

Spanish Department

Newsletter 2015 - 2016



News and Announcements!

In Spring 2016, **Fernando Castanedo** served as Distinguished Visiting Associate Professor of Spanish and taught three sections of Spanish 202. He invited an accomplished curator from Madrid's Museo Lázaro Galdiano, Mr. Carlos Sánchez Díez, to lecture at Wellesley on Rosario Weiss, purportedly Goya's natural daughter and an impressive draftsman. We all enjoyed his lecture. Fernando also served on the committee that read Nicole A. Olichney's Honors Thesis. He would like to thank the Department of Spanish for inviting him to teach during the Spring semester. Fernando says, "It has been a productive and pleasant sojourn."

During her sabbatical in Spring 2015, **Verónica Darer** completed research on Wintersession language programs and is working on publishing an article titled *From Description, to Comparison, to Analysis: Cross-Cultural Learning in Short-Term Programs Abroad*. Besides teaching, Verónica is working on several assessment projects for the Blended Learning Initiative. Together with Professor Daniela Bartalesi-Graff, she presented their research on Italian language blended learning classes at Bryn Mawr College's Blended Learning in the Liberal Arts Conference and at the NEMLA (New England Modern Language Association) Conference in Hartford, Connecticut. This year, Verónica enjoyed teaching the Latin American Civilization course and seeing how students made critical connections between the history of Latin America and its present political, economic, and cultural situations. She is looking forward to hearing from former students who would like to share their adventures and achievements!

Elena Gascón-Vera came to the U.S. fifty years ago to teach at the college level. She will retire at the end of the Spring 2017 semester after teaching at several American universities. She has taught at Wellesley College since 1973, after she received her PhD at Yale University. She was Chair of the Spanish Department on three occasions and taught most of the Peninsular courses offered by the Department. She wrote several books, over eighty articles and attended over 100 conferences on different themes such as Spanish Medieval and Golden Age literature, Spanish and Latin American film, Spanish women writers and feminist theory. Apart from her devotion to teaching and publishing, in later years Professor Gascón-Vera has dedicated her free time to travel to rogue countries, such as Iran, and to other vital countries like Russia and South Korea, which offer a way of viewing capitalism within alternative political contexts. Next year, Elena will be moving to her home town, Madrid, to be close to her twin sister Paloma and her family. She will be finishing several academic projects, mainly her book-length study of literary currents in 15th century Spain and how they informed and propelled the first modern global Empire. In October, she will travel to Addis Ababa, Ethiopia, on a mission sponsored by AECID *Oficina Técnica de Cooperación Española*.



Koichi Hagimoto had a great year, both professionally and personally. He was granted tenure in January, presented a paper at the first international conference on José Martí in April, and published an edited volume, *Trans-Pacific Encounters: Asia and the Hispanic World* (Cambridge Scholars Publishing, 2016). In the Fall, Koichi will be teaching a new seminar called “Between Paradise and Prison: Cuban Literature and Culture in Transition.” However, the biggest news for the Hagimoto family was the arrival of their son, Taishi Alan Hagimoto, who was born in July 2015. Koichi and Alaina are looking forward to the day when Taishi starts speaking in Japanese, English and Spanish!

António M.A. Igrejas taught *Intensive Elementary* and *Intermediate Portuguese* courses, *Introduction to Lusophone Studies*, and developed and taught an Independent Study course, *20th Century Brazilian and Portuguese Authoritarian Experience Through Literature and Film*, at Wellesley College. Additionally, he taught similar languages courses at MIT. António also edited and published two books with two colleges from the University of Massachusetts, Amherst: *Rememorando Daniel de Sá: Escritor dos Açores e do Mundo* (2016) and *Trinta e Muitos Anos de Devoção: Estudos Sobre Jorge de Sena em Honra de Mécia de Sena* (2016) He was awarded a Wellesley College book subvention to publish his book on Jorge de Sena (forthcoming 2017).



