, how amazing? I traveled to Lisbon, Barcelona, Pisa, Florence, Rome, Seville, Madrid, Amsterdam and many more beautiful cities. I have never been so thankful and appreciative of life until taking on this study abroad program at the College. The world is an endless and impressive place, explore it!
Seventeen students participated in SPAN 400 Service Learning: “Hispanics in the US” in Spring 2014. An important component of the course requires serving a minimum of 45 hours on location in a variety of educational, medical, and legal sites to learn firsthand about Latinos in the Lowcountry. Specifically, Katie Cummings, Julie Driscoll, and Abigail Pozulp served in the ABRAZOS Program, Neah Baechler at PASOS, Eric Britton at Our Lady of Mercy, Carly Barnes, Shannon DuMont, and Kat Roach at Midland Park Elementary School, Ellen Hayes and Devon Meneeley at Pinehurst Elementary School, Rachel Wadsworth at Fort Dorchester Elementary School, Estrella Fonseca and Mackenzie Riordan at Angel Oak Elementary School, Barrett Hawkins at Barrier Island Free Medical Clinic, Amanda Palacio at Angel Oak Family Clinic, Katie Boyle at John’s Island Regional Library, and Emily Brown at Catholic Charities Office of Immigration Services. For the first time, the class was conducted entirely online using OAKS as the learning management system. The instructor, Dr. Silvia Rodriguez Sabater, took advantage of a variety of tools for the creation of video lectures such as Echo 360 and VoiceThread, as well as iPad video editing apps such as Splice and Explain Everything. Students also used these applications for group activities and online discussions and diaries.

CofC seniors Shannon Himes and Alli Crowell are doing a SPAN 401 internship this semester at Camp Care, a facility operated by East Coast Migrant Head Start program, on Johns Island. They are working with immigrant families at the center, doing community projects and working with the school's teachers. ECMHS provides education for immigrant children and social services for their families. From left: Chloe Garrison '07 (BA Spanish, and MA Bilingual Interpreting,) director; Shannon Himes '14, intern, Alli Crowell, '14 intern, Emily Davenport, '13, full-time employee. Alli Crowell, Prof. Weyers and Shannon Himes enjoy story circle.
**Focus on the Faculty**

**Dr. Nadia Avendaño**


**Dr. Emily Beck**

Dr. Emily Beck will present a paper titled “The Hermeneutics of Iberian Identity: Reassessing the Theatrical Works of Juan de Encina” at the International Congress on Medieval Studies in Kalamazoo, Michigan on May 8, 2014. Dr. Beck is currently working on a book project titled Political Machinations in the Age of Queen Isabel I and she will be on sabbatical leave during the 2014-2015 academic year to research and complete the project.

**Dr. Lola Colomina**

Dr. Lola Colomina-Garrigos published two articles in peer-refereed literary journals in 2013: “Una mirada transatlántica a narrativas contestatarias de hegemonías mercadotécnicas: Belén Gopegui y Rodolfo Fogwill,” en Letral: Revista de Estudios Transatlánticos de Literatura, and “En otro orden de cosas de Rodolfo Fogwill: resistencias discursivas a la mediatización cultural en la postdictadura argentina,” in Hispanófila. She also gave several talks throughout the year, including “A Transatlantic Approach: Contestatory Fictions of Market-Oriented Practices from Argentina and Spain,” at the College of Charleston’s Honors College Faculty Lecture Series, and “La espectacularizacion de lo real en Realidad de Sergio Bizzio,” at the I Congreso Internacional Nuevos Horizontes de Iberoamerica, held at the Universidad Nacional de Cuyo, in Mendoza, Argentina. She was also a guest lecturer at the Universidad de Santiago de Chile, where she presented “Resistencias discursivas a procesos de mediatización cultural en postdictadura,” in November.

**Dr. Benjamin Fraser**

Benjamin Fraser has launched the Journal of Urban Cultural Studies and has published two books this year: Antonio López Garcia’s Everyday Urban Worlds (Bucknell UP, May 2014) is an interdisciplinary trek through painting, urban studies, literature and film; and Marxism and Urban Culture (Lexington Books, August 2014) is an edited volume featuring connections between cities and culture from around the world.
**Dr. Susan Divine**

Dr. Susan Divine is a new Assistant Professor of Spanish at the College of Charleston who teaches intermediate and advanced Spanish classes. She was privileged to co-advice the Spanish Club with Dr. Carl Wise. Dr. Divine also served as liaison to Student Action with Farm workers (SAF.) Her research centers on contemporary Spanish novels and film, especially their engagement of city space, identity, narrative genre, and national histories. This year she presented at the Midwest Modern Language Association's annual conference in Milwaukee, WI and also served as the secretary for the Spanish Cultural Studies Table. After presenting on novelist Elvira Navarro, Dr. Divine had her paper “Cityscapes and la novela de formación: Elvira Navarro in Valencia” accepted for publication in the journal *Bulletin of Spanish Studies*. Her interview with novelist Rafael Reig, “La literatura tiene que ser militante, y lo más militante posible,” was published in *Letras Hispanas*. Additionally, an interview with the co-directors of the Museum of Reclaimed Urban Space (MoRUS) in New York City, “Demonstrating the Process: Reclaiming the City through Archive and Activism,” will be published in the *Journal of Urban Cultural Studies*. In the spring Dr. Divine presented at the annual Kentucky Foreign Language Conference on Spanish filmwriter-director Nacho Vigalondo.

**Dr. Carmen Grace**

Dr. Carmen Grace’s forthcoming article entitled “Exequias reales en la Contrarreforma: doctrina católica y Barroco en el sermón funeral de fray Alonso de Cabrera (1549?-1598) por la muerte de Felipe II,” will be published in the *Bulletin of Spanish Studies* later this year. Another article, entitled “Prototipos simbólicos cristianos: retórica y performance en los sermones de la España contrarreformista,” was accepted for publication in *Hispanófila*. She was the panel chair of “Voces del Barroco” at the 2013 Kentucky Foreign Language Conference at the University of Kentucky, where she also presented a paper entitled “El estilo barroco en la predicación y su impacto ideológico y discursivo en la España del siglo XVII.” She is currently directing the Spring and Summer Study Abroad Program in Trujillo, Spain.

**Dr. Silvia Rodríguez Sabater**

In 2013-14, Dr. Silvia Rodríguez Sabater attended and presented at two international conferences. In June 2013, she presented her research on Spanish L2 textbooks as sources of cultural information at the International Society for Language Studies Conference in San Juan, Puerto Rico. In January 2014, she presented her research on representations of indigenous cultures in Spanish L2 textbooks at the Fourth International Conference on the Development and Assessment of Intercultural Communication at the University of Arizona. She had an article on service learning and intercultural competence accepted for publication in the *Southern Journal of Linguistics*. In addition, she attended several webinars on language assessment and the application of technology to language teaching. After successfully passing the semester-long distance education readiness course offered by Teaching, Learning and Technology, she taught SPAN 400: Service learning: “Hispanics in the US” as an online course in Spring 2014. She has also been involved in graduate education by teaching the Applied Linguistics course for the M.Ed. program in Languages and Language Education. She also served on two panels that reviewed and critiqued the teaching portfolios of M.Ed. candidates. In addition to many service activities, Rodriguez Sabater has been a journal reviewer for *Critical Inquiry in Language Studies and L2 Journal*, as well as a textbook reviewer.
Dr. Carl Wise

Dr. Carl Wise spent two months in residence at the Folger Shakespeare Library in Washington, DC as a summer fellow, where he conducted archival research for his book project, Baroque Theologies in the Theater of Antonio Mira de Amescua. He also co-authored a special digital exhibition, “African Laborers for a New Empire: Iberia, Slavery, and the Atlantic World,” featured at the Avery Center’s Lowcountry Digital History Initiative, and had two articles accepted for publication: “América desencuadernada por Lope de Vega: Texto y escritura en El nuevo mundo descubierto por Cristóbal Colón” in Bulletin of Hispanic Studies, and “Playing the Crowd: Interpretive History and Audience Participation in Lope de Vega’s La inocente sangre” in Hispanófila. In addition, Dr. Wise presented a paper at the Association for Hispanic Classical Theater conference in El Paso, Texas.

ExCEL Awards Ceremony

Our own Dr. Joe Weyers was named LCWA's Outstanding Faculty of the Year for 2014, and student Thais Voet was recognized as LCWA's Outstanding Student. Congratulations to both Joe and Thais for these impressive honors.

(From left to right: Dr. Luci Moreira, Dr. Joe Weyers, Prof. Devon Hanahan, and Dr. Mark Del Mastro)

About the Hispanic Studies Department at the College of Charleston

Home to the largest and most comprehensive undergraduate Spanish program in the Southeast, the Department of Hispanic Studies is unique. We have a dynamic, engaged faculty whose expertise spans the spectrum from linguistics to translation to literature and film. Each year, nearly 6,000 students populate our Spanish courses with approximately 150 majors and 360 minors respectively. Our department also houses the College’s programs in Portuguese and linguistics, and our faculty support numerous interdisciplinary programs, including Latin American and Caribbean Studies and International Studies. We also offer a wide variety of study abroad opportunities, we sponsor a Spanish House (residence) for qualifying students of Spanish, and we afford numerous extracurricular activities that include the Portuguese and Spanish Clubs, the National Collegiate Hispanic Honor Society, the Hispanic Latino Club, Portuguese and Spanish Conversation Tables and various other opportunities.
AWARD: *Ponto de Encontro*, co-authored by Dr. Luci Moreira, won the Brazilian International Press Awards 2013, for being the best book in the promotion and teaching of Portuguese in the United States.

Description:

This program provides an ample, flexible, communication-oriented framework for use in the beginning and intermediate Portuguese classroom. It takes a highly interactive approach towards presentation and practice of the language and it integrates cultural information and exchange at every stage of instruction. *Ponto de Encontro* is the first Portuguese language textbook that allows the instructor to choose to teach either Brazilian or European Portuguese, while at the same time offering language learners a rich variety of insights into cultural, social and political realities of the entire Portuguese-speaking world, composed of more than 200 million speakers in eight countries on four continents.

Fulbright – FLTA

Professor Luci Moreira applied for a Fulbright Teaching Assistant (TA) in Portuguese, which was granted to the College of Charleston for the academic year 2013-14. The Fulbright TA is Juliana Passos, a PhD student from the Universidade Federal do Paraná in Brazil, who is in the process of writing her dissertation.

Ms. Passos taught a Portuguese language class and four conversation classes in the Department of Hispanic Studies. We feel very fortunate to have such a talented young Brazilian who contributed to the Portuguese Program of the Department of Hispanic Studies and at no cost to the College of Charleston. The College is one of only a handful of four-year institutions that have been chosen to host a Fulbright Foreign Language TA, a recognition of the institution’s strong programs in languages and international cultures.
Dr. Benjamin Fraser enjoys the following two book publication.

*Marxism and Urban Culture* is the first volume to reconcile social science and humanities perspectives on culture. Covering a range of global cities – Bologna, Buenos Aires, Guatemala City, Liverpool, London, Los Angeles, Madrid, Mahalla al-Kubra, Montreal, Osaka, Strasbourg, Vienna – the contributions fuse political and theoretical concerns with analyses of urban cultural practices and historical movements as well as urban-themed literary and filmic art. Conceived as a response to the persistent rift between disciplinary Marxist approaches to culture, this book prioritizes the urban problematic and builds implicitly and explicitly on work by numerous thinkers: not only Karl Marx but also David Harvey, Henri Lefebvre, Friedrich Engels and Antonio Gramsci, among others. Rather than reanimate reductive views either of Marx or of urban theory, the chapters in *Marxism and Urban Culture* speak broadly to the interdisciplinary connections that are increasingly the concern of cultural scholars working across and beyond the boundaries of geography, sociology, history, political science, language and literature fields, film studies and more. A foreword written by Andy Merrifield (the author of *Metromarxism* [Routledge 2002]) and an introduction by Benjamin Fraser (the author of *Henri Lefebvre and the Spanish Urban Experience* [Bucknell UP 2011]) situate the book’s chapters firmly in interdisciplinary terrain.

Antonio López García’s *Everyday Urban Worlds: A Philosophy of Painting* is the first book to give the famed Spanish artist the critical attention he deserves. Born in Tomelloso in 1936 and still living in the Spanish capital today, Antonio López has long cultivated a reputation for impressive urban scenes—but it is urban time that is his real subject. Going far beyond mere artist biography, Benjamin Fraser explores the relevance of multiple disciplines to an understanding of the painter’s large-scale canvases. Weaving selected images together with their urban referents—and without ever straying too far from discussion of the painter’s oeuvre, method and reception by critics—Fraser pulls from disciplines as varied as philosophy, history, Spanish literature and film, cultural studies, urban geography, architecture and city planning in his analyses.

The book begins at ground level with one of the artist’s most recognizable images, the *Gran Vía*, which captures the urban project that sought to establish Madrid as an emblem of modernity. Here, discussion of the artist’s chosen painting style—one that has been referred to as a ‘hyperrealism’—is integrated with the central street’s history, the capital’s famous literary figures and its filmic representations, setting up the philosophical perspective toward which the book gradually develops. Chapter two rises in altitude to focus on *Madrid desde Torres Blancas*, an urban image painted from the vantage point provided by an iconic high-rise in the north-central area of the city. Discussion of the Spanish capital’s northward expansion complements a broad view of the artist’s push into representations of landscape and allows for the exploration of themes such as political conflict, social inequality, and the accelerated cultural change of an increasingly mobile nation during the 1960s. Chapter three views Madrid from the *Torre de Bomberos de Vallecas* and signals a turn toward political philosophy. Here, the size of the artist’s image itself foregrounds questions of scale, which Fraser paints in broad strokes as he blends discussions of artistry with the turbulent history of one of Madrid’s outlying districts and a continued focus on urban development and its literary and filmic resonance.

Antonio López García’s *Everyday Urban Worlds* also includes an artist timeline, a concise introduction and an epilogue centering on the artist’s role in the Spanish film *El sol del membrillo*. The book’s clear style and comprehensive endnotes make it appropriate for both general readers and specialists alike.
Dr. Francie Cate-Arries, Weingartner Professor of Hispanic Studies at the College of William and Mary, was our guest presenter in our inaugural “Hispanic Studies Distinguished Lecture Series.” Dr. Cate-Arries presented “Mapping the Memory of Spain's Dictatorship, Re-viewing the Regime's Disappeared: Sites of Scholarship and Undergraduate Field Research.”

Dr. Juan Luis Suárez, Ph.D. McGill University, Professor of Hispanic Studies, Director, CulturePlex Lab, The University of Western Ontario, Canada. Presented in Digital Humanities lectures “Teaching the Hispanic Baroque.”

The project “The Hispanic Baroque: Complexity in the First Atlantic Culture” is the fruit of efforts of a group of 35 researchers from universities in different countries (Canada, Spain, Mexico, Australia, England, Bolivia and the United States) from different disciplines (Literary Studies, History, Sociology, Fine Art, Music & Musicology, Anthropology, Geography, Computer Science, Architecture and Mathematics.) Over the next seven years, the team will study the origin, evolution, transmission and effectiveness of the baroque patterns of behaviour and representation in the Hispanic world. The project is financed by the Social Sciences and Humanities Research Council of Canada, by way of a Major Collaborative Research Initiatives grant totaling $2.5 million. With the contributions of the partners, the budget approaches $4 million.

Supported by a College of Charleston Small Grant for Contributions to Innovative Teaching.
The Nu Zeta Chapter of Sigma Delta Pi National Collegiate Hispanic Honor Society presented its Sigma Delta Pi Lecture Series.

Dr. Susan Divine, presented “Cityscapes and the novela de formación: Elvira Navarro in Valencia.” This talk explored a coming-of-age narrative by Valencian writer Elvira Navarro, La ciudad en invierno (2008.) The novel is set in Valencia, a Mediterranean port city known for its architectural transformations under native son Santiago Calatrava. In Navarro’s narrative, the city plays a fundamental role in the young protagonist’s transformation from child to adolescent. Indeed, both city and girl are undergoing a process of change defined by violence and alienation. By placing the novel in a Valencia marked by intense economic speculation and aggressive changes to its landscape, Navarro’s text serves as a critique of urban space and the process of capitalist speculation.

Focus on the Faculty
Spring 2014 - HISPANEWS - The College of Charleston

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The Honors College Faculty Lecture Series featured Professor Nadia Avendaño who presented “Negotiating Identities: Growing Up Female, Jewish, and Mexican.” This talk focused on the Sephardic-Mexican author Rosa Nissán and her two auto-biographical novels *Novia que te vea* (1992) and *Hischo que te Nazca* (1996.) Nissán explores her relationship to both her Sephardic Jewish identity and to her Mexican national identity. The author explores this hybrid identity and argues for a more inclusive identity by negotiating both cultures and affirming a pluralistic identity. These novels debunk the myth of a Mexican mestizo nation as a single and unified family.

The College of Charleston

A SUPERIOR PUBLIC UNIVERSITY WITH PERSONALITY TO SPARE

The College of Charleston is a nationally recognized, public liberal arts and sciences university located in the heart of historic Charleston, South Carolina. Founded in 1770, the College is among the nation’s top universities for quality education, student life and affordability. The College offers a distinctive combination of a beautiful and historic campus, modern facilities and cutting-edge programs.
The Spanish Club kicked off the 2013-2014 academic year with its biweekly Tertulias at Yo Burrito and at Boone’s, its new venue. Students gathered with faculty and Spanish-speakers from the Charleston community to discuss (in Spanish) sports, politics, movies, and weekend plans. The club also screened award-winning films from around the Hispanic world in its “Noche de Cine” film series. The fall lineup included major films such as Chilean director Pablo Larraín’s No and Argentine director Sebastián Borensztein’s Cuento chino. The club also hosted a special Halloween screening of Pablo Berger’s black and white silent film from Spain, Blancanieves. In the spring, the Club celebrated Caribbean culture with the Dominican-themed film Sugar, and Benito Zambrano’s Cuban musical, Habana blues.
One of the most important events the Hispanic Latino Club attends each semester is the World Culture Fair. During the Fall 2013 semester, the fair was held at The Citadel. At this event, multiple colleges and organizations gathered to display the plethora of diversities not only around the world, but also around the Charleston area.

Many of our Hispanic Latino Club members joined the effort by exhibiting the food of different Hispanic countries at the World Cultures Fair. For this event, the club prepared tacos, two Spanish quiches, rice, cheese empanadas with mermelada, and arroz con leche. Here, we mixed salty and savory flavors to the ensemble. Some of these dishes were familiar to those attending. Seeing the amount of people who enjoyed the food and came back for seconds shows that people want to enjoy the food of other cultures. This event also gives the Hispanic Latino Club an opportunity to create dishes and to try dishes prepared by other groups.
**Fall:** Traditional “Brazilian Night”, with feijoada! Students enjoyed the food and Brazilian music. Bate-Papos every other week.

**Spring:** Bate-Papos every other week; Game night; Film night; Soccer in the square; Cooking lessons; Concert of Brazilian Music.

Back by demand, the Choro da Manhã Quartet gave a magnificent concert on March 16 entitled “Rhythms of Brazil” at the Simons Center Recital Hall. Four extraordinary musicians performed: Richard Miller and Jason Ennis on seven-string guitar, Zé Maurício on percussion, and Andrew Connell on clarinet and saxophone. This event was sponsored by the Portuguese Club, the Department of Hispanic Studies, International Studies, Latin American and Caribbean Studies, the Center for International Education, the Office of Multicultural Student Programs and Services (Teresa Smith, Director,) the Office of Institutional Diversity, and the Department of Music.
Founded at the University of California Berkeley on November 14, 1919 by a graduate student named Ruth Barnes, Sigma Delta Pi, La Sociedad Nacional Honoraria Hispánica/National Collegiate Hispanic Honor Society, is the largest foreign language honor society for college students in the U.S. with nearly 600 chapters nationwide. The Society's insignia is the Spanish royal seal of Fernando and Isabel, representing Castille, León and Aragón; its colors are red and yellow gold, its flower is the red carnation, and its motto is the Greek phrase “Spanías Didagéi Proágomen” meaning “Let's go/continue forth under the teaching/guidance of the Spanish language.”

The College of Charleston's Nu Zeta Chapter (#318) of Sigma Delta Pi was installed on November 21, 1977 by Professor Fleming G. Vinson, Associate Professor of Spanish and Italian, with the initiation of four charter members. Nu Zeta has since remained very active not only with annual inductions of new members, but also with numerous national distinctions to include student winners of both Sigma Delta Pi's national scholarship competition and the Gabriela Mistral Award. For three consecutive years, 2011-13, and under the direction of faculty advisers Drs. Marianne Verlinden, Carmen Grace and Mark Del Mastro and student presidents Dylan Kornegay, (Spanish 2011,) Hannah Stevens (Spanish 2012) and Julie King (Spanish 2013,) Nu Zeta has been awarded three Honor Chapter distinctions, an award granted yearly to only 10-15 of the most outstanding chapters nationwide. In addition, the chapter received its first-ever Octavio Paz Award in 2013 for earning the Honor Chapter distinction for each year of the 2010-13 triennium.

Also, since July 1, 2010, the Department of Hispanic Studies at the College of Charleston is proud to be the location of the national headquarters of Sigma Delta Pi with Dr. Mark P. Del Mastro serving as the Executive Director.

In addition to academic excellence, candidates for membership must also demonstrate a keen interest in the Spanish language and a desire and commitment to promote the study of Hispanic language, literature and culture.
Jocelyn Moratzka, President of the Nu Zeta Chapter of Sigma Delta Pi.

During the 2013-14 school year the Nu Zeta Chapter of Sigma Delta Pi National Hispanic Honor Fraternity held many events at the College of Charleston. To initiate the Distinguished Lecture series, the Hispanic Studies Department invited Dr. Francie Cate-Arries from the College of William and Mary to speak in September. Chapter president Jocelyn Moratzka and vice presidents Rachel Wadsworth and Justin Lyons inducted Dr. Cate-Arries into the Orden de los Descubridores, one of the highest honors awarded by Sigma Delta Pi. Poetry Night was held in October in Randolph Hall, where students, professors, and community members read their favorite poems by Hispanic poets. The fall initiation ceremony was held at the end of November and the Nu Zeta chapter welcomed 15 new members.

In March Dr. Susan Divine spoke at the Sigma Delta Pi Lecture Series. Sigma Delta Pi also sponsored a table at the World Cultures Fair in order to present the opportunity of membership to any interested Spanish students in attendance. Ten new members were inducted at the spring initiation ceremony in April. Also in April, Dr. Raúl Carrillo-Arciniega invited Dr. Gustavo Ogarrio, professor at Universidad Autónoma Metropolitana in Mexico City, to speak during the Hispanic Studies Distinguished Lecture Series, where Dr. Ogarrio was inducted into the Orden de los Descubridores. The following day, Sigma Delta Pi co-sponsored a special poetry event with the Hispanic Studies Department entitled “Homenaje a Octavio Paz,” in celebration of the centennial of the late poet’s birthday. The event featured readings by poets Raúl Carrillo-Arciniega, Gustavo Ogarrio, Juan Manuel Portillo, and Eloy Urroz.

2013 South Carolina Spanish Teacher of the Year
The College of Charleston's and The Citadel's chapters of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, are pleased to announce the three finalists of the 2013 South Carolina Spanish Teacher of the Year!:

Sandra Camacho, TL Hanna High School (Anderson)
Diana Gomez Hudgens, Oakbrook Middle School (Ladson)
Bradford Greer, Christ Church Episcopal School (Greenville)

The 2013 winner was announced and recognized during the official awards ceremony on November 14 at the College of Charleston in Charleston, S.C.
“Homenaje a Octavio Paz”

“Homenaje a Octavio Paz” Reading by poets (From left to right) Gustavo Ogarrio, Raúl Carrillo Arciniega, Juan Manuel Portillo and Eloy Urroz.
The Spanish House provides residential space for eight students and one Resident Assistant. The bottom floor has a kitchen, living room, a shared bedroom for two, washer/dryer, and bathroom. Upstairs is additional living space with four bedrooms and bathroom. The primary purpose of the Spanish House is the study and understanding of the Spanish language and culture. This housing option is for women and men and requires applicants to have completed Spanish 202 or have a minimum proficiency equivalent. Residents must declare a major or minor in Spanish and speak Spanish at all times in the house.

Casa Hispana is part of the “Block on Bull,” or BoB as it is more commonly referred to on the College of Charleston campus. It is a unique residential environment of a series of historic houses with thematic living and learning communities. Each independent living environment has a Resident Assistant residing within the house who is responsible for ongoing academic and social themed programming and overall resident safety. The houses have additional faculty oversight and support from either a department or specific school on campus. BoB residents program events together and separately, offering inter-house exchanges and the chance to meet new friends just down the street. And, these houses are located only one block from the center of campus!

At the beginning of the Fall 2013 semester, the residents of Casa Hispana, who had been living in the Kelly House, had to move into temporary housing. The College planned to make electrical improvements to make the house at 8 Bull Street safer. On November 2, the residents were able to move back. Even though the move presented a challenge, the residents participated in a few events, such as dining at Santi’s Mexican Restaurant at the beginning of the spring semester and attending the bi-monthly Spanish Club tertulias. In the spring of 2014 the Casa was pleased to add three enthusiastic new residents. That semester the residents attended a screening of the documentary “Walking the Camino” and later held a block party with the four other themed houses on Bull Street. They also supported National Farmworker Awareness Week in March.

STUDY ABROAD WITHOUT LEAVING CHARLESTON AT CASA HISPANA, 8 BULL STREET, CHARLESTON, SC

“You can become a fluent Spanish speaker living on campus!”
On Thursday, March 27, 2014 the Charleston community was able to sample dozens of cultures from around the world without leaving the College of Charleston campus. The annual World Cultures Fair, hosted by the School of Languages, Cultures, and World Affairs, was held from 11:00 a.m. to 2:00 p.m. in the Stern Center Garden.

The fair’s aim is to bring various cultures and traditions from around the world to the Charleston community. Professor Daniel Delgado Díaz, this year’s organizer, encouraged the community to “Come and enjoy international food and music and learn about different cultures while you have fun!”

Now in its sixth year, the event showcased international cultures with 40 stations displaying crafts, foods and information about student clubs and international programs at the College. Attendees were entertained by local, student, and faculty musicians and performers. Capoeira; belly dance; Chinese, Indian, and flamenco dances; German, Chinese, and Russian songs; and much more were featured. Additionally, students and staff entered an international food contest with judges for the best item in appetizer, entrée and dessert.

Hundreds of people attended for food and entertainment that took them on a trip around the world. Nearly every culture and language taught at the College of Charleston were represented. Throughout the day, student clubs and faculty and staff served authentic foods and provided cultural experiences. Back by popular demand, each hour of the festival highlighted a different food theme. Eleven a.m. to 12:00 p.m. was Thai hour, followed by Brazilian hour at noon, and Moroccan hour at 1:00.

The School of Languages, Cultures, and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly complex and interdependent world. Home to one of the largest and most comprehensive language programs in the Southeast, as well as in-depth programs in international and cultural studies, the school presents courses that are global, multicultural, interdisciplinary and comparative. Study-abroad programs in many countries around the world enhance the school’s academic offerings.

On the day of the fair, March 27, to show support, the College community was invited to wear traditional dress to represent different cultures.

Fair sponsors were: the School of Languages, Cultures and World Affairs, the Student Government Association, the Office of Institutional Diversity, the Division of Student Affairs, and Multicultural Student Programs and Services.
World Cultures Fair
Elise Lasko, 2011
Spanish and International Business
Teacher and translator, CTE bilingual school Guatemala City
Teacher, Academic Europea Guatemala City

Following graduation, I moved to Tegucigalpa, Honduras, to work for the non-profit health and development organization Global Brigades. Global Brigades brings volunteer student groups to Honduras, Nicaragua, Panama, and Ghana on one-week ‘brigades’ where they work in a rural community, providing medical and dental relief, building water systems, public health infrastructure, schools, and health centers, or setting up microfinance banks and providing financial education.

I worked with a team in the microfinance brigades program to train people in rural communities to set up their own community-owned banks and businesses. I worked on various aspects such as helping volunteers plan their microfinance brigades, reporting, working alongside Honduran team members to plan projects, community training and mobilization, leading volunteer brigades, and interpreting.

Following the end of my contract with Global Brigades in July 2013, I spent three months working as a preschool teacher at the CTE Neuro Kidz bilingual school in Guatemala City and translating documents for the academic administration. I also have been teaching English part time at the language school, the Academia Europea.

My Spanish major at the College of Charleston prepared me entirely for the type of work I have been doing. After working in Honduras for two years with Global Brigades, a non-profit, I realized that learning a language entails so much more than simply speaking and understanding.

When living and working in another culture, you must understand cultural norms and slang to truly understand the language and show respect for those around you. At first, it was difficult to overcome the cultural barrier of being a non-native speaker and a foreigner working in rural Honduran communities. The Spanish that I thought I knew was entirely different. It took me until the end of my first year to feel like I fully had a grasp on understanding the ‘caliche’ (Honduran slang) and to be able to interpret between foreign volunteers and local Hondurans.

The more I have been immersed in Central American culture, the more I have come to realize what I wasn’t understanding before and what I still do not understand about the language. Dr. Martinez-Gibson’s dialectology class helped me so much in understanding the colloquial way of speaking in the countries in which I have lived and traveled.

Moving to Guatemala after two years in Honduras further proved how difficult it can be to fully understand every aspect of the Spanish language. Beyond changing lifestyle and culture, the language changes almost entirely in terms of slang. Although in my current workplace I primarily speak English to my students, I am still surrounded by all Guatemalan staff and other teachers. I am again forced to use my Spanish on a daily basis in order to converse with my co-workers. It has been a completely different work environment in comparison to my work in Honduras, but nonetheless an amazing learning experience to be able to immerse myself in a new culture and dialect.
Meredith Ritz, 2011
Spanish
Project Manager, InCord

I use Spanish on a weekly basis: from fielding customer calls to helping employees with questions and medical translating if they have been hurt. We are an international company, on the same page as 'the InCord Story' is a link for the Cinco de Mayo Celebration in Puebla Mexico. I organized this project, from idea to installation--we produced the cargo nets used on the cathedral structure in the video!

College of Charleston prepared me in so many ways to be successful in my career -- analytical thinking, professionalism, writing and comprehension skills, Spanish for the workplace ... the list can go on! The stresses and work load are much different, I really enjoy leaving at 5pm everyday and not having anything work/study related to do. I will probably go back to school for my Masters degree in a business related field in a couple of years, but for now I am enjoying gaining valuable experience at a well-run small company.
STAY IN TOUCH – UPDATE CLASS NOTES

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

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

Name:_____________________________________________________________
Maiden name:_________________________________________ Class of (year): _____________________________
Job, family and other doings:__________________________________________________________
How do you use your Spanish and/or Portuguese? ______________________________________________
Other comments and suggestions:________________________________________________________
Preferred e-mail address:______________________________________________________________

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

GIVE TO THE DEPARTMENT OF HISPANIC STUDIES

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

____ $200 ____ $100 ____ $50 ____ $25 ____ Other

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

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

¡Muchísimas gracias por su generosidad y apoyo!
Muito obrigado por sua generosidade e apoio