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

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The regular accomplishments of our faculty, students and graduates are evidence of the ongoing, indispensable role of the Department of Hispanic Studies and its programs with preparing our students for the global economy and society. With our continued efforts to publicize this news, in January 2019 the department launched its podcast series *HispaCasts* which highlights the professional successes of our graduates, the outstanding activities of our current students, the impressive work of our faculty, and salient details about select programs. Starting with student Madi Crow as the inaugural interview, and with the collaboration of Dr. Mike Overholt from the Teaching and Learning Team, *HispaCasts* now boasts six episodes to include an intriguing chat in February with Dr. Raúl Carrillo Arciniega, our department’s distinguished poet and novelist.

Also noteworthy is the offering of the first-ever Hispanic Studies Trujillo Scholarship, which will be granted to one undergraduate student at the College of Charleston for study abroad in the department’s spring 2020 semester in Trujillo, Spain. This $5,500 award is made possible by the generous support of the Hispanic Studies Advisory Board, which is currently chaired by Mr. Louis Richard Doelling.

These are just two of the many activities that transpired during the 2018-19 academic year, with much more reported in the pages that follow, thanks to the fine work of this year’s *HISPAnews* editorial team: Editor Daniel Delgado and Associate Editors Claudia Moran, Laura Moses, Ricard Viñas de Puig and Carl Wise.

*Mark P. Del Mastro*  
*Chair, Department of Hispanic Studies*
Can you tell us about your background and how you became interested in Spanish?

One would reasonably expect that my interest in Hispano culture started at home, since I was raised in Miami and born to Cuban parents. However, it actually started with Haitian sculpture and a circuitous path that brought me from a fascination with Victorian literature to specialize in the texts and images from the Caribbean.

Unfortunately, when I was in high school, even though the vast majority of students were children of Latin American immigrants, it was the culture and history of Europe and the US that was valorized and almost exclusively taught. I knew much more about Herodotus and the Peloponnesian War than I did of the Inca and Aztec Empires or the revolutionary Toussaint Louverture. With regard to foreign language study, instead of refining the Spanish I spoke at home, I was encouraged to take classes in French and ancient Greek. Like many heritage speakers, I could understand and produce Spanish orally, but I could not write it. I knew only the informal commands and my vocabulary was limited to that of the kitchen: Abuela, tengo hambre. ¡Termina tu tarea!

As an undergrad I double majored in English and Art History. So, unlike most of my colleagues, my formative years were spent reading Shakespeare instead of Cervantes. Fortunately, during my senior year at Florida International University, I worked as an assistant to the Frost Art Museum’s curator. Working on a Haitian sculpture exhibition, I was exposed to the creative processes of recycling found objects, assemblage and appropriation, all of which derived in this case from the religious traditions of altar-making. These works—many assembled from manufactured market commodities, carnival-like sequenced pieces and gothic figurines of nails and dismembered dolls—resonated with me because they blurred the boundaries between popular and fine art, combining mass-produced junk with ancient religious practices and reassigning meanings through their provocative juxtapositions. This led me to focus on the Caribbean when I went on to do a Master’s degree at New York University in a multidisciplinary program. In my research there, I found that the meandering and
densely poetic language I so enjoyed in Virginia Woolf reached new heights in the neo-baroque texts of Cuban Severo Sarduy and Guyanese Wilson Harris. I became fascinated with the art of the contact zone and I wanted to continue exploring both textually and visually the aesthetic practices that emerge from the meeting of Amerindian, African, and European traditions.

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

In a similar vein to those Haitian sculptures, I consider my own critical discourse as a form of assemblage, juxtaposing cultural and theoretical traditions. I often draw from French twentieth-century philosophers, African and Amerindian cosmologies, U.S. Black intellectuals, Ecofeminists, Cuban, Puerto Rican, and Dominican writers, artists, and thinkers, art historical and literary methods of analysis.

I realized that the heterogeneous context of the Caribbean and its need to accommodate often contradictory world views offers us a valuable lens through which to think and address current environmental issues. In other words, writers, artists, and thinkers of the Caribbean have long been attending to the relations, to points of touch between different bodies. Such attention compels us to acknowledge how we are part of complex webs of interdependencies.

At the University of California Irvine, where I completed my PhD in Spanish and Portuguese, I worked on literary and visual works from Cuba that challenge dominant subject models and taxonomic ways of organizing bodies, soliciting more expansive and ecological forms of thought and practice. I am currently working on a book manuscript, *Inhuman Art and Cannibal Readings: Material Ecologies of a Cuban Imagination*, where I continue to attend to the relationship between aesthetics and ecology in the Caribbean, with a particular focus on the inhuman, becoming-beast, and transmateriality.

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

I especially enjoy when I am able to present a cultural object that is temporally or geographically distant and make it politically and socially relevant to my students. As far as my favorite class, this is a tough question to answer! But at the moment I would say my Spanish 366 *Select Spanish American texts: Friends with Benefits* class. We read five novels through the tropes of friendship, hospitality, and
community—tropes that also impact how human-animals relate to the environment. These are some of my all-time favorite novels—Rita Indiana’s *Nombres y animales*, especially!—and getting to reread them and discuss them with CofC Spanish majors has been sheer joy. I am always excited to learn about their impressions, observations and interpretations of the texts. They never fail to bring new things to light for me, even when I’ve read the text numerous times.

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

Learning a new language evolves immersing yourself in the unknown, linguistically and culturally. It demands taking risks—a willingness to make mistakes and be misunderstood—and being comfortable with not always comprehending everything. It requires us to use context, body language and intuition to fill in the blanks; it involves empathy and imagination. Learning a new language provides us with a different way of seeing and organizing the world. For all these reasons, I think learning a new language helps us become more ethical beings.

**Finally, and since this is a tradition in our newsletter, could you share something with us that readers might not know about you?**

In class I often aim to cultivate an irreverent atmosphere. This doesn’t mean we don’t respect each other. Quite the opposite. What it does mean is that we try not take ourselves too seriously and practice more humility. To this end, I always welcome humor and comedy in the classroom. And if my students make me laugh either in class or in their written work, they get points for doing so.
Can you tell us about your background and how you became interested in Spanish?

I grew up speaking Armenian as my native tongue and learning Russian as a foreign language since I was little. My mom, who is a teacher of Armenian language and literature, inspired my love for languages and literature. I majored in English and minored in Spanish in college, but after taking Spanish literature classes during my study abroad year in California, I started considering graduate studies in Spanish.

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

I really enjoy teaching cinema. I like the challenge of discovering ways of implementing my film teaching methods with students who are also language learners. As one of my goals is to help students articulate their experience of the films in a more personal way, many times I find their choice of words in Spanish to be surprisingly illuminating and honest. I like seeing students really retrieve their impressions of the film, which they cannot seem to access at first, and slowly discover their experience by putting it into words and turns of phrases in Spanish.

Why do you think languages are important to learn today?

There are so many good reasons to learn languages—from international careers to benefits in cognitive functioning—but learning languages and having intercultural empathy is going to be quite needed in an era of artificial walls and barriers.

What has been your greatest professional achievement?

Although doing research and publishing have been important achievements for me as a scholar, I believe my greatest professional achievement has been the appreciation received from my students.
What are your research interests?

Broadly, my research interests are 20th-century Latin American literature, baroque and neo-baroque aesthetics, as well as contemporary Latin American cinema. My dissertation research, in particular, focused on discovering neo-baroque poetics in contemporary Latin American films. The study of visuality is present in all aspects of my research. In a recent article, I explore the encounter of photography and neo-baroque imaginary in Julio Cortázar’s short story “Las babas del diablo.” I have also started incorporating documentary photography and photojournalism into my research. I have just started working on an article which explores the representation of the U.S.-Mexico border through the study of a recent body of photography produced at the border.