Jael Matos was able to join Carlos A. Vega and his MED/REN 224 class for Wintersession in Mexico. She joined them in Mexico City and Puebla. She loved Puebla the most, because it reminded her of the streets in San Juan, PR as well as her other favorite place to visit, Córdoba, Spain. During Spring Break, she travelled to Niagara Falls, Canada with our Language Assistant, **Angeles Ortega Luque** and the Arabic Language Assistant, Sana Benjannet. In the Spring, she was invited to be a part of the Advisory Board for Business Technology at her former high school, Joseph P. Keefe Technical High School.





Eileen O'Connor enjoyed teaching elementary and intermediate Spanish classes this year, in addition to teaching a new course for the First Year Writing Program titled *Bestsellers after the Boom: Contemporary Latin American Literature in Translation*. In July, Eileen traveled to Lima, Peru to conduct research on the poet Blanca Varela, whose collected works she is translating. Eileen will present some of these translations at the Bread Loaf Translators' Conference at Middlebury College in June. Also a fiction writer, she will return to Bread Loaf for the Writers' Conference at Middlebury College in August. *Photo: Eileen in Machu Picchu.*

Returning to teach full-time after her bone marrow-stem cell transplant, **Joy Renjilian-Burgy** was thrilled to have a productive year. She taught *Chicana Literature and Culture*, plus *Introduction to Hispanic Studies*. She was honored with the Linda Vaughn Service Award and continued her role as Faculty Athletic Representative to the NCAA. Additionally, Joy served on the board of the WSAS Wellesley Student Aid Society. She continues as President of the MA- AATSP American Association of Teachers of Spanish and Portuguese, and is an ex-officio /Past President of NECLAS, the New England Council on Latin American Studies. She again took part in the Harvard seminar on Heritage Learners. With co-Editors Judy Saryan (WC '75), Danila Terpanjian, and Illustrator Taline



Boghosian, Joy has published three translations from Armenian to English of feminist writer Zabel Yessayan, who lived and wrote in Turkey before and during the Armenian Genocide. The editors received generous grants from the Liebman and Gulbenkian Foundations. Joy also participated in several state, regional and national conferences, speaking on literature and film in Spanish. Finishing her 50th year of teaching, scholarly initiatives and service, Joy is so grateful to the Spanish Department and the College community for the tremendous support, as well as the cards and chocolate, which lifted her spirits during the trauma and tribulations of transplant.

Inela Selimovic has completed her first year as an Assistant Professor of Latin American Cinema at Wellesley College. Apart from teaching her language courses, she also offered two new courses on Latin American Cinema. One of these courses was a seminar entitled *Contemporary Argentine Women Filmmakers*. Besides being intimately linked to her current research, the seminar was also an outcome of her research trip in Buenos Aires, Argentina during the month of January of 2016. Inela's teaching continues enriched by her research. As such, she presented three papers this academic year: "Patriarchies in Ruins: Sex, Violence and Autism in Albertina Carri's *La rabia*" at Latin American Studies Association (LASA), San Juan, Puerto Rico in May of 2015; "Enforced Adolescent Ethnography in Daniela Saggiaro's *La belleza* (2012)" at Mansfield College, Oxford, England and "Atrophied Candidness in Daniela Saggiaro's *La belleza* (2012)" in Tenerife, Spain in July of 2015. Some of her conference presentations were subsequently published: "The Spaces in Mutation: Sex, Violence and Autism in Albertina Carri's *La rabia* (2008)" in *Journal of Latin American Cultural Studies* and "Gastón Biraben's *Cautiva* (2005): An Instance of Enduring Grief" in *Bulletin of Hispanic Studies*. Her teaching and research also continue meaningfully linked to a number of service projects she conducted in the Spanish Department as well as the College. In January of 2016, Inela participated in the Albright Institute on a panel dedicated to interdisciplinarity. Throughout the Spring semester of 2016, Inela organized and hosted a series entitled "On Cultural Memory: Latin American Literature and Cinema." The series entailed five talks by accomplished scholars from England, Iceland, the United States and Argentina. In March of 2016, she co-organized and chaired a panel on "Childhood in Latin American Literature and Cinema" as part of the American Comparative Literature Association (ACLA) at Harvard University.



