

2019-2020 Annual Report

Department of World Languages and Cultures (WLC)
Sophie Adamson, Chair

Department Mission Statement

“In support of Elon University’s commitment to diversity and global engagement, and the preparation of responsible global citizens, the Department of World Languages and Cultures provides students with the indispensable cultural and linguistic tools that permit them to understand and evaluate complex ideas from intercultural perspectives.”

Department chair’s overview

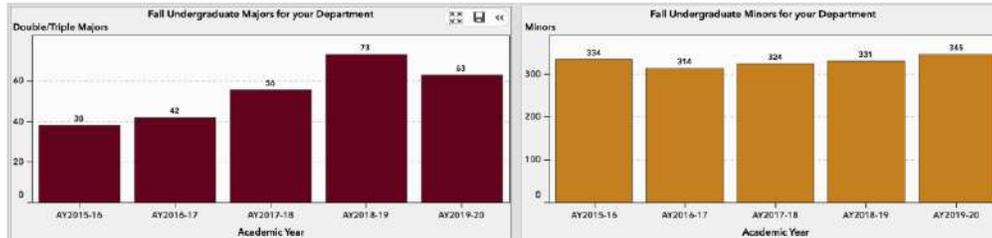
This may be the most unique EOY report due to the Covid-19 pandemic, which caused the abrupt shift to *online* courses at mid-term of the spring 2020 semester. Still, the Department of World Languages & Cultures had a successful year. I am convinced this was in large part due to our dedicated colleagues and our shared investment in student learning. Across our eight languages, WLC colleagues collaborated on objectives related to language acquisition, intercultural competency, and student writing. We participated in regular department meetings/retreats (in-person and then...virtual), workshops (organized by WLC, CATL, and TLT), and reading/writing groups about best practices in L2 pedagogy. Committed to our mission statement, WLC faculty members designed and/or offered a wide variety of new and revised courses in 2019-2020 that explicitly addressed WLC and Elon objectives. Examples included, but are not limited to, *Germany in the Media*, *Italian Cuisine and Literature*, *Falafel Nation* (Hebrew), *Texts and Social Change* (Spanish), *Race & Ethnicity in the Ancient Mediterranean World* (Classics), *Business Chinese*, *French Cultural Shifts through Music*, *Culture of Food* (Honors), *Private and Public Space of Hospitality* (COR in Florence, Italy), and *Fútbol: Passion, Politics, and Culture in the U.S. and Spain* (to be taught in Spain in WT 2021). Colleagues moved forward in their research, publications, and conferences, while engaging in significant service activities that continue to support university priorities. Examples included committee membership and leadership roles in the Core Curriculum, Academic Council, the Center for the Advancement of Teaching & Learning, among so many more. Finally, we turned our attention to the last portion of our five-year plan, and we began discussions about our future priorities.

A warm welcome & best wishes

In August 2019, we were delighted to welcome assistant professor Juan Leal-Ugalde, our wonderful new colleague in Spanish. In May 2020, we gave our best wishes (and *virtual* hugs) to our program assistant, Linda Martindale, who retired after 30 years of extraordinary service and dedication to our department. We look forward to working closely with our interim program assistant, Annetta Womble.

WLC majors & minors in fall 2019 and spring 2020

As illustrated below, the number of declared **majors** (French and Spanish on the maroon graphs) decreased from 73 in fall 2018 to 63 in fall 2019, however the number rose to 68 by spring 2020. This represents a 7% decrease from the previous year. The number of declared **minors** (French, Spanish, and all of our interdisciplinary language programs on the gold graph) rose by 4% from 331 in fall 2018 to 345 in fall 2019.

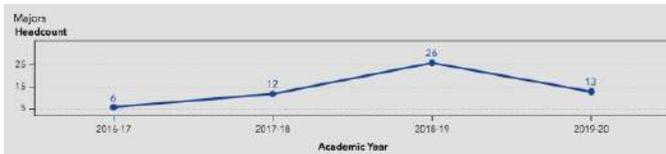


Degrees awarded to WLC majors & minors in interdisciplinary language pgms in spring 2020

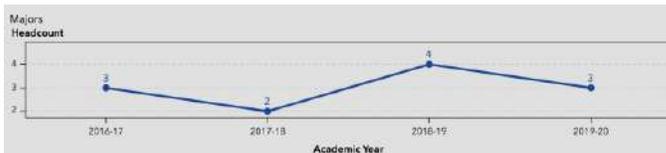
In the graduating class of 2020, there were 17 major degrees awarded from our department. They were in Classical Studies (1),* French (3), and Spanish (13). Minor degrees were awarded to 129 students in interdisciplinary language programs, as illustrated below: Asian Studies (18), Classical Studies (10), French (12), German Studies (14), Italian Studies (10), Jewish Studies (6), Latin American Studies (6), Middle Eastern Studies (9), Spanish (44). Although I have not included these in our numbers, it is important to share that four of our WLC colleagues serve as the faculty advisors to interdisciplinary minors that serve and enrich our language programs: American Studies (4), Peace & Conflict Studies (14), Poverty & Social Justice (22), and Women's, Gender, and Sexualities Studies (22).

*An illustration of the independent major in Classical Studies is not included below, because information about independent majors is not accessible on the chair dashboard.