Finally, and since this is a tradition in our newsletter, could you share something with us that readers might not know about you?

I really enjoy doing street photography and always grab my camera with me when I travel. Editing photos in Photoshop is one of the best ways for me to unwind.

Thanks, Dr. Hakobyan!
Adjunct Faculty Spotlight
Prof. Lauren Hetrovicz

Professor Lauren Hetrovicz is an Adjunct Professor who has been teaching Spanish at the College of Charleston since Fall 2015. Let’s get to know more about her!

How did you become interested in Spanish?
As a young girl from a largely homogenous community outside of Chicago, I met my best friend at the age of nine whose family had recently emigrated from Colombia. The more Spanish I learned at school, the better I could understand her family and the daily goings-on at her house. This intrigued me greatly because I could see that my efforts at school had real-world applications. After doing well in high school and enjoying my Spanish-focused extracurricular activities, I decided to major in Spanish and minor in Linguistics at the University of Illinois at Urbana-Champaign.

Can you tell us about your background?
After obtaining my B.A. I continued at the University of Illinois and earned two M.A. degrees, one in Spanish Linguistics and the other in the Teaching of English as a Second Language (TESL). While obtaining these degrees, I was a teaching assistant for six years in both the Spanish and Linguistics departments and was able to teach eleven unique courses, ranging from the 100 level to 300 level in Spanish and from the 100 level to the 500 level in English as a Second Language for Academic Purposes. Also, I completed my Ph.D. coursework, but departed for Charleston before beginning the qualification exams process. In short, I have been interested in Spanish from a very young age and that passion is evident both inside and outside the classroom.

What aspects of working at the College of Charleston do you enjoy the most?
Working at the College has enriched my life in a variety of ways. For example, one of the most fruitful aspects of having continued contact with undergraduates is that I can help them get involved on campus, major or minor in Spanish or Linguistics Studies, or participate in a study abroad program. Engaging with exceptional students and watching them grow fuels my passion for teaching.
Outside the classroom, I am grateful to the College for being so welcoming to faculty that wish to get involved on campus and I have taken the lead on this in a variety of ways: as a Global Scholar, Adjunct Faculty Senator, Co-Faculty Advisor to the Linguistics Club, Co-Faculty Advisor to the Spanish Club, Linguistics Steering Committee Member, Distance Education Committee Member, Office of Admissions Faculty Panel Member, and more.

**What pedagogical innovations have you been working on recently?**

During the current AY 2018-2019 I have been a member of a Professional Learning Club sponsored by the TLT (Teaching and Learning Team) entitled *Developing Integrated Performance Assessments (IPAs) in the Second Language Classroom* which is a faculty group led by Prof. Mary Ann Blitt and Dr. Silvia Rodriguez-Sabater that focuses on the creation of and implementation of a task sequence that is conducted using authentic materials in the target language, promoting critical-thinking skills and second language acquisition. After learning substantially and partaking in a multi-step peer-review process in the club, the materials that I created have now been successfully incorporated in SPAN 190 (Elementary Spanish I) and in my online SPAN 313 (Spanish Composition) section. In addition to learning about a new pedagogical tool, I was able to spend quality time exchanging ideas with colleagues in LCWA, which is such a rewarding way to continue my professional development in the field.

**What are you most excited for in the coming months?**

In the Fall of 2018 I proposed the first-ever Linguistics course to participate in the First Year Experience (FYE) program, and so starting in Fall 2019, Dr. Christina Garcia and I will facilitate a Learning Community entitled *Linguistics, Art, and Politics of the Americas and Beyond* between LING 101 and LACS 101. I am excited to take part in the FYE program and to introduce freshman students to one of my favorite topics, namely, the scientific study of language.

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

When I am not at the College of Charleston, you can find me reading books at the local dog park, playing Scrabble online, drinking coffee with friends, taking long walks on the West Ashley Greenway, or traveling with my husband.

**Thank you, Lauren!**
Study Abroad in Argentina
Rachel Skidmore - Experience

The study abroad program to Buenos Aires was set up in a way that seems to me decidedly Argentine - freeform. The program allowed for all kinds of exploration with the group, whether we wanted to go to an art museum, to lunch together, or to explore the city. We took trips to the various neighborhoods of the city, of which there are many, as well as to the northwest of Argentina, to Salta. We had a traditional barbeque (an asado) with our program director, and we ate Peruvian, Chinese, and Italian food, experiencing the blending of communities and cultures in the city in different ways every day.

My life in the city was marked by art, music, museums, lots of walks, and mate (a traditional South American drink). I began the process of building a space for myself in my neighborhood, Palermo, and settled into a routine fairly quickly. Getting to know some people around the area, what cafés I liked, which parks were nearby, and when the weekly markets were, all helped Buenos Aires feel less strange to me. Having lived alone for two years in school, moving in with a family was an adjustment. My homestay, however, became one of the things I am most grateful for from my time in Argentina. My host mother took me to three tangos with her, she showed me the neighborhood the first day I arrived, and taught me how to use the buses to get around town. My life in Buenos Aires became so different from my life in Charleston, because I had to find my own community and because every place I went, with every person I spoke to, I had to learn all over again how to communicate.
My favorite experiences in Argentina have been in the city of Buenos Aires itself. As a student in the School of the Arts at the College, it was important to me that I experience the artistic culture of the place I chose to study abroad. There is no shortage of that in Buenos Aires, as I discovered, and I was able to go to countless art exhibits, several independent film showings, dances, and cultural gatherings of all kinds. I was also able to attend the Women’s March on el Día Internacional de la Mujer, and witnessed thousands of people marching from the Congress building to the Casa Rosada, and the incredible passion for social justice that exists there. The city of Buenos Aires is very much alive in so many ways, and it was an incredible experience to live there every day.

To students thinking about studying abroad, I would suggest that it is not for those who are unwilling to be a little uncomfortable every day. Picking up a life of familiarity and moving to a foreign country where you barely speak the language for three months is a large life change. As students from the United States, I feel that it is incredibly important to learn what it means to be from the United States and to experience, at least for a little, the way that people from other cultural identities live. I personally am incredibly glad that I chose the trip to Buenos Aires, as Argentina is a beautiful country with rich cultural traditions and unbelievable landscapes. It has been so interesting to live in a country that was built emulating the great cultural capitals of Europe, but ended up being its own particular blend of European and Latin American styles, something entirely new. I cannot overstate how much I have learned and grown in Buenos Aires, and I encourage every student who is even slightly interested to take advantage of this opportunity.

By Rachel Skidmore
Dr. Susan Divine and Prof. Devon Hanahan took a record 28 students to Trujillo in the summer of 2018. Students took two courses from the offerings of SPAN 275, 320, 328, 333 and 390. Provost Brian McGee and Dr. Andrew Sobiesuo, Associate Provost for International Education, visited the program and enjoyed interacting with the students and the residents of Trujillo.

For the first time, electronic portfolios were used as an instrument of assessment, receiving a highly positive reaction from the students as they created them, weaving their daily lives as Trujillans, their academic training in the classrooms, and their experiences on excursions into these final presentations. Professors Divine and Hanahan subsequently presented a workshop on the use of portfolios to assess study abroad at the AATSP conference in Salamanca later that summer. This excellent group of students formed a special bond based on their shared lives that continues and strengthens a year later. ¡Viva Trujillo!
It seems fitting that in the Year of Women at College of Charleston, a diverse group of thirteen young women participated in this spring’s semester program in Trujillo, Spain. As in previous years, the students took classes in La Coria Convent, enjoyed tapas in the plaza, took longer than expected siestas, and visited breathtaking historical places such as the Roman theater in Mérida, the mosque-cathedral of Córdoba, La Alhambra in Granada, and the Prado and Reina Sofía museums in Madrid. But it was perhaps the flamenco show in the caves of El Albaicín that stole their hearts. If traveling all around Spain and Europe sounds amazing, the same has to be said about the time students spent with their wonderful host families, engaging deeply with the Trujillo community. The bonds established with the community will last long past our return to the US, with many students (and their professors) already planning their return.