It was **Jill Syverson-Stork's** pleasure to serve as Faculty Advisor for two students writing Honors Theses in the Department this year: Laura Mayron and Charlotte Weiss. Both students began their studies in the Spanish Department in *Span 262: Introduction to Spanish Poetry*, and both studied abroad: Charlotte with the Wellesley-Middlebury Program in Chile, and Laura with PRESHCO in Spain. Laura's thesis is entitled "El cuerpo floreciente: el surrealismo, la sexualidad, y la auto-creación queer en la poesía de Federico García Lorca." Charlotte entitled her thesis "Cruces cervantinos, fronteras femeninas: Las mujeres migrantes en tres obras de Cervantes." Besides directing theses and Ruhlman presentations, Jill continues as Faculty Advisor to Casa Cervantes, which had a record number of applicants this year thanks in large part to the excellent recruitment efforts of Casa Cervantes RA, Erica Chalmers, and Language Assistant, Ángeles Ortega Luque. Jill also enjoys serving on the Medical Professions Advisory Committee at Wellesley, working with many of the Departments' majors who are also Pre-Med. Jill continues her research and writing on Cervantes, with special interest in works inspired by Cervantes' military service in the Mediterranean and his period of captivity in Algiers. Jill's review of the award-winning *La 'pupilla dell'occhio della Toscana' y la posición hispánica el Mediterráneo occidental (1677-1717)* by Francisco Javier Zamora Rodríguez appeared in the latest volume of the online journal, www.tiemposmodernos.org. Jill also serves on the Editorial Advisory Board of *Tiempos Modernos*.



Carlos Vega completed his second year as Chair (in this his third turn at the helm) and continues to delight in the steady interest on the part of students in the Hispanic world. Although we all lament the drop in enrollments in some other languages, we are happy that Spanish is holding its ground at Wellesley. Other than continued involvement in various initiatives at the College, and his continued research in hagiography, Carlos is proudest of the Wintersession course he led in Mexico in January 2016 under the auspices of the Program in Medieval and Renaissance Studies,

MR 224: Conquest, Resistance and Syncretism: The Forging of Mexico. The course focused on how a fuller understanding of both the European Middle Ages and Renaissance, as well as pre-Columbian cultures, can help explain modern realities. Students visited significant sites in the Mexico City region, Puebla and Oaxaca. Professor James Oles of the Art Department offered two brilliant site visits to important evangelization sites and the Diego Rivera murals at the National Palace in Mexico City. In Puebla, students learned about the influence of indigenous religious traditions in Mexican music. In Oaxaca, they viewed examples of artistic syncretism. There were many highlights, including a ritual "cleansing" in a cave in Teotihuacán led by a celebrated Mechica shaman. **Photo:** 2016 Wintersession students in Mexico with Professor Carlos Vega, and Professors James Oles and Nikki Greene of the Wellesley College Art Department.

While You Were Out

Spring 2016 Sabbatical

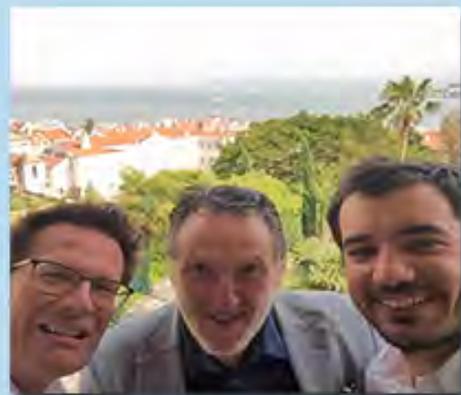
Nancy Hall devoted her Spring sabbatical to an examination of canonical works of literature and art mirrored in the postmodern novels of Mexico's Carmen Boullosa. From Virgil, Dante, Velázquez and Anguissola to Nabokov, Garro, Bioy, and Bolaño, the company was scintillating! She also read several exciting contemporary authors (Jufresa, Neuman, Zambra), viewed recent documentary films from and about Mexico, and relaxed with family and friends. Nancy looks forward to returning to the Department in the Fall and to a new iteration of the Modern Mexico seminar. **Photo:** *Nancy and friends.*