Spanish major degrees awarded (13)



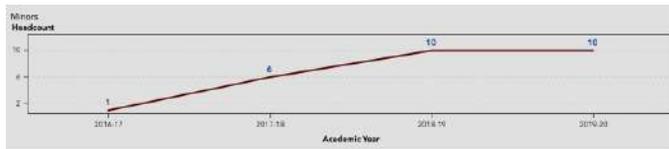
French major degrees awarded (3)



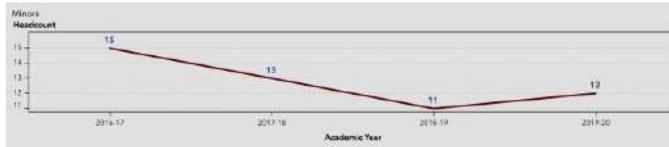
Minor degrees awarded in Asian Studies (18)



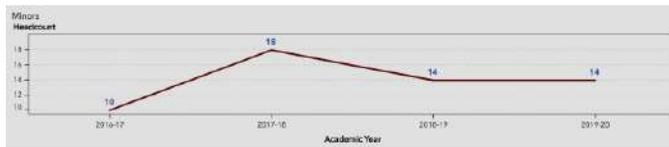
Minor degrees awarded in **Classical Studies** (10)



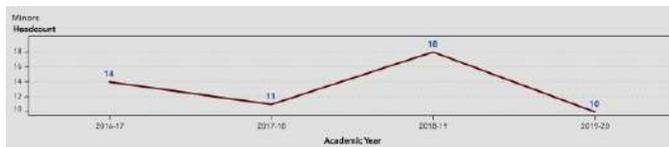
Minor degrees awarded in **French** (12)



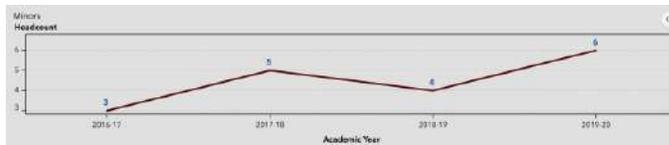
Minor degrees awarded in **German Studies** (14)



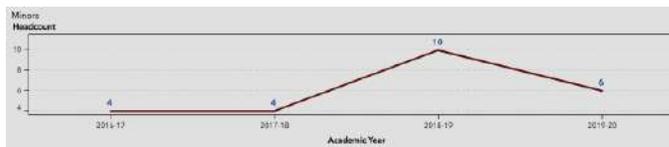
Minor degrees awarded in **Italian Studies** (10)



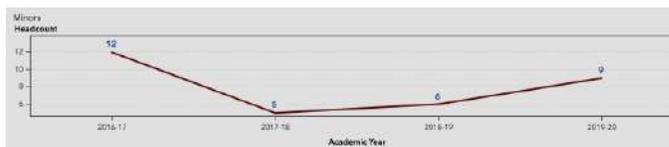
Minor degrees awarded in **Jewish Studies** (6)



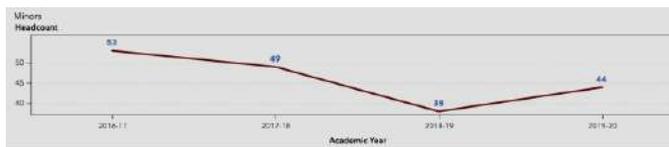
Minor degrees awarded in **Latin American Studies** (6)



Minor degrees awarded in **Middle Eastern Studies** (9)



Minor degrees awarded in **Spanish** (44)



Goals & highlights from 2019-2020

I. Raise cross-campus awareness of the vital role of languages & cultures. This has been a multi-year goal in our WLC five-year plan to help students become informed global-minded citizens who are aware of and open to multiple types of diversity. We aim to develop intercultural awareness that equips them for responsible civic engagement and discourse in the twenty-first century. WLC initiatives in 2019-2020 included:

- **A photo exhibition in Carlton Commons.** Prof. Juan Leal-Ugalde coordinated a spring photo exhibition of works by photojournalist Roderico Y. Díaz entitled: “Wars, Genocide, and migrations in Central America.”
- **A public talk about border and migration.** Profs. Pablo Celis-Castillo, Federico Pous, and Juan Leal-Ugalde hosted a conversation with Elodia Castillo Vasquez and Roderico Díaz, the 2020 *Witness for Peace* guests from Guatemala. Vasquez is the Mayan Ch'orti' indigenous authority and president of an indigenous rights organization that supports 48 indigenous communities that belong to the Mayan Ch'orti' People in Eastern Guatemala. She was the first woman to be elected as an indigenous authority in her community at the young age of 21. At Elon, she spoke about her work as an indigenous leader to recover ancestral territory under the threats of a militarized state and the effects of the recent state of siege in Guatemala. Both speakers discussed the struggles experienced by women and indigenous communities to recover ancestral rights and territories in contemporary Guatemala in the face of forced migration. The talk was titled: “La lucha sigue: Women and Indigenous Struggles in Guatemala.” Photojournalist Diaz spoke about the current political situation in Guatemala under the US policy, Alliance for Prosperity, and the United States’ “third safe country” agreement with Guatemala through a presentation of his photography.
- **WLC Undergraduate Conference on Languages & Cultures.** In fall 2019, the department hosted its annual Undergraduate Conference on Languages and Cultures (UCLC) in Carlton. The conference aims to inspire and motivate undergraduate students to pursue research, study abroad opportunities, internships, and future careers in foreign languages, and it successfully brought together faculty and students from French, Spanish, German, and Hebrew programs at Elon, Guilford College, and Wake Forest University. Initiated by Prof. Patti Burns in 2016, the multilingual event offered undergraduate students the unique opportunity to present their research early in their academic career during the morning’s concurrent student research panels. The panels were followed by a poster session open to students studying all languages, a panel of alums who shared stories and advice to students, and there was a keynote presentation delivered by Prof. Juan Leal-Ugalde. The UCLC@Elon conference directly impacts the quality of our programs by providing students with another outlet (in addition to SURF) where they can present their research and practice their linguistic proficiency, critical thinking, and intercultural competency – all three of which are central to the values of a liberal arts education. The conference initiative supports student scholarship, second language proficiency, and the university’s mission to develop global citizenship.
- **WLC Teaching Series.** Spearheaded by Prof. Federico Pous, our WLC Teaching Series is designed to support our L2 pedagogical practices but open to all interested faculty or staff. In 2019-2020, WLC colleagues offered a workshop on “Reconfiguring the Privilege Walk,” facilitated by Profs. Ketevan Kupatiadze, and Nina Namaste and Federico Pous. Description: “The Privilege Walk Workshop is designed for students in college level courses across the country that are devoted to race, diversity, and the study of whiteness. This workshop has also been designed to provide college students with an opportunity to understand the intricacies of privilege. This exercise is controversial and should be voluntary, and it is very important