The unique composition of this year’s group presented challenges and opportunities. Traveling as a group of young women from diverse backgrounds, with a professor from Peru (Trujillo is the birthplace of Peru’s conquistador Francisco Pizarro), prompted many extended conversations about different views on race, gender, and politics that the students noted. Our visit to Andalucía coincided with massive demonstrations for International Women’s Day, which gathered women of all ages and backgrounds in a call for a national women’s strike. And as our last days in Madrid coincided with general elections, the students were able to develop a deeper understanding of Spanish politics throughout the campaign cycle. All of these events enhanced their global fluency, providing irreplaceable opportunities to experience and examine how social and political categories are viewed in different contexts.

Our long-standing ties with the Trujillo community have offered yet another cohort of students the opportunity to expand their sense of belonging and to better understand the nuances of our globalized world.

By Dr. Vicki Garrett and Dr. Edward Chauca
Studying abroad in the small and historic town of Trujillo, Spain, is truly an experience for a Spanish immersion program. When visiting large cities in Spain you get to appreciate beautiful things on a large scale, but to study and live in the quaint town of Trujillo is to know the faces you pass on the street. The homestay families in Trujillo generously welcome you into their lives, and into their closely knit extended family and friends. In Trujillo, you’re invited to be a part of their famous festivals, to dine in local restaurants in the Plaza Mayor, and to enjoy their rich historic culture. Without even trying, you develop friendships with the owners of the delicious cheese shops, the waiters at the restaurants, and even Trujillanos learning English in the local academy. Being able to recognize local faces in the Plaza or at a cafe really helps you feel at home in a foreign town.

Classes are held at La Coria, a beautiful museum\(^1\) positioned on the top of the highest hill in town. The small trek up makes for a great view of Trujillo as well as the Spanish countryside. With your time in Trujillo you learn to slow down, appreciate the architecture on your walks around town, and begin to integrate after-lunch siestas into your daily schedule while living with your Spanish family. With your new family you get to experience a plethora of things you would never otherwise, from the diverse Spanish dishes during meals to enjoying the intense game shows on TV with your family while you sit on the couch under a cozy heated blanket, which seem to be found in every Spanish home at night.

The small town of Trujillo will expose you to the most authentic details of Spanish culture, such as sewing the traditional dresses for Chiviri—Trujillo’s most anticipated festival of the year. Some of our authentic experiences around Trujillo included buying Spanish books at the local book fair, fighting our way through the excited crowd of Spaniards at the local Churrería to get our morning

\(^1\) La Coria was originally a 15th century convent of “la Tercera Orden Regular franciscana.”
churros-with-chocolate fix, or walking down a small trail behind La Coria after classes to find the perfect spot for a quiet picnic.

Around Easter time in Spain, during Semana Santa, you’ll get to observe various religious celebrations with the locals. As Trujillo is known for being the best fiesta around, many of the surrounding towns come to enjoy the festivities. For a week, everyone is in the streets of Trujillo, dancing to music played in the Plaza Mayor. At the end of the week, families go to el campo to relax from all the partying and to enjoy the last day of Semana Santa.

The best part about living in a small town to learn Spanish is that nobody speaks English. Whenever we travelled to bigger cities around Spain, it was very difficult to speak Spanish when everyone immediately spoke English to us after hearing our accents. Trujillo is an exception in the way that it preserves the Spanish language by not getting caught up in commercial tourism. Responding to the community in Spanish is much easier with practice, and Trujillo is the perfect place to do so.

Overall, Trujillo was the best decision for a language immersion program in Spain. Trujillo went above and beyond the needs for students wanting to grow and develop their Spanish language abilities. Students often forget that when studying abroad, you are not only learning a language -- with this program, you’ll learn and enjoy the food, art, customs, architecture, history, lifestyle, and relationships that you develop.

By Elana Otero & Millie Chantepie
Hello Alexandra, and thank you for agreeing to this interview with HispaNews. First of all, can you introduce yourself to us, tell us who you are, and why you chose to come to the College of Charleston and to study Spanish?

I’m Alexandra Helfgott, I’m from North Augusta, South Carolina and I’m double majoring in Political Science and Spanish. I’m a Swanson Scholar in the William Aiken Fellows program in the Honors College.

Upon arriving at CofC, I was undecided about my major. I came from a strong Spanish program in my middle school and high school - I actually went to Uruguay in high school - so Spanish was an interest to me. I decided to take a few classes to maintain my language skills and thought: “OK, I’ll minor.” In the spring of my freshman year, I met with Dr. Weyers and with his encouragement, I decided to major in Spanish.

It’s been such a joy to take these classes, to see myself grow in the language, and to have the opportunity to go abroad. It’s rewarding to walk away with tangible language skills.

You’ve been overseas. How was your study abroad experience? And what would you say to students who are considering studying abroad?

I studied abroad in Buenos Aires, Argentina, in the fall 2018. It was such a great experience and I am so thankful I had the opportunity to go. Because I went abroad with an affiliate program, there was a lot of regional diversity within my study abroad group. For example, I was the only one from the Southeastern United States. I’m grateful to have had my perspective broadened and to have made such great friends through this experience. I took classes on Latin American literature, International Relations of Latin America, and a class on Peronism (which is Argentine populism). I enjoyed the Peronism class so much that I chose to do an analysis of contemporary populism in the United States and Argentina for my Bachelor’s Essay.

Studying abroad had a significant impact on me academically and also personally. My Spanish improved tenfold, I found a new academic interest, I became more independent, and leaving the United States for a few months enabled me to gain perspective on my life, my goals, and my values.
For any student considering studying abroad, do it. It was truly a once-in-a-lifetime opportunity for me and I grew in ways that I wouldn’t have if I had stayed on campus for that semester. I think everyone has fears about being away from campus for a semester, worries about how to make studying abroad fit with your academic requirements, and financial concerns, but those are all things that can be worked out with proper planning. There are so many scholarships for studying abroad and the Center for International Education is great about providing such opportunities. You just have to be proactive.

In terms of being away from campus, yes, you’ll be gone for a semester, but the things that you are going to gain, the ways you’re going to grow, and things you’re going to learn aren’t necessarily things you’d get if you stayed on this campus. Staying on campus is comfortable, but study abroad is a great opportunity to challenge yourself, to hone your language skills, and a chance to grow as a person.

For me, the biggest takeaway from my study abroad experience was the confidence I gained in terms of my Spanish. I came in to CofC with strong Spanish skills and have improved throughout the last few years, but being abroad forced me to use the language on a daily basis and in a variety of circumstances. Constantly being on your toes and being challenged to find new ways to convey your point in a second language was sometimes a challenge, but it enhanced my confidence tremendously.

You are also involved with the Spanish Program here. Can you tell us about your other activities?
I lived in the Spanish House for two years, I served as a Spanish conversation peer teacher, and I am a member of Sigma Delta Pi.

How was your experience at the Casa Hispana?
I enjoyed living in Casa Hispana - it was a great opportunity to interact with other students in the Spanish major, particularly the upperclassmen. I remember being so impressed by their language skills and inspired to continue improving my own speaking skills. Being surrounded by people who were driven to consistently practice Spanish was a very motivating experience.
You mentioned that you are a peer teacher. What was the most important outcome from that experience?