Evelina Gužauskytė has continued serving as the inaugural faculty director of the Blended Learning Initiative generously funded by the Andrew W. Mellon Foundation. The initiative has now supported projects to enhance over 50 courses in the humanities, including courses in 12 out of 15 languages taught at Wellesley College. Together with Veronica Darer, Evelina is preparing an edited volume on blended learning in the liberal arts. Evelina's recent book, *Christopher Columbus's Naming in the Diarios of the Four Voyages (1492-1504): A Discourse of Negotiation* is currently being translated into Lithuanian, generously supported by the department's Huntington Fund. This summer, Evelina will attend the yearly Latin American Studies Association and Modern Languages Association conferences. **Photo:** *Evelina's daughters Emma and Audrey are proudly wearing the flamenco dresses, which were gifts from senior colleague Elena Gascón-Vera. ¡Gracias, Elena!*



Carlos Ramos taught his Federico García Lorca seminar in the Fall, and was a participant at an international conference at Dartmouth College in October on "Dalí, Lorca, and Buñuel in América." With Francisco Moreno Fernández, Director of the Instituto Cervantes at Harvard University, and Anna Caballé, Director of the Unidad de Estudios Biográficos at the Universitat de Barcelona, he hosted a two-day "Hispanism Colloquium" at Wellesley College in November. During his sabbatical leave in the Spring semester, Carlos has worked on a project that explores the complex questions that arise with the development of technologies that allow for the digital reproduction and installation of exact replicas of works of art in distant places. He is focusing on two Romanesque frescos from the Catalan Pyrennes (Santa Maria de Mur and Sant Climent de Taüll). In both cases, the paintings are in museums (the MNAC, Barcelona and the MFA, Boston) and the original sites have digital replicas. **Photo:** *Carlos on a recent site visit to Lisbon (May 16), with Michael Baum (left), Director of the Luso American Development Foundation (FLAD) and Ricardo Pereira, On-Site Coordinator of the Study in Portugal Network (SiPN).*



Portuguese @ Wellesley College

The Portuguese program hosted several government officials this academic year. We hosted State Representative Antonio Cabral in the Fall semester and Senator Michael Rodrigues in the Spring. Both officials visited our classes and discussed current events at the local and national levels. Additionally, they spoke about the Portuguese-speaking communities of Massachusetts and their contributions to the Commonwealth of Massachusetts. We also had our first **Portuguese Film Night** at Wellesley with much success.

As part of the **Portuguese Lecture Series @ Wellesley**, we hosted the Honorable Robert Sherman, United States Ambassador to Portugal. The topics discussed during his lecture included Ambassador Sherman's experience as the U.S. Ambassador in Portugal, the national interests of Portugal and the United States in a globalized context, and the value of the Portuguese language in international affairs.

Our Portuguese students visited New Bedford and Fall River and learned about the two cities with the largest concentration of Portuguese Speakers in New England. Professor António Igrejas also organized a round-table discussion with Noam Chomsky at MIT about the genocide in East Timor, a Portuguese-speaking country.





Sigma Delta Pi – Upsilon Honorary Inductee Teresa Guillén de Gilman '43

During the 2016 induction of our students to **Sigma Delta Pi**, the National Collegiate Hispanic Honor Society, the Spanish Department inducted Teresa Guillén de Gilman, Wellesley College class of 1943, as an honorary member. Teresa was honored for her dedication to the Spanish Department of Wellesley College and Hispanic Studies in America.

Teresa is the daughter of Jorge Guillén, Professor of Spanish at Wellesley College from 1941-58, and a major poet of “the generation of 1927” in Spain. Her mother was Germaine Cahen, who came from an assimilated Franco-Jewish family. During Teresa’s childhood, her family shuttled between Spain and France, spending several months each year in Paris. Teresa grew up bilingual in French and Spanish, and soon added English to her expertise. She is the widow of the late Harvard Professor Stephen Gilman, author of many seminal books on Hispanism. Since her arrival at Wellesley in 1941, Teresa has been the perfect host to the students of Spanish at Harvard and to many professors who arrived from Spain to teach in the different universities in the area, especially at Wellesley College, her alma mater.