that all who participate in this workshop remember to keep the things, which are discussed, confidential. The participants can share about their own experiences, but nobody else's. This activity must be done in silence and if any of the participants feel uncomfortable, they should excuse themselves from the workshop. It is important for the individuals who participate in workshop, that they challenge themselves and understand some of the privileges that have been granted to them because of their race, religion, education, family upbringing, etc.”

- **Italian events to engage students, staff, and faculty outside the classroom walls.** Colleagues in Italian offered wide-ranging events including the following: A Sicilian folk music concert for Italian American heritage month in collaboration with History and American Studies; A Friends of Italy/Amici dell'Italia presentation with guest presenter, Dr. Larry Basirico; An Italian Coffee & Biscotti event; and an Italian Pizza cooking demonstration.
- **Campus-wide invitation to Chinese.** Prof. Binnan Gao offered a bi-weekly Chinese language table, and she has successfully initiated Elon's first-ever Chinese Club to begin in fall 2020.
- **Innovative Latin in the Maker Hub.** Visiting Professor of Latin and Classical Studies, Tedd Wimperis, participated in Maker Hub events to highlight work by his LAT 121 and 122 students that integrated language and culture learning.
- **Classical Studies guest speaker.** Prof. Wimperis and Prof. Kristina Meinking invited Mary T. Boatwright to give a public lecture on campus on September 16, 2019, with support from WLC, POL, HST, ARH, REL, PHL and the College of Arts & Sciences. Boatwright, a professor of classical studies at Duke University, examined a series of dramatic rebellions against the Roman Empire to explore ancient imperialism and identity. [“The Jewish Revolts against Rome: Exceptional or to be Expected?”](#)
- **German Studies' campus-wide celebration of world languages & cultures.** In December, Professor of German, Kristin Lange, initiated the inaugural Winter Wonderland, a holiday bazaar with crafts and food from around the world. The event took place outdoors around the fountain at Scott Plaza, with activities such as holiday card making in different languages, Greek temple building with graham crackers, delicious holiday food, hot chocolate and cider, and a performance by student, Hannah Strickland.
- **Latin American Studies program's documentary film series and guest speakers.** Prof. Pablo Celis-Castillo, coordinator of the Latin American Studies (LAS) minor program, organized and presented a Latin American documentary film series that included the visit of Dr. Miguel Rojas Sotelo, director of the N.C. Latin American Film Festival. Sotelo discussed the festival's trajectory as well as his impressions on Contemporary Latin American Cinema. The talk was titled: “Visual Autonomy / Gazing Otherwise. Alternative visualities in the Americas.” The event also featured a screening and discussion of “Ixcanul” (Guatemala, Dir. Jairo Bustamante, 2016).
- **Day of the Dead commemoration in Carlton Commons.** In October 2019, Profs. Ricardo Mendoza and April Post collaborated to commemorate the Day of the Dead with a beautiful altar or *ofrenda* in Carlton Commons. Student Elli Knowlton described the initiative in our department's [fall 2019 newsletter](#): “The Day of the Dead, or Día de Los Muertos, is a three-day holiday celebrated in the country of México, starting October 31st and ending November 2nd. The holiday is dedicated to remembering the lives of relatives who have passed away . . . Ricardo Mendoza, a Spanish professor, explained to his classes the cultural meanings of different elements on the altar. Students were able to participate by bringing a photo of a dead

relative to honor and celebrate. The altar in Carlton Commons was decorated with paper flowers and beautiful colors, completed with delicate, intricately designed paper banners brought over from México. The Day of the Dead altar gave students the opportunity to learn about this important part of Mexican culture, to offer words of remembrance for their past loved ones during the ceremony.”

