Note from the Chair

In this strange spring of global pandemic, we can see more than ever how connected we are across the planet. Rather than fear those contacts, in Spanish & Italian we embrace the ability to connect with others both near and far. The language skills we develop together (maybe virtually) in the classroom and in our global communities . . . . I started this note in mid-April with the theme of “global connections.” As I am finishing it in the last days of May 2020 and after a week of violence and heartbreak across the US, it seems a lifetime ago when I was thinking of such platitudes about global education. Because global connections are not simply the skills and careers that take us to other countries and other markets. They are also found in the Mexican-American family next door, the friends of African descent—whether recent or centuries past—at the coffee shop, the woman in her hijab at the grocery store, the peers who trace their families to Ellis Island or the Mayflower. We have lived and are always living lives shaped by global connectedness. And it is urgent that we understand this fact profoundly and humanely. The global education we strive for in this department is not only about preparing for an internship in Milan or a research project in Madrid, it’s about opening our eyes and our hearts to the world histories that surround us and the people we meet at home and abroad. In a time when multiple crises would compel us to fear what is beyond our doors and our borders, Spanish & Italian affirms the value of human connections around the globe and around the corner. Although this newsletter was put together principally to celebrate the accomplishments of our students, faculty, and staff, you will see this commitment within everything we do. This is our challenge, this is our opportunity, this is our purpose.

Anne Hardcastle, Chair of Spanish & Italian

Sara Fernández Cuenca (Assistant Professor, Spanish)

Dr. Sara Fernández Cuenca comes to Wake Forest from the University of Illinois at Urbana-Champaign, where she completed a PhD in Spanish Linguistics with a concentration in Second Language Acquisition Teacher Education. She is originally from the South of Spain, but has been living in the United States for the past 9 years. Her research focuses on instructed second and heritage language acquisition as well as bilingual language second language processing. She works mainly with the Spanish language, but has also conducted research with other languages such as English and French. One of her most recent projects uses virtual reality to implement task-based language instruction in the acquisition of English phrasal verbs. Along with her research experience, Sara has valuable experience in research mentorship of undergraduate students.
Congratulations,
Spanish & Italian Graduates!

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David Woolf
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Cassidy Spetnagel
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Emma Merlin
Emma McCauley
Andrew Enzor
Fiona Forrester
Ludan Gbaye
Zoe Rogers
Emma Rogers
Jasmine Roby
Ilaria Lampson
Maia Kennedy
Caroline Holland
Charlotte Gibbens
Prof. Diego Burgos (Spanish) coauthored an article entitled “Sentiment Analysis of News Articles in Spanish Using Predicate Features.” This work tests sentence predicates as features to automatically determine the writer’s stance in news articles. In addition to this publication, Prof. Burgos attended TSCL 2019 in Ljubljana, Slovenia, where he presented “Ideologies, and Agents of Power in the 21st Century: Two Translations of Berniker’s Jesus.” Prof. Burgos also gave a talk at the TOTh Conference while in Chambéry, France, and was recently involved in two research projects. One of the research projects included a grant of $12,000, which was awarded by the Colombian Ministry of Culture. Involving corpus linguistics, software development, and active community engagement, the project resulted in the development of ACORDEV (Amplo Corpus del Vallenato Tradicional), an interactive platform that can be accessed at acordev.wfu.edu. While carrying out his research, Prof. Burgos directed a team that included one computer scientist and two renowned Colombian vallenato artists. Additionally, Prof. Burgos is the co-investigator of a research project that was recently awarded $68,000. His responsibilities include 1) establishing the theoretical and methodological guidelines for the project; 2) investigating linguistic and statistical aspects of terminology; and 3) collaborating in the writing of chapters and co-editation of a terminology manual that will be published as a product of the project, VaTeHoVe - Variación terminológica horizontal y vertical en español: hacia una descripción lingüística de las unidades terminológicas desde la lingüística de corpus.

Prof. Luis González’s (Spanish) Cómo Entender y Cómo Enseñar Por y Para was recently published. This publication, using examples from four authors, shows how a rule of “intended final point” explains 95 percent of the uses of para. Likewise, 300 examples from the CORPES XXI (RAE) in addition to 262 examples from three novels demonstrate that two rules (cause and Interval of space/time) explain 80 percent of the uses of por. This book does not illustrate rules. On the contrary, the rules to explain more than 600 uses of por and para are formulated from the ground up with more than 600 authentic examples from novels and the CORPES XXI (RAE). Designed for teachers of Spanish as a second language, the book improves how por and para are taught to students.

Prof. Remi Lanzoni (Italian) co-authored On tourne!, an advanced French textbook designed to be used in courses on French and francophone films or for a French conversation course. It guides students to analyze and discuss 13 recent films from France and the francophone world. The films included explore a wide array of themes, ranging from family, food, and fashion to politics, religion, and racial/ethnic identities. Prof. Lanzoni also co-authored The Cinema of Ettore Scola. This book comes in part from the film symposium organized by Lanzoni at Casa Artom / Venice Campus in 2016 on Italian filmmaker Ettore Scola. Scola was a crucial figure in postwar Italy as a screenwriter of comedies in the 1950s and 1960s, and he later became one of the country’s most beloved directors in the 1970s and 1980s with bitter-sweet comedies and dramas on history, politics, and social customs. This edited volume is the first English-language book on Scola’s cinematographic career.
**Prof. Sol Miguel-Prendes (Spanish)** has published a book entitled *Narrating Desire: Moral Consolation and Sentimental Fiction in Fifteenth-Century Spain* (University of North Carolina Press). This book is about Cárcel de Amor and other love tales labeled sentimental fictions, sentimental romances, or even novelas sentimentales, a generic status fraught with controversy. Debating the pleasures and dangers of love, the materia de amore, was undeniably the most distinctive and persistent mode of literary creation in late medieval Spain (Cátedra, Poesía de Pasió 277), and in spite of their obvious formal differences, the texts critics classify as sentimental family are only increasing. Prof. Miguel-Prendes proposes a different taxonomy and conceptual frame. She singles out a group of Catalan and Castilian moral consolations whose interpretive and compositional practices sired the sentimental genre. She examines their distortions of the rhetoric of consolation and the moral therapy of conversion to stress the rhetorical energy of erotic appetite.

**Prof. Roberta Morosini (Italian)** recently completed her role as the 2019-2020 Charles Speroni Endowed Chair at the Department of Italian at UCLA. Dr. Morosini’s research interests lie in Medieval and Renaissance Italian Culture and Literature. These include studies of the Mediterranean, metalphorical and geocritical studies, and spatial and cartographic writings from Dante to Renaissance island books. Part of her pan-Mediterranean research evolves around the study of Christian-Muslim Relations and mis-representations of Muhammad the Prophet of Islam. In her approach to the sea as a network of knowledge and a space of crossings of people as well as stories, she blends scholarship in the visual arts with transcultural investigations of slavery, mobility, and identity. Dr. Morosini is currently working on the English edition of her *Dante, Il Profeta and Il Libro* (Rome: 2018) and completing a book on travelling tales of the Italian Alexander for AUP.
FACULTY SPOTLIGHT

Prof. Samanta Ordóñez (Spanish) was awarded a 2019 summer writing grant of $4,000 by the Humanities Institute in support of the completion of her book, *Mexico Unmanned: The Cultural Politics of Masculinity in Mexican Cinema*. Each summer, the Humanities Institute funds up to four competitive Summer Writing Grants for university faculty working in the humanities to complete or make significant progress on a manuscript for a monograph that is either under contract or in which a publisher has indicated written interest.

Associate Teaching Prof. Silvia Tiboni-Craft (Italian) designed a project “Teaching Italian Through Podcasting,” which was featured in the Faculty Success Stories column of The Digital Story, a WFU resource for promoting digital fluency and multi-modal storytelling. Dr. Tiboni-Craft developed this project with her Intensive Elementary Italian (ITA 113) students in fall 2019. During the semester, students created five different podcasts related to various aspect of Italian culture. Through this activity, students were able to develop and gradually improve their writing and oral skills. Also, as a result of this activity, portfolios were created to demonstrate students’ progress as they attained higher speaking proficiency. Dr. Tiboni-Craft was also featured in an interview conducted by Brianna Derr in the Digital Story Podcast.

SPI Faculty Members Awarded Tenure/Promotion

Prof. Diego Burgos was appointed Associate Director of the Graduate Program in Interpreting and Translation Studies.

Prof. Anne Hardcastle was appointed Associate Dean for Academic Planning in the Office of the Dean of the College.

Prof. Sol Miguel-Prendes was awarded promotion to Full Professor.
A DAY IN THE LIFE OF . . .

Prof. Jane Albrecht
(Spanish)
Cleveland, Ohio

How long have you taught at WFU?
33 years

What do you like to do in your free time?
Hike, read, play with our new puppy, Ivan.

What activity puts you in a productive mood?
Just finishing my morning routine; I like doing research and mornings are my most productive time.

What was your first job?
My first job was at a large travel agency, mostly photocopying. First teaching job was at Baker University in Kansas, where I taught 13 new class preparations in one year. I am convinced that experience helped me land my position at WFU.

What would the title of your self-portrait or novel be?
Belonging

To teenage me: Try to be less of a loner. My family moved when I was a junior in high school and, out of my comfort zone, I withdrew.

Prof. Alison Atkins
(Spanish)
La Jolla, California

How long have you taught at WFU?
It’ll be nine years this summer.

What do you like to do in your free time?
I started playing the diatonic accordion three years ago, and I haven’t stopped playing Colombian music in my free time since then.

What was your first job?
When I was 8, I was a newspaper boy.

What would the title of your self-portrait or novel be?

To my teenage self: Stay curious about who you are, without thinking of it as something unchanging.

Prof. Diego Burgos
(Spanish)
Envigado, Colombia

How long have you taught at WFU?
3 years.

What do you like to do in your free time?
Spend time with my cat Trilla and ride my bike.

What was your first job?
I was a pharmacy technician while studying at a junior college.

What advice would you give someone pursuing any career path?
Don’t forget the people. While learning a language, it is easy to isolate oneself from its people and their history, struggles, accomplishments and values. Be open to exploring these within and outside the halls of academia.

Title of my self-portrait or novel: “The Selves Portrait”

Prof. Bruce Jackson
(Spanish)
Humboldt, Tennessee

How long have you taught at WFU?
33 years

What do you like to do in your free time?
Hike, read, play with our new puppy, Ivan.

What activity puts you in a productive mood?
Just finishing my morning routine; I like doing research and mornings are my most productive time.

What was your first job?
When I was 8, I was a newspaper boy.

What would the title of your self-portrait or novel be?

To my teenage self: Try to be less of a loner. My family moved when I was a junior in high school and, out of my comfort zone, I withdrew.

What do you teach?
I mostly teach introductory and intermediate language and culture classes in the Spanish section. I have also taught an FYS on food culture and identity construction.

What do you like to do in your free time?
Practice and teach yoga, cook, read, bike, and walk our dachshund Olive.

What advice would you give someone pursuing any career path?
It can be easy to just put your head down and follow the predetermined steps of a chosen path. My advice would be to resist getting lost in the small details of ensuring your success along a particular path. “Look up” as much as you can, take stock, try to connect what you’re learning in one class with another class or with the world around you, ask yourself the “why?” of both what you’re studying and of your interest in this path. Allow the material to spark your passion and curiosity and maybe even lead you down new paths.

To my teenage self: Stay curious about who you are, without thinking of it as something unchanging.

Title of my self-portrait or novel: “The Selves Portrait”
On November 13th, Professor Rebecca Janzen (U of South Carolina) visited the Wake Forest campus to deliver a lecture about religious minority communities of Mennonites and Mormons in northern Mexico. In addition to her public talk, she also participated in a class discussion with students in SPA 317.

Prof. Samanta Ordóñez (Spanish) organized a virtual discussion with documentary filmmaker Ebony Bailey on April 21. Bailey is a filmmaker and photographer from Central California. Her documentaries have been screened at film festivals and forums in the US, Mexico and Europe. As a “Blaxican,” she tells stories about cultural intersections as a way to represent her community and build spaces of empowerment between diverse populations. Bailey answered questions from students about her personal and professional experience as a black woman in the U.S. and Mexico. She described how her career path took her to Mexico City, where she studied filmmaking at UNAM. Students asked her about how the politics of race are changing in Mexico, and she talked about how she reflects cultural transformations in her documentary practice. Three WFU students (Elia Chou, Mary Newland, and Kathleen Hutchinson) provided an intro presentation discussing the history of mestizaje as a process of racialization in Mexico, along with contextualization of Afro-Mexican communities of the Costa Chica region of Guerrero/Oaxaca, which have close ties to Winston-Salem.

Last fall, the Italian Program inaugurated the Jorizzo Lecture, a series of lectures on Italian-American Studies that will be held annually at WFU in October to celebrate the Italian-American Heritage Month. This event was made possible thanks to a generous donation to the program from Joseph and Irene Jorizzo, and it intends to bring major scholars in the field of Italian-American Studies to WFU to educate students and the community on the rich Italian-American history by comparing the past to the present. The first speaker was Teresa Fiore Professor and Inserra Chair of Italian American Studies at Montclair State University. Fiore gave a talk entitled “Pre-Occupied Spaces: Remapping Italy’s Transnational Migration and Colonial Legacies.”
Bella Cappana (Italian) was chosen as the 2019-2020 NIAF on Campus Fellowship Program representative. She worked with Prof. Silvia Tiboni-Craft (Italian) to promote Italian culture among Wake Forest University and Winston-Salem communities. Bella organized two events titled “What is Your Pizza IQ” and “Feminism, Violence, and Representation in Modern Italy: ‘We are Witnesses, Not Victims’,” a talk by Dr. Giovanna Parmigiani in collaboration with the Women’s Center. This last event is postponed to fall 2020 due to COVID-19.

Megan Elwood is the recipient of the Ruth Foster Campbell award in Spanish this year. This award recognizes the most outstanding majors from each year’s graduating class. ¡Enhorabuena, Megan!

Jack Runge published an article with Prof. Cesar Gutiérrez (Spanish). The article is entited “Los orígenes de la secuencia gráfica <mpn> en la documentación castellana medieval” and was published in the journal *Scriptum Digital*.

Emma Wagoner is a Spanish and Biology double major (‘20) who plans to work as an immigration paralegal before attending law school to continue her goal of becoming an immigration attorney. Last summer, she interned with Annunciation House in El Paso TX. Annunciation House is a non-profit organization that consists of three shelters for migrants. She was inspired to apply because of what was happening “on the border” and, in her own words “I wanted to find out for myself and serve others as directly as possible.” During the internship, Emma lived and worked at a local shelter, assisting immigrants who had just been released from ICE/Border Control custody and who were seeking asylum. As an intern, her responsibilities included contacting family members and making sure the asylum seekers made it to their sponsors. In addition, Emma was responsible for providing hospitality to each and every guest in the house and, as a result, she spent a great deal of her time speaking Spanish. Emma reflected on the rewards of the internship with us.

My experience was very eye opening and gave me clarity in moving forward in my career. It is hard work, but the relationships you form are worth all of it. In addition, having the experience working on the border gives you a leg up in applying for other immigration related jobs. This internship is worth pursuing if you are ready to get fully immersed in la vida de la frontera. El Paso is a blast to live in, very affordable and full of great food and music. This internship helped define who I am, pushed me very far from my comfort zone, and created unique relationships I will have for life.

*For any graduates, there is an option to do the above internship as a year long volunteer instead of a summer!
Anthony DeVincentis (Spanish) has been awarded the EURECA Summer Wake Forest Research Fellowship to work on the linguistic project "The Effects of Implicit and Explicit Language Instruction on L2 and Native-Speaker Learners." Anthony will be conducting research with Prof. Sara Fernández-Cuenca. This fellowship is $10,000 and has been quite competitive this year.

On February 8, several students presented with Prof. Luis González (Spanish) at the Spanish Linguistics in North Carolina Conference (Slinki) at Appalachian State University in Boone, NC. The presentations were as follows:

**Madeline Barnes.** “Preterite/Imperfect and Ser/Estar: Rethinking Textbook Explanations.”

**Marissa Busquets.** “Uncovering Patterns in Prepositions and Why Translations Fall Flat.”

**Megan Elwood.** “Rethinking Testing in L2s: Bringing Up Content Gains to Match Technology Gains.”

**Brandon Freeman and Emma Rogers.** “Satellite-Framed/Verb-Framed Languages: Turning ‘Idioms’ into More Transparent Languages.”

From left to right: Claire Hopkins, Katie Von Bargen, Rachel Norotzky & Liz Pegram at the SLINKI Conference.
STUDENTS ABROAD

Probably the most memorable moment would be making the hike out to the Regina Giovanni cliffs and jumping off of them into the Tyrrhenian Sea. Also, going to the beach with Italian friends and traveling to Florence, Capri, Rome, and Paestum.

-John Manos, ‘22
Sorrento, Italy ‘19

Many of my most memorable moments came from simple interactions with my host mother. She immediately became my best friend in Spain within the first two weeks of my arrival. We would go shopping together, go on walks around the city, and talk for hours over dinner every night. Aside from my home life, the most memorable group trip for me was to Granada. I will never forget how incredible touring La Alhambra was, especially with someone as intelligent as Fernando (our cultural director).

-Rachel Norotsky, ‘21
Salamanca, Fall ‘19

There is a lot more personal growth and development than any semester. There is a lot that can change in your life that can affect your time abroad, and being isolated from the Wake Forest campus allows you to have perspective to help you deal with the changes. It is the first real taste of freedom for a lot of students and it can be overwhelming, but being in a different place can show you a lot about yourself and your relationships.

-Elizabeth Woolen, ‘21
Salamanca, Fall ‘19

Spain is fun. I created some of my best memories while there. I made new friends, got to know some amazing sites around the country, and was always smiling. In my experience, the people never let bad news get them down. There was always something to look forward to, or some silver lining.

My most memorable time was probably my last day in Salamanca. We had to return early because of the pandemic, so I decided to make my last day count. I got up and enjoyed some fresh orange juice with breakfast. Then, I went to the centro to see Javier and Fernando and do some shopping on Calle Toro. I spent the day meeting and saying goodbye to all my friends, and even got a tattoo!

-Michael Davern
Salamanca, Fall ‘18 & Spring ‘20
I knew that I wanted to do a Spanish immersion program to get closer to being fluent and to experience living in another country. I loved the idea of the host family, because I was really a part of their culture completely and learned how Spaniards live their everyday lives. Salamanca was the perfect program for me because I could do all of these things as well as take courses that counted directly towards my major.

My most memorable experiences were spending time with our Spanish friends for dinner and after classes. I really began to feel like a local in a sense, like any other young adult studying in Salamanca, and not an American tourist. It made me realize just how alike university students from around the world are! We all still keep in touch since our program ended, which is really special.
A few friends and I went to San Sebastián in País Vasco one weekend. We were all overwhelmed by its stunning beauty and delicious cuisine. One day, we decided to hike up a mountain overlooking the ocean and explore some old castle ruins. I was giddy with excitement, and I'll never forget the feeling of the ocean breeze in my face coupled with the stunning views. For that little while, I think we all felt like kids again. Spain is wonderful. It's filled with history and culture, and its people are kind and welcoming. I always felt that there was a certain vivacity in daily life—that is to say that the people I met looked for joy, laughter and camaraderie in even the most mundane circumstances.

I had made plans to meet with a friend of a friend in Salamanca. Our mutual friend had assured us that going out for coffee together would be a good opportunity for me to practice my Spanish, and for him to practice his English. He told me to meet him under the clock in the Plaza Mayor at a certain time, so I did, but I had no idea what he looked like. After waiting a while, a young man approached me and greeted me, and we walked off to have coffee together. It was only once I mentioned our mutual friend that we realized there had been a mix-up, and he was not the person I was supposed to meet! We had a good laugh, and I walked back to the clock, where I found who I was looking for.

Addison Collins, Politics & Int'l Affairs, ‘21
Salamanca, Spring ‘20
STUDENTS ABROAD

Segovia, Spain
Salamanca Group, Summer ‘19

Fermoselle, Spain
Salamanca Group, Summer ‘19
This semester I was able to take art, biochemistry, and literature classes instructed in Spanish. It has been wonderful to experience the liberal arts education that I am offered at Wake Forest in a new language. Personally, I have become more of a global thinker and developed my communication skills this semester. Since mid-March, our classes have been delivered virtually as the study abroad programs returned to the United States early. While remote learning is not the ideal immersion experience, I am still learning a lot in my courses.

One night during dinner with my host family I confused the word llorar, the verb for cry, for the word llover, the verb for rain. My host family was confused because I accidentally told them that I cried while walking to class when I actually meant to say that it rained while I walked to class. They seemed concerned because they thought something bad happened to me. Once I realized that I had confused the two words, I explained that it was raining and that I did not cry. Everyone had a big laugh.

Natalie Graham, Chemistry & Spanish, ‘21
Salamanca, Spring ‘20
Prof. Claudia Ospina’s (Spanish) Spanish 153 course had a blast last summer while crafting muñecas quitapenas (worry dolls) at WakerSpace. The activity was inspired by the Mayan legend that is based on revealing sorrows and worries to dolls before placing them under a pillow. Prof. Ospina’s class also created paintings based on several poems and short stories that were studied in their course.

Prof. Linda Howe’s (Spanish) class put their acting skills to use in a performance of Abilio Estévez’s “El enano en la botella”. The monologue was part of the Cuba Happening Series. Actors included WFU students Brady Kunz, Emma Kallmeyer, and Dustin Rosh. Habby Oluesi directed the monologue.
Covid-19 may have stopped many things across the world this spring, but it didn’t stop Prof. María Encarna-Turner’s (Spanish) class from global learning as they spoke with their guest speaker Edu, who is from Spain. Edu talked to students about various topics connected to their course, Spanish for Business, such as Spain’s lockdown conditions and the government’s response to the needs of corporations.

Prof. Claudia Valdez (Spanish) hosted “La cocina de todos” cooking series where students were caught con las manos en la masa! The series includes gastronomic staples from regions across Latin America, Spain, and the United States with a unique focus on the historical and cultural value of food. In one of the series' episodes, the students represented Prof. Valdez’s home of Sonora by preparing delicious wheat tortillas. Other treats prepared by students were calabacitas con queso, a dish with origins in the US-Mexico borderland, and arepas from Colombia and Venezuela.
How has studying Spanish at WFU contributed to your professional or personal goals/ accomplishments?
After I graduated, I decided to go back and pursue a past dream of becoming a pastry chef. This was something that took a lot of thought and consideration because I consequently thought that I was giving up my work and degree from Wake Forest. However, fast forward to my first job as a pastry chef back in Winston-Salem at Camino Bakery, a large population of my coworkers were native Spanish speakers. Studying Spanish at Wake Forest allowed me to develop relationships with these coworkers that perhaps would not have been possible previously. It also gave me an advantage when ultimately moving up to management. So, I like to think that, even though I may have pursued an entirely different path at the time, my tenure at Wake Forest wasn’t for naught.

Which were some of your most memorable professors or classes?
Psycholinguistics/2nd Language Acquisition and a senior seminar on the acquisition of Spanish as a second language. Both of these classes opened doors to an area of interest which I hadn’t ever previously considered: linguistics and language acquisition. While I loved Spanish to begin with, finally finding my niche within the field was groundbreaking for me, as they unearthed subjects that I found incredibly interesting, and also potential future careers that I had never considered before, such as my current pursuit to be a speech-language pathologist.

What are your future plans?
Having changed fields for hopefully the last time, I am currently getting my masters online with NYU in Communication Science and Disorders to become a speech-language pathologist.

Are there any faculty members who had a positive influence on you?
Prof. Alarcón was integral in my decision to pursue speech language pathology and in sparking my interest in psycholinguistics in general. Her passion and interest for the subject was always conveyed not only in class, but any time she would happily take the time to sit down and discuss future career and education opportunities with me, both then and most recently when applying to graduate school. Prof. Judy’s dedication to student mentorship is astounding. Her willingness to go the extra mile to make sure her students succeed during and also after their time at Wake a Forest is a prime example of her commitment; from offering research opportunities and counseling me in terms of graduate school options while I was at Wake Forest, to assisting me in multiple steps of my most current application process, I will forever be grateful for her input and contributions.

What advice would you give to current students in the Spanish & Italian department at WFU?
Find what interests you, and dive in. Whether it’s teaching languages in high school, interpreting in a hospital, researching linguistic history, or studying the acquisition of vowels for non-native speakers. While submerged in your niche at Wake, you may find a vocation to continue your pursuit. Regardless, it will be worth while.
Why did you choose to study Italian at WFU?:
I did a summer in Sicily with a host family, and originally I wanted to study the language and go back to visit them. In the end, I think I chose to stay in the department because my professors treated me like family. It was an [almost] constant, positive energy in my life.

How has studying Italian at WFU contributed to your professional or personal goals/accomplishments?
Well, after graduation I went to Northern Italy as part of the SITE program to teach English (and other subjects IN English as CLIL curriculum). After I finish my graduate program in Anthropology, I would love to go back to Italy/Europe for the long term. I’m planning on studying other languages as well and incorporating them into PhD research in the future.

Which were some of your most memorable professors or courses?
Professoressa Tiboni-Craft and Professoressa Morosini made Wake Forest for me. Tiboni-Craft introduced me to Italian at Wake, convinced me to minor, and taught some AWESOME Italian cooking classes at Campus Kitchen (I made gnocchi from the lesson for my family earlier this week). Morosini became one of my confidants on campus. I went to her when I was looking at jobs post-grad. She was the first professor that I actively talked to about coming out, and she is the reason that I went to teach in Italy. They always went above and beyond to help me and her other students.

What are your future plans?
Right now, I’m preparing to start a graduate program in Public Anthropology in Washington DC. After that, I hope to earn my PhD, combining anthropological theory with Romance languages, leading to a career in academia as a professor.

What advice would you give to current students studying in the Spanish & Italian department at WFU?
Please, do not be afraid to talk to your professors. I accidentally missed a scheduled appointment with Professoressa Tiboni-Craft during freshman year, and I was so embarrassed about it that I was terrified to speak to anyone in the department. But they want you to improve in the language as much as you do, so just talk to them if you’re struggling.
Welcome New Majors & Minors!

Albery, Maria  
Alhasnawi, Laura  
Amann, Lindsay  
Amundson, Taghi  
Anderson, Elizabeth  
Bell, Carter  
Bowerman, Shannon  
Brendle, Jacob  
Brigham, Annelise  
Brode, Edward  
Bruxvoort Rose, Hannah  
Busquets, Marisa  
Caesar, Kat  
Casas, Natalia  
Castaneda, Grace  
Cattin, Kyle  
Chaltas, William  
Chou, Elia  
Clanton, Peter  
Clough, Eva  
Coffield, Alexandra  
Davis, Benjamin  
Davis, Samantha  
DeMarco, Lauren  
DeNovio, Alexander  
Dixon, Timothy  
Dodaro, Sofia  
Eller, Seth  
Eskra, Sean  
Ewald, Laura  
Fealtman, Erica  
Folger, Caroline  
Grzebin, Zenia  
Hanna, Nicholas  
Hansen, Ava  
Hewitt, Katherine  
Hughes, Alexandra  
Idzik, Bridget  
Jeanes, John  
Jestus, John  
Jones, Caroline  
Jones, Richard  
Kachinski, Emily  
Kane, Lucie  
Kastor, Taylor  
Kendall, Samuel  
Konlian, Danielle  
Krakow, Eli  
Kubik, James  
Kuehn, Paul  
Leathers, Rebecca  
Leites, Gabriela  
Leslie, Charles  
Little, Asya  
Martinez, Jennifer  
Mayes, Anne  
McLeod, Katherine  
Mehta, Maya  
Middleton, Thomas  
Morales-Noyola, Leslie  
Murphey, Alexander  
Notzon, Vincent  
O’Shaughnessy, Molly  
Pantesco, Antonia  
Patel, Kayla  
Petra, Julia de  
Pratt, Richard  
Rice, Sarah  
Rivas-Chavez, Ana  
Roeder, Elaina  
Rosh, Dustin  
Rutledge, Emily  
Sainz Degois, Olivia  
Thomas, Jacob  
Walker, Pat  
Walker, Caroline  
Wamester, Natalie  
White, Diana  
Whitehurst, Elizabeth  
Whorf, Benjamin
The Spanish & Italian Department celebrated its Homecoming reception on September 20 with alumni. Over 25 alumni & family members dropped by for the event that included members from the class of ’78!

Last fall, over 15 students across different language courses participated in Fútbol in the Forest. The tournament was organized by the Student Engagement Committee and included several faculty members as well.

Sigma Delta Pi celebrated its centenary this year and the WFU chapter, Tau Lambda, shared its history with delicious cake squares. In the picture to the left are President Sally Hayes and Vice President Charlotte Gibbens.
"ISLI really gave me the opportunity to immerse myself in the Spanish language without leaving campus. Plus, I was able to complete both of my Spanish credits while having tons of fun."

**Comida**
Students prepared many traditional foods of Latin America and Spain, such as pupusas, arepas, empanadas, tortillas españolas and gallo pinto.

**Música**
ISLI students are no strangers to good music and dance, especially when it comes to classical music, bachata, merengue and salsa.

**Diversión**
When they are not in Spanish class, students are busy enjoying games, arts & crafts projects, and soccer!