To me, the most important outcome from my experience as a Spanish Conversation Peer teacher is that my students feel encouraged and empowered to succeed while in my class. Not everyone loves Spanish as much as I do and some people struggle with language learning more than others, but my goal has always been to provide a welcoming, encouraging, and friendly environment so students can really push themselves and know that they have a safe place to fall if they do make a mistake. Another big impact from this teaching experience is the insight I’ve gained into teaching. It takes a lot of time, thought, and preparation to make a class run smoothly and to engage students. I’ve been appreciative of my professors throughout my college career, but I have increased insight after my own teaching experience.

Before we forget, congratulations on being awarded a Fulbright Scholarship. What will you exactly do next year with this scholarship?

Thank you very much! I will be teaching English in Mexico from August 2019 until May 2020. As of now, I don’t know where in Mexico I’ll be or what age group I’ll be teaching, but I am very much looking forward to this opportunity and am so grateful to have received this award.

Well, good luck, and thank you so very much for talking to us, Alexandra!

Thank you!
Hello and thank you for agreeing to this interview with HispaNews. First of all, please tell us a little about yourself, where you are from, why you decided to come to the College of Charleston, and what you are doing here at the College?

My name is Madi Crow, I am junior at the Honors College, and I am studying International Studies and Spanish, with a minor in Linguistics.

I am from Nashville, Tennessee, and coming to the College of Charleston was kind of a happy accident. I was looking at schools, I happened to come visit CofC, and I thought “This place is pretty neat!,” but I wasn’t sure. I went back home, and I kept getting emails from CofC. I came back, and that’s when I started looking more into the Hispanic Studies program, and the International Studies program. Then then I sat down and said: “Madi, you are crazy if you don’t pick this school, it’s literally perfect for you!” And that has rung really true for me.

That’s great! We would also like to know about your experience abroad: you spent all last year (Spring 2018 and Fall 2018) in the Cono Sur. Can you briefly summarize your experience? And, on a related note, what would you recommend to other students who are considering going abroad to study?

I spent the first semester in Buenos Aires, Argentina. I was really interested in going -- my family had talked about it before, but I knew nothing about it. So, I said, “OK, let’s go check it out!” I got to live with an amazing Argentine host family, and we would sit down at dinner and talk (obviously in
Spanish) about Argentine politics and history. I tried to explain what a sorority is, which they had no idea about. We spent hours conversing about these topics that were so strange to them and so strange to me.

The next semester I spent in Santiago de Chile and I was with a different type of family: I had younger parents and a host brother. That was really neat because I got to connect with the younger Chilean crowd and to learn what it is like to be a 20-year-old in Santiago, how you get around, how you make new friends, what it is like to go to university there. It was challenging, but I really enjoyed it. I realized that Santiago was a very different experience from Buenos Aires.

I now work for the Center for International Education, and I loved my study abroad experience so much that I tell students “You have to go. You should make it happen.” It’s such an invaluable experience, especially if you want to learn a language. Now I feel comfortable speaking Spanish, while before there was no way.

It also gives you a new perspective on the world; it was very nice to compare how I see the world based on where I’m from to how other people see the world based on where they’re from.

As you already said, you are minoring in Linguistics. How has this minor informed your other areas of study, especially your work with languages?

It’s interesting, because I was always interested in languages, but I never knew what linguistics was. So, one day I was in one of my Spanish classes and the professor said, “If you are majoring in Spanish, you should consider minoring in Linguistics.” And I thought: “Sure!” Then I took the Introduction to Linguistics class (LING 125), and I would leave class and be thinking about it. I thought that I was in college to try new things, and I started looking a little bit more into the Linguistics program, and I realized that linguistics was tied to everything I was studying. And my fascination for Spanish could grow even more through the lens of linguistics. I am really excited because I still have a lot more classes that I can take in Linguistics to investigate
different sides of linguistics, especially sociolinguistics and, potentially, a Bachelor’s Essay.

You are now enrolled in a Service Learning class with Prof. Blitt. Can you tell us about what you have learned in that class that you wouldn’t have learned in a regular, face-to-face class?

This has been a really neat experience. I knew I would get a lot out of it, but I didn’t realize how much.

I’ve been volunteering at Midland Park Elementary School every week over the last semester. I go to the school and meet with 5- and 6-year-old kids, who predominantly speak Spanish as their first language. Some only speak Spanish, others speak a mix of Spanish and English, and others just start talking in English and listen to Spanish. I work with these students and we practice sounds, both in Spanish and in English.

Through that experience I have also got to know the staff and the parents, and I have been able to see what it is like to be a member of the Hispanic community here in Charleston. Before, I thought I had to study abroad to get this Spanish immersion experience, but I have gotten that experience through my volunteering at the school. I didn’t know there was this large Spanish-speaking community. Being able to go there and meet with them and to show that I care has been a great experience for me and, I hope, also for them.

I learned that I can have those experiences in areas right around me, I just need to keep my eyes open to them. And hopefully I can use the skills that I am learning now to be able to be a part of those communities and do something for them.

One last question: Are you involved in any club or extracurricular activity related to your study of Spanish and Linguistics?

I just joined the Spanish Honor Society, Sigma Delta Pi, and I really enjoyed the induction ceremony. And I would like to get more involved in the Linguistics Club, too.

Thank you so very much, Madi!

Of course! Thank you!
Hispanic Latino Graduation Ceremony celebrated the academic achievements and accomplishments of the 2019 Graduating Hispanic and Latino Students at the College of Charleston. This event was sponsored by the Office of Multicultural Students Programs and Services, and the Department of Hispanic Studies.
Focus on the Faculty

Dr. Edward Chauca

Dr. Edward Chauca (Ph.D. UCLA) is currently working on a book-length manuscript on human rights and neoliberalism in Latin American culture of the twentieth-first century. His article “La disciplina de lo visual y lo sonoro: tomas aéreas en el cine argentino” was published in the journal *A Contracorriente*. He also co-published with Dr. Victoria Garrett the rejoinder “Innovando (desde) la literatura” for the centenary issue of the journal *Hispania*. Last year, he directed the CofC study abroad program in Havana, Cuba, and this year he co-directed with Dr. Victoria Garrett the CofC study abroad program in Trujillo, Spain.

Dr. Lola Colomina-Garrigos

Dr. Colomina-Garrigos was the co-grantee, along with Dr. Michael O’Brien and Dr. Julia McReynolds-Pérez, of the AY 2017-2018 Dean’s Collaborative Interdisciplinary Research Award for Interdisciplinary Engagement, a Summer Research Grant that serves to foster interdisciplinary international engagement among roster faculty in LCWA and colleagues in other schools of the College who research within the same geographical region. Thanks to the award, she was able to examine current grassroots initiatives in the literary and publishing sectors and their efforts to resist mainstream trends by market-oriented publishing houses and the discontinuation of public policies in the sectors under President Macri’s neoliberal agenda, in Buenos Aires, Argentina, in June-July 2018. Dr. Colomina was also awarded a sabbatical leave for Fall 2018 and she took time to conduct research and attend seminars on Latin American studies in Scotland, UK. She was invited to give a talk at the prestigious University of Aberdeen, Scotland, on September 26, 2018. The extended talk was titled "Image as Reality, the Medium as the Message: a Literary Approach to Signifying Processes in the Virtual World in 21st-Century Argentina.”
Dr. Mark P. Del Mastro

Dr. Del Mastro organized, chaired and presented in the 2nd annual panel “Stop the Bleeding: Language Departments and the Dwindling Major” at the 68th Mountain Interstate Foreign Language Conference at the University of Tennessee - Knoxville in October 2018. In December at the Spanish Benevolent Society in New York City he was inducted as a full member of the North American Academy of the Spanish Language and as corresponding member of the Royal Spanish Academy, which accompanied his presentation “Sigma Delta Pi y su historia en la vispera de su centenario (1919-2019).” Also, appearing in the March 2019 issue of the journal Hispania was his short essay “Sigma Delta Pi and the AATSP: A Shared Century of Leadership and Collaboration,” which is related to his book Sigma Delta Pi: Rediscovering a Century, 1919-2019 which will be published by Juan de la Cuesta Hispanic Monographs in 2020.

Prof. Daniel Delgado Díaz

In addition to his face-to-face and online teaching responsibilities, Prof. Delgado served in the Distance Education Committee to help develop and plan the current and future online classes offered by the department. He also continued his work as the Art Editor and Webmaster of the academic journal Hispanic Studies Review, published twice a year. He was also part of the HSR editorial team that presented a panel on academic publishing at the Kentucky Foreign Language Conference. Served as the Editor of the departamental newsletter HispaNews, and as a photographer for numerous events organized by Hispanic Studies and the School of Languages Cultures and World Affairs. As the founder of the Hispanic Latino Graduation Ceremony, he worked closely with the Multicultural Student Programs and Services to organize this year’s ceremony once again.

Prof. Soledad Francis

Prof. Francis is one of our newest faculty members. She is originally from Concepción, Chile. She holds a M.Ed. from the College of Charleston. She has several years of experience teaching Spanish, including at The Citadel, Colorado State University, and Purdue University. She has also taught Spanish for preschool, kindergarten, and middle school. Last summer, she became certified for Distance Education.
**Dr. Christina García**

Christina García is Assistant Professor of Spanish and Latin American and Caribbean Studies at the College of Charleston. Her research looks at both literary and visual works from the Hispanophone Caribbean, drawing largely from ecocritical methods of formal analysis. She considers how particular aesthetic techniques can provide alternative forms of imagining the physical body and its environment. This past year her work appeared in the *Cuban Studies* journal, as well as the edited volume, *Exploring Animal Encounters*. She presented her most recent research on transmateriality and the inhuman at the American Comparative Literature Association and the Cuban Research Institute.

**Dr. Victoria Garrett**

Dr. Vicki Garrett’s book *Performing Everyday Life in Argentine Popular Theater, 1890-1934* was published in the fall, and her article “Precarious Bodies, Precarious Lives: Framing Disability in Alejandro González Iñárritu’s Cinema” was published in the *Journal of Disability and the Global South* in the spring. She also published a book review essay titled “Ecocriticism and Latin American and Caribbean Cultural Production” in the journal *Chasqui*. In the fall, Vicki presented on Latin American cinema at the Association for the Study of the Arts of the Present (ASAP) in New Orleans, LA, and on literature and crisis in 21st-century language programs at the South Atlantic Modern Language Association (SMLA) in Birmingham, AL. In the spring she co-directed the Spanish program in Trujillo, Spain.

**Dr. Carmen Grace**

In the fall semester, Dr. Carmen M. Grace completed the Faculty Distance Education Readiness Course for online teaching. During the spring, she has been in sabbatical research studying the theoretical intersections between Catholic Preaching and Painting rhetorical treatises in Spain and Italy during the Counter-Reformation era. She has submitted an article for publication entitled “Encuentros retóricos en las artes: la pintura y la predicación áureas.” This summer she will be conducting archival research in Madrid, and will be attending the XX *Congreso de la Asociación Internacional de Hispanistas* (AIH) in Jerusalem July 7-12, where she will present a paper that features her recent research project.
**Dr. Liana Hakobyan**

Dr. Liana Hakobyan published her article entitled “Photography and Neobaroque Imaginary in Julio Cortázar’s ‘Las babas del diablo.’ Can the Neobaroque Name a Photograph?” in *Hispania* (2018). Her article “Entre juego y guerra: violencia e infancia en la película Los colores de la montaña de Carlos César Arbeláez” was accepted for publication and will appear in *Hispanic Journal*’s upcoming issue (2019). In March 2019, she presented her paper “Finding Carnival outside the Frame: Arturo Ripstein's El carnaval de Sodoma” at the SCOLAS conference in San Miguel de Allende, Mexico.

**Prof. Devon Hanahan**

Prof. Devon Hanahan continued as coordinator for the Basic Spanish Language Program this year. She co-taught an FYE Learning Community with Dr. Pérez-Núñez in the fall in addition to other BSLP classes and SPAN 275 classes. In the fall she offered a presentation on *Connecting with Millennials in the Language Classroom* in Denver and Washington, and this spring she conducted a four-hour workshop on the same topic in Seattle. She continues to serve as Faculty Marshal and was presented with the College of Charleston’s Distinguished Service Award in April.

**Dr. Elizabeth Martínez-Gibson**

Dr. Martínez-Gibson’s article “Por la Calle de Alcalá: The Languages Used in Storefront Signs along Madrid’s Longest Street” was published in the Fall 2018 volume of *MIFLC Review*. She has been working in the area of *linguistic landscape* in Spanish-speaking countries for more than 12 years along with other research in language contact and Spanish in the U.S. Other professional activities included invitations to review a textbook for Cognella Academic Publishing, an article for *Hispanic Studies Review*, and abstracts for *The Linguistics Society of America*. She also attended seven workshops for Medical Interpreting at MUSC and a 40-hour training for certification to teach Medical Terminology for Interpreters. In addition to her professional development, Dr. Martínez-Gibson incorporated some of her Distance Education learning into her classrooms by creating *Voice Thread* lectures on OAKS to devote more class time to discussion and the application of linguistic concepts. In service, she was as an alternate on the College’s Faculty Grievance Committee and a member of LCWA’s International Internship Taskforce; she participated in LCWA’s Global Fluency Retreat, and as part of a CoiC team, attended meetings in Chile to discuss the College’s collaboration with the Universidad de Santiago de Chile. She continues directing the Linguistics Studies Minor, which has experienced its largest growth this past year, and volunteering as a certified Medical Interpreter at MUSC.
**Dr. Antonio Pérez-Núñez**

During the 2018-2019 academic year, Dr. Antonio Pérez-Núñez published two journal articles. The first one, entitled “Intercultural Competence in the Language Classroom: What Do Foreign Language Teachers Actually Do?,” was co-authored with student Bethany Blamphin and was published in the fall issue of the *Southern Journal of Linguistics*. The second article, entitled “The Acquisition of Spanish Gender Marking in the Writing of Heritage and Second Language Learners: Evidence from the Language Classroom,” appeared in the *Heritage Language Journal*.

He also presented his preliminary findings on the effects of online conversations with native speakers of Spanish via *TalkAbroad* on the development of intercultural competence at the 2019 Kentucky Foreign Language conference.


**Dr. Silvia Rodríguez Sabater**

Silvia Rodriguez Sabater taught courses in Spanish Linguistics, Sustainability, and Applied Linguistics. She served as chair of the HISP Distance Education committee and Interim Director of the M.Ed. in Languages (Spring 2019), and participated in webinars on language assessment and technology. In addition to other activities, Dr. Rodriguez Sabater co-organized talks for the discussion series *Innovations and Challenges in Second Language Teaching*, led a Professional Service Club on Integrated Performance Assessments, travelled to Cuba for curriculum development, and coordinated exchanges between her students and students from the Universidad de Santiago de Chile. She is currently preparing two research presentations for the AATSP Conference in July on curricular innovations including online teaching and learning, authentic assessments, and the greening of the Spanish curriculum.
**Dr. Carl Wise**

Professor Wise presented his research, “Imperial Geographies: Poetics of the Atlantic in Juan Ruiz de Alarcón’s *El semejante a sí mismo*” at the Association of Hispanic Classical Theater Symposium in Texas this spring. In addition, he collaborated on a forthcoming monograph, *Drama Criticism: Mira de Amescua*, which looks at the history of critical approaches to reading seventeenth-century Spanish author Antonio Mira de Amescua. Dr. Wise also served as Associate Editor of the international journal *Hispanic Studies Review*.

**Dr. Ricard Viñas De Puig**

Dr. Ricard Viñas de Puig’s sociolinguistic research on Spanish varieties in contact with other languages resulted in the submission of a single-authored manuscript on the Spanish spoken in Pitt County, North Carolina, and a co-authored chapter for an edited volume on the Spanish varieties found in the Amazonian basin.

Additionally, Dr. Viñas de Puig continued his research on the expletive negation in Spanish and Catalan, with the publication of the article entitled “Perception of Expletive Negation in Catalanian Spanish and Catalan: Evidence of language divergence between two otherwise converging varieties,” and the presentation of additional findings at the 2019 Southeastern Conference on Linguistics.

**Dr. Joseph Weyers**

Dr. Weyers was on sabbatical for the Spring 2019 semester, working on a new phase of his research on forms of address in the Spanish of Medellín, Colombia. During that time, he spent a month in Medellín engaged in interviewing Spanish teachers on how (or if) they incorporate vos and its forms in their teaching. While in Colombia, Dr. Weyers was a guest lecturer for a Language and Culture course at the Universidad Pontificia Bolivariana, and he visited English and Spanish as a Foreign Language classes. Dr. Weyers has two articles on Medellín’s Spanish, along with one on the role of Guaraní in Paraguay, that are expected to be published shortly.
Focus on the Faculty Highlights

Dr. Sarah E. Owens

On Thursday, May 9, Professor Sarah Owens was presented the 2019 Dean’s Excellence Award for Faculty Research by the School of Languages Cultures and World Affairs.

Prof. Devon Hanahan and Prof. Lauren Hetrovicz

Professor Devon Hanahan, Senior Instructor of Hispanic Studies, and Professor Lauren Hetrovicz, Adjunct Lecturer of Hispanic Studies, were recipients of the campus-wide Distinguished Service Award and Distinguished Adjunct Faculty Award respectively at the College of Charleston’s “Celebration of Faculty” ceremony on Wednesday, April 24.
Prof. Mary Ann Blitt

Professor Mary Ann Blitt has co-authored the second and third editions of the college textbooks *Exploraciones* and *Exploraciones Curso Intermedio* respectively with Cengage.

Dr. Raúl Carrillo Arciniega

On April 12, 2019 during the National Collegiate Hispanic Honor Society’s reception at the 72nd Annual Kentucky Foreign Language Conference in Lexington, Kentucky, Professor Raúl Carrillo Arciniega was inducted in the Order of José Martí, one of the Society’s highest honors. Dr. Carrillo Arciniega’s exceptional contributions to Hispanism earned him this international distinction.
On Wednesday December 5, 2018 at the Spanish Benevolent Society in New York City, Professor Mark P. Del Mastro addressed the North American Academy of the Spanish Language as invited speaker for his formal admission as a “miembro numerario” /full member of the same academy. Dr. Del Mastro’s presentation “Sigma Delta Pi y su historia en la vispera de su centenario (1919-2019)” /”Sigma Delta Pi and its history on the eve of its centennial (1919-2019)” was based on his forthcoming book *Sigma Delta Pi: Rediscovering a Century (1919-2019)* to be published by Juan de la Cuesta Hispanic Monographs in late spring 2020.
Focus on the Faculty Lectures

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

Dr. Christina García
Assistant Professor of Spanish

“Of Souls, Skins and Leopard Prints: Queer Animal Creations of Cubanbeings”

Wednesday, April 10, 2019
5:00 pm
Addlestone Library Rm 227

In this presentation we will trace the figure of the human skin and its diverse detours across three central works from the novel. With the aim of imagining new non-violent forms and non-conquering alternatives to contemporary images of the skin, we will attend to temporality, aesthetic and rhetorical codes that transcend and challenge their literary and real traditions.

Free and open to the public - Lecture will be in English
Dr. Renee Dillow, Sigma Delta Pi Chapter Advisor - rdillow@cofc.edu

Please join us for the 10th lecture in the Hispanic Studies Teaching Discussion Series

Innovations and Challenges in Second Language Teaching

Dr. Mark P. Del Mastro
Department of Hispanic Studies, College of Charleston

The Elephant in the Curriculum: The Senior Capstone
Wednesday March 13, 2019
4:30 – 5:30 pm
Robert Scott Small 249, 175 Calhoun Street

Many programs focus on the select experiences of students, but this simply overlooks the amount of time faculty and students spend in the classroom. This presentation will discuss some of the challenges that arise in second language teaching and how introspection, planning and collaboration can help us overcome some of the persistent misunderstandings and pitfalls.

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

The Global Connections Series
The Global Connections Series is a new initiative from the Latin American Department

“Mundos audaz: Convivencia inclusiva con justicia social”

If there is a global leader that defines the politics of the so-called Third Americas, it is the expression of cultural complexity toward something placed in a relation of mutual care, identity, and care in the respect for the other. In these regional cultural and political practices, there will be a change of nature and social thought that expands social and cultural experiences from a world of greater social justice. To this cultural matrix, the forms, voices, and varied content which have to interpret and understand the social movements that have in search of a horizontal and vertical thinking.

Tuesday, November 13, 2018
3:30-4:30 pm
Addlestone Library, RM 227, College of Charleston

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

Interviews, Discussions, and Activities

M. Laura Hetchecne
Hetchecne adjunct professor

Laurens Reeds
Reeds adjunct professor

Lauren Hoell
Hoell adjunct professor

Animals Traveling the World: Using Instagram for Real Interpersonal Communication
Thursday, September 20, 2018
5:00 – 6:00 pm
JC Long 336, 9 Liberty Street
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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HISPANEWS - HISPANIC STUDIES REVIEW

SPRING 2019 - 36
In the fall of 2018, the Portuguese Club and the Portuguese Program enjoyed the traditional Feijoada Night, with an informative powerpoint presentation on Brazil. The Portuguese Club held a film night featuring the movie “Como Nossos Pais (Just Like Our Parents),” directed by Laís Bodanzky (2017). From September 4 to November 30 they held five Bate-Papos (Portuguese conversation tables) at the Stern Center Garden with light refreshments, with students and friends of Portuguese. Four more Bate-Papo events were held in the spring of 2019, from January 18 to April 12. Continuing in the spring, there was a traditional Brazilian Feijoada Night and Capoeira. Students enjoyed a delicious feijoada while observing the capoeira performance. In addition to capoeira, Carioca Capoeira Charleston performed Maculê and Caboclo, two folkloric dances. Students not only observed but also participated in lessons at the dinner.
The spring of 2019 marks a milestone for Portuguese at the College of Charleston: the recently approved minor in Portuguese and Brazilian Studies now has 12 students! Three students graduated in May 2019 with a minor in Portuguese: George Gabriel, James Riggs, and Savannah Guimarães. They were also inducted in to the College of Charleston’s Alpha Sigma Chapter of the Portuguese Honor Society Phi Lambda Beta on March 29 and received honor cords to be used at the graduation ceremony.

George Gabriel is the recipient of the Distinguished Portuguese Student Award this year. With numerous contributions to Portuguese, “Jorge” has a minor in Portuguese, and a major in French and German. He has studied abroad in Brazil and traveled back during subsequent visits. He was also a peer teacher and tutor of Portuguese, Portuguese Club Secretary, participant in all Bate-Papos during his student career, and subject of the March 2019 Hispanic Studies Student focus.

The outstanding Portuguese 202 student was Arianna Alvarado García, who is the current President of the Portuguese Club.

Dr. Luci Moreira taught a new course entitled “Food: Constructing and Sustaining Identities,” an overview of the role of food from the Middle Passage to the indigenous people of the Amazon in the construction of Brazilian identity: a combination of history, anthropology, culture, and some recipes. Another new course is Portuguese 101 online! This distance education option is bringing a new dimension to Portuguese at CofC.
The Hispanic Latino Club started the academic year collaborating with other CofC student organizations and participating in intercollegiate events. In October the officers created a table to represent the country of Peru as part of the Citadel’s Latin Art and Cultural Expo. HLC members also participated in CofC’s “Hispanics: One Endless Voice to Enhance Our Traditions.” Later that month, together with the Black Student Union, Collegiate Curls and the Asian Student Association, HLC members hosted a forum on Halloween Racial Insensitivity. On January 11, through a Multicultural Student Program initiative, HLC members built a game booth alongside other student organizations for the Winter Wonderland Carnival. In addition to community-building activities such as salsa nights, attending festivals and monthly meetings, HLC members also organized and participated in social justice activities. Member Manny Lopez organized the “No más racismo” rally in November. In response to a Halloween costume incident, HLC President Natalie Carranza together with other student organizers penned and circulated critical letters campuswide. At the Dreamers Experience in South Carolina event, on January 28, Omar Valencia shared his personal experience and spoke on behalf of other HLC members. On February 16, HLC members participated in the Citadel’s Lowcountry Intercollegiate Dominoes Tournament. On February 21, the Club got together to plant vegetables and herbs for Latin American dishes as part of the Adopt a Bed Project at the CofC Greenhouse. On February 28 the club hosted a free dance workshop at the Stern Center Ballroom. On March 5, at the Alumni Center, Education Building, HLC co-hosted a Mardi Gras party with the Latin American and Caribbean Studies program and the Portuguese and Brazilian Studies Program. On March 12, with support from LACS, the club hosted a movie night. Finally, HLC hosted a forum on the political and social aspects of Reggaetón and Latin Hip Hop.
The Spanish Club had an academic year full of activities, and did a wonderful job organizing numerous events. In the fall of 2018, members of the Club co-hosted a meet-and-greet with Dr. Ana Celia Zentella from UC San Diego, who presented “The Power of Words,” an educational presentation about language discrimination. They also organized an event to celebrate Día de los Muertos which included linguistic and historical presentations as well as the showing of the movie Coco. As an end-of-semester event, they enjoyed a Salsa night at Prohibition on King Street. Finally, they held a Spanish tutoring booth on Rivers Green.

In the spring of 2019 the club did a terrific job with a fundraiser at Chipotle to collect funds for the next academic year 2019-2020. They also participated in the LCWA World Cultures Fair with a World Cultures table.
The College of Charleston Sigma Delta Pi chapter, Nu Zeta, had an active academic year. In October, 17 new members were initiated. On November 29 Adriana Velazquez, Jordan Battle, and Tamara Berry co-hosted a potluck at the Franco-Hispano House in conjunction with the Hispanic fraternity. April was a very busy month. Active members participated in the LCWA World Cultures Fair and prepared food to share with other students. President Adriana Velasquez and Secretary Jordan Battle organized the Faculty Lecture Series and invited Dr. Christina García to present on her research, “Of Souls, Skins, and Leopard Prints: Queer and Animal Creations of Cubanbeings.” The student leaders also continued the tradition of hosting La Noche de Poesía where students were invited to recite poetry. The Department’s own Dr. Raúl Carrillo Arciniega read from his new collection of poetry. There was a film night where all students were invited to watch the Oscar winning Mexican movie Roma. On April 5 the chapter initiated 18 new student members. The semester culminated, as always, with a ceremony hosted by Sigma Delta Pi’s Executive Director and Chair of the Department of Hispanic Studies, Dr. Mark Del Mastro, who presented the graduating seniors with honor cords to be worn at graduation.
CofC’s initiation ceremony of new members.

Spring 2019 Initiation Ceremony.

Drs. Divine and Grace, Chapter Advisers, with Dr. Del Mastro, Chair of Hispanic Studies.

7th Annual Honor Cords Ceremony: Wanda Santos with Dr. Del Mastro

Spring 2019 Induction Ceremony with Dr. Divine (center) and Student Officers.
In the fall of 2018, the Linguistics Club’s main area of focus was “The Power of Words.” Danya Firestone, a senior at CofC majoring in Spanish and Education and minoring in Linguistics Studies and Anthropology, was awarded a student mini-grant through the Sustainability Literacy Institute for an event related to the sustainability focus of social justice and fair distribution. Hispanic Studies and the Linguistics Studies Program co-hosted “The Power of Words,” an educational event about language discrimination featuring renowned Latina linguist Dr. Ana Celia Zentella from UC San Diego. The event was open to all CofC students, faculty, and the greater Charleston community.

In the spring of 2019, the club focused on two primary events. The first was a Linguistics Club Lecture Series, in which faculty were invited to give a talk to the club on linguistics research, experience, or any related topic. Dr. Ricard Viñas de Puig gave a talk on his experience with the Mayangna people and language in Nicaragua, and Dr. Christine Finnan presented on linguistic sustainability and schooling based on her research in India - both very interesting topics! The second event was a local a Gullah tour, in which students learned about the culture, history, and linguistic diversity of the Gullah/Geechee language.

The Linguistics Club, along with the Linguistics faculty, organized a dialect survey for all CofC students at the LCWA World Cultures Fair. Students showed a great interest in dialectal differences of American English.
The LCWA House / Casa Hispana

In the fall of 2018 the LCWA Multicultural House hosted a faculty drop-in night and a taco night attended by faculty, residents, and prospective residents. Starting in the previous Fall semester, the residents began to collaborate with Marketing to create a video for recruitment purposes. After holding a T-shirt design contest, the Department created Casa Hispana t-shirts, available only to Casa Hispana residents. Starting in Fall 2019, the LCWA House at 8 Bull Street will return to being La Casa Hispana, and in August the students will be under the language contract in all common areas of the house!
Interview with Richard Doelling, Chair of the Hispanic Studies Advisory Board

Mr. Doelling is a graduate of The Citadel where he earned his B.A. in Spanish. During his undergraduate career, he participated in a summer study abroad program sponsored by The Citadel in Sucre, Bolivia and a semester study abroad program sponsored by the University of Virginia in Valencia, Spain. He also was the recipient of The Citadel's 2008 Star of the West scholarship, which assisted his travel to Mérida, Venezuela to study Chávez-era literature, culture and politics. While at The Citadel, he served as the student body representative to the International Studies Committee. After graduating from The Citadel, Mr. Doelling was granted a fellowship at the University of Colorado at Boulder to teach introductory/intermediate level Spanish classes at the university while obtaining an M.A. in Spanish literature. The primary areas of concentration of his master’s degree are 19th-century Spanish literature and 20th-century Latin American literature. Currently he is an attorney, working as General Counsel of a hotel management and development company.

How did you become interested in Spanish?

I was lucky that growing up I went to a school that put an emphasis on foreign languages, particularly Spanish. Starting in kindergarten we had required Spanish classes, and that continued through high school. I remember really enjoying Spanish classes, too. Studying a foreign language is so dependent on the quality of instruction and I had some great teachers that were very engaging. So when I went to college I had a solid foundation. Initially I didn't intend to focus on Spanish for my undergraduate degree, but after the second semester of my freshman year my Spanish professor asked me to join him on a summer study abroad program to Bolivia. I went to Bolivia, and when I came back I changed my major to Spanish. Once my coursework started focusing more on literature I was hooked. I ended up doing two additional study abroad programs in college, and when I graduated I accepted a fellowship at the University of Colorado to study Spanish at the graduate level and teach at the university. So to sum up why I became interested in Spanish, it started with great teachers and was reinforced by study abroad.

In your opinion, what are some of the strengths and challenges of CofC’s Hispanic Studies program?

The Hispanic Studies program has a great advantage in that it has support from the College. Many language programs around the country find themselves at the bottom of the totem pole when it comes to relevance among other programs. But based on what I’ve seen at CofC, modern languages are taken seriously, and the College has pride in its language programs. Hispanic Studies is the leader
of the pack. They have made great investments in personnel, top to bottom, and that’s what drives a successful program.

Another thing that jumps out is the Department’s focus on job placement, not just enrollment. In other words, the Hispanic Studies program doesn’t just care about signing you up as a major or minor, they want you to use the skills you learn in the program to secure employment after graduation. This is highlighted in the HISP Career Seminar Series, in which graduates of the program come back to campus to describe how they have leveraged their skills in their current jobs. Every seminar I attend I realize more how much the current job market needs candidates with the tools that Hispanic Studies graduates have.

What are some of the board initiatives that we have seen implemented over the past year?

2018 was our first full year as the HISP Advisory Board, and we made a lot of headway. Our main initiative for this past year was implementing the inaugural Hispanic Studies Trujillo Scholarship, which was funded from the Board itself. As a financial needs-based scholarship, it will be available for students who are engaged in the Hispanic Studies program but otherwise may not be able to attend a study abroad program. The Trujillo program is a shining beacon of the Department, and the more students that are able to participate in that opportunity the better. We are very proud of the scholarship and look forward to seeing its benefits in the near future.

The Board has a few additional endeavors that are in the works for 2019. Stay tuned in the upcoming year.

Can you describe a few of the board’s long-term goals for the program and where you see the program heading?

One of the main functions of the Board is fundraising. We spend a lot of time discussing the most effective ways to 1) raise money for the Department, and 2) how that money should be used to make the Department better. Our goal for the near term is establishing traditional fundraising initiatives like annual giving, planned giving, etc., and finding creative ways to engage alumni and potential donors. We hope to have an event or two this year to build some infrastructure around that. For the long term we ultimately would love to provide the Department an endowed gift. We have a lot of work ahead of us but I’m confident we can do it. In the meantime, I see the Board continuing to target the needs of the Department by meeting with the faculty and students and finding ways to fill those needs.
Hispanic Studies Career Seminar Series
Highlighting the career advantages of language study and cultural proficiency

The Only Gringa in the Room: Working Bilingually at the OAS

Julie King
Contractor, Inter-American Drug Abuse Control Commission
Organization of American States

Thursday, November 15, 2018
4:00 - 5:00 pm
Ashbrook Library Room 227
205 Calhoun Street, College of Charleston

A 2013 graduate of the College of Charleston, where she double-majored in Spanish and Latin American Studies and Spanish, Ms. King also earned her MA in Spanish Teaching and Latin American Studies at the University of Virginia in 2016. During her time in DC, she worked in the United States Department of Justice, three terms in the Narcotics and Dangerous Drug Section, and most recently in the European and Central European Affairs Unit. After leaving her job in New York City, she went to work as a legaluelle with the National Partnership for Clean Energy, where she helped develop the Latino Inaugural 2019 Alumni Network. Ms. King currently serves as the Latin American Drug Abuse Control Commission of the Organization of American States.

No panelist has been provided for the English, cultural, academic, and professional work that CRHurr is preparing. Any conclusion drawn from this reading may be incomplete.

Free and open to the public – Presentation will be in English

Hispanic Studies Career Seminar Series

Standing out from the Crowd: How to Differentiate Yourself from Other Job Applicants

Ryan Morris
Corporate Sales Recruiter, Blackbaud

Thursday, March 14, 2019
4:00 - 5:00 pm
Wells Fargo Auditorium
5 Library Street, College of Charleston

Ryan Morris is a Program Manager at Blackbaud, Inc. He received a Bachelor of Arts in Political Science from the University of South Carolina. Ryan has worked in sales and marketing for over 10 years, and has held positions in a variety of roles. He has extensive experience in the education and nonprofit sectors, and has worked with Blackbaud clients to develop strategies for fundraising, engagement, and stewardship. Ryan is passionate about helping organizations achieve their goals through effective communication and collaboration.

Free and open to the public – Presentation will be in English

Hispanic Studies Career Seminar Series

The Perks of Being Bilingual: Unexpected Paths to People and Careers

Emily Williams
State Recruiter, Title One Part C (Education of Migrant Children and Youth), S.C. Department of Education

Thursday, February 21, 2019
4:00 - 5:00 pm
Wells Fargo Auditorium
5 Library Street, College of Charleston

A 2012 graduate of the College of Charleston where she double-majored in Spanish and Latin American Studies, Ms. Williams was hired as a recruiter who focused on student recruitment. She has since returned to her alma mater where she currently serves as a recruiter for the College of Charleston. Ms. Williams is responsible for creating and implementing recruitment strategies for the College of Charleston. She has a Bachelor of Arts in Psychology and a Master of Science in Human Resource Management from the University of South Carolina. She is a member of the College of Charleston Alumni Association and has served on the College of Charleston Alumni Board for two years.

Free and open to the public – Presentation will be in English

Hispanic Studies Career Seminar Series

Studying Language and Culture: The Gateway to Global Citizenship

Melanie Keller
English Language Research Assistant and Ph.D. Candidate, University of Munich

Thursday, March 28, 2019
4:00 - 5:00 pm
Tate Center, Room 202
5 Library Street, College of Charleston

Melanie Keller is a Ph.D. candidate in the Department of Foreign Language & Literatures at the University of Munich. Her research focuses on the role of language and culture in the development of identity and social behavior. She has published numerous articles on this topic and has presented at several international conferences. Melanie is also a certified teacher of Spanish and a full-time instructor at the University of Munich. She has extensive experience teaching Spanish at all levels and has received several awards for her teaching excellence.

Free and open to the public – Presentation will be in English
Julie King, '13
Spanish and Latin American & Caribbean Studies
Contractor, Organization of American States, Washington, D.C.

I am currently a contractor at the Organization of American States in Washington, DC, and could not have done it without the incredible support, education, and involvement of the Spanish Department at CofC. I graduated in 2013 with a double major in Spanish and Latin American Studies. While at CofC, I lived in the Casa Hispana, actively participated in the Spanish Club, was inducted into Sigma Delta Pi, taught Spanish Conversation classes, worked on-campus as a Spanish tutor, studied abroad in Argentina, and volunteered in both Peru and Honduras. Getting to know the professors both inside and outside the classroom, becoming as immersed in the Department as possible, and taking classes like Service Learning which pushed me out into the Hispanic community of Charleston all bolstered my knowledge of the language and culture that I felt so passionate about. Upon graduation, I moved to NYC where I worked first at a legal non-profit as the translator/interpreter for our team, then as a project manager at an advertising translation company. I have now made it back to DC working at my dream organization in the Inter-American Drug Abuse Control Commission of the OAS. None of this would have been possible without the linguistic, cultural, academic, and professional tools that CofC gave me during my undergrad years.
I graduated from College of Charleston in 2014 with a BA in Spanish and a Minor in Linguistics. I'm the Dean of Students, which is essentially an assistant principal, for BASIS Phoenix, an accelerated AP curriculum charter school in Arizona. We were voted the Most Challenging High School in America last year by the Washington Post! I handle all of the minor-level discipline and behavior concerns for the 800 kids in the school, and I help teachers with classroom management.

Additionally, I help out our College Counseling department. We've already had students accepted to Oxford, Brown, and College of Charleston!

I get to use my Spanish every day when I speak with our foreign language teachers and our Spanish-speaking students and families. The head of our Spanish department was actually born in Cabo Verde, so I get to use my Portuguese every day too! Our school is extremely multicultural, with a great deal of our students speaking a different language at home. I feel so fortunate to be able to connect with them on being bilingual because the stigma of having an accent or having parents that don't speak perfect English has no place in an educational environment. I can attribute all of my successes to the College of Charleston and, more specifically, the support I've gotten from the faculty in the Hispanic Studies Department.
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!