

ENLACES CULTURALES 2020 - 2021

A special message to our Students and Alumnae



At the end of an academic year like no other in college history, we write to you full of hope and a renewed commitment to our department and our mission. In the past months, we have been reminded of the pernicious effects of racism in our society, and we have reinforced our conviction to act as agents of change. As you will see in the following pages, the difficulties brought about by the pandemic have served us as a stimulus for innovation, and have fostered creativity and collaboration.

We reached our students via Zoom and on campus, and were energized by their commitment and positivity in spite of all the challenges. Casa Cervantes became a virtual cultural space, hosting no fewer than thirteen individual events. The physical house on campus welcomed a reduced group of committed students that have lived in Spanish at Wellesley and even hosted virtual global game nights. Starting in October 2020, PRESHCO, our program in Córdoba, received a good number of enthusiastic students that while living abroad with all the precautions required by the pandemic had a unique cultural experience in a city with no tourists.

But perhaps the most unexpected outcome of this year's situation has been the transformational effect that Zoom events have had in our cultural offerings. Through performances, talks, and conversations with artists, authors and film directors we have enlarged our academic program and have built community like never before, always with excellent attendance. And, above all, we have reconnected in new ways with our former students, some of whom have come back to the department as speakers on virtual events. Stay tuned for future virtual events!

Faculty/Staff Updates

Marjorie Agosín. During this year of sorrow and uncertainty in the world, I believe more than ever that poetry heals and transforms. During these long months, I wrote a collection of poems called “Between the time of words” where I explore the issues that the pandemic allowed us to see with great clarity, such as social justice and racism. The book will appear next fall. At the same time, I completed an edited collection for the international journal *Nashim* that explores Jewish identity from a European and an American perspective. I was also fortunate to participate in a number of zoom events where I shared my work and the work of other poets. Of particular significance was a program for the Spanish radio dedicated to Gabriela Mistral and many others in Europe and Latin America. My second YA novel appeared in 2020. It is called *The Maps of Memory* and was listed by Kirkus as one of the best books of the year. *Forbes* and *The Washington Independent* featured my work, and I am infinitely grateful for showcasing the work of poetry and Human Rights. I am also fortunate to have received a Jasper Whiting traveling fellowship to pursue research on the Jewish community of Venice. During this time of climate change and Refuge crisis, Ignacio Lopez Calvo from the University of California Merced and myself are editing a collection to be published in 2022 about the Global Refugee crisis. A young adult book about the chilean arpilleras illustrated by Cynthia Imana is been published this September.

I feel very honored to have been named The Andrew Mellon Professorship in the Humanities an honor I share with my peers. I look forward to returning in the fall and to visiting my family that I have not seen in almost two years.

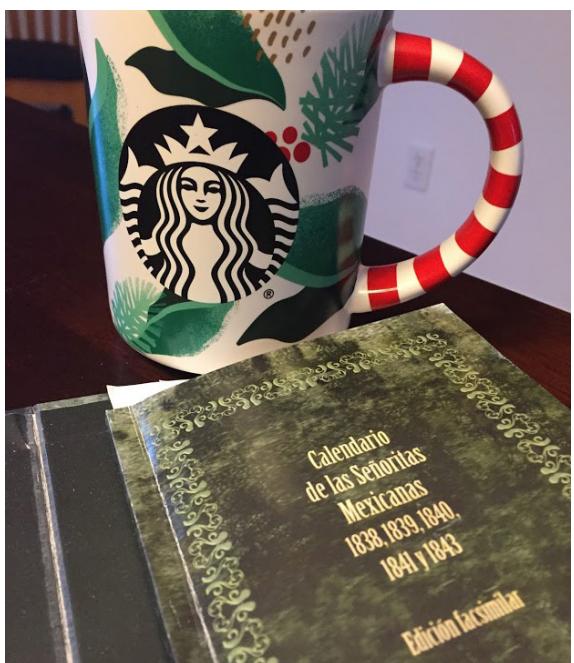


Antonio Arraiza-Rivera is grateful for what has been a truly special year, challenges notwithstanding. Throughout 2020-21, Antonio taught both on campus (SPAN 243, SPAN 266) and via Zoom (SPAN 102). In February, he gave a talk at the Newhouse Center for the Humanities on early modern Portuguese poetry, a subject he treats in his first book manuscript, which has been accepted for publication. Eagerly looking forward to the Summer, Antonio will devote the next months to revising his manuscript and getting everything ready for the arrival of his first child, due early next Fall (!)

Maria del Mar Bassa Vanrell continued to be impressed by the perseverance of the students at Wellesley, more than ever, which made the transition to teaching online a pleasure, in spite of all its challenges. She also enjoyed incorporating several online platforms to her language classes, which will certainly become helpful teaching tools in the future as well. As to her linguistic research, she presented part of her joint work on the pragmatic interpretations of negation in Karitiana, a Brazilian Indigenous language, at the 25th Workshop on Structure and Constituency in Languages of the Americas (WSCLA 25). On a more personal note, Valentine’s Day this year brought her a very special gift, her second daughter Ona (which means “sea wave” in Catalan). Mar loves seeing the bond between Duna and Ona grow. You can see the brand new family of four.



Evelina Gužauskytė took on the challenge of a pandemic sabbatical year, which began with the sudden worldwide closure of the museums and archives she was planning to visit to complete her book on gender and race in eighteenth-century New Spain (Mexican) *casta* paintings. This, however, gave her the opportunity to explore several new and continuing scholarly interests. Professor Gužauskytė embarked on an entirely new book-length project that explores fashion, women's bodies, and emerging women's voices through text and image in early post-independence Mexican print culture. The study leans on feminist theories of the gaze as they relate to the acts of looking and reading as well as on the theories related to the study of fashion as a cultural and rhetorical construct. The book is centered on the first Mexican periodical series dedicated explicitly and exclusively to women readers, and one of the earliest periodical publications for women in Latin America, *Calendario de las señoritas mexicanas*, edited and published by the Mexican bookseller Mariano Galván Rivera. The first volume in the annual series, *Calendario de las señoritas mexicanas para el año 1838* is held in the Special Collections at Wellesley College. Professor Gužauskytė was interviewed for the Lithuanian National Radio and Television program on the subject of studying Latin American historical fashion in an interdisciplinary context, in a one-hour-long special.



Professor Gužauskytė is working on two other projects that involve research, critical studies, critical editing, and scholarly translation. One consists of the poetry, autobiography, letters, and a revised critical edition of the novel *Sab* of the XIX century Cuban writer Gertrudis Gómez de Avellaneda. The second involves a critical edition and translation into Lithuanian of the poetry and the autobiographical essay by the Mexican Tenth Muse, Sor Juana Inés de la Cruz. Professor Gužauskytė also translated, from Spanish into Lithuanian, poetry by poets such as the Spanish poets Luis de Góngora, Francisco de Quevedo, the Cuban writers José Martí, José María Heredia, Gertrudis Gómez de Avellaneda and Nicolás Guillén, the Nicaraguan Rubén Darío, the Mexican Sor Juan Inés de la Cruz, and the Chilean Pablo Neruda, a slow scholarly and creative process she savored.

As she was spending lots of time with her two young children who learned from home during the majority of the year, professor Gužauskytė was grateful to receive a creative writing grant from the Lithuanian Cultural Foundation to write her first collection of children's stories. The book of humorous and uplifting narratives involving animal characters that emerge as they are drawn on paper on a rainy day is forthcoming in the fall.

Professor Gužauskytė was invited to serve as an expert in two national research competitions hosted by the Lithuanian Science Council. She also enjoyed participating in the Modern Languages Association Academic Program Services Leadership Institute.

The combination of Wellesley's new term system and remote teaching revealed many challenges this year. However, **Koichi Hagimoto** enjoyed working with his students who made extraordinary efforts to improve their Spanish skills and learn about Latin American literature and culture. The online platform also gave Koichi some new tools, including Google Slides, Kahoot, and Padlet, which he hopes to incorporate into his future courses. One of the lessons he learned from this year is that it is still possible to maintain (even strengthen) human connections in the middle of the pandemic.



As for his research, Koichi continued to collaborate with colleagues across the world. In April 2021, he was invited to join a virtual conversation with the author Araceli Tinajero (CUNY) about the cultural history of Spanish speakers in Japan. In May, he hosted a Zoom event highlighting the legacy of Gabriel García Márquez with the renowned scholars, Gene Bell-Villada (Williams) and Ignacio López-Calvo (UC Merced). Koichi looks forward to focusing on his research projects during his sabbatical in 2022.

Finally, one of the silver linings of this year for Koichi was being able to spend so much time with his family. Even though teaching from home with two small children constantly running around was never an easy task, Taishi (almost 6) and Mina (almost 3) continue to bring joy and laughter to Alaina and Koichi. Because of his experience in the outdoor preschool, Taishi knows a lot more about plants (especially the invasive ones) than anyone in the family. Mina believes her actual name is "Kiki" from the Ghibli movie *Kiki's Delivery Service*. Koichi and his family cannot wait to reconnect with friends and create new memories next year.



This year **Nancy Hall** focused on teaching effectively via Zoom. For the Elementary Spanish course she collaborated with Antonio J. Arraiza-Rivera to adopt Panorama, a textbook with a rich array of digital activities. Inspired by regular attendance at virtual gatherings of the Katz Center for Mexican Studies (U.Chicago), Nancy selected new topics and readings for an especially talented group of students in the Modern Mexico seminar. She also enhanced her section of Spanish 241 (Literature, Society, Politics) by creating space for the voices of scholars from around the world with expertise in the writings of Quevedo, Echeverría, Martí, García Márquez, Menchú and Luiselli.

Hall's own lecture on two contemporary borderland novels—Valeria Luiselli's *Lost Children Archive* and Carmen Boullosa's *Tejas*—was part of the Casa Cervantes series directed by Inela Selimovic. Nancy included in her talk a video from The South Texas Pro Bono Asylum Representation Project (ProBar), an organization that aids young immigrants at the U.S./Mexico divide. Alums Katy Sheridan, Charlotte Weiss and Helen Philips, recent guests of Professor Koichi Hagimoto, have done amazing work with ProBar, and the group welcomes inquiries from other Wellesley women who are fluent in Spanish. Read more and see the video at https://www.americanbar.org/groups/public_interest/immigration/projects_initiatives/south_texas_pro_bono_asylum_representation_project_probar/

Also, this year senior major Amelia Foreman worked with Nancy to explore critiques of feudal societies by two writers from vastly different times and places, Geoffrey Chaucer and Gabriel García Márquez. This was a true capstone experience for Amelia, who in conversations with Nancy, was able to connect her project to earlier coursework on Cervantes done with emerita Jill Syverson-Stork.

Nancy's own extracurricular engagement with social issues continued as she lent her talent as a translator and interpreter to local labor unions and progressive initiatives. On campus she concluded her third and final year as chair of FIPAC, the elected committee for non-tenured faculty that, under her leadership, made significant strides in the areas of salary, promotion clocks, and community-building for a third of Wellesley's faculty.

In her personal life, Nancy found no greater joy than spending time—real or screen—with her five grandchildren, now ages 7 months to 7 years (see photo). She is inordinately proud of each of them, their amazing parents and respective partners. As vaccinations become widely available, Nancy and her husband Ray Starr are thrilled to be hosting family gatherings once more at their too-quiet-for-too-long home in Medfield.





António and his son, James António.

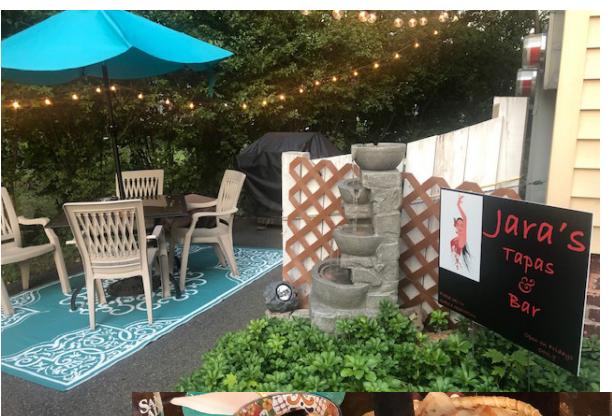
António M.A. Igrejas' work on developing the Portuguese Program at Wellesley continued this year. He taught Intensive Elementary and Intermediate Portuguese courses, an Introduction to Lusophone Studies course, and directed several Independent Studies on such topics as environmental policies and sanitation in Brazil, and representations of urban violence in Brazilian film.

To present his research, António attended the Northeast Modern Language Association Annual Conference (Virtual). He participated in the *Roundtable: Caminos: la migración en el arte / Caminhos: a migração na arte* with his presentation titled “Sair não chega: deslocamentos exteriores e interiores no filme luso-brasileiro *A cidade onde envelheço*”

On a less academic front, one of António short story was included in an anthology of short stories; “Naja Naja” *Antologia de Contos Originais*. Coord. e Pref. João de Mancelos. Lisboa: Edições Colibri, 2020. Print.

Last but not least, António’s son, James António Igrejas, was born June 15, 2020.

Working from home when the pandemic hit for **Jael Matos** was an adjustment, just like everybody else in the world. Not being able to see faculty, students, colleagues and friends was hard. But just like everyone had to do, she adjusted and settled into the new normal. Several trips which included Portugal, visiting family in North Carolina and Puerto Rico came to a halt. But she tried to keep a daily routine in place to feel somewhat normal. Eating a healthy breakfast, making her bed every morning, and getting dressed (which always included yoga pants and a nice top especially on Zoom meeting days). As the temperature got warm, Jael and her sister, Mara would sit outside and enjoy Tinto de Verano (a drink well known in Córdoba, Spain) and a small charcuterie board with flamenco music in the background. That is something that they would do on warm spring/



summer nights. One night as they sat there, her sister came up with an amazing idea. She said, “We can make up our own little restaurant right here in our patio and we could call it Jara’s.” Jara’s is a mix of their names Jael and Mara. Little by little they added garden lights, upgraded the patio umbrella, added an outdoor rug, new colorful cushions, a water fountain for ambiance, created a simple (fake) menu, and of course a restaurant sign. If some of you know Jael, this was right up her alley. Little by little it was all coming together. After some time, we invited a few friends at a time who were comfortable enough to join us for a night at Jara’s. They truly enjoyed it just as much as we did. One

friend truly appreciated the invite and said to Jael, “My wife and I truly had a great time. The time we spent with you and Mara that evening, I had completely forgotten that we were in the middle of a pandemic just for a moment.” That remark made Jael very happy especially because that was her ultimate goal for Jara’s. To create a space where one could sit back and enjoy time with friends and good food too! Like we used to do before the pandemic hit. Jael is looking forward to seeing family, friends, and colleagues to give them all great big hugs!

Amparo Montesinos' second experience in the Spanish Department was as a remote Language Assistant. It was marvelous. Many of the students already knew Amparo and felt comfortable attending her office hours and the Spanish table. The events were very lively and included different activities, such as yoga and students playing their instruments. Despite the circumstances due to COVID-19, the students and Amparo had so much fun sharing many experiences and learning with their "lovely friend" ZOOM.

With the students at Casa Cervantes, our Language Assistant had meetings every week and organized two very exciting "interdepartmental game nights" with the French and Italian Department. In addition, the students and Amparo watched the series La casa de las flores with Teleparty as well as other unique remote activities.

It has been an honor for Amparo to share her time with the students at Wellesley College in addition to completing her Master in Spanish from the University of Alcalá in Madrid. Amparo was able to visit our Wellesley students during Term 4 who were enjoying their stay in Córdoba with the program PRESHCO. Amparo remains in Spain, but there is an open invitation to any student to call or visit her at any time.



Amparo's graduation with the Board of Directors



Spanish Table via ZOOM



Above: Amparo visiting T4 PRESHCO Students and PRESHCO Staff in Córdoba.

Carlos Ramos served as chair of the department during this unprecedented academic year. Given the urgent need to reconfigure almost everything that takes place at the college, his duties as chair very nearly became a full-time job. No area of administrative activity was left untouched: orientations, info sessions, receptions, open houses, advising, tutoring, study abroad, the semester structure, schedules, curriculum... let's just say that there were many, many meetings.

For the past year and a half, Professor Ramos has served as co-chair of one of the working groups of the Wellesley College Strategic Plan 2021 and as a member of its steering committee. The work involved research, discussions, consultation, and collaboration between faculty, staff, students, administration, senior leadership and the trustees. The final document will soon be released to the community, and it is a powerful and inspiring statement that will guide the priorities of the college for the next few years to ensure we remain a leading academic institution that is perceived by the world as “more than a college.”



His scholarship this year involved writing an article about Katharine Lee Bates and her works about Spain, as well as her involvement in educating women there at the turn of the 20th century. It's a fascinating story about a pioneering feminist and subtle, knowledgeable travel writer who loved Spain and its culture deeply.

One of his main sources of joy this year was being able to teach on campus all four terms. Although using masks, microphones and practicing social distancing in very large classrooms created some challenges, the energy, commitment and positive attitude the students brought to every session was a welcomed gift during a time of so many constraints.

A highlight of the year for Professor Ramos was teaching his new seminar on non-fiction in Spanish. The class combined a selection of the most prominent works of non-fiction across multiples genres in the Spanish-speaking world with personal narratives written by the students. Despite the experimental format of the class, which was comprised of seven on-campus students and four remote ones, the depth and originality of the work and seminar discussions was remarkable. In addition, we were able to invite outstanding speakers to the class. Hearing former students Nia Phillips '12 and Cecilia Nowell '16 share their professional experiences with the group was truly the icing on the cake!

SPAN 322. Más allá de la ficción. Otras maneras de contar en español Tres encuentros con profesionales

Miércoles
5 de mayo a las 7:00

Una conversación con Judith Black
Fotógrafa y Profesora Emérita
Autora de *Pleasant Street* (Stanley/Barker, 2020)



Miércoles
12 de mayo a las 7:00

Una conversación con dos antiguas alumnas:
Nia K. Phillips '12, News Producer at CNN
Cecilia Nowell '16, Associate Editor at
Stranger's Guide Magazine and Freelance Reporter



Miércoles
19 de mayo a las 7:00

Una conversación con Jennifer De Leon
Escritora y profesora de Creative Nonfiction
Autora de *White Space: Essays on Culture, Race and Writing*
(UMass Press, 2021)



This year, **Joy Renjilian-Burgy**, ‘Dama de la Orden de Isabel la Católica’, enjoyed “zooming” her courses in ‘Latin American Cinema’, ‘Chicana Literature and Culture’, as well as her 241 course on ‘Repression, Revolution & the Arts’. In all of the Term courses 20-21 Alegria has been so impressed with her Wellesley students: their brilliant articulations, incisive interactions, admirable work ethic, respect for the Honor Code, sincere concern for border issues, immigration, diversity and inclusive equity.

As president of the AATSP-MA, she organized their annual Film Day, also on ZOOM. As past president, she continues to serve on the board of the New England Council of Latin American Studies. Professor Renjilian-Burgy served as the official Advisor to Teaching Assistant Amparo Montesinos Artero, for her Master’s Degree in Teaching Spanish at the University Alcalá de Henares, thus fomenting another academic connection between Wellesley and Spain.



As co-Editor of a literary series on Armenian women writers, her group gave 2 Webinars, - 1 national and 1 international- on their recently published translation of the mystery novel, *Mayda*, by Feminist author Srpouhi Dussap- for which they received a generous grant from the Dolores Zohrab Liebman Foundation. Through Harvard University, they also created a short film on the author and novel. She is grateful to the scores of Spanish Major Alums who have kept in touch, supporting her throughout the altibajos this year and who also reached out professionally to current students with internships, housing and jobs and ‘siblinghood.’ The Wellesley Effect is ever present, palpable and productive. Alegria was humbled to be elected a ‘Trustee for Life’ at the national Armenian Museum of America.

Alegria and husband Don have not seen their grandchildren during the pandemic but face-timed or ZOOMed with them almost every day. They enjoy talking and watching the little ones now ski, hike, go camping and play with Uncle Sarkis -their Dad Luke’s twin- in the Colorado Rockies where they live at 8000 feet.

A very significant activity in the pandemic purgatory was Alegria’s heartwarming communications with Spanish Major Alums to report their impressive accomplishments in our 2021 Departmental Newsletter.

Inela Selimovic. This was a year of unique demands—but also opportunities—regarding service, teaching, and research.

In collaboration with several colleagues from the Spanish Department, I organized and coordinated a year-long interdisciplinary lecture series entitled “Voces imaginativas/Imaginative Voices” ([2020-2021 Casa Cervantes Life](#)). The series was created as a humble virtual lab where research and creative work would merge to inspire intellectual and cross-cultural inquiries. We had over 500 attendees! Our speakers included scholars, poets, photographers, filmmakers, journalists, epidemiologists, and diplomats—all of whom have engaged with particular layers of the Spanish-speaking world. I particularly enjoyed welcoming two filmmakers—namely, Argentinian-Mexican Paula Markovitch and Mexican José Pablo Estrada Torrescano.

Photo to the right: Our majors at Casa Cervantes during T1 2020: Camille Osumah, Haley Goodrow, Kiera Barstad with Prof. Selimovic

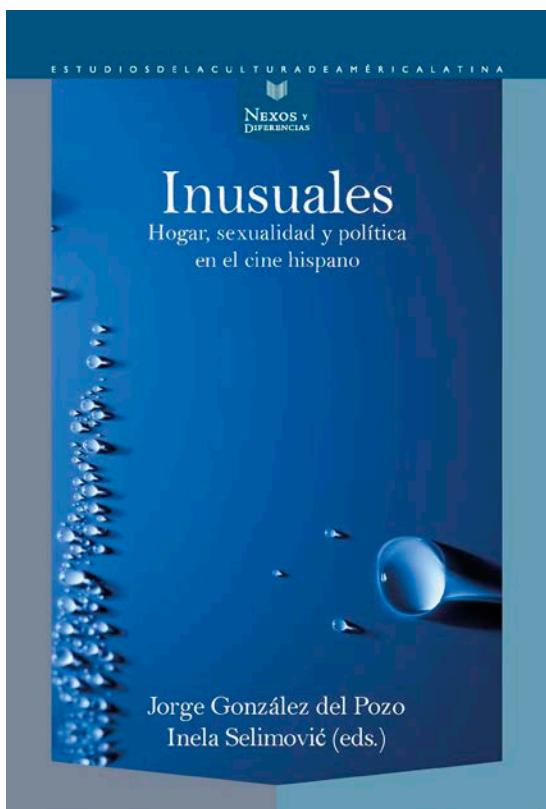


Professor Vega and Professor Selimovic with filmmaker Paula Markovitch on March 25, 2021 at Casa Cervantes

Their visits enriched our screening sessions of their recent films, *El actor principal* (2019) and *Mamacita* (2018), respectively. Such collaborations would not have been possible without our new and returning students, especially those who partook in safe conviviality at Casa during this academic year. Our students’ enthusiasm, creativity, and resilience made my role as the Casa Cervantes advisor and director (2019-2021) deeply rewarding during the pandemic year.

Another delightful set of cultural encounters took place in Fall 2020 (T1 and T2) when I organized two alumnae-focused panels. The first panel welcomed Chi Amaechi ’20, Leah Kaplan ’17, and Reed Ghandour ’15 on September 29, 2020. On November 30, 2020, Noa Weinstein ’18, Alice Choe ’20, and Lia James ’21 joined us for another marvelous conversation, conducted in Spanish and English, with our current students. Albeit virtual, these connections renewed our ties with our beloved alums as they shared their challenges, triumphs, and insights prior to and throughout the COVID-19 year.

Although curbed in terms of international travel and research, I focused on those projects that were doable from my study. I reviewed two scholarly books and a poetry collection in *Human Rights Quarterly*, *Revista de Estudios de Géneros y Sexualidades*, and *Mistral: Journal of Latin American Women’s Intellectual and Cultural History*, respectively. At the outset of the academic year, I published another co-edited volume (with Professor Jorge González del Pozo), *Inusuales: hogar, sexualidad y política en el cine hispano* (Madrid: Iberoamericana Vervuert, 2020).



As I look back upon an over thirty-year career at Wellesley in the Department of Spanish, I cannot help but think that this past year has been the most unexpected and perhaps challenging. But it has in many ways served to make me reflect upon many things that I—and perhaps others—had previously taken for granted. As many of us went “remote” (“a distancia” as we would say in Spanish) we experienced increasingly the longing for the real time, in-person interaction with our students that had been a hallmark of a Wellesley education. And we scrambled to find ways to recreate a sense of an intellectual community on a cyber world with which we were very little familiar. “Zoom” became, at once, a loathsome intruder and an invaluable ally—if not a life-line. Commands like “toggle,” “hover,” “screen share,” “mute,” “breakout rooms,” “share sound,” “chat,” etc. demanded use of more arms than the two I had been born with. Not sure if students were truly involved (and turning off their video on occasion didn’t help!) I found myself going into over-drive in terms of my own expression. And, much to my horror at first, I could see myself as I was transformed into an image with sound broadcasted into a world I hoped was out there. Normally more than a bit of a dandy in terms of attire, I found myself barely changing out of sweat pants and slippers, but focusing inordinate attention on foulards and glasses (couldn’t possible appear in the same ones two days in a row!). I finally found the right style of half-rim reading glasses that helped hide the bags under my eyes but didn’t turn into mirrors for the circular light fixture in front of me. Even in the world of Zoom, I cannot imagine anything more boring than life without accessories.

What saved me of course was the empathy and solidarity that my students demonstrated—albeit over wireless but still “wired” WiFi air. They had been raised in a world and in technological ways that I knew almost nothing about, and so perhaps all was not as foreign to them as it was to me. But I could sense that their commitment to what they were learning, to the Spanish language and the cultures it joined together, impelled them to turn what could be a difficult situation into a new pedagogy that did its best to not only compensate for current limitations but to create new ways to connect with each other, with me, and with the subject matter. Synesthesia took over—and happily so. A smile became a touch or even an embrace, a statement a sweet (or sour, or salty or bittersweet) taste, the emoji of a “thumbs up” the new pat on the back (the one of confetti shooting out from a horn still seems a bit garish). I eventually became obsessed with the “break out room” function. I found that switching more from readings to films helped create a more shared experience, and that by assigning students

a specific topic or question to discuss and asking them to appoint a rotating “portavoz” (spokesperson) to report back to the entire group, achieved meaningful small-group practice that surpassed that of a traditional classroom. Individual meetings (which I increased in number in hopes of connecting more with students than possible in the larger line-up of boxes on the screen) proved to be the most successful part of online classes for me.

In terms of my personal life, this past year was a tough one. After several years of combatting Alzheimers, my long-term partner and spouse, passed away. We had been inseparable for over forty years and many of my former students may have met him at social occasions at my home. Some of our favorite moments together had been with some of you: the crazy parties when I lived on Norfolk Terrace; holiday dinners at Lake House when I had served as Faculty Guest in Residence; initiation ceremonies for Sigma Delta Pi; the many paella dinners at Fiske House and later at our home in Framingham before the pandemic, etc. He had a special place in his heart for Wellesley—which he had first visited at the age of seven years when his favorite cousin Betty had been a student in the class of 1935.

Those of you who count years will know that I am now more than eligible for retirement, and it will probably happen soon. Truisms are trite of course, but they usually are true. In forecasting the time when I will not be able to look forward to meeting new students (and keeping in touch with those who have graduated), I realize more and more the accuracy of the “truism” that we as teachers sometimes live through our students. After over three decades of experiencing the cycle of red, yellow, green and purple classes, I realize how blessed I have been to “live through” all of you: Wellesley women who found a noble intellectual and spiritual life in Spanish and Latinx cultures.

Hasta siempre, **Carlos Vega**

Eventos Culturales



Tres Vidas

A CHAMBER MUSIC THEATER WORK
CONCEIVED AND PERFORMED BY
THE

CORE ENSEMBLE

A chamber music theatre work for singing actress and trio (cello, piano and percussion) based on the lives of three legendary Latin American Women: Mexican painter **Frida Kahlo**, Salvadoran peasant activist **Rufina Amaya** and Argentinean poet **Alfonsina Storni**. Text is by Marjorie Agosin. Music includes popular and folk songs from Mexico, El Salvador and Argentina as well as Vocal and Instrumental Music by Astor Piazzolla, Carlos Gardel and Osvaldo Golijov.

featuring
Rosa Rodriguez
as Frida Kahlo, Rufina Amaya, and Alfonsina Storni



Image Credit: Patrick Avella

Thursday, March 11th @ 5 pm

WELLESLEY
W

Sponsored by CLCE, Spanish Department and the Writing Program

Questions? magosin@wellesley.edu
Accessibility and Disability Services? accessibility@wellesley.edu

CASA CERVANTES (2020-2021) VOCES IMAGINATIVAS LECTURE SERIES

Term 1

Spanish Translation(s) for Multilingualism in American Musicals:
Choices, Modes, and Contexts

Marta Mateo, Ph.D. Director of Instituto Cervantes at Harvard University

September 14, 2020
5:30pm EST
Casa Cervantes

Zoom Link: <https://wellesley.zoom.us/j/4821054154>

Questions? iselimov@wellesley.edu
Sponsored by: Spanish Department and CLCE

WELLESLEY 



A small image of a document titled "Introducción" (Introduction) which discusses the long history of multilingualism in literary works and audiovisual products, including musicals.

Introduction

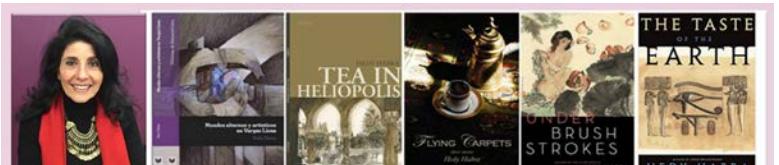
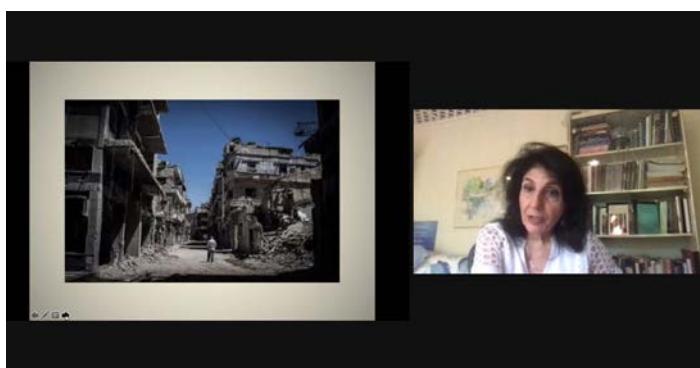
- Long history of multilingualism in literary works and audiovisual products, including musicals
- Multilingualism in the/a wider sense
- Translation issues (theory and practice)
- The double nature of speech and song, i.e. of voice
- Connection between song texts and heteroglossia

"Heteroglossia pertains to voices, not to languages." (Blommaert 2006: 173)



Two musicals, Two types of heteroglossia

- Voellmer and Zabalbeascoa's broad concept of L3:
- "A distinct, independent language or an instance of relevant language variation, sufficient to signal more than one identifiable speech community being portrayed or represented within a text." (2014: 237-8)



Poetry Across Cultures: An Interartistic Dialogue

Prof. Hedy Habra
Western Michigan University

September 23, 2020 ~ 5:30pm EST
Casa Cervantes

Zoom Link: <https://wellesley.zoom.us/j/4821054154>



Questions? iselimov@wellesley.edu

Sponsored by: Spanish Department and CLCE



**Memorias trenzadas (2020):
Diálogo con el lenguaje y la imagen**
with Poet Marjorie Agosin
and Photographer Samuel Shats

**October 6, 2020
10am EST
Casa Cervantes**

[Click HERE to join via ZOOM](#)



Questions? icollman@wellesley.edu

Photo by Samuel Shats
<http://www.musichain.cl>

Term 2



"Rodolfo Carnevale's *El pozo* (2012):
Autism and Latin American Cinema"

**Adam Feinstein,
UK autism researcher,
historian and film critic**

**November 9, 2020 ~ 2:30pm EST
Casa Cervantes**

Meeting ID: 919 1160 2572
Passcode: 842291

Feature film can be viewed here:
<https://vimeo.com/154130884>



Term 3

Latinx and COVID-19:

History, Public Health Disparities, and Medical Policy Perspectives



**Wednesday, March 17th @ 5:30pm
Casa Cervantes**

Meeting ID: 915 4646 7586
Passcode: 438978



**Mariano Kanamori, PhD.
Assistant Professor
University of Miami Miller School of Medicine**

Julie H. Levison '98, MD, MPhil, MPH
Assistant Professor of Medicine
Harvard Medical School



Questions? magasin@wellesley.edu

Accessibility and Disability Services? accessibility@wellesley.edu



"Hacer poesía con la verdad" - Paula Markovitch
cineasta de *El premio* (2012), *Cuadros en la oscuridad* (2017) y *El actor principal* (2019)



jueves 25 de marzo de 2021
Casa Cervantes
7:00pm

Meeting ID: 932 5459 3239
Passcode: 178367



Questions? icelina@wellesley.edu
Accessibility and Disability Services? accessibility@wellesley.edu

Sponsored by the Spanish Department and CLCE



Term 4

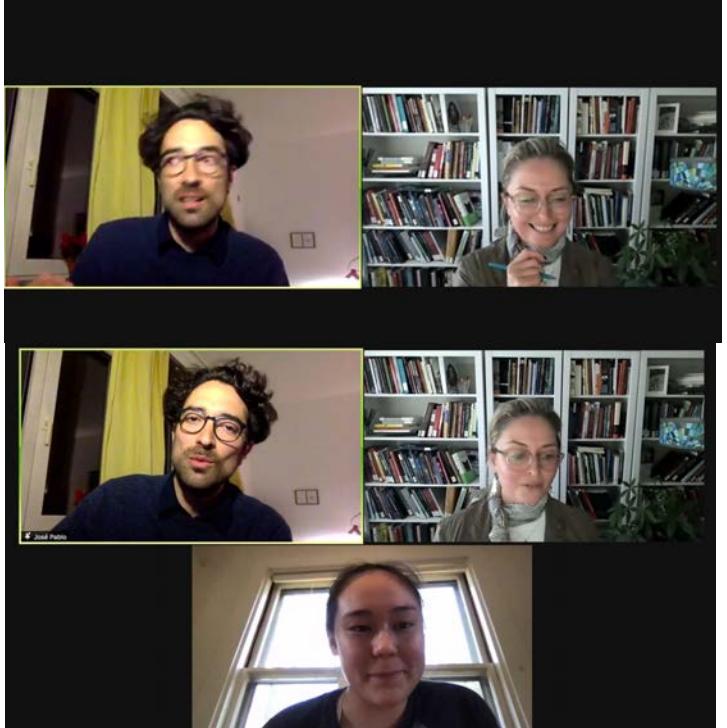


José Pablo Estrada Torrescano
Director of *Mamacita* (2018)

Monday, April 26th @ 5:30pm
Casa Cervantes
Zoom ID: 214 951 1974



Sponsored by the Spanish Department and CLCE
Questions? icelina@wellesley.edu
Accessibility and Disability Services? accessibility@wellesley.edu



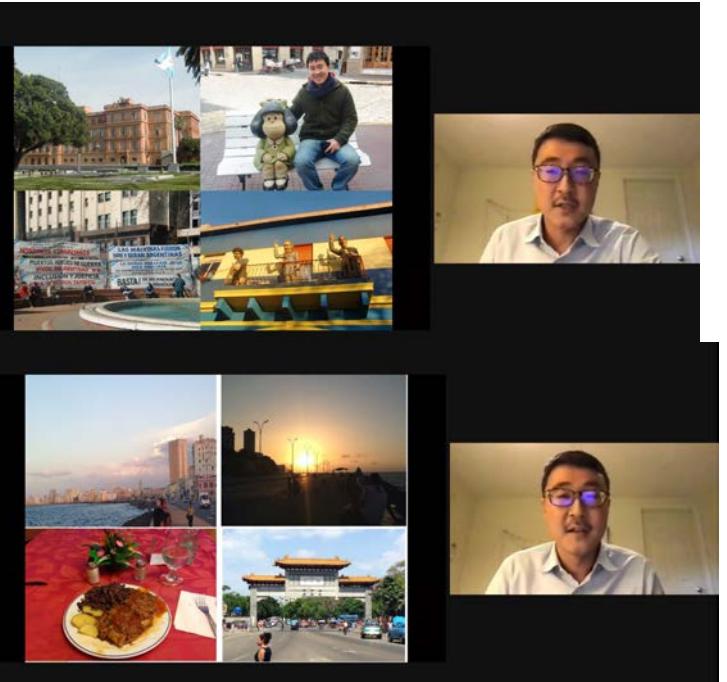
**Mi corazón latino:
Un viaje virtual por América Latina**
a talk by Prof. Koichi Hagimoto

April 28th @ 4:30pm
Casa Cervantes

Meeting ID: 998 2285 7528
Passcode: 042821



Sponsored by the Spanish Department and CLCE



**Separación y contacto en dos novelas recientes de la frontera:
Carmen Boulosa y Valeria Luiselli**

A Talk in Spanish by Prof. Nancy Abraham Hall
May 18 @ 1PM ~ Casa Cervantes

WELLESLEY W

Questions? isellimov@wellesley.edu
Accessibility and Disability Services? accessibility@wellesley.edu

Sponsored by the Spanish Department and CLCE

"[A]puesto dos dólares a que mi rana salta más que cualquiera otra" (141)



More Cultural Events

A SHTETL IN THE CARIBBEAN
a film by SHERMAN DE JESUS

Film Screening followed by
a Q&A with Filmmaker, Sherman de Jesus,
Tsale Kirzner and Ron Gomes Casseres
Moderated by Mark Wiznitzer

Tuesday, April 20th
3pm EST
Casa Cervantes

WELLESLEY W

Questions? magosen@wellesley.edu
Sponsored by the Spanish Department, Jewish Studies and C
Accessibility and Disability Services? accessibility@wellesley.edu

Gene Bell-Villada, Williams College
Ignacio López-Calvo, UC Merced

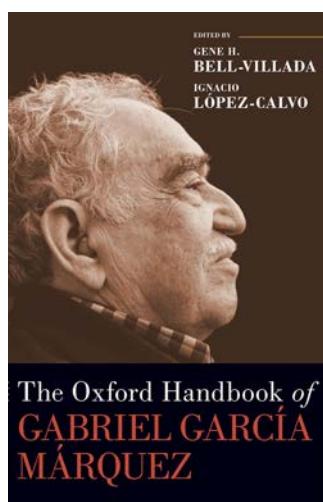
Moderated by Koichi Hagimoto, Wellesley College

Tuesday, May 11 at 6 pm EST
Meeting ID: 935 2216 5467
Passcode: 916927

The Oxford Handbook of GABRIEL GARCÍA MÁRQUEZ

WELLESLEY W

Questions? magosen@wellesley.edu
Sponsored by the Spanish Department, CLCE and AATSP-MA
Accessibility and Disability Services? accessibility@wellesley.edu



**GARCÍA MÁRQUEZ
AS WORLD LITERARY FIGURE**

A Conversation with
Gene Bell-Villada, Williams College
Ignacio López-Calvo, UC Merced

Moderated by Koichi Hagimoto, Wellesley College

Tuesday, May 11 at 6 pm EST
Meeting ID: 935 2216 5467
Passcode: 916927

WELLESLEY W

Questions? magosen@wellesley.edu
Sponsored by the Spanish Department, CLCE and AATSP-MA
Accessibility and Disability Services? accessibility@wellesley.edu

Portuguese @ Wellesley is now a Global Portuguese Studies Minor!!

Despite the challenges of the 20/21 academic year, The Portuguese Program has much to celebrate: the first students with a Global Portuguese Studies Minor graduate from Wellesley this year. Their stories are included in this year's newsletter as a tribute to their success and achievements.

As part of the ongoing Portuguese@Wellesley Lecture Series, Nilma Dominique, MIT, gave a virtual talk titled "Identity and race in Brazil: the myth of color blindness."



I chose to take Portuguese my first year at Wellesley. I had studied Spanish for years and thought Portuguese would be a fun and interesting complement to those skills. Little did I know, taking the introductory Portuguese class would lead me to take all the offered Portuguese language courses as well as many independent studies, and take me across the world to study and work in Cabo Verde for a summer. My involvement with Portuguese at Wellesley has been one of the best highlights of my experiences as a student, and I am truly honored to be a part of the first cohort of Portuguese minors Wellesley has ever had. I'm sure there will be many more classes to come! I would also like to say a special thank you to Professor Antônio Igrejas for the years of mentorship and support. I could not be more sincere in saying how wonderful he and his courses have been. I am so looking forward to seeing how the Portuguese program continues to grow under his direction. - **Kate Azar '21**

Before I got to Wellesley, my goal had been to major in Biological Sciences and Portuguese in order to work towards my then dream of studying the Amazon rainforest. Because of this, I intended on visiting Brazil and learning the Portuguese language and be as prepared as possible.

I then discovered that there was no minor or major available at Wellesley! I was devastated! However, it was too late to turn back because my interest in the language had been sparked. Professor Antônio Igrejas made the learning process extremely rewarding and amazing. A Portuguese Global Studies minor was later created, and as a native Spanish speaker, I understood the importance and value that came with investing time in learning a new culture. Having this minor has meant having the ability to experience a new and beautiful world as well as the expansion of my global communication and connections. It has meant the ability to connect with the world through a new lens. But more importantly, it has meant the creation of a safe space at Wellesley. - **Dayna De La Cruz (She/They)**





I joined Portuguese on a bit of a whim. I already had my language requirement completed at the time, but I really wanted to pick up another language because I always found the experience of learning new languages to be fun. All in all, I'm thankful that my "whim" ended up being one of my best decisions while at Wellesley! My favorite part about learning Portuguese was being with a tight group of people who enjoyed the language as much as I did throughout the year - and seeing them again in other Portuguese courses later on. I had a slight obsession with the language - I'd spend hours hearing music and reading comics in Portuguese. It grew on me much more than I had thought. Though I didn't get the chance to study in a Portuguese-speaking country, I did have some long layovers in the Lisboa airport where I got to use my Portuguese! I even got the chance to have a conversation with a lady and helped her find her flight. Though a pretty unremarkable conversation, being able to use my Portuguese made me happier than I expected. I was able to connect to a whole new part of the world. If I could choose again, I'd choose Portuguese. - **Paloma Quiroga '21**

Congratulations
CLASS OF 2021
GLOBAL PORTUGUESE STUDIES MINORS

Kate Azar
Physics &
Global Portuguese Studies

Dayna De La Cruz
Biological Sciences &
Global Portuguese Studies

Paloma Quiroga
Environmental Studies &
Global Portuguese Studies

WELLESLEY
W

Honoring Our Spanish Majors

Congratulations
CLASS OF 2021
SPANISH MAJORS



Genenvive Brittingham
International Relations-
Political Science & Spanish



Michelle Buyer
Economics & Spanish



Lucy Cheskin
Economics & Spanish



Jhenna El-Sawaf
Peace and Justice &
Spanish



Nallely Esparza
Education Studies &
Spanish



Amelia Forman
Economics & Spanish



Kathryn Gallison
Neuroscience & Spanish



Lia James
Anthropology & Spanish



Zoe Jonick
Political Science & Spanish



Tara Luthra
Psychology & Spanish



Katia Mathews
English & Spanish



Thyme Morton
International Relations -
Political Science & Spanish



Janelle Sullivan
Philosophy & Spanish



Sarah Timmons
Economics & Spanish



Sofia Zoberman
Economics & Spanish

WELLESLEY
W



Congratulations To Our Spanish Department Prize Winners!



Starting from left to right:

Lucy Cheskin - *The Cervantes Prize in Spanish*

Jhenna El-Sawaf - *The Justina Ruiz-de-Conde Prize in Spanish*

Zoey Jonick - *The María Luisa Bombal Prize in Spanish*

Lia James - *The Jorge Guillén Prize in Spanish*

Amelia Forman - *The Gabriela Mistral Prize in Spanish*

Summer Internships 2021

Bella Adams

El Observatorio Instituto Cervantes, Harvard University, Cambridge, MA

Nora Pearce

El Museo de Arte, Ponce, Puerto Rico

Alumnae Updates

Molly McNamara (2015) principal sales operation analyst at Trip Advisor, has chosen to do an MBA at the IE ‘Instituto Empresa’ in Madrid.

Joanna Guadalupe García (2014), is a Clinical Counsellor with BIPOC (Black/Indigenous/People of Color) students at LaSalle College.

Denisse Becerra (2019) Albright Scholar, works on developing educational resources for LatIno STEM students through the ‘Mayor’s Fund for Los Angeles.’ She is Project Director.

Ananí Galindo (2019), works For AmeriCorps as director of the community center in El Monte CA, serving Latino citizens through a food pantry and other social services.

Jackie López (2019), is senior analyst with the Enterprise Analytics and Data Science Team at Wells Fargo in San Francisco. Her younger sister begins WC in September!

Camille Gardner (2014), with a 5 year grant, just completed her first year in the doctoral program in Economics at Brown. Her particular research centers on young people of color.

Natalie Drorbaugh (2003), is now a Pediatric Nurse Practitioner at ‘St John’s Well Child & Family Center’ where most patients are Latino. She won a major grant from the government.

Maria Luisa Garcia (2001), just received her doctorate from the USC in Psychology. Her study focuses on LatinX students. She also has master’s degrees from Harvard and USC.

Mayra de la Garza (2000), has left her post with the United Nations in DC and is now in NYC with the UN’s Population Fund where she is in charge of Policy and Staff Relations.

Erika Rosales Vera (2000), is Executive Director of ‘College Match’ and has placed many Latina students at Wellesley.

If you are an Alum and would like to be featured in the “Alumnae Updates” for our 2021-2022 newsletter, please send your stories and experiences along with photos to: jmatos@wellesley.edu.

Like us on Facebook!! [Wellesley College Spanish Department and Global Portuguese Studies](#)

Follow us on Twitter!! - [@WellesleySpan](#)