Sigma Delta Pi – Honor Society Ceremony



Alumnae Spotlight

Claire Shea '11 - Spanish and Anthropology

What did you do after graduation?

I began teaching high school Spanish because Professor Syverson-Stork encouraged me to do so! There was an opening at Sturgis Charter Public School on Cape Cod, and another alumna, Megan Briggs '09, was teaching Spanish there. I decided to give it a try and I ended up loving teaching. After three years at Sturgis, I craved more knowledge; there were questions that students would ask me to which I didn't know the answer, and to which I *really* wanted to know the answer! I chose Middlebury College's MA in Spanish because it was a unique program: immersion with a language pledge during the summers in Vermont, as well as the ability to combine summers in Vermont with a summer in Buenos Aires and/or a year in Madrid. I originally planned on Vermont, Madrid, then Buenos Aires, but I loved my first summer on Middlebury's campus so much that I wanted to go back; the professors were inspiring, the classes were challenging, and it just felt like home to be among people who were as passionate about the Spanish language as I was. After getting my MA, I knew I wanted to try teaching internationally, and because of my time at Sturgis, I was familiar with the International Baccalaureate program; I applied to a few schools around the world, all in places very different from New England, and ended up choosing Jamaica. It was really a "Why not?" moment in life. I was looking for adventure and for something different that I hadn't yet had growing up in Vermont, studying in Massachusetts, and living in a big city in Spain.



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How did your experiences as a Spanish major prepare you for work — and for life — after college?

My language abilities have given me a career! It's important to me to always have Spanish in my life, as I know how easy it is to lose a language; I'm looking forward to hearing more Spanish in Boston and speaking Spanish with colleagues. In addition, my year abroad in Córdoba through the PRESHCO program helped me in many ways. I learned how to integrate myself into unfamiliar social circles and how to survive on my own in a different language. Of course, I also honed my Spanish skills, and I ended up immersing myself in something that has become my passion: Latin dance. Taking salsa and bachata classes while abroad helped me discover what I need in order to be truly happy, which is a life lesson better than any other! Finally, knowing Spanish and having lived abroad in a different country have awakened a sense of curiosity and a desire to travel and learn about other cultures. This summer, for example, I'll be living in an apartment in Buenos Aires with my boyfriend to be able to explore all the city has to offer (and to practice the "vos" form!).

You will soon be leaving Jamaica to teach at Milton Academy. Will you be teaching Spanish? To what grades? What lessons learned in college and beyond do you hope to bring to your work there?

I'm still figuring out who I am, and this year I've learned more about myself; sometimes it takes an adventure to show you what you really need in life. While I've truly enjoyed my time here, I'm really looking forward to moving back to the Boston area, closer to good friends and family. This fall, I'll be teaching Spanish at the Upper School at Milton Academy - not sure which grades yet! I'm looking forward to a learning environment that parallels what I experienced while at Wellesley. I plan on integrating my other major, Anthropology, into my lessons: for example, the idea of "otherness" and how we look at cultures compared to our own. I also hope to impart a love of learning a second language, a curiosity about the subject (I am always investigating grammar questions that come up in classes), and an appreciation of meaningful travel.

(Interview continues on next page)

What is the most important lesson you learned during college?

Take risks! Apply for a job or an opportunity that intrigues you, even if you are unsure about your qualifications! If it weren't for Professor Syverson-Stork's push to look into teaching Spanish on Cape Cod, I would have never thought about teaching. Most likely, I would have lost a lot of my Spanish, would not have had an incredible experience studying abroad (and dancing 24/7) in Madrid, and would not have met my boyfriend through my MA program. All of these experiences have shaped who I am and what I value.

**Just Checking In! - Alumnae Updates**

Megan Briggs Magnant '09, (left) a PhD candidate in the Department of Spanish and Portuguese at UC Berkeley, recently passed her Qualifying Exams and has advanced to ABD status. In more personal news, Megan and her husband are expecting their first baby in June.

Mary Theresa McCoy '04 (right) married Danny Maki last year in Old San Juan, Puerto Rico. Many friends from Wellesley joined the couple celebrating on the Isla del Encanto. Mary and Danny now live in Boston where Mary works on education and fiscal policy for the City of Boston.



2016 Spanish Thesis Students

Laura Mayron, Nicole Aili Olichney, and Charlotte Weiss

This year, three seniors in the Spanish Department wrote honors theses. Below, they share their thoughts about the passions that inspired and sustained their projects.

Laura Mayron '16

I wrote my thesis on the queer, surrealist poetry of Federico García Lorca. I first discovered his work when I was sixteen and studying in Barcelona, and have been in love with it ever since, so writing a thesis on Lorca was incredibly exciting. For my thesis, I focused on the intersection of Lorca's sexuality with his use of surrealist imagery, and looked at different spaces, the homosexual male body, and the creation of a poetic self. I most enjoyed having the chance to deeply explore my favorite poet's work with my major and thesis advisor, Jill Syverson-Stork – it was the perfect culmination of my Wellesley career. In the fall, I will head to Boston University to start a PhD program in Spanish Literature, where I will continue to expand on my thesis during my graduate studies and beyond. I hope that I can one day return to teach in the Wellesley College Spanish Department, but until then, I'll definitely be swinging by for visits to my favorite department.



Nicole Aili Olichney '16

My thesis is a translation from Spanish into English of a book of poems, *Espadas como labios* (1932) or *Swords Like Lips*, by Vicente Aleixandre, a great Spanish poet and Nobel Laureate sometimes referred to as the “forgotten Nobel-winner.” I discovered the book completely by accident while perusing the shelves around the Federico García Lorca section in Clapp Library and fell in love instantly. The book is filled with breathtaking surrealist images and has almost no punctuation, which contributes to its overall feeling of fluidity. I was considering writing a thesis about the book when I realized that it had never been translated into English and that a translation would be helpful to native English speakers who wanted to read and study Aleixandre’s earlier works. My favorite part of the thesis process has been getting to know these 41 poems deeply and involving my friends and family in the work of bringing them to life in English. Translation has required that I ask a lot of people for input, insight, and opinions, and I have really enjoyed being able to introduce people to the book. I am hoping to continue to work on these translations this coming year while abroad in Spain, and if possible, I would like to eventually see them published.



Charlotte Weiss '16

This past year, I had the opportunity to work alongside Jill Syverson-Stork on my thesis about the experiences of five female migrants in three works by Cervantes (*Don Quijote*, *La española inglesa* and *La gran sultana*). The thesis was inspired by the courses I had taken with Jill about Cervantes’s time in captivity in Algiers and the literature that he wrote following this period of captivity. The topic was also inspired by my summer internship—generously funded by the Albright Institute—assisting in a research project about the experiences of female migrants in Valparaíso, Chile (a coastal city an hour away from Santiago, the capital city where I had previously been an exchange student). The most fulfilling part of this journey was the opportunity to study with and learn from Jill, and to dive more deeply into the texts that I read with her in previous classes. On May 13th, I gave a talk at Harvard University’s Cervantes Institute entitled “Migrating Women in the Cervantine World,” which was based on my thesis research. Following graduation, I hope to utilize my fluency in Spanish to pursue a career in bilingual education or immigration law and advocacy.



Charlando con Ángeles Ortega Luque

Our Language Assistant from the University of Córdoba, Spain, shares her thoughts and experiences during her year at Wellesley

Q: Was this your first time in the U.S.?

A: No, this was not my first time in the United States. I spent a summer with a family in Louisiana when I was 18. That was my first time in America and I came as a tourist. However, since I can remember I have dreamed of being a student in the U.S. I was always very impressed by the dynamic education system I saw in American movies and read about in books. This year my dream came true!



Q: Was it hard to get used to life in the U.S. and at Wellesley College?

A: A little bit. The rhythm of life is very different here. First, I had jet lag for almost two weeks. It was hard to get used to the six-hour time difference. Second, I had to get familiarized with the meal schedule. In Spain, we eat five times per day. Here, I barely had time to digest the food when I had to eat again if I wanted to follow the dining hall's schedule. Now, I am so used to it that my growling stomach warms me when it is time to eat. Lastly, the hardest thing for me has been to learn to manage my time without freaking out. There are such a variety of classes and activities that I needed to take control of my time in order to separate my personal life from my professional life and work time. In general, I consider myself a very flexible and adaptable person. However, this year has helped me to learn that it is extremely necessary to maintain a balance between your resting hours, your work time, your personal and spiritual life, and your social life in order to be productive and happy.

Q: What will you miss most about life at Wellesley College?

A: My students. I am going to miss each of them – their thoughts, their views, the way they speak out, the way they critique, analyze, and develop their arguments in their essays and papers. They have made me into a teacher. Their work, perseverance, self-improvement, and dreams have impacted my year at Wellesley. I admire them. For me, it has been an honor to be the teacher of the women leaders of the future. If they have learned something from the Spanish language, and, from me, I can be satisfied with my work here.

Also, I am already missing my classmates and professors so much. This year I have attended classes on Education for ESL students, Psychology, and African-American Autobiographies. The books and articles I have read plus the discussions in class have helped me to know myself better and to develop my own philosophy. I have realized how I, like my classmates and professors, can make a difference in the world through my actions, words, and work.

Q: What are your future plans?

A: I am going home for the summer and then I will come back. Next academic year I will be working with children and researching in the field of education in the Boston area. I hope to be able to visit Wellesley sometimes! At the same time, I am going to apply to graduate schools. My next goal is to pursue a Ph.D. in the U.S. in human development through education and language acquisition. After this year at Wellesley, I have become more conscious of how influential the Spanish language is in the world. Thus, through my studies, my language, and my work, I would like to help others develop learning and integration methods for a multilinguistic and multiethnic society.

Q: Any advice for other Language Assistants?

A: Get involved in some of the initiatives that Wellesley offers -I have participated in Girl Up, Mission Hill After School Program and in the Latino community's events. All these experiences have helped me to clarify my future goals and to speak for those who do not have a voice. Also, take one thing at a time. Wellesley is a place for hard-working people: don't stress out, go step by step and you will get everything done. And lastly, take the most from every day – enjoy and learn as much as you can. Wellesley gives you the great opportunity to explore yourself and the world from a new perspective. Take it!

Internship Opportunities for Spanish Majors

Rosario Cardona '15 (*right*) was the first intern from Wellesley College at the The Cervantes Institute's Observatory of the Spanish Language and Hispanic Cultures in the United States at Harvard University. Her internship is due to the generosity of Betty Pforzheimer and the collaboration of the Executive Director of the Observatory, Francisco Moreno Fernández. The Observatory is dedicated to the study of the Spanish language in the United States, including its social, cultural and linguistic evolution and coexistence with other languages.



Laura Mayron '16 (*above*) was the first intern from Wellesley College at the Universidad Internacional Menéndez y Pelayo (UIMP) in Santander, Spain. For her work, she joined the team that organizes summer cultural activities, such as conferences, lectures and concerts. We are grateful to Joaquín Garrido, Vice-Rector of the UIMP and professor at the Universidad Complutense de Madrid, who was crucial to the establishment of this new internship. UIMP has a long and recognized tradition of summer courses due to the vision and dedication of Pedro Salinas, the institution's first Secretary General (1933-1936). Salinas was a visiting professor in the Spanish Department at Wellesley College in 1936, the year the Spanish Civil War began, and remained here until 1940.

Upcoming End of Year Events

Graduation Breakfast, May 27, 2016 @ 8:30am, GRH 438

**Alumnae Weekend Reception
June 4, 2016 @ 11am, GRH 438**

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