- **Polyglot Language House Living-Learning Community (LLC).** The WLC and Residence Life continued their work together to offer programming through the Polyglot House living-learning community where students studying any language live together in the Zambezi House (Global D, 4th floor) of the Global Neighborhood. Examples of the Polyglot activities included weekly Tuesday Polyglot lunches in the Lakeside dining hall, conversation tables, films, and benefit events. A noteworthy language house fundraiser has been the homemade crêpes night co-hosted by the Polyglot House and French Club to raise money for the African Refugee Center of Greensboro.
- **Study abroad panel about opportunities in French.** In fall 2019, students formed a dynamic panel to talk about their study abroad experiences in various Francophone countries as part of an informational session for interested students. The panel represented a variety of short-term and semester-long programs: several discussed their semesters in Montpellier, France; other panelists talked about their semesters in Paris, Lyon, and the Winter Term course in France: “Eat, Pray, Love: Sacred Space and the Place of Religion in 21st Century France.” First and second-year students from diverse disciplines attended the event. They asked questions and gained first-hand accounts of the various Francophone study abroad programs Elon offers. Some topics discussed were the benefits of the homestay experience versus living in a dormitory or apartment, the course offerings at different locations, and how to make the most of a semester abroad through community volunteer work, pursuits of hobbies (music, dance, and art classes were mentioned, for example), and internship opportunities.

II. Deepen and extend interdisciplinary initiatives to convey the centrality of language study in numerous aspects of today’s world. In addition to collaborations already mentioned, a wide variety of interdisciplinary initiatives were undertaken, such as the following:

- **Curricular Development in Classical Studies.** Prof. Kristina Meinking submitted a proposal for a Classical Studies major, and revisions were made to the Classical Studies minor to deepen connections across contributing departments and allow for flexibility for students who wish to focus on either language or civilization.
- **Interdisciplinarity in Italian Studies.** Italian Studies hit a record number of minors (50) in spring 2020, which is 22% higher than the previous year (41). The minor consists of courses from a variety of disciplines – in Italian and in English – that focus on what fascinates us about the experiences and cultures of people in Italy and outside of Italy as a part of the Italian diaspora: language, cuisine, art, literature, history, film, media, business, fashion, and more. Its courses are designed to develop expertise about Italy, its language, peoples, and cultures; as well as kindle a passion, curiosity, and concern for other cultures more broadly. The program is built upon traditional and innovative teaching and learning approaches: from close reading and analysis of literature, works of art, and film; to hands-on culinary classes and language learning through cutting-edge video games.
- **Cross-cultural book club.** Prof. Olivia Choplin hosted a book discussion in fall 2019, co-facilitated by one of her students, about *Le Livre d’Emma* by Haitian author Marie-Celie Agnant. The discussion was featured in our [fall 2019 department newsletter](#) in an article written by WLC student, Anna Van Jura: “The book has been translated into multiple languages, so

everyone who came to the meeting was able to read it in the language of their choice. Reading this book in different languages allowed for distinctive interpretations of the text and its symbols, which allowed for conversation and a deeper understanding of the reading as a whole . . . Some of the major themes in the novel were the importance of language, the dichotomy of racism versus colorism, questions of memories, and the silencing of certain people's voice . . . Not only was there a diversity of interpretation because of the language, the book club was also comprised of both students and faculty in order to foster unique perspectives and discussion. Marie-Celie Agnant dedicated her writing to allowing those who have been silenced to speak their truth, because 'a silent story is a murdered story.' This book club embodies the cultural diversity and understanding that the Department of World Languages and Cultures hopes to nurture. It allowed for everyone's perspectives to be heard in an equal manner and allowed an academic novel to become the source of a communal atmosphere."

- **Multilingual, intercultural winter term courses abroad.** WLC colleagues taught unique Winter Term courses both on campus and abroad, including GBL 230: *Peru: Living Heritage Andes*, GBL 244: *Historical and Contemporary Encounters in Spain and Morocco*, and COR 463, *Dante's Inferno: Literature and Video Games* in Florence, Italy.
- **Innovative courses in Hebrew & Jewish Studies.** In winter 2019, Prof. Boaz Avraham-Katz taught Hebrew 372, which examined the history of Israel through film, and he offered HEB 370: *Falafel Nation* in spring 2020. Despite the mid-semester switch to online teaching & learning, the course was a success with its focus on the use of food as propaganda from the 19th century to today and the creation of a narrative for a country. Students studied world trends such as globalization, glocalization, and political and regional changes and how trends impacted the national narrative.
- **Core capstone course in Classical Studies.** Prof. Kristina Meinking designed and taught a core capstone course, *Rome*: "A city of contrasts, Rome is both legend and history, past and present, real and imaginary. As the "Eternal City" where "all roads lead," Rome also offers an excellent case study for the enduring questions that define a liberal arts education. In this course we will explore the powers, policies, peoples and practices that make up "Rome." Rather than follow a chronological timeframe, the course will be guided by significant questions, such as: What is good government? What is evil? What is beauty? Approaches to these questions will include discussions of the city as both a physical and a political thing as well as artistic ideas of Rome with examples ranging from Renaissance frescoes to Hollywood films. Students will complete a capstone project that uses Rome as a focal point but connects to broader material relevant to each student's course of study at Elon. Topics could include science and the Vatican, racism, and regionalism, feminism, football, or fascism."
- **Italian Studies course in English for wider accessibility.** Prof. Brandon Essary designed and offered a new course, ITL 374: *Italian Cuisine and Literature*. Taught in English, the class included cooking demonstrations set up through Elon Dining in conjunction with the literature the students were reading for hands-on cultural learning.
- **Co-teaching in the Honors Program.** Prof. Nina Namaste co-taught the new, interdisciplinary Honors course, HNR 235 *Culture of Food*, with Prof. Kevin Bourque: "At first glance, the meaning of 'food' seems self-apparent. 'Food' is a monosyllable, something we're familiar with from birth; even a baby knows what food is. Look more carefully, however, and the definition becomes more complex: what is the dividing line between a food and a medicine? Are genetically modified or highly processed substances - say, 'imitation cheese product' or Go-Gurt - still foods? How might one culture's food be another's taboo? This course spans human expression - including literature, the visual arts, the history of science and

- the history of ideas - to explore and evaluate the meaning of food. In turn, students will examine and articulate their own relationships with food, through both individual research projects and in-class tastings and activities. How might thoughtful engagement with food - and learning to taste critically - make us better eaters, thinkers and global citizens?"
- **Student-faculty partnerships.** Prof. Ketevan Kapatadze, faculty scholar with the Center for Engaged Learning, continued SoTL research involving students as partners in curriculum design and development. Previously, she had co-developed SPN 357 and the WLC 301-302-303 sequence with student partners, and she incorporated student partnerships into the development of assignment(s), rubrics and syllabi.
 - **Chinese curriculum broadens to business.** In CHN 376: *Business Chinese*, Prof. Binnan Gao's students were now able to further develop their critical thinking skills and intercultural competency while reading, writing and presenting real cases of multinational companies' success or failure stories.
 - **Multiculturalism through Classical Studies.** Prof. Tedd Wimperis offered CLA 373: *Race & Ethnicity in the Ancient Mediterranean World*. The course focused on how the Greeks and Romans viewed multiculturalism and how their views are relevant to today's society. The content covered primary sources such as ethnographies and Greek tragedies along with other academia such as more modern research in order to take a more scientific lens.
 - **Interdisciplinary course on Germany in the media.** Profs. Kristin Lange and Scott Windham designed and proposed a new GER 300 course, *Germany in the Media*, and they redesigned the GER minor with four tracks: A Cultural Studies track with a primary focus on German culture, society, and civilization; an Interdisciplinary German Studies track with a balance between German courses and society/civilization courses; an Advanced German Proficiency track with all coursework in German; and a track in German for the Careers featuring Business German.
 - **Virtual visits from widespread graduates.** French courses hosted alumni in courses, virtually, so that students could see what they are doing now and hear first-hand how language and cultural studies have helped their trajectory. Examples included alumni in the UN immigration office/field and entrepreneurial work tailored to cultural heritage in third world countries.
 - **Social justice topics infused in the French curriculum.** Prof. Patti Burns continued refining the 100-level French courses, without a traditional textbook, infused with more target culture and social justice work. French faculty also began discussions of re-scaffolding research and writing skills across our curriculum.
 - **International politics and policies in Spanish course.** Prof. Federico Pous designed the Spanish course, *Texts and Social Change*, for the 400-level, to include critical reflection on the impact of current social movements in Spain and Latin America. Primary topics of the course were the new feminist wave in the continent from the *#metoo* movement in US to the *Ni una menos* in Argentina; and a critical reflection on the immigration policies implemented in the U.S. and how it impacted migrant populations from Mexico and Central America.
 - **Celebrations in Asian Studies.** In September 2019, students, faculty, and staff came together to celebrate the Chinese Mid-Autumn Festival, one of the four official holidays celebrated in China. In February 2020, to mark the end of the traditional Chinese New Year celebrations, Elon celebrated the Lantern Festival. The event attracted approximately 75 faculty, staff,

- students, parents, and children from the local community. Current students served as masters of ceremonies of the event and told attendees about the legend surrounding the holiday and how the festival is celebrated in China. The community enjoyed *yuanxiao*, glutinous rice balls with sesame or red bean paste, while playing the traditional Chinese character riddle game led by our faculty member in Chinese. At various stations, students enrolled in Chinese courses taught the community how to do calligraphy and how to make Chinese knots for bookmarks. This event not only exposed the Elon campus and community members to Chinese culture but connected students learning the language with native students and with the local community.
- **Interdisciplinary film in Spanish with Q&A.** In February 2020, the Latin American Studies Program invited immigration and queer activist [Moisés Serrano](#) to Elon for a screening of his award-winning documentary, “Forbidden: Undocumented and Queer in Rural America.” Moisés offered a campus-wide presentation and Q&A about the film, as well as a workshop with students and faculty entitled: “Is our Immigrations System Really Broken? A Brief History of U.S. Immigration Law.”
 - **Collaborations with other programs and departments.** The WLC continued to collaborate with the Center for Race, Ethnicity, and Diversity Education (CREDE) as well as the Truitt Center for Religious and Spiritual Life, the Isabella Cannon Global Education Center, Global & International Relations, the School of Education, the Department of Religious Studies, the Department of History & Anthropology, and other departments and programs.
 - **Interdisciplinary leadership and outreach positions.** Many WLC colleagues are members of committees and hold leadership positions in other departments or programs. Examples from 2019-2020 include the following: an assistant director of CATL; a coordinator for the Middle Eastern Studies Program; a coordinator of Latin American Studies; a coordinator of Peace & Conflict Studies; a coordinator for the Women’s, Gender, and Sexualities Studies (WGSS) interdisciplinary minor program; an associate director of Project Pericles; a co-leader of the Center for Engaged Learning’s Seminar on Global Learning; a member of the Admissions committee; a member of the Curriculum Committee; several members of the Fulbright Campus Committee; a president of Elon’s chapter of the *Phi Kappa Phi* honor society; a member of the CAS strategic planning committee; appointed members of the implementation task force for second language proficiency; a member of the chairs task force; and a co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System.
 - **Invited guest speakers interact virtually with WLC students.**
 - In fall 2019, Prof. Federico Pous invited two guests from Barcelona to join his course SPN 320: *Reading Texts, Reading Life*. One guest, author Juan Pablo Villalobos, talked about his book, *Yo tuve un sueño (I Had a Dream)*, that had been read and studied in both SPN 320 and SPN 356. Student Lilly Rothschild wrote about this visit in our [fall 2019 newsletter](#): “The focus for their class was to learn about the journey of Latin American migrants who crossed the Mexican border to come to the U.S. within the past couple decades. Their studies apply heavily to current day political issues in the news. They learned about the challenges that those migrants face as they make their trip as well as what occurs when they arrive to the U.S. Professor Pous arranged a two–class discussion with Professor Teresa Irribarren in Barcelona at the Universitat Oberta de Catalunya whose class also read the book *Yo tuve un sueño* written by a Mexican writer Juan Pablo Villalobos which highlights 10 stories of Central American children crossing the border. The class prepared and sent over questions for their

discussion early on in order to have a successful discussion with the author Villalobos who was in Barcelona during the *Skype* conversation. The struggles that teenagers face who try to seek a better life are heart wrenching and it is an important topic to be learning in an upper level Spanish class in order to get a full understanding of the complexities of the migration process from Central America to the U.S.”

- In his course, *Latin America from the Margins*, Prof. Pablo Celis-Castillo invited Peruvian author, Karina Pacheco Medrano, to speak about her novel, *La voluntad del molle*, and historically marginalized communities. Students had read her work for class and were able to ask questions in Spanish to the author about the novel and the sociocultural context associated with it.
- In SPN 333, *Exploring Identity*, Prof. Ricardo Mendoza covered 21 Spanish-speaking countries and wide-ranging topics including history, politics, economics, and culture(s). In the course of the semester, 14 guest speakers who joined the students virtually from different countries and disciplines.
- Through a winter term grant, Prof. Samuele Pardini hosted poet and Buffalo State professor Joey Nicoletti in his IDS 214 course: *The Italian American Experience*. Nicoletti gave a reading and taught poetry to Pardini’s students.
- In May 2020, the national French Honor Society, *Pi Delta Phi*, featured Elon alum, Elliot Dawes (’13), who graduated with majors in French and International Studies, spoke (virtually) to 20 inductees about how vital his French skills were to his jobs after graduation and his master’s degree in International Education Policy and Management from Vanderbilt University. He also worked at Elon for the Global Education Center, and he told students that he is applying to become a Foreign Service Officer at the State Department to work at embassies around the world to facilitate international relations through state-sponsored cultural and educational programming.
- **Unique curricular initiatives in Italian and German.** ITL 375: *Italian Literature and Video Games* is one course in a new four-course sequence that will ensure a challenging 300-level Italian course is offered each term. In this course taught by Prof. Brandon Essary, students study games such as *Beyond: Two Souls*, *Uncharted 2*, and *Assassin’s Creed: Origins* and *Rise of the Tomb Raider*, and they play through the games with audio and subtitles in Italian to analyze the literary elements of their complex narratives. Other courses in the sequence will focus on cinema, cuisine, and contemporary Italy, with each course being offered every other year. In a similar vein, the German program offered its new course, GER 331: *Heimat, Identity and Space* as it continues to roll out its new 300-level courses in an engaging new curriculum.
- **WLC 301-302-303.** The experimental 3-part course sequence (previously “WLC 371-372-373”), designed to deepen study abroad experiences for our students, is no longer experimental. Notably for 2019-2020, the first cohort of WLC study abroad students since the re-design of the series created their digital portfolios in the form of websites this spring 2020. The portfolios demonstrated deep cultural learning as well as the integration of their study abroad experiences.
- **Interdisciplinary research & partnerships.** Faculty members within the Department of World Languages & Cultures worked on curricular and research projects related to writing excellence. Profs. Nina Namaste and Olivia Choplin, for example, worked with a multi-departmental team on a grant sponsored by the Colonial Academic Alliance and the Center

for Research on Global Engagement to study student reintegration after study abroad. The grant title is “Engaging Difference: A Deep Dive into the Assessment of Transformative Learning.”

III. Stay in contact and support alumni in languages & cultures. Students’ recent successes attest to their appreciation of how language, cultural fluency and career interests make them uniquely competitive for awards, internships, graduate study and employment offers. Some recent spotlights include:

- Recent Elon graduates [Jonathan Granville '19](#) and [Crystal Sharp '19](#), members of the National German Honor Society, Delta Phi Alpha, have been teaching in English in Austria this academic year with support from grants offered by the Fulbright Commission in Austria. In this program, known as USTA, English-speaking college graduates work as teaching assistants in Austria. The TAs support teachers in English classrooms, providing conversation practice, language instruction, and a first-hand perspective on US-American culture. The grant program is managed by the Fulbright Commission in Austria.
- Granville, a sport management major with minors in German Studies and Business Administration, is working with future English teachers at a university in Klagenfurt in southern Austria.
- Sharp, who double-majored in German studies and art history, minored in history, and was Elon’s first-ever German studies major, teaches at two schools in Vienna’s city center. There, she works with students aged 10-18 and assists during after-school programs. One of the schools is a high-performing UNESCO school, while the second is art focused, allowing her to make connections to her art history major. Sharp has been admitted to the University of Glasgow’s “English Language and Linguistics master’s program.
- [Taylor Garner '20](#) and [Kathryn Gerry '20](#), students of Arabic, will have the opportunity to study foreign languages deemed critical to U.S. diplomacy and outreach. Both students received awards through a federal scholarship program designed to further their study of Arabic through the U.S. Department of State’s Critical Language Scholarship (CLS) Program, which this year considered nearly 5,000 applications. Garner will have the opportunity to study Arabic in Jordan, and Gerry has been selected to study Arabic in Ibb, Oman.
- [Taylor Garner '20](#), who majored in international and global studies, has also received a Fulbright Award to teach English in Colombia. In addition, she received the [Forum on Education Abroad 2019 Award for Academic Achievement Abroad](#) during the forum’s virtual annual conference in spring 2020. Garner was one of two recipients for the competitive, national award, and she was the first Elon University to receive it. An Honors Fellow and Rawls Scholar, Garner has studied abroad in Argentina and Palestine while conducting research into women’s intergenerational memories during political violence in the two countries. She says she fell in love with learning about different languages and cultures growing up as her parents served in the Peace Corps. “I have taught English all over the world because I believe language acquisition is an essential tool for building relationships and affording opportunities for children to succeed later in life,” Garner said. “I am thrilled to have an opportunity to continue creating relationships and mobilizing college students through language acquisition in Colombia as a Fulbright recipient.” Garner hopes to attend graduate school following her experience in the Fulbright Program with a focus on international development, with plans to eventually

become a foreign service officer. Garner also completed Elon's Peace Corps Preparation Program in 2020.

- Michael Kaether '19, German Studies minor, was accepted into the MAGES program at Georgetown's Walsh School of Foreign Service for a Master's in Art in German and European Studies. The program is a two-year, full-time, interdisciplinary course of study. It provides a firm rooting in each of the program's five disciplines – comparative politics, cultural studies, economics, history, and international relations – while offering the flexibility for students to deepen their knowledge in a chosen concentration.
- [Amy Belfer](#) '19 and Nicole Harrison '19, both students of Spanish and Peace & Conflict Studies, spent a year abroad in the Dominican Republic through Princeton in Latin America Program. Belfer been accepted to pursue a master's in social work at the University of Michigan.
- [Trinity Dixon](#) '23, student in Spanish and Human Service Studies, was among fifteen rising juniors at Elon have been selected to receive the 2020 Lumen Prize, the university's premier award that comes with a \$20,000 scholarship to support and celebrate their academic achievements and research proposals. She will work closely with her mentor, Prof. Nina Namaste, for two years to pursue and complete her project titled: "The Reclamation: Stories from the margins and the LGBTQIA+ communities in El Salvador."
- [Valerie Medlin](#) '20, a Spanish major, will be teaching Spanish in Atlanta, GA.
- [Franceska Karasinski](#) '21, a student of French with a middle grades education major and a concentration in social studies, has received a Fulbright award to teach English in South Korea. A Teaching Fellow and recipient of the Presidential Scholarship, she is a member of the Pi Gamma Mu, Phi Alpha Theta and Psi Chi honor societies. Karasinski studied in Oxford, England, and has conducted research into international education and literacy. "I believe that this will be a fantastic opportunity to experience a culture different from my own," Karasinski said. "I hope that by spending some time abroad exploring the world, I will be able to broaden my horizons as a teacher and a person." Karasinski plans to be a classroom teacher and pursue a master's degree in education. She notes that spending time in South Korea "studying the history and culture of another country first-hand will enable me to better teach about the global events that encompass world history."
- [Emily Ford](#) '20, an elementary education major minoring in Spanish, has received a Fulbright Award to teach English in Spain. A Teaching Fellow and member of the Phi Eta Sigma, Omicron Delta Kappa, Sigma Delta Pi and Phi Kappa Phi honor societies, Ford studied abroad in Argentina and has conducted research on preparing students for studying abroad, and for reintegrating after studying abroad. "Inspired by my research, I wish to continue to explore global learning and cultural competence through further study, and this program provides an incredible first-hand opportunity for continued study while I live abroad," Ford said. "it is an incredible opportunity for a future teacher to explore what teaching and learning is in another country, to explore teaching English as a second language, and to learn from peers who have had different educational experiences than I have had."
- [Sarah Barron](#) '20, a Spanish major with teaching licensure, Barron has received a Fulbright Award to teach English in Spain. She will build upon experiences in 2018 and 2019 studying in Spain and Mexico, fulfilling a dream she has had since her first year at Elon when she heard an alumna from the Teaching Fellows program discuss her experiences

in Guatemala as a Fulbright grant recipient. “I am truly honored to be selected for the Fulbright Program,” Barron says. “I am incredibly grateful for the ways in which Elon University has helped me grow and chase the goal that I formed on that day.” Barron is excited for the opportunity to grow linguistically and professionally while creating lasting connections with the community in Madrid, where she will be teaching.

- [Sarah Gostomski](#) '20, has majored in elementary and special education with a minor in Spanish and has received a Fulbright award to teach English in Ecuador. A Teaching Fellow and member of the Sigma Delta Pi, Omicron Delta Kappa and Kappa Delta Pi honor societies, she has studied abroad in Argentina. Her research interests including least restrictive environments for students with autism as well as social emotional learning and how community gardens can impact health. Her study abroad experience in Argentina increased her interest in exploring and better understanding different cultures. “The Fulbright Award will provide me with not only necessary teaching experience but also cultural experience that I will be sure to share with my future students for many years to come,” Gostomski said. “I expect to grow in tolerance and understanding of this culture and to learn more about teaching in a different academic system and from teaching English as a second language.” Participating in the Fulbright program will be a step toward her career goal of becoming a special education resource room teacher for an elementary school.
- [Kristen O’Neill](#) '19, studied Spanish and graduated in 2019 with a degree in elementary and special education. She has received a Fulbright Award to teach English in Greece. She was an Honors Fellow and recipient of the Presidential Scholarship, and studied abroad in Malawi, Thailand and Peru while at Elon. Since graduating, she has been teaching in Madrid, Spain, as an English language assistant with a multilingual education development and support organization. O’Neill notes that the several weeks she spent teaching and learning with three 12-year-old boys at a primary school in Malawi during a 2017 study abroad program were some of the most rewarding of her life, and inspired her academically and professionally. “It has been a dream of mine since high school to be selected as a Fulbright scholar, but as I’ve grown as a person and an educator, it has become clear to me that this opportunity enables me to pursue both my personal and professional passions,” O’Neill said. “I am extremely passionate about teaching, learning about and living in other cultures, and broadening mine and my students’ perspectives as global citizens.” After the conclusion of the Fulbright program, she anticipates teaching in a public school in North Carolina and pursuing postgraduate studies in teaching English to speakers of other languages and reading education.
- [Junie Burke](#) '20 has received a Fulbright Award to teach English in Spain after majoring in human service studies and strategic communications at Elon. Originally from Raleigh, N.C., Burke is an Honors Fellow, Presidential Scholarship recipient and Odyssey Program scholar who was inducted into the Phi Beta Kappa and Phi Kappa Phi honor societies. “This award is a testament to the relentless support I’ve received from my family, friends and academic mentors at Elon,” Burke said. “I hope to return from this experience not only with a more grounded appreciation for Spain and its culture, but also with a more evolved understanding of how to navigate cultural differences in pursuit of storytelling and peace.” At Elon, Burke studied Spanish and pursued research in psychotherapeutic interventions, pediatric oncology, integrative care and psychosocial standards of care. She anticipates pursuing a graduate degree at the UNC Chapel Hill School of Social Work following the conclusion of the Fulbright program.

- [Simone Jasper](#) '16, double major in Spanish and Communications, has been one of several reporters at the *News & Observer* in Raleigh providing daily coverage of the Coronavirus in North Carolina. While at Elon, Jasper wrote a [wide variety of articles](#) for the *Elon News Network*.
- [Claire Gerkins](#) '20, a French major and Honors Fellow, was awarded the Prix d'Excellence dans le Programme de Français for 2020. After graduation, she will be working as a veterinary assistant at an animal emergency clinic while applying to vet school. She is hoping to pursue a career in veterinary pathology or veterinary microbiology.
- Devon Rosenberger '20, double major in French and Art History, has been accepted to the master's program in Art History at the University of St. Andrews in Scotland.
- Madison Aycock '20, a major in Classical Studies, was a Provost Scholar and received the award for Outstanding Student in Classical Studies for 2019-2020.
- [Eliza Brinkley](#) '15, a French major, was accepted to the Young Adult Service Corps and taught English in Cap-Haitien, Haiti, to young farmers at St. Barnabas Agricultural School. She then completed the [master of arts in teaching](#) (MAT) program at UNC-Chapel Hill in 2018 and she is currently teaching English at Northwood High School in Pittsboro, NC.
- Elliot Dawes '13, who graduated with majors in French and International Studies, received a master's degree in International Education Policy and Management from Vanderbilt University. He also worked at Elon for the Global Education Center, and he is currently applying to become a Foreign Service Officer at the State Department to work at embassies around the world to facilitate international relations through state-sponsored cultural and educational programming.
- Krisandra Provencher '19, a Spanish major who received both the Spanish and the Latin American Studies Outstanding Student Awards (as well as a similar award from International and Global Studies), will be pursuing a master's degree in Sustainable Development in Arizona State University.
- Isabel Treanor '19, a double major in Spanish and International and Global Studies, has been accepted to a master's program in Pedagogy: Teach & Learn in Spain at Instituto Franklin-UAH. She has also collaborated with Elon faculty on developing an ISSOTL pre-conference workshop on student-faculty partnerships and worked in collaboration on a research paper (in progress) based on the workshop. It is also notable that in November 2018, she was a student at Elon, Treanor presented her research for a panel on "[\(Socio\)Political: Where Culture and Genre Meet](#)" at Undergraduate Research Forum at South Atlantic Modern Languages Annual Conference in Birmingham, Alabama.
- [Amber Christino](#) '10, a double major in French and International and Global Studies, was featured on E-Net in 2020 for her work with the International Organization for Migration in Burundi, a U.N. agency that supports migrants of all kinds. Excerpt from the article by Michael Abernethy: "For the past few years, Christino has worked for the IOM in Burundi to support migrants of any kind — displaced by scarcity, natural disasters, labor migration and even human trafficking — and their communities. At Elon, Christino majored in French and International and Global Studies, and Burundi is a French-speaking country. She pursued her graduate degree in France after studying there as an undergraduate. She recently gained her French citizenship. At first, as an IOM intern, she helped plan projects

on the ground in Burundi. Now, she coordinates communication about those projects' outcomes — visiting and reporting from the business startups and restaurants helping communities thrive — to member nations. She calls it the best job ever. But in the face of COVID-19, her role — like so many others — has shifted. 'We're now focused on crisis communication around health and mental health and sensitizing colleagