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Student engagement continues to be at the core of our mission in the Department of Hispanic Studies as this latest issue of HisPaNews shows. Among the more impactful activities in this regard is study abroad, and via the impressive dedication of various faculty members over the past year such as Dr. Susan Divine and Prof. Devon Hanahan (Trujillo, Spain, summers 2017 and 2018), Drs. Antonio Pérez-Núñez and Ricard Viñas-de-Puig (Trujillo, Spain, spring 2018), and Dr. Edward Chauca (Cuba, spring 2018), students are afforded invaluable international experiences that enhance their language and cultural studies at the College of Charleston and prepare them for the global workforce.

To assist Hispanic Studies with exploring additional ways of supporting our students’ educational experiences, a new Advisory Board was established in December 2017 with nine highly accomplished community members who share the department’s vision and will serve to advance our programming in a myriad of ways. Under the leadership of its current chair, Mr. Louis Richard Doelling, the Advisory Board will also work to strengthen alumni communication and relations, assist with recruitment planning for future students, and develop short- and long-term fundraising plans. Finally, connecting our accomplished graduates with current students is vital to the aforementioned engagement process to remind and inform our undergraduates of the limitless professional opportunities available to those who pursue language and cultural studies. To this end, the inaugural Hispanic Studies Career Seminar Series was launched in spring 2018 with two outstanding guest speakers: our own chair of the Hispanic Studies Advisory Board, Mr. Louis Richard Doelling (Citadel ’09), and Mrs. Meredith Ritz Shay (CofC ’11), Co-owner and Chief Operations Officer of InCord, Ltd. We are proud of the accomplishments of our alumni, and thankful for their “giving back” to the College of Charleston community. We also congratulate the class of 2018 and wish our new Hispanic Studies graduates great success beyond our beloved Cougar Nation.

Mark P. Del Mastro
Chair, Department of Hispanic Studies
Can you tell us about your background and how you became interested in cultural studies in general, and in the study of linguistics in particular?

Being born in a Catalan-Spanish bilingual setting, I developed a connection with the study of languages in my teenage years, which led me to play around with English, French, Latin, Classical Greek, German and Italian. Because of my fascination with the English language, I spent some summers studying abroad in England and in the US as a teenager, I later earned a BA in English Philology at the University of the Balearic Islands in Majorca, Spain and I studied abroad in UT Austin and at Queen Mary University of London. As much as I always enjoyed reading novels (a practice that was inherited from my parents and that I deeply cherish today), and as much as I really liked my undergraduate courses in literature, it was my interest in understanding the structural intricacies of language that developed my devotion for linguistics. My M.A. and Ph.D. in Hispanic Linguistics at the University of Arizona reinforced my connection to the study of bilingualism, an interest that had stemmed from my own experience as a bilingual speaker. Specifically, I have been immersed, since my first graduate years, in the study of how differences in children's linguistic exposure affect adult production and perception patterns.

What is it that you enjoy the most about teaching at the College? And the biggest challenge?

My favorite part of teaching Spanish here at CofC is how eager students are to learn, be it simple conversation at the Basic Language level or very hard advanced grammar and composition in the upper-level courses. So far, I have had several groups of very enthusiastic students who are always willing to bring the best of themselves into the classroom, an energy that permeates me, brings me life and makes me leave the classroom with a smile on my face.
The biggest challenge has been finding the balance between making the courses engaging and amusing while at the same time keeping them intellectually challenging. It is not uncommon for students to find the study of grammar a bore, especially at the higher level, in which rules and exceptions become hard and fine-grained. I always try to find ways to help students find the fun in it while understanding the structure and elevating their knowledge of Spanish.

What are your current research projects?
My research concentrates on bilingualism and language contact from a phonological and phonetic standpoint. Specifically, I look at how adult Catalan-Spanish bilinguals produce or perceive sounds of their dominant and their non-dominant languages, as well as at the interaction between those bilinguals’ two languages. Currently, I am in the middle of a project that aims at understanding whether a certain bilingual language community (namely, Palma de Mallorca, Spain) is going through a sound change in Catalan that entails the loss of velar palatalization.

Is there anything else you’d like to share with our readers?
When I am not teaching, I am most likely spoiling my two little beasts (two adorable pit-bulls) or dancing salsa, a practice that brings me peace and a good workout.

Thank you!
Adjunct Faculty Spotlight
Prof. Allison Zaubi

Professor Allison Zaubi is an Adjunct Professor who has been teaching Spanish at the College of Charleston since 2008. Let's get to know more about her!

Can you tell us about your background?
I spent the first 18 years of my life growing up in Kentucky culture dominated by horses and basketball, but as soon as I had the opportunity to move to the coast, I dove right in by earning my undergraduate degree in Children's Theater here at the College. Though I completed the GenEd requirement for foreign language, I never envisioned myself ever being proficient in Spanish, let alone teaching it. My focus as an undergraduate was special needs and the arts.

How did you become interested in Spanish and teaching it?
I struggled learning foreign languages throughout my academic career, so it's completely ironic that I am so passionate about teaching Spanish. Despite my struggles in the classroom, as soon as I was immersed in the culture, everything fell into place and resulted in a lifelong love for Spanish and all the many people who speak it. Immersion in another language and culture typically has the same result for most who go abroad, which is testimony that all who are verbal are totally capable to learn languages as we are programmed to communicate. This is the evidence that drives my passion for foreign language education because I see so much of myself as a student in my own students when I encounter those who don’t feel capable of learning another language.

Can you tell our readers about your work here at the College of Charleston?
The background I just shared about my experience as a student in Spanish and now a teacher reflects a lot of why I do what I do as an adjunct Spanish professor at the College of Charleston. As soon as the opportunity arose for me to pursue a career teaching Spanish 101-202 at the College, I immediately requested to teach the SNAP Spanish classes. The College of Charleston is only one in less than twenty (last I checked in 2013) 4-year higher ed institutions that include foreign language in their Gen-Ed requirement and provide equal access to this requirement. In other words, rather than foreign language waivers and only approving students for foreign language alternatives, College of Charleston offers departmentalized Spanish classes to students with diagnosed disabilities approved for SNAP services. The best part of this is that because I teach both SNAP Spanish and non-SNAP Spanish, I teach them the exact same way constantly validating that verbally everyone is capable of
learning a foreign language. Now knowing I teach them the same way, you might be wondering what's unique about the SNAP Spanish program and how a SNAP Spanish class can be taught the same way. First, I can teach the SNAP class the same way because I implement UDL (universal design learning) in all of my classes so that all students have equal access to the material, and there is little to no need for SNAP accommodations. However, we as educators know that there is a lot of research that proves that in smaller classes, students tend to perform better. Therefore, this is the main difference between SNAP and non-SNAP classes. The SNAP Spanish class guarantees a class size of ten or fewer students each semester, which definitely enhances potential for success in any class, especially foreign language where participation is fundamental.

What aspects of teaching do you enjoy the most?
My response to this question is completely reflective of everything I've shared this far in this interview. I love teaching Spanish because I love witnessing foreign language success among all students. For me, there is nothing more rewarding professionally than encountering students who've either been told most of their academic life that they can't learn a foreign language or who've convinced themselves that they can't do it and watching them succeed in Spanish. It inspires me in every single lesson I plan and, though I rarely say this in other situations, I love finishing the semester saying to these students, "I told you so!"

Could you share with us a memorable experience with your students in class?
I think most of us in higher education would agree that there's not a week in the semester without a memorable experience, but for me and based on everything I've just shared, implementing UDL
almost always guarantees what we strive for in post-secondary learning: the moment when students think critically, apply advanced concepts and demonstrate true understanding of course content. UDL truly allows me to raise the bar in Spanish because all students benefit and can be further challenged. Therefore, every time I execute a good UDL lesson, it's memorable.

You worked as the Coordinator of SNAP (Students Needing Access Parity) Services. Could you tell us more about this experience, as well as your experiences as a SNAP Spanish Instructor?

Though I've definitely touched on my experience as a SNAP Spanish instructor, a lot of the wisdom I acquired in working with students with learning disabilities came from the two years I was part of the Center for Disability Services team. As SNAP Services Coordinator, I learned so much from my colleagues who are experts in processing documentation and approving students for reasonable accommodations. Additionally, I was able to attend regional and national conferences within higher ed and disabilities, and furthermore, I had the unique opportunity to be an academic coach with a variety of students, but particularly those on the autism spectrum. As I mentioned, UDL is a major part of my lesson planning in the SNAP and non-SNAP Spanish classroom, but my time as an administrator in the SNAP Office provided significant insight as to the specific and varied ways in which we process information and execute it. My time in the SNAP Office was an amazing learning experience that impacts my role as a professor daily, and I'm still very connected with this valuable resource on campus.

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

Foreign language learning and learning disabilities are my professional passion, but honestly, the minute I hop on my cargo bike with my two- and four-year-old boys, as their mother I am fully committed to them and their lives. Thus, above all, I take this job very seriously and cherish every single moment of their lives. So, if you see us riding through campus on our cargo bike (which we do every day), don't be surprised if you get a boisterous "Hello!" as we head for home to live the life I've always dreamed of: being a mom.
“So I decided to ask my host mom where she used to live. She pointed down the street. Two blocks away. I moved almost ten years ago. Did you buy this house? No, the former owner of this house was a really good friend of mine. He really liked my house and I liked his. So one day we decided to swap houses… We sat down and poured coffee in our cups.”
Study Abroad in Spain

Professors Ricard Viñas-de-Puig and Antonio Pérez-Núñez co-directed the Study Abroad Program of the College of Charleston in Trujillo, Spain, in spring of 2018. 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. Fourteen 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 Professors Viñas-de-Puig and Pérez-Núñez. The classes were held in La Coria, a 15th-century convent remodeled to host classes and cultural events. Adding to their experience, some of the students volunteered in local schools, allowing them to interact with local Trujillo students 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. 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.
The Trujillo experience is like nothing you can readily prepare for. The three-hour bus ride from Madrid to Trujillo is filled with anxiety and anticipation. Will my family like me? Will they be nice? What will we do? Where will we go? Upon arriving to the small medieval town, we were all pleasantly surprised.

The rural town of Trujillo, Spain has a population smaller than that of the College of Charleston. The people all seem to know each other, and are connected as family in one way or another. From the moment we arrived in Trujillo, not only our families, but the entire town opened their arms to us. Their welcomeness was the most surprising aspect of this city. The ability of the host families to open their homes and their hearts to a complete stranger is incredible.

The town itself is very serene and tranquil. The peacefulness of the surrounding countryside translates all the way through the characteristics of the people. You’ll find much of the town sitting outside, enjoying a cup of coffee with friends and loved ones. Family time is cherished here, meals are not rushed. The lifestyle is slow. Así es la vida.

The walk to La Coria, where classes are held, compares to a trek up a mountain. Every day you will discover something new. The views are absolutely breathtaking. The sunset over the countryside is
like nothing you can see in Charleston. Tapas are the best part about Spain. Free food with a drink? Sí, porfa!

As a part of the program we were able to travel to Merida, where we learned about the influence of the Roman Empire in Spain. We also took a week-long excursion through the Andalusia region, visiting Cordoba, Granada, and Seville. Traveling through Spain allowed us to see and experience first-hand the variations of Spanish culture throughout different regions. During our excursion through the south of Spain, we visited a number of historical sites, and learned about the influence of Arabs on architecture and culture. We were also given ample time to explore the city on our own, which allowed us to experience the cities and meet local people.

Classes are held Monday through Thursday, which allows for traveling around Spain and beyond. Bus rides are inexpensive for students, and traveling around Europe is much easier than it is in the States. A few of us even had the chance to travel to Morocco, Africa for a weekend.

The Trujillo program as a whole shapes you into a stronger and more independent individual. You will learn so much about the Spanish culture in Trujillo, more than in any other city in Spain. Trujillo allows for the most authentic Spanish experience because of its size, lifestyle, and people. Trujillo is not one for the faint of heart. Communication and comprehension will be difficult, but you must come with the understanding that you are here to learn. The language barrier will become frustrating at times, but your Spanish will improve volumes within just the first week. The Trujillo program is for the individual who is passionate about learning the Spanish language and culture. We recommend this program for students who are willing to get out of their comfort zone and fully experience a new language, culture, home, and family that is not their own.

The town of Trujillo will grow on you, and we guarantee you will fall more in love with the city every day.
Our Students
Sarah Dixon

Could you tell our readers a little about yourself? Where you are from, why you chose the College of Charleston, and why you decided to major in Spanish.

I grew up in Johnson City, Tennessee, which is about five hours from Charleston, and after living in the mountains for most of my life, I wanted a change of scenery. It only took one visit to the College of Charleston to know that it would be my home for the next four years, and when I got accepted into the Honors College, my decision was solidified. Each year, I grow to love the College even more. Not only is the campus beautiful, but the College has also connected me with wonderful professors and peers who have helped me grow substantially since my freshman year.

As for why I decided to major in Spanish, I actually made this decision well before I came to the College. At my high school, AP Spanish was not made available to us, so after completing Spanish 1-4, I ended up taking two Spanish classes at the local university in my town (the equivalent of SPAN 275 and SPAN 320 at CofC). It was in these classes that I realized how much I loved to learn Spanish and how much of a gift it is to be able to communicate with people whose first language is not my own.

What advice do you have for a student who wants to be a Spanish minor or major?
I would say definitely do it! There are so many reasons to be a Spanish minor or major. First of all, the Department of Hispanic Studies at the College is excellent. The faculty really cares about the students they teach. I have had many professors who have gone out of their way to help me succeed. Secondly, for those who want to have Spanish as a second language like me, studying Spanish opens up so many new opportunities. For example, this summer I have been asked to travel to Nicaragua with a Public Health graduate course to help with interpretation all because of my Spanish speaking ability. I have also made great new friendships all over the world because of my ability to speak Spanish - in Cuba, in Spain, and even in my hometown.

You have studied abroad in Trujillo and Seville, Spain. What would tell a student who is hesitant about studying abroad?
It is very understandable to be hesitant to study abroad. It is scary to leave what you know behind,
and I admit I was definitely very nervous before I went to Trujillo two summers ago and before I went to Seville this semester. But, I assure you; being temporarily nervous is nothing compared to the awesome experiences you will have while studying abroad. You get to experience new ways of life, connect with new people, try new foods, and see some extraordinary places. Now I have two new places that feel like my home away from home. In fact, the family that I stayed with in Trujillo has now become like real family to me. For the past two years, we have talked on the phone at least once a week, and now that I am in Spain again, I have gone to visit them one weekend a month. I would have never met people who are now so important to me without my ability to speak Spanish and without having studied abroad. Beyond those reasons, your language skills will expand so much if you study abroad. I have learned so many colloquial phrases that I now sometimes use without even noticing, and I am able to speak much faster and with more fluency than I used to.

You have been a Spanish Tutor at the College of Charleston Center for Student Learning. What was that experience like for you?

I love tutoring Spanish because I love Spanish! Often students who come to the lab are very frustrated, especially those who are in their first Spanish classes, so I do my best to show them how fun and useful Spanish can be. It is very rewarding when a student tells me I have made a concept easier for them, and it is even more rewarding when a student tells me they are now considering a Spanish major or minor. Plus, helping others go over concepts in the language helps me refresh myself in those concepts! It is a great job overall.

You are also a Spanish Peer Facilitator. could you tell us about the experience?

I am a Peer Facilitator for both Dr. Beck and Dr. Chauca in the Hispanic Studies Department, and it truly is an honor to work with such awesome professors. I have seen first-hand how dedicated they are to the success of their students, and this has made me very content to be in a major with such excellent faculty. Also, it is really fun working with freshman students. I get to share with them all of the things I love about the College and watch them grow throughout their first semester. Many of them are now very successful and involved at the College, and it makes me so happy to see that.

Are you involved in any other projects in the Department of Hispanic Studies?

I am a member of Sigma Delta Pi, and I lived in the Spanish House my sophomore year. I am thankful for both of these opportunities because they gave me the chance to meet more Spanish majors and minors, as well as more faculty in the Department of Hispanic Studies, which I very much enjoyed!

Thank you, Sarah!

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.
Could you tell our readers a little about yourself? Where you are from, why you chose the College of Charleston, and why you decided to major in Spanish.

I’m Jenna McLaughlin, and I am a rising senior at CofC. I’m originally from Birmingham, Alabama. I chose the College of Charleston for many reasons. Primarily, I knew that the College had a strong Spanish language program and plenty of options to study abroad! I decided to major in Spanish because it has always been my favorite subject in school. Also, having the ability to speak more than one language is a valuable and practical skill that someone can use in any career path that she/he decides to pursue.

You are also minoring in Linguistics. What do you most enjoy about that?

Coming into college, I had never before taken a linguistics class. When I signed up to take LING 125, I wasn’t really sure what I was getting into. However, I quickly realized that an understanding of linguistics would really help me in the process of learning a new language. Linguistics is interesting to me because it gives me a more holistic understanding of both English and Spanish. I would strongly suggest for any Spanish major to also consider minoring in Linguistics!

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

Study abroad! It’s the best way to practice Spanish, earn Spanish credits, and learn more about the world.

What would tell a student who is hesitant about studying abroad?

Go for it! Studying abroad has been a largely rewarding and exciting experience. Also, do your research. There are countless programs with varying destinations, course loads, and durations. Make an appointment with CofC’s Center for International Education, and they can help you find a program that’s right for you!
You have been a Spanish Tutor at the College of Charleston Center for Student Learning. What was that experience like for you?

I have thoroughly enjoyed tutoring with the Center for Student Learning. It’s a great way to meet new people, and I also find that helping other students is a good way for me to personally improve my own grasp of the language.

Are you involved or have you been involved in any other projects within the Department of Hispanic Studies?

In the fall of 2016, I worked as a Peer Teacher for conversation classes at CofC. I had two small classes of SPAN 101 and SPAN 202 students. We met once a week and conducted class-wide discussions that corresponded with a rubric given to me by the Department of Hispanic Studies. Similar to working in the Center of Student Learning, this position was also a fun way for me to practice Spanish, gain work experience and meet new people.
The Hispanic Latino Graduation Ceremony celebrated the academic achievements and accomplishments of the 2018 Graduating Hispanic and Latino Students at the College of Charleston. This event was sponsored by the Office of Multicultural Students Programs and Services, & the Department of Hispanic Studies.

The Office of Multicultural Student Programs and Services & the Department of Hispanic Studies invite you to join us as we celebrate the academic achievements and accomplishments of our 2018 Graduating Hispanic and Latino Students.

Friday, May 4, 2018
6:00 p.m.
TD Arena-McAlister Suite (3rd floor)
301 Meeting Street

Please RSVP by Friday, April 27, 2018 to Ashley Ragin at 843.953.5660 or email msps@cofc.edu
Congratulations to Inmar Geiger, Sally Herbert, Tristan Hill, Amanda Prohaska, and Joseph Waxter, who graduated this academic year with an M.Ed. in Languages (Spanish). The Department of Hispanic Studies offered two graduate courses: SPAN 624 Latinos/as cultures and literatures (taught by Nadia Avendaño), and SPAN 682 Oral Proficiency (taught in a hybrid format by Joseph Weyers). Other HISP faculty involved in the program this year were Silvia Rodríguez Sabater, who taught LALE 601 Applied Linguistics, Antonio Pérez-Nuñez, who taught LALE 603 Second Language Acquisition, and Emily Beck, who participated as a portfolio panel member.

Are you a teacher? Are you considering a Master's degree? Are you interested in Spanish and/or ESOL? If you have questions about our program, admissions standards, or how to apply, please attend the information session. Join our panel of faculty, staff, graduate students, and recent alumni.

For more information, contact Silvia Rodríguez Sabater at rodriguezsabaters@cofc.edu

Refreshments will be served
**Dr. Nadia Avendaño**

Nadia Avendaño’s article entitled “The Road to Healing: Pilgrimage and the Vietnam War in *Let Their Spirits Dance*” was accepted for publication in *Confluencia* and is forthcoming. She is preparing a paper titled “Vietnam and the Chicano/a Casualties of War in *Names on a Map*” to be presented at the XI International Conference on Chicano Literature and Latino Studies in Salamanca, Spain in May 2018.

**Dr. Emily Beck**

Dr. Mark P. Del Mastro

Mark P. Del Mastro was an invited panelist for the session “Hispania: Publishing your works in academic journals” during the 99th meeting of the American Association of Teachers of Spanish and Portuguese in Chicago, IL on July 7, 1917. His note “In Memoriam. Donald L. Shaw: Scholar, Mentor, Friend” appeared in the summer 2017 issue of the journal Decimonónica; he organized, chaired and presented in the panel “Stop the Bleeding: Language Departments and the Dwindling Major” at the 67th Mountain Interstate Foreign Language Conference at the University of North Carolina Wilmington on October 5, 2017. He directed the 14th annual S.C. Spanish Teacher of the Year program, and effective January 1, 2018, he was appointed Secretary-Treasurer of the Mountain Interstate Foreign Language Conference.

Dr. Susan Divine

Dr. Divine attended two conferences in the fall, the Mountain Interstate Foreign Language Conference (MIFLC) in Wilmington, NC and the Midwest Modern Language Association (MMLA) annual conference in Cincinnati, OH. Dr. Divine organized panels for both conferences and also presented original research exploring the intersections between eco-criticism and urban theory in two Spanish novels. She accepted a new role as a managing editor at the Arizona Journal of Hispanic Cultural Studies as well as to help edit a special edition of the Bulletin of Spanish Studies dedicated to contemporary Spain and cultures of food. Dr. Divine continued in her role as a associate editor of College of Charleston’s own Hispanic Studies Review, and in her role as a co-adviser to Sigma Delta Pi. Dr. Divine looks forward to taking 27 students to Trujillo, Spain this Maymester with the co-director of the program, Devon Hanahan. Likewise, both professors will present original research at the American Association of Teachers of Spanish and Portuguese (AATSP) conference in Salamanca, Spain in June.
**Prof. Soledad Francis (New Faculty)**

Professor Soledad Francis joins the Department as an Adjunct Lecturer. Prior to coming to the College of Charleston, she taught at The Citadel, Colorado State University, and Purdue University. She has more than ten years of experience teaching Spanish not only to college students, but also to preschoolers and kindergarteners. She earned her B.A. in Mathematics Education from Universidad de Concepción in Chile, and her M.Ed. at the College of Charleston. She graduated with honors and as the outstanding student for her program.

In her free time you can find her directing the children’s program at her church and spending time with her husband and three daughters.

**Dr. Victoria Garrett**

Vicki Garrett presented papers on Latin American cinema in international conferences held in Peru, Netherlands, and the United States. She completed her monograph *Performing Everyday Life in Argentine Popular Theater, 1890-1934*, which is under contract with Palgrave Macmillan and will be published later this year. Her article “Precarious Bodies, Precarious Lives: Framing Disability in Alejandro González Iñárritu’s Cinema” was accepted for publication in *Disability and the Global South’s* special issue “Disability and the Decolonial Turn: Perspectives From the Americas,” and she published one short rejoinder and two book reviews in peer-reviewed journals. She developed a new LACS course on “Intersecting Latin American Race, Gender, and Ethnicity in Historico-Cultural Context” and a course in English translation on “Bodies and Health in Contemporary Latin American and Latinx Literature.” She also participated in the year-long Faculty for Compassionate and Sustainable Living workshop.

**Dr. Carmen Grace**

Dr. Carmen Grace was promoted to Associate Professor. Her article “El pálpito barroco: devoción espectacular” will be published this summer in the proceedings of the International Conference “XXXV Congreso Internacional de ALDEEU.”
**Prof. Devon Hanahan**

Devon Hanahan continued in her role as coordinator of the Basic Spanish Language Program, overseeing the change from two textbooks to one textbook in the basic curriculum. In November she was the keynote speaker at the AATSP SC-NC meeting at Winthrop University, and in February she was the plenary workshop presenter for the Cape Fear Language Colloquium at UNC-Wilmington. She is wrapping up her second year as Faculty Marshal.

**Prof. Fenner Hoell (New Faculty)**

Prof. Fenner is one of the newest members of the Hispanic Studies Department at the College of Charleston. He grew up on the Crystal Coast of North Carolina, and spent much of his free time surfing and participating in other aquatic activities. It was indeed the trips to Central America in search of waves that were the catalyst that led him to studying Spanish in college, and then pursuing it as a career choice thereafter. Currently, he holds the title of Adjunct Lecturer of Spanish, and when he is not on campus teaching, he can be found biking or climbing in the Appalachian mountain range.

**Dr. Elizabeth Martínez-Gibson**

In addition to directing the Linguistics Studies Minor, Dr. Martínez-Gibson continues her involvement in other activities. During Fall 2017 she was part of the Informal Professional Learning Club (organized by the College’s TLT Office) to discuss and test innovative ideas for teaching. She also completed the Distance Education Training course for online teaching during the spring semester.

Dr. Martínez-Gibson worked on a peer-reviewed article “A study of languages in storefront signs along Madrid’s Calle de Alcalá” in *Mountain Interstate Foreign Language Review*, and it will be published in fall 2018. In addition she reviewed an article for Foreign Language Annals (June 2017) and abstracts for The Linguistics Society of America (August 2017). She also presented “A study of languages in storefront signs along part of Madrid’s Calle de Alcalá” at The 66th Mountain Interstate Foreign Language Conference (October 2017), and received her Recertification as a Medical Interpreter with the National Board of Certification for Medical Interpreters (March 2018).
Dr. Sarah E. Owens

Sarah E. Owens published her book *Nuns Navigating the Spanish Empire* with the University of New Mexico Press in October 2017. Her essay “Transoceanic Religious” was published in *The Routledge Research Companion to Early Modern Spanish Women Writers* (2017). She also published “Women Writers of the Iberian Empire” in *Oxford Bibliographies in Renaissance and Reformation* (2017). The Department of Modern Languages and Literatures at Sonoma State University invited Dr. Owens in fall of 2017 to give a talk titled “Reframing Global Travel Through the Eyes of Spanish Nuns.” In March of 2018 she was invited to give two talks on convent medicine: one at the Museum of Franz Mayer in Mexico City and the other at the Museo Nacional del Virreinato in Tepotzotlan, Mexico. In January 2018 Dr. Owens took the position of Director of First Year Experience at the College of Charleston.

Dr. Antonio Pérez-Núñez

Dr. Antonio Pérez-Núñez is an Assistant Professor of Spanish and Linguistics in the Department of Hispanic Studies at the College of Charleston. His research interests include second language acquisition through writing, the effects of grammar feedback, and the study of intercultural competence in the language classroom. He has recently co-directed the study abroad program in Trujillo, Spain.

Dr. Silvia Rodríguez Sabater

Silvia Rodríguez Sabater co-presented at the AATSP-SC in Rock Hill and at our CofC TLT conference. She also participated at the ACTFL conference in Nashville, TN and in a variety of webinars on language assessment, social justice, and online education. As Director of the M.Ed. in Languages for the third year, she led the ESOL online taskforce. The M.Ed. in Languages (ESOL online) program will start in Fall 2018. She co-organized the *Hispanic Studies Teaching Discussion Series: Innovations and Challenges in Second Language Teaching* and also gave a presentation. She traveled to Mexico for curriculum development activities. Her interests are in online learning and teaching, the use of integrated performance assessments, and teaching languages through the lens of social justice.
Dr. Carl Wise

Dr. Carl Wise conducted archival research in the Biblioteca National in Madrid this past summer investigating the Port of Seville and the Indies Fleet in seventeenth-century Spanish poetry and theater, and he presented the paper “The Atlantic Metropolis in Lope de Vega’s El Arenal de Sevilla” at the Association of Hispanic Classical Theater Symposium in El Paso, Texas. His review of Alistair Malcolm’s monograph, Royal Favouritism and the Governing Elite of the Spanish Monarchy, 1640-1665 (Oxford, 2017), was published in Seventeenth-Century News: Milton Society of America. Dr. Wise also served as interim co-director of the Carolina Lowcountry and Atlantic World Program.

Dr. Ricard Viñas-De-Puig

Dr. Ricard Viñas-de-Puig’s continued research on expletive negation in Spanish and Catalan resulted in the submission of two revised manuscripts on the acceptability and the typology of expletive negation constructions. Also, Dr. Viñas-de-Puig initiated a new line of research on the syntactic properties of modal verbs in Spanish and Catalan, whose initial results were presented at the 2017 Hispanic Linguistics Symposium hosted by Texas Tech University.

Dr. Viñas-de-Puig’s paper entitled Psych predicates, light verbs, and Phase Theory: On the implications of Case assignment to the Experiencer in non-leísta experience predicates was published in July of 2017, as part of the edited volume Contemporary Advances in Theoretical and Applied Spanish Linguistic Variation.

Finally, in collaboration with Dr. Pérez-Núñez, Dr. Viñas-de-Puig served as co-director of the Spring 2018 study abroad program in Trujillo, Spain.

Dr. Joseph Weyers

Dr. Joseph Weyers has been actively researching Spanish forms of address for over 10 years. Most recently, his research focuses on the growing use of colloquial vos in Medellín, Colombia. His study, “Beer, hot dogs and politics: The vocative function of Medellín’s voseo” was accepted for publication in the prestigious Bulletin of Hispanic Studies. He was invited in 2017 to present “El voseo en Colombia” at the Universidad Pontificia Boliviariana (Medellín); later that year, he presented “Medellín cuenta con vos: Increasing prestige for a non-standard form” at the annual Linguistics Association of the Southwest conference, held at New Mexico State University. His most recent study, “Quechua in the linguistic landscape of Cusco, Peru: Showcasing culture and boosting pride” was accepted for a forthcoming volume of Southern Journal of Linguistics. Outside of research, Dr. Weyers continues to focus his teaching on Spanish Oral Proficiency and Sociolinguistics, and works enthusiastically with students in the Global Scholars program, which he has co-directed for the last 10 years.

Dr. Carl Wise
Dr. Sarah E. Owens

Dr. Sarah Owens recently published her book *Nuns Navigating the Spanish Empire* (University of New Mexico Press, 2017).
Dr. Elizabeth Martínez-Gibson

MUSC Recognition as “Volunteer of the Month” in the November 2017 Volunteer Newsletter and for completing over 1,400 hours of service.

Liz has been a volunteer at MUSC since 2006 with the Interpreter Services Department. In that time she has contributed over 1,400 hours of service to our patients and our families. Liz has made a tremendous impact on our patient experience here at MUSC. Being in a hospital can be a traumatic time and not being able to understand what is happening can make it terrifying! Liz bridges that language barrier gap by interpreting for them. Its how she does it that makes her special. Liz is warm and compassionate to everyone she serves. We are proud to have Liz as part of our health care team here at MUSC.
Dr. Emily Beck

Recipient of the ExCEL Award: LCWA’s Outstanding Faculty of the Year 2017-2018!
Focus on the Faculty
Faculty Lectures

Innovations and Challenges in Second Language Teaching

Dr. Silvia Rodriguez Sabater
College of Charleston, Department of Hispanic Studies

Interpersonal communication challenges and viable solutions for online L2 learning and teaching

Wednesday, April 4, 2018
4:45 - 5:45 pm
JC Long 336, 9 Liberty Street

Please join us for the eighth lecture in the Hispanic Studies Teaching Discussion Series.

The faculty lecture series provides an ideal platform for academic exchange and professional development. The series is open to all faculty members and students.

Teaching Discussion Series Co-Chairs
Silvia Rodriguez Sabater
Dr. Joseph Weyers

The event is open to the public. Lecture will be in English.

Race and the Afterlife of Slavery in Cuba

A Lecture by Matthew Pettway
Tuesday, February 20, 2018
6 pm
Halsey Institute Galleries, College of Charleston

In this talk, Dr. Matthew Pettway will explore how nearly five hundred years of Spanish colonization and African enslavement informed the development of a Cuban identity and shaped the creation of a new nation, black literature. The emphasis of this talk will be to explore the power of narrative thinking and to look toward the philosophical traditions of the formerly enslaved (and later descendants) as an effort to build a society based on democratic governance. The lecture will provide context for the exhibition, "Ethnic Values and Change in Cuban Art.""n
Matthew Pettway is a post-doctoral fellow in the School of Languages, Cultures and World Affairs at the College of Charleston where he teaches Spanish and Latin American and Caribbean Studies. Dr. Pettway completed his dissertation in Hispanic Cultural Studies at Arizona State University in 2016. He has taught at Bates College and the University of Kansas in Spanish and Latin American Studies. At Bates College, he was affiliated with the African American Studies program. This semester, Dr. Pettway is teaching courses on the intellectual and cultural contributions of black Cuban artists, the arts, literature, and history.

In addition to his lectures, Dr. Pettway will participate in a panel discussion on "The Age of Imperiality" from Panamanian Literatures and Cultures and the University of Miami on June 1st. Dr. Pettway argues that black poets used the creole language of Caribbean, Latin American, and Iberian America to represent firsthand experiences of the individual and society through narratives of suffering and resistance.

The event is open to the public. Lecture will be in English.

The Nu Zeta Chapter of Sigma Delta Pi
National Collegiate Hispanic Honor Society

Sigma Delta Pi Lecture Series

Dr. Joseph Weyers
Professor of Spanish and Co-Director of Global Scholars

Medellín cuenta con vos: Increasing prestige for a non-standard form

Thursday, October 26, 2017
5:00 pm
Education Center I18, 25 St. Philip Street

Medellín, Colombia, has transformed dramatically. Cultural pride is palpable. Consequently, we find increasing pride and prestige for Medellín’s dialect, specifically in written public domains. This study examines language change: how it happens, and what it means.

The event is open to the public. Lecture will be in English.
Laura Moses began working as administrative assistant in Hispanic Studies on April 30, 2012. Her previous jobs included teaching French as an adjunct, editing for a book publisher, and working in a travel agency, a photography studio, a French café, the arts department at MIT, The Nature Conservancy, and the Halsey Institute at the College. She speaks several languages and has a master’s degree in French. Laura enjoys working in a university setting, supporting faculty and students, and being connected to the larger campus community. “The most rewarding part of my job is when someone comes into my office for help, and I am able to help them, and they leave with a smile on their face.” In addition to her work at CofC, Laura volunteers with local environmental and cultural organizations, rides her bike, takes photos, and belongs to several book clubs.
**Throughout** the fall and spring semesters the students of Portuguese met several times for Bate-Papo Conversation Table in the Stern Center Food Court area, and in the gardens for those times when they could enjoy the beautiful Charleston weather. Refreshments were provided by the Portuguese Club with typical soft drinks such as Portuguese “sumo,” guaraná, Brazilian cookies, nuts, and more. Also in the Fall semester, there was a Brazilian Night celebration, where attendees enjoyed feijoada, a typical Brazilian food, lively conversation, and music. These events were sponsored by the Portuguese Club.

The Portuguese and Brazilian Studies Program was also very active, with four students declaring a minor in Portuguese! To celebrate Brazilian culture, in February they organized a Samba dance lesson with Linda Colón. What a magnificent workout! In March they hosted a Brazil Roundtable, with Dr. Timothy Coates, Dr. Douglas Friedman, and Dr. John Rashford, followed by a reception. In April they had a screening of the film *Rio* for FYE students, where students learned and were able to discuss stereotypes of Carnaval in Brazil. The theme of the FYE was Samba stories. This year,
Professor Luci Moreira took her students to the Kenny G concert. Among other great songs, Kenny G performed Brazilian music. Students also had the opportunity to see one of his musicians in a spectacular performance with his Brazilian tambourine. The Portuguese Program also participated in the LCWA 10th annual World Cultures Fair in the Stern Center Gardens, where they displayed a table and celebrated with students and the community who had an opportunity to enjoy açaí juice and Brazil nuts from the Brazilian Amazon forest and learned about how the indigenous peoples of the Amazon use the forest to live without destroying it …a lesson for all of us!
Best Student of Portuguese, Savannah Guimarães and Dr. Moreira

SLCWA Port 102 students

Laura Graham (former Portuguese student) visited us after spending six years in Portugal
Hispanic Latino Club kicked off the 2017-2018 academic year by celebrating Día de los muertos with a cortemetrage party in which students watched Mexican animated short films about the traditional Mexican holiday. In the Spring, the club teamed up with the College of Charleston’s Cuba en el horizonte program and hosted a Cuban Film Festival which featured Viva Cuba, Buena Vista Social Club, Juan of the Dead, and Looking for Fidel. HLC members also joined the Citadel’s S.A.L.S.A. club for a night of pizza and dominos.

This year’s officers were Ulises Rosas, President, and Ryan Suriol, Vice President.
Spanish Club

The members of the Spanish Club have been busy with elections in the fall of 2017. As an end of the semester celebration, they got together to enjoy a dinner at a Mexican restaurant. Following in this tradition, in the spring of 2018 they met at Barsa for tapas. They organized a Spanish Immersion Day and a fundraiser. Finally, they participated in the LCWA World Cultures Fair.

The Spanish Club of the College of Charleston celebrating the monthly Spanish tertulia with students, professors, and members of the community.
Hispanic Studies’ Nu Zeta Chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, was among 12 of the 613 chapters of Sigma Delta Pi nationwide to receive the Honor Chapter award, in August of 2017, for outstanding activities during the 2016-17 academic year. This was the 7th consecutive year that the College of Charleston received this recognition, to coincide with the chapter’s 40th anniversary (1977-2017). Susan Divine and Carmen Grace of Hispanic Studies are Nu Zeta’s faculty advisers, and were instrumental in earning this national recognition.

In the Fall of 2017 they organized the Sigma Delta Pi Lecture Series, with a presentation from Dr. Joseph Weyers, Professor of Spanish and Co-Director of Global Scholars: Medellin cuenta con vos: Increasing prestige for a non-standard form. They hosted the 13th annual South Carolina Spanish Teacher of the Year Award, in Alumni Memorial Hall, Randolph Hall. The award was presented to Bethany Battig-Ramseur, of Hilton Head Preparatory School. As a close to the Fall 2017 semester, they inducted twenty-two new members.

In the spring of 2018, Sigma Delta Pi celebrated the 10th Annual LCWA World Cultures Fair, where they handed out information to interested students. They organized a Noche de Poesía where professors and students read poems or selections from across the Hispanic world. They inducted new members again in a March ceremony, and the year culminated with an honor cords ceremony for graduating seniors in May.

Sigma Delta Pi Officers for 2017-18: President, Karolina Kazlauskaite; Vice President, Adriana Velasquez.
ColC's 6th Annual Sigma Delta Pi Honor Cords Presentation Ceremony

South Carolina Spanish Teacher of the Year Awards

Sigma Delta Pi Officers and Dr. Divine

Initiation Ceremony

Poetry Night
The Linguistics Club was revived in spring 2018 after being dormant for a semester. With the help of advisor Professor Lauren Hetrovicz and our newly appointed Club President Danya Firestone, the Club met in March for their first meeting. The Club participated in the World Cultures Fair with the help of Dr. Martínez-Gibson’s LING 125 class, who contributed to the representation of linguistics by creating posters, alphabet cookies, providing a copy of *Alice in Wonderland* written in the International Phonetic Alphabet and other linguistic word games to capture the attention of the crowd. The Club met again in April to start planning for next year and to kick off 2018-2019 with a year of exciting activities. In addition to President Danya Firestone, the newly appointed officer for the Club are Dustin Hacker, Vice-President; Jaquan Mallard, Treasurer; and Blaine Billings, Secretary. One major event this spring was the Linguistics Studies Lecture Series. Dr. Salikoko Mufwene from the University of Chicago presented some of his newest research on “The Meaning of Evolutionary Linguistics”. The lecture drew many faculty and students of different departments and there have been many requests for copies of his lecture to present in classes. Although this particular event was part of the Linguistics Studies Program and not the Club, Club members were invited to help host and meet with Dr. Mufwene, and the President, Danya Firestone, participated in this event.
The LCWA Houses organized beginning-of-the-semester receptions. Together with the Spanish Club, the Spanish members of the Franco-Hispano House collaborated with the Spanish Immersion Day and also participated in the LCWA World Cultures Fair.

LCWA Houses

The LCWA Houses organized beginning-of-the-semester receptions. Together with the Spanish Club, the Spanish members of the Franco-Hispano House collaborated with the Spanish Immersion Day and also participated in the LCWA World Cultures Fair.

LCWA
Franco-Hispano House

Study abroad without leaving Charleston!
6 Bull Street, Charleston, SC

A learning community that...
- provides an immersion experience
- promotes the study and use of Spanish
- fosters an appreciation of the Hispanic culture

Spanish-speaking residents:
- speak only Spanish in the house
- host 2-3 cultural events each semester
- have a minimum of 4 semesters of Spanish

Apply by March 2, 2018!
Now accepting applications and letters of recommendation for Fall 2018. Forms can be downloaded at: http://lcwa.cofc.edu/franco-hispano-house/
For pricing information contact Campus Housing: housing@cofc.edu

Contact Prof. Mary Ann Blitt
blittma@cofc.edu
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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This year marks the addition of exciting new element of the Department: the Hispanic Studies Advisory Board. I have the privilege of serving as the Board’s initial chairperson. The Board consists of nine members of the community, each accomplished in their respective field, as well as four members of the College of Charleston faculty. Each of our members brings a unique perspective from their own experiences and accomplishments in a range of industries, including education, journalism, linguistics, medicine and law. The common thread among us is our understanding of the importance of Hispanic studies as the university level.

The Board has been tasked with the objective of developing and overseeing strategies for fundraising, recruitment, and otherwise furthering the continued growth and success of the Department. Having had an opportunity already to meet and engage with faculty and students in the Department, it is clear that this is a special place full of outstanding people. We are excited to share our ideas and build upon the great work that has already been done.

**HISP Advisory Board Members**

- Louis Richard Doelling, Chair
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- Michael Gómez, Associate Chair of HISP
- Devon Hanahan, Coordinator of BSLP
- Timothy Johnson, Interim Dean of LCWA
Hispanic Studies Career Seminar Series
Highlighting the career advantages of language study and cultural proficiency

Language Studies: Critical Skills in Modern Industry

Louis Richard Doelling
General Counsel, MDK Hospitality, LLC

Thursday, February 22, 2018
4:00 - 5:00 pm
Addlestone Library Room 227
205 Calhoun Street, College of Charleston

A 2009 graduate of The Citadel where he earned his B.A. in Spanish, as an undergraduate Mr. Doelling studied abroad in Spain, Bolivia and Venezuela. In 2010 he received The Citadel’s prestigious Sir the West Scholarship, which afforded him yet another study abroad opportunity in Spain, Venezuela and China. While at The Citadel, he served as the student body representative to the International Studies Committee, and as president of the National Collegiate Hispanic Honor Society. Mr. Doelling also earned a fellowship at the University of Colorado at Boulder where he earned an M.A. in Spanish in 2013, and in 2015 he received his J.D. from the Washington and Lee School of Law. In addition to his current role as an attorney, Mr. Doelling is the Founding Chair of the College of Charleston’s Hispanic Studies Advisory Board.

Free and open to the public

Hispanic Studies Career Seminar Series
Highlighting the career advantages of language study and cultural proficiency

Manager Advantage: Understanding Hispanics in the Workplace

Meredith Ritz Shay
Co-owner and Chief Operations Officer, InCord, Ltd.

Thursday, April 12, 2018
3:30 - 4:30 pm
Addlestone Library Room 227
205 Calhoun Street, College of Charleston

A 2001 graduate of the College of Charleston where she double majored in International Business and Spanish, Mrs. Ritz Shay applied her unique skillset to pursue an entry level position in her current role as Chief Operations Officer. Currently she co-owns InCord, a manufacturing business that employs over 125 people, 60% of whom are Hispanic. Recognizing that building strong in such an environment requires effective communication with employees in their native language, Mrs. Ritz Shay has managed to gain workers’ trust while fostering their professional growth. With numerous clients in North America and Europe, she has developed strong working relationships through her language and cultural competencies. In addition to her position with InCord, she is a Board Member of the Student Advanced Manufacturing Association.

Free and open to the public
Alumni Corner

Emily Williams, '12
Spanish and Latin American Caribbean Studies
State Recruiter, Title One Part C,
SC Department of Education

My time studying Spanish and Latin American Caribbean Studies at College of Charleston truly prepared me for the line of work I am in today. The Spanish Department offers a myriad of ways to get involved -- from a service learning course, a chance to live in La Casa Hispana, Sigma Delta Pi, the Spanish Club, and many internships and fellowships. My professors, experiences, and networks made while completing my undergraduate degree are paramount to my career and continued academic interests. After completing my bachelors, I was a Student Action with Farmworkers Fellow in 2012 and later a Rotary Ambassadorial Global Scholar in 2015-2016 for my masters degree in Human Rights at Carlos III in Spain. Currently, I am working for the Title One Part C Program (Education of Migratory Children and Youth) with the South Carolina Department of Education. Thanks to my coursework and experience at College of Charleston, I am able to use linguistic knowledge and cultural competency to support Migratory Youth and Children with their educational goals while they are in South Carolina.
After graduating from CofC I moved to Hawaii with the intention of teaching Spanish. I stumbled into a sailing and snorkeling tour guide job on a catamaran and discovered a new passion for environmental law. This led me to apply to school in my home state of Maryland. I discovered that years of studying Spanish and Italian grammar, writing assignments, and writing my Honors thesis in Spanish at CofC also strengthened my English writing skills. During my second summer of law school I interned with The Nature Conservancy and drafted contracts in Spanish and English. I have also translated for our immigration and domestic violence clinics. I plan to pursue a career that combines my Spanish language skills with my passion for environmental law and I would like to thank my professors at CofC, especially Dr. Vásquez, Dr. Weyers, Dra. Grace, and Dr. Del Mastro, for all of their support and guidance!
Life can be surprisingly circular. I am going to start my personal experience with circularity with when I was a student at College of Charleston. I was enrolled in SPAN 201, working towards fulfilling my foreign language requirements, when a conversation with my Spanish professor at the time changed my entire plan. She recognized my enthusiasm for Spanish and talked to me after class to encourage me to major in Spanish and study abroad. Up until that point, it had never occurred to me to consider it.

Fast forward several years to 2012, and that conversation years ago with my professor had clearly left a lasting impact. I had studied abroad, graduated as a Spanish major, attended graduate school for Spanish, and moved to Madrid; all the consequences of that one conversation after class. Now in 2012 I am returning to Charleston to live, and in a moment of unexpected circularity, to accept a position at the College to start teaching the same Spanish classes that had previously convinced me to pursue this lifelong adventure.

The particularity of returning to teach alongside many of the professors critical to my formation was not lost on me. It also was not lost on many of the faculty, including Dr. Félix Vasquez. Dr. Vásquez knew me very well as a student, including having been my professor for my semester studying abroad in Trujillo with the College. One day, in my faculty mailbox, I found an envelope that was equal parts hilarious and thoughtful. He found a paper I had written as a student which mentioned my desire to teach Spanish after graduating, and, in addition to the original comments on the paper from when he graded it, he added new comments in a different color and even congratulated me on achieving what I had written about in his class years ago. It was a nice message of support from a former-professor-turned-colleague.

Throughout my half-decade teaching Spanish classes at the College, the uniqueness of my situation was always present in the back of my mind and I tried to use that to my advantage. I made it a point to communicate to my students how much I related with them, having oftentimes sat in the exact same classroom that I was now teaching in. I never forgot how much influence a professor can have, as I would not have been standing in front of those classrooms were it not for a professor encouraging me, and I had the obvious goal of paying that forward however possible. I pushed students to continue their language acquisition beyond the 202 level through traditional and non-traditional means and also to be a part of the College and Lowcountry community. It was important to me that every day my love for the school, the Spanish language, and my students was apparent.
With the variety of courses I was able to teach, I was even able to have several students complete their entire Spanish requirement with me. This allowed me to get to know them and see them grow personally and linguistically, but I did not want to lose my ability to influence them beyond the classroom once they had completed their Spanish courses, so those students and I started the "Three Semester Club" where we would meet up during the semester and have dinner and continue to discuss academics, travel, and their future plans. The Three Semester Club is representative of the emphasis placed on teaching and student development that makes the College so special. Our small class sizes and gen-ed requirements made the Three Semester Club possible.

I have recently started a new career with the State Department that has taken me away from Charleston, but even now I'm using Spanish on a daily basis and would not be working for the government without the linguistic journey that I commenced at the College. I miss being in the classroom tremendously, and every day I reflect on my experiences at the College to help me in my new role. I will soon be representing the United States government in Mexico, but my Cougar spirit means I will also be representing the College.

Danny Jones, ’08
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!

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

Contact us: [hispanews@cofc.edu](mailto:hispanews@cofc.edu)

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