Note from the Chair

Dear Faculty, Staff, Students, and Alumni,

Whether your language is English, Spanish, or Italian, you probably know some version of the proverb that begins, “If life gives you lemons, ….” Well, in 2020-2021, the world got handed a bushel of limoni. Luckily for the Department of Spanish & Italian, there was also some azúcar in the pantry. When we couldn’t safely gather for meetings, classes, and social activities, we struggled with and then mastered new technologies to bridge that gap. When overseas travel became impossible, we sent students into cyberspace for study “abroad” and brought our study abroad staff (virtually) to campus to help us cover gaps. When scholarly conferences were cancelled and then moved online, we began to attend conferences we might otherwise have missed had they actually required travel.

DIALOGO is centered around the theme of creative resilience this year. We learned that, in a pinch, we could stick to our mission of foreign language proficiency and intercultural competence by digging deep into our pedagogical workbenches and pulling out tools we had never used before. In more than a few cases, we found devices that will serve us well even once we can be together again.

I want to offer you all my heartfelt thanks and admiration. A global pandemic threatened our health. An economic crisis upended the way we all work and live. And the beginnings of a long-overdue racial reckoning created upheaval that we hope will lead us to a better place. We certainly look forward to the day when we can be physically present for each other again, but through this long season of lemons, thanks to your resilience, we still managed to make and enjoy that tall glass of lemonade.

Kathryn Mayers, Chair

Newsletter 2021 Retirement Notes:

With admiration, affection, and gratitude, we celebrate Dr. Mary Friedman for her contributions throughout her more than 33 years as a professor in the Department. Professor Friedman, an eminent scholar of writers such as Jorge Luis Borges, Pablo Neruda, and Gabriel García Márquez, introduced several generations of Wake Forest students to the most significant Latin American literature of the twentieth century. We will miss her wise, compassionate and dedicated presence in our classes and our meetings, and we wish her all the happiness this new chapter of life can bring.

With warmth and thanks, we also celebrate Irene Picconi for her contributions throughout more than fifteen years as Administrative Coordinator of the Department. Irene, in addition to managing registration, the budget, and the charming puzzles of Workday, planned wonderful parties and baked the world’s best pound cake. We will miss her stories, her laughter, and the hug she had ready for anyone in tears. We thank her for every single moment she spent with us.
SPANISH & ITALIAN GRADUATES

Congratulations, Spanish Graduates!

Majors

Barnes, Madeline  Gómez, Yorjannys
Black, Gavin  Graham, Natalie
Bott, Samuel  Herbst, Elizabeth
Carlino, Olivia  MacNeil, Grace
Cassisi, Nicolina  Millhon, Lydia
Clough, Rawson  Morris, Lane
Cohen, Anne  Mottern, Meredith
Conway-Pearson, Nuala  Nesbit, Alison
DeVincentis, Anthony  Norotsky, Rachel
Ferguson, Kelly  Peljovich, Sarah
Purohit, Anjali
Pylypec, Victoria
Ryan, Jennifer
Sanka, Savarni
Scannell, Corinne
Sotomayor, Ciara
Starr, Olivia
Swimmer, Caroline
Trentham, Emmaline
Von Bargen, Katherine
Wiley, Aidan
Wood, Eric
Woolen, Elizabeth

Olivia Carlino
Rawson Clough
Natalie Graham
Lizzy Herbst
Grace MacNeil
Rachel Norotsky

Jennifer Ryan
Emmaline Trentham
Katie Von Bargen
Eric Wood
Elizabeth Woollen
# Congratulations, Spanish Graduates!

## Minors

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Congratulations, Italian Graduates!

Minors

Isabella Capanna

Madeline Cox

Amanda Cummins

Peter Malkin

Steven Warhaftig
Dr. Luis González (Spanish) recently authored two books: The Fundamentally Simple Logic of Language: Learning a Second Language with the Tools of the Native Speaker (2021) and Four Dichotomies in Spanish: Adjective Position, Adjectival Clauses, Ser/Estar, and Preterite/Imperfect (2021). The former presents a data-driven approach to understanding how native speakers do not use subject and direct object to process language. Native speakers know who does what in a sentence by applying intuitively two simple inferences that are argued to be part of universal grammar. The book explains and exemplifies these two inferences throughout. Examining four dichotomies in Spanish, Four Dichotomies in Spanish shows how to reduce the six to ten rules common in textbooks for each contrast to a single binary distinction: (whole vs. part). Dr. González also published Cómo entender y cómo enseñar por y para in 2020. Additionally, Dr. González’s book on reflexive sentences will be published at the end of this year. The title is Understanding and Teaching Reflexive Sentences in Spanish and is under contract with Routledge.

Dr. Remi Lanzoni (Italian) co-authored On tourne!, an advanced French textbook designed to be used in courses on French and francophone films or in French conversation courses. It guides students to analyze and discuss 13 recent films from France and the francophone world. Included films explore a wide array of themes, ranging from family, food and fashion to politics, religion, and racial/ethnic identities. Dr. Lanzoni also co-authored The Cinema of Ettore Scola. A portion of this book comes 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. He later became one of the country’s most beloved directors in the 1970s and 1980s with bittersweet comedies and dramas on history, politics, and social customs. This edited volume is the first English-language book on Scola’s cinematographic career.

Dr. Sol Miguel-Prendes (Spanish) is the winner of the 2021 "La corónica" Book Award for Narrating Desire: Moral Consolation and Sentimental Fiction in Fifteenth-Century Spain (Chapel Hill: The University of North Carolina Press. 2019). The La corónica Book Award is an annual international prize for the best monograph published on medieval Hispanic languages, literatures and cultures. “Dr. Miguel-Prendes explores how the fourteenth and fifteenth-century "sentimental romances" in Iberia adopted the form of Boethius's "Consolation of Philosophy" and the many other medieval moralistic penitential works it inspired but did so in order to express very different literary and social realities, including erotic desire, vernacular modes of expression, court culture, and the emergence of print culture and private reading. Miguel-Prendes works across several linguistic and geographic communities of the peninsula, including the Catalan, Castilian and Latin, and notes how older medieval models of masculine, clerical penitential fiction were adapted in the era of early print by a larger vernacular-speaking audience (consisting of both sexes) who imbued the fictional dream vision of Boethius with private desires” (ICMS, WMU).
Dr. Samanta Ordóñez (Spanish) has won the "Localize Your Course Summer Planning Grant," which includes a stipend of $3000 funded by the Andrew W. Mellon Foundation. This grant is intended to help faculty transform an existing course into one that is locally engaged and/or that addresses issues that are significant and important for the local community. Dr. Ordóñez’s planned course, "Mexican Crosscurrents in the Piedmont Triad" (spring 2022), will address how cultural meanings of Mexicanness are being creatively deployed and transformed by diasporic communities in our region. By now, it is well understood that people of Mexican origin, like other racialized groups in the U.S., are often subjected to deliberate forms of political, social, and cultural erasure. The course will examine the counter-strategies being used by local artists and organizations to redefine Mexican transnational communities as creatively adaptive, culturally resistant, and politically active.

In the summer and fall of 2020, Dr. Silvia Tiboni-Craft (Italian) was part of the AATI (American Association Teacher of Italian) College/University Webinar Series. The committee organized webinars to help instructors of Italian in the US and around the world to navigate online teaching and to incorporate inclusion and diversity in the Italian class curriculum.

SPI Faculty Members Awarded Tenure/Promotion

Prof. Rebekah Morris has earned promotion to Full Teaching Professor.
Dr. Andrea Echeverría has earned tenure and promotion to Associate Professor.
Dr. José Luis Venegas has earned the promotion to Full Professor.
Dr. Luis González has also earned the promotion to Full Professor.
After four years in our department as a Visiting Assistant Professor, Dr. Lauren Miller was recently hired as our newest Assistant Teaching Professor of Spanish. Prior to coming to Wake Forest in 2017, she worked as an Assistant Professor and Foreign Language Education Program Coordinator at the University of Central Arkansas and as a Visiting Assistant Professor at Indiana University - Purdue University Indianapolis (IUPUI). She received her Ph.D. in Spanish Applied Linguistics from Purdue University, and is originally from St. Louis, Missouri. She has a background in foreign language education, which she studied as an undergraduate and is a certified K-12 Spanish teacher in Arkansas and North Carolina. Due to Dr. Miller's experience, Wake Forest will again be able to offer a Methods of Teaching Foreign Languages class in the Fall of 2021 and hopefully start offering teacher licensure in Spanish again soon after. She is also passionate about service-learning, especially working with Hispanic children growing up in the US. Her research focuses on bilingualism, acquisition of morphosyntax, Spanish in the US, and Second and Heritage Language Pedagogy.

Dr. Woolfolk comes to Wake Forest after teaching in his hometown of Richmond, Virginia for four years. After completing his undergraduate studies at the University of Virginia, he began his career as an educator as an elementary school teacher in Brownsville, Texas. He later graduated from Vanderbilt University with a PhD in Spanish and a minor concentration in Second Language Acquisition. His research focuses on Latin-American literature, particularly literary representations and expressions of the African diaspora in Latin America. Dr. Woolfolk’s other research interests include analyzing the intersections of race, food, and metaphors of consumption; and the representations of the Other evidenced through supernatural tropes and monstrous imagery. When Dr. Woolfolk is not teaching or researching, he’s looking out for the latest horror movie releases or listening to comedy podcasts.
Dr. Margaret Ewalt
(Spanish)
Millinocket, Maine

What was your first job?
Dishwasher at The Blue Willow Restaurant in Tucson, Arizona. I had a string of other jobs that included line cook, construction worker, and shelf stocker before finishing my BA in History, moving to Spain, and getting a job teaching ESL. When returning from Spain in 2001, I started an MA in Hispanic Linguistics at the University of Arizona.

What led you to your career? What are your current research interests?
My experience living abroad. I went to Spain with the intention of never coming back and just figuring something out. But, when I did return, I realized that I had really experienced something special in Spain. I wanted to know more about language and culture. That led me to linguistics. The more I learned, the more I wanted to know. That continued until I could not take any more classes. In the end, all the meandering over the years was well worth it. I still love learning about new things in all areas of language and language-related disciplines. The more constant aspect of my research is methodological. I am drawn to the possibilities of gaining new perspectives from quantitative and computational methodologies. Developments in computing have opened doors to gathering insight into language that just was not possible until recently.

To my teenage self: Being kind to others is important, but don’t forget to be kind to yourself.

Dr. Sara Fernández Cuenca
(Spanish)
Seville, Spain

Where were you born?
Millinocket, Maine (last town before Mt. Katahdin/Baxter State Park). Growing up in Maine forms a huge part of my identity.

How long have you taught at WFU? What do you teach?
I have taught many courses in my 20+ years here, from SPA 111 through my seminars for Majors and Minors on the Transatlantic Enlightenment and Travel Literature. I love teaching SPA 154 and 212. Every student inspired to continue past the requirement on to SPA 280 helps me appreciate how this is such an exciting time in students’ language development.

What do you like to do in your free time?
I have always read constantly. I love to be outdoors, reading or swimming, hiking, biking and in the winter ice skating, Nordic (cross-country) and alpine (downhill) skiing. This past year I have been taking a lot of walks and appreciate the early spring we enjoy here in North Carolina.

To my teenage self: Slow down and appreciate every single step of the way.

Dr. Jerid Francom
(Spanish)
Phoenix, Arizona

What was your first job?
Dishwasher at The Blue Willow Restaurant in Tucson, Arizona. I had a string of other jobs that included line cook, construction worker, and shelf stocker before finishing my BA in History, moving to Spain, and getting a job teaching ESL. When returning from Spain in 2001, I started an MA in Hispanic Linguistics at the University of Arizona.

What led you to your career? What are your current research interests?
My curiosity for understanding other cultures and people in general. I found language to be a barrier, so I learned to speak different languages to broaden the number of people I could communicate with and learn from. It paid off because I have a pretty big international group of friends today. Now, I am very passionate about language instruction and how getting the right kind of language instruction, which may vary depending on the learner profile, can accelerate language acquisition and/or help maintain a minority language.

What do you teach?
I teach lower-level courses, Spanish conversation, and a seminar called “The Spanish of the US.”

What do you like to do in your free time? What activity puts you in a productive mood?
I like to practice yoga and work on my podcast Multilingual Mamas, but a good long walk will help me clear my head before tackling an intense writing or grading session.

To my teenage self: Good things come to those who wait.

Dr. Olgierda Furmanek
(Spanish)
Wrocław, Poland

Favorite pastime: Hiking in the mountains.

What activity puts you in a productive mood?
Reading - and not on the screen but from a book or a magazine in your hands

What led you to your career?
After working as a freelance interpreter, translator, terminologist, cultural broker and localizer, I wanted to share with younger people what I had learned and carry on the legacy of my father, who was a university professor for 50 years, so I feel very comfortable in the academic environment and find joy in all its aspects.

What are your current research interests?
Cognitive processing and psycho-sociological dimensions in translation and interpreting— in relation to AI, information management, intralingual and interlingual communication, etc. I also am further exploring pedagogy of interpreting - new technologies allow to provide simultaneous interpreting remotely, so there is a growing demand for qualified language brokers and for training them well, too. Linguists, in general, are currently among the most sought-after professionals around the globe. It is a fascinating field.
Prof. Sara Fernández Cuenca (Spanish) presented at the 49th Meeting of the Linguistic Association of the Southwest Conference in October of 2020 with students Sean Muller ('22) and Anthony DeVincen
tis ('21). Muller’s presentation was titled “Integration of TalkAbroad Conversations: A Study on Students’ Preparation and Perceptions with Different Tasks.”

DeVincentis presented a paper on “The Effects of Explicit Grammar Instruction on the Spanish Subjunctive: What Kind of Knowledge Results From It?: A Study with L2 and Heritage Language Learners.”
Spanish major and senior **Sarvani Sanka** has been named **Rhodes Scholar**. Sarvani is among 32 students in the USA who were awarded the prestigious scholarship, whose recipients are chosen based, “not only for their outstanding scholarly achievements, but for their character, commitment to others and to the common good, and for their potential for leadership in whatever domains their careers may lead” (Rhodes). Savarni currently studies a minor in Middle East and South Asia Studies and a major in Spanish. She has also been awarded both the **Joseph G. Gordon Scholarship** and the Spanish & Italian Department's Ruth Foster Campbell Award for Excellence in Spanish. The latter award recognizes the most outstanding graduating major in Spanish. Sarvani is a member of Phi Beta Kappa, and she plans to pursue a masters of public policy and masters of science in refugee and forced migration studies.

Spanish major and senior **Jacob Brendle** is receiving an URECA grant to work on a research project dealing with representations of privatized healthcare in Mexican cinema. Dr. Samanta Ordóñez will be supervising his work this summer. Wake Forest Research Fellowships (WFA&HF) are designed to provide students with the opportunity to participate in intensive scholarship under the mentorship of a Wake Forest University faculty member during the summer months. Jacob’s analysis of portrayals of the Mexican health system in documentary and fiction films will be closely engaged with current scholarship, addressing how Mexico’s experience of neoliberalism at the social level is represented on screens for both domestic and international audiences. “The WFA&HF supports a $2000 stipend to the undergraduate fellow, housing for one summer session on the WFU campus (if requested), and up to $500 in supplies, to be used on the scholarly project.

Spanish majors and seniors **Yorjannys Gomez, Jen Ryan** (pictured above), and **Aidan Wiley** (pictured above) were selected for the Wake Forest Presidential Fellowships for the 2021-22 academic year. Aidan will be the fellow for Baptist Health Hospital. Jen will be the fellow for Information Systems, and Yorjannys will be the fellow for Wake Downtown. The Wake Forest Fellows Program is a year-long position as a full-time staff member in one of many University departments, and is awarded to Wake Forest seniors who are in good standing with the University. As the fellow for Information Systems, Jen will be engaged primarily in projects supporting innovation in academic technology and key projects outlined in the department’s strategic roadmap. **Yorjannys**, as a fellow for Wake Downtown, will serve as an aide to the biomedical sciences and engineering programs of Wake Downtown, working on a broad spectrum of specific initiatives and coordinating special projects requiring interaction with Division V faculty, university staff and administrators, and current and prospective students of the programs. **Aidan**, as the fellow for Baptist Health Hospital, will primarily work with the CEO. Medical Center administration provides a unique opportunity for a recent graduate to learn about the complex and varied activities of an academic medical center.
Aidan Wiley (Spanish, ‘21) completed and presented his honors thesis titled “Memoria y mercantilización: representación de la narcoviolencia en la literatura colombiana y en la televisión europea y norteamericana”. The thesis studies representations of narcoviolence and seeks to explain how representations of violence are not generalizable or universal, but rather dependent on context, audience expectations, critical distance of the audience from the real events, and the format of the work (visual or written).

ABSTRACT

In the aftermath of more than a decade of narcoviolence in Colombia during the 1980s and 90s, authors and filmmakers alike have attempted to represent and recreate the period. This thesis analyzes Colombian novels Noticia de un secuestro by Gabriel García Márquez, El ruido de las cosas al caer by Juan Gabriel Vásquez, and Delirio by Laura Restrepo, to show how the intent and effect of their representations of narcoviolence contrast with those of European and North American television shows Loving Pablo and Narcos, directed by Fernando León de Aranoa and José Padilha, respectively.

Whereas representations of narcoviolence in Colombian literature contextualize a personal narrative and attempt to rebuild a collective memory among Colombian readers, European and North American directors tend to make violence the forefront of their shows, largely seeking to entertain an audience with action-filled plots that are devoid of historical or representational authenticity. This split, between narcoviolence as memory and as commodity, reveals that violence should not be deemed a universal concept, but one whose representation is dependent on four key factors: the context (political, social, and cultural); the audience and its distance from the experience of violence; the expectations of the audience (why the audience chooses to read or watch); and form (written versus visual).

Thesis Director: Dr. José Luis Venegas (top left)
Author: Aiden Wiley (top right)
Committee Members: Dr. Claudia Ospina & Dr. Sol Miguel-Prendes (bottom left to right)
Bella Capanna (‘22) was chosen as the 2019-2020 NIAF on Campus Fellowship Program representative, and she worked with Dr. Silvia Tiboni-Craft 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. The aforementioned event is postponed due to the COVID-19 pandemic.

Elizabeth Crispino (‘22) is the recipient of the Richer Scholarship for summer 2021. Elizabeth will spend two weeks in New York City and one in Washington, DC to study Italian-American identity through the lens of fashion and its connection with the identity of Italy. In addition, she will address how fashion challenged the notion of Italianità by incorporating the historical, cultural, and political diversity of the country. Dr. Silvia Tiboni-Craft mentored Elizabeth on the project.

Sean Muller (‘22) was awarded the Wake Forest Arts & Humanities Research Fellowship for the summer 2021. Muller’s work continues a project he proposed in Prof. Sara Fernández Cuenca’s seminar “The Spanish of the US.” The project is titled “The Spanish Major Across Different Institutions in the US: A Study on Students’ Experience and Perceptions of Their Spanish Education.” His research seeks to examine how different universities incorporate topics relevant to the Spanish of the US. Muller also hopes to learn to what extent are students, as majors & minors (or with a concentration in Spanish), familiar with the Spanish spoken in the US.

Emmaline Trentham (‘21), a Pre-Med and Spanish major, will be working as a bilingual medical assistant and interpreter during her gap year.

Adwoa Tweneboa Koduah (‘21) was awarded both the Harton Scholarship for Chemical Industry and the Blackbyrd Scholarship in the Department of Chemistry. The Blackbyrd Scholarship assists a chemistry major, with preference to the student having the second highest overall grade point average. The primary goal of the Harton Undergraduate Scholarship is to contribute to the future success of the American chemical industry by providing financial support to chemistry majors who demonstrate the potential and motivation to develop into future leaders in the chemical industry.
What do you do for fun?
I love to play golf and pick-up basketball with my friends. I am also an avid NBA fan and enjoy watching the Boston Celtics when I'm not doing schoolwork.

Tell us about your most meaningful courses or professors?
Professoressa Tiboni-Craft and Morosini are incredible people, and I cannot thank each of them enough for making my experiences in and out of the classroom unforgettable. Professoressa Tiboni-Craft was one of the first professors I ever had at Wake, and her constant enthusiasm and support made me feel at home on campus freshman year. I woke up each day (and still do) excited to attend her class. Going abroad to Sorrento was my favorite experience at WFU, and Professoressa Morosini made this possible. She made all of us comfortable in a foreign country, and her fun and caring personality made it the trip of a lifetime. Thanks to her, I was able to develop incredible friendships within our group and make memories that will last a lifetime.

What will you miss most about WFU?
The people are what make Wake Forest such an amazing place. I've developed so many great relationships with professors and friendships over the last 4 years, and I'll miss not being able to see these people every day.

What would you say to freshman you?
Coming to Wake Forest was the best decision you've made. Freshman me has grown into a more confident, intelligent, and outgoing young adult. These have been the best four years of my life, and I could have never imagined the incredible people I've met and experiences I've had as a Demon Deacon.

What are you future plans?
I am planning to take a gap year and then attend medical school.
What is your major/minor?
My major is Medicinal Chemistry and Drug Discovery, and I have a minor in Spanish.

Tell us about your most meaningful courses or professors at WFU?
Three professors I would like to thank are Dr. Angela King, Dr. Paul Jones and Dr. David Wren, each of whom have been extremely supportive and helpful throughout my college career. I owe a significant part of my success to these three.

Why did you choose to study a foreign language?
I studied abroad in Salamanca during Summer 2018 to finish my foreign language requirement, and I loved it so much I decided to take on a minor in Spanish.

What is one thing you hope to continue doing after we return to post-pandemic normalcy?
I will definitely continue spending more time outside. I don't know why it took a pandemic to get me to spend more time outside, but I have grown to love going on scenic walks, alone or with friends.

What would you say to freshman you?
To freshman me, I would say: Your mental health should be your number one priority. Give yourself grace; it is okay to not be at a 100% all the time.

What are your future plans?
I am taking a gap year because I feel like I need a mental break from school. Then, I am headed to pharmacy school.
What do you do for fun?
I like to be outdoors, knitting, and spending time with my friends.

Tell us about your most meaningful courses or professors?
Dr. Tiboni-Craft has been my most supportive mentor at WFU. She's been an incredible role model and demonstration of what confident and intellectual women are capable of in the workforce. Dr. Tiboni-Craft went above and beyond as a professor and always took the time to get to know her students on a personal level. I cannot thank her enough for the opportunities she presented me with during my time at WFU. I will never forget our daily in-class check ins and office hours that turned into hour-long conversations.

What is one thing you hope to continue doing after we return to a post-pandemic normalcy?
I hope to continue going on walks outdoors to meet up with friends and family. Some of my best conversations and discoveries have occurred during long walks, and I love the ability to exercise while spending time with those I love.

Why did you choose to study a foreign language?
I choose to study Italian because my grandparents emigrated from Italy to live better lives. I was raised through their culture that they brought overseas with them, and I always wished that one day I'd be able to speak with them in their native language. My Italian minor is dedicated to my grandma and grandpa, who have shown me boundless love and what it means to work hard for one's living.

What would you say to freshman you?
Stop comparing yourself to others. If there's something you desire, make it your reality and live your life on your terms.

What have you discovered about yourself while at WFU?
I discovered that what I may have considered weaknesses are actually what feed into my strengths.

What will you miss and not miss?
I'll miss Wake's campus and how it blossoms in the Spring. I won't miss the chicken line at the PIT!

What are you future plans?
I'll be attending the George Washington University School of Law and hope to practice Health or Corporate law, focusing on ethics and compliance.
What is your major?
My major is Spanish, and my minors are Linguistics and SES (Schools, Education, and Society).

What will you miss most about WFU?
I will definitely miss the community and traditions at Wake. There's nothing better than rolling the quad after a big win or singing the fight song at a football game. There is also a huge sense of community at Wake knowing that you are surrounded by classmates who are going through the same experiences as you and have the same love for Wake as you. That is definitely something that's hard to find outside of the college experience, so I will miss that sense of community and connectedness.

Tell us about your most meaningful courses or professors at WFU?
One of my most meaningful courses was Spanish Pronunciation and Dialect Variation with Dr. Jerid Francom. As a Spanish major, one of my biggest insecurities while learning the language was my accent. It was so wonderful to take a class dedicated to improving my pronunciation and understanding Spanish phonetics and phonology. It was extremely applicable to the field I am pursuing, and my Spanish language skills grew so much.

What is one thing you hope to continue doing after we return to a post-pandemic normalcy?
I want to keep traveling and exploring, especially more trips to Spanish-speaking countries! I would love to do a summer or semester in a Spanish-speaking country, and I hope to have the opportunity to gain speech-language pathology experience abroad. The best language growth happens when you're surrounded by native speakers, so I definitely want to take advantage of any and all opportunities to travel!

What are your future plans?
I will be attending the University of Texas at Dallas for my Master of Science in speech-language pathology.
What is your major/minor?
I am a Spanish and Psychology double major with a minor in Linguistics

What will you miss most about WFU?
The people. I love the close relationships that I have formed with my peers and professors here. I now have mentors and a support system of colleagues from my undergraduate experience that I will carry with me into my career.

What have you discovered about yourself at WFU?
I never enjoyed mandatory Spanish class in high school and entered WFU planning only to complete the foreign language requirement and then be done. In my Spanish 212 class, I realized how much I enjoyed the language and the department of Spanish at WFU. I ended up completing a second major in Spanish and studying abroad twice in WFU Spanish programs (Havana Cuba in summer 2018 and Salamanca Spain in fall 2019).

Tell us about your most meaningful courses or professors at WFU?
My two favorite courses at WFU were LIN 330 with Dr. Tiffany Judy and SPA 322 with Dr. Jerid Francom. LIN 330 was a small course where Dr. Judy always encouraged us to engage with the community and with each other through discussion. This course made me passionate about linguistic diversity and inclusion which will be integral for me in my future career as a bilingual speech-language pathologist. SPA 322 was my favorite Spanish class because it taught me essential aspects of Spanish pronunciation and dialects that I now use constantly when I speak in my second language.

What is one thing you hope to continue doing after we return to a post-pandemic normalcy?
Volunteering in schools

What are your future plans?
I will be moving to Boston to complete my Master of Science in Speech-Language Pathology at Boston University’s Sargent College of Health and Rehabilitation Sciences!

Rachel Norotsky
Majors: Spanish, Psychology
Minor: Linguistics
What is your major/minor?
My major is Health and Exercise Science and my two minors are Spanish and Linguistics.

What will you miss most about WFU?
I will miss walking around the most beautiful campus and waving to my professors, classmates and friends. WFU truly does feel like home, and I am going to miss all the familiar faces who have made the past four years at WFU so incredible.

What would you say to freshman you?
If I could give freshman year me advice, I would tell her to take advantage of absolutely everything that WFU has to offer. The most random events or experiences that are offered by WFU may just end up being your most special memories. I decided on a whim to play intramural sports with a couple of friends, and it ended up being one of my favorite (and most unexpected) memories. WFU is truly an incredible place where absolutely everyone cares about academics and wants you to succeed.

What are your future plans?
Next year I will be attending Northeastern University’s Speech Language Pathology program, which has been a dream of mine for years.
I got a chance to see a Real Madrid vs. Granada game one morning. Javier helped us get a bus chartered to Madrid and coordinated the tickets so we could sit together. I'm not into soccer at all, but the stadium was packed and energized. Within the first ten seconds of the game, Madrid scored, and the crowd simply exploded. It was the most high-energy event I've ever been to in my life. Madrid won 3-0 that game, and as we were leaving the city, we saw everyone out in the street hugging and drinking.

-Aiden Wiley, '21
Salamanca, Spain ‘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.
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
Students in Prof. María Encarna Turner’s SPA 327 course, Spanish for Business II, completed their final projects on various topics such as narco-trafficking, marketing strategies in Spain, Mexico, and Colombia, and changes affecting the fashion sector in clothing companies in Spain and USA.

Dr. Samanta Ordóñez hosted a lecture presented by Dr. Melissa Castillo-Planas last fall. The lecture was titled “A Mexican State of Mind: New York City and the New Borderlands of Culture” and was delivered virtually to the public and to Dr. Ordóñez’s course titled “SPA 317: Distant Neighbors: Interdisciplinary Approaches to Mexico and Central America.” Dr. Castillo-Planas is an Assistant Professor of English at Lehman College, and she specializes in Latinx Literature & Culture. Her presentation explored the cultural and creative lives of the largely young, undocumented Mexican population in New York City since September 11, 2001.
Dr. Bruce Jackson's Intermediate Spanish 153 sections were excited to have an opportunity to speak with their invited guest, Saúl, about his personal experience with diversity and culture in Spain. Saúl, who is biracial, was born in Spain to parents of Equatoguinean and Spanish descent. Students spoke to Saul in Spanish and inquired about gastronomy, tourism, linguistic and cultural diversity in Spain, and other topics. This activity was also supported by the Office of Diversity and Inclusion.

Associate Teaching Professor of Italian Dr. Silvia Tiboni-Craft had her work “Teaching Italian through Podcasting” featured in the Wake Forest Faculty Success Stories. Dr. Tiboni-Craft developed this project with her Intensive Elementary Italian (ITA113) students in fall 2019. During the semester, students created five different podcasts related to various aspect of Italian culture. As a result, students were able to develop and gradually improve their writing and oral skills. Also, this activity resulted in the creation of individual portfolios for each group of students, demonstrating their progression towards higher speaking proficiencies. Dr. Tiboni-Craft was also interviewed by Brianna Derr in the Digital Story Podcast.
How do you spend your free time?  
I love to paint, play with my dog, and watch murder mysteries with my husband, Brent (WFU class of ’95).

Tell us about your job and what led you to it.  
I am currently an artist!  I have an art studio in Rocky Mount, North Carolina and just recently started a new business (Tar River Arts Collaborative) by opening a collaborative art studio that is home to 11 resident artists and 40 associate art members.

I always loved art classes and took art almost every semester while at Wake, even though I was a Spanish major.  After graduation, I taught Spanish in Davie County.  Eventually I got married and moved across the state to Rocky Mount, North Carolina where I taught high-school Spanish in the public schools until my son, Jacob (WFU class of ’22), was born in 2000.  I took a few years off, enjoying time at home and even running a preschool for a bit.  I returned to teaching at a private school and earned my master’s degree at NC State in School Administration.  I became the Head of Upper School at Rocky Mount Academy and eventually retired upon being diagnosed with an autoimmune disease.

While I was teaching, I incorporated my love of art into my Spanish classes!  It always made me happy to hear from my former Spanish students that after they went to college, their college professors were impressed that they already knew all about Pablo Picasso, Frida Kahlo, Diego Rivera, Diego Velazquez, and Francisco Goya!  After retiring from the education world, I picked up my paintbrush again, and I have been painting ever since!  I recently won the Acquisition Award for the Maria V. Howard Art Museum and have been invited to show my “Red Bandana” series in 2022 at the same museum.  The series of paintings follows a red bandana worn by traditionally “unseen” workers in agriculture in eastern North Carolina.  The series specifically focuses on migrant workers and brings together two things that are important to me: art and the Hispanic world.

Where did you spend most of your time on campus?  
I lived in Bostwick, South (which I think is now Collins), and Luter…twice.  I LOVED living on campus!  I loved being able to roll out of bed and run to class or taking a walk to and from “fiestas” on weekends!  I spent a lot of time in Trible Hall, Benson Center, the Sigma Pi house, and with my Thymes (Kappa Alpha Theta) Sisters in Luter.  I miss going to Love Feast with my friends…exploring the tunnels…rolling the quad…and Project Pumpkin!

What courses or professors had the biggest impact on your personal or professional life?
Dr. Mary Lynn Redmond was a wonderful mentor and professor!  She taught me how children acquire language through her foreign language education courses and she modeled what it meant to be a Wake Forest Professor!
Welcome New SPI Majors & Minors!

Amaral, Christopher
Ayala, Anthony
Bardenheuer, Charles
Beasley, Richard
Bradford, William
Burdick, Brinley
Casimir, Sheevanie
Christou, Antonia
Cineli, Matthew
Collarte, Serena
Coniglio, Anthony
Costello, Catherine
Cutting, Thomas
Cyrus, Myles
Dalton, Sarah
Downs, Isabelle
Dunkerley, Hollie
Espinosa, Estefania
Fricke, Lucy
Friedel, Emma
Gomez Saxon, Gabriella
Gordon, Jonathan
Head, Madison
Higgins, Connor
Howell, Kathleen
Jordan, Jessica
Kenyon, Ryley
LaFar, Emily
Lammel Knebl, Anna
Lammel Knebl, Marcos
Lammel Knebl, Martina
Longo, Ethan
Lonner, Carson
Mahamedi, Lillian
McKennitt, Audrey
Muller, Sean
Newsome, Carrington
O’Malley, Meghan
Patten, Emily
Pegram, Elizabeth
Pope, Mason
Quigley, Bridget
Rawlings, Cameron
Reilly, Meghan
Rogers, Abigail
Simon, Annika
Sirlin, Kayla
Takagishi, Alexandra
Wainwright, Kennedy
Willison, Cara
On April 29, 2021, the Italian Club celebrated *Festa di Primavera* on Manchester Plaza to promote Italian culture among the Wake Forest community.

On April 19, 2021, the Italian program held the induction ceremony of the KGA Italian Honor Society. Nine minor students were recognized for their excellent academic achievements in the Italian language and culture: Danielle Cantone, Isabella Capanna, Madeleine Cox, Drew Johnson, Cameron Lizza, Peter Malkin, Caroline Montgomery, Emily Rutledge, & Steven Wahrhaftig.
The formal induction ceremony for Sigma Delta Pi took place on September 27, 2020. Only students with a high level of Spanish and impeccable grades are invited to this honorary society. Members include: Madeleine Barnes, Anthony DeVincentis, Zenia Grzebin, Bridget Idzik, Brady Kunz, Rachel Norotsky, Olivia Starr, Emmaline Trentham, Katherine Von Bargen, Caroline Walker, Natalie Wamester, & Elizabeth Woollen. Following the induction ceremony, all of the members chose student officers to direct the chapter for the ‘20-'21 academic year: President (Aiden Wiley), Vice-President (Brady Kunz) and Secretary (Caroline Walker).
"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 from 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!
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<th>Event Description</th>
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<td>June 19</td>
<td>The Pre-Health Undergraduate Education group of the National Association of Medical Spanish (NAMS) invites submissions of proposals to its first Undergraduate Colloquium on Spanish for the Health Professions, which <strong>will be held virtually on June 19</strong>. Undergraduate students in pre-health tracks and/or Medical Spanish programs are welcome to submit proposals addressing a health topic connected to the Spanish-speaking community. The colloquium is particularly interested in topics focusing on health disparities, migrant health, and the impact of cultural aspects on health practices. However, other approaches and perspectives are welcome as well. For more information, visit <a href="https://namspanish.weebly.com/events.html">https://namspanish.weebly.com/events.html</a>.</td>
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<td>Oct. 7-9</td>
<td>Wake Forest University will host the Hispanic Linguistics Symposium on October 7-9, 2021. The Hispanic Linguistics Symposium is an annual conference with a focus on theoretical and applied linguistics in Spanish and Portuguese. The conference will be held online and is sponsored by the Wake Forest University Humanities Institute with support made possible by a major grant from the National Endowment for the Humanities. Other sponsors include the Provost's Office, the Department of Spanish &amp; Italian, Interdisciplinary Linguistics Program &amp; Latin American and Latino Studies. For more information, visit <a href="https://hls2021.wfu.edu/index.html">https://hls2021.wfu.edu/index.html</a>.</td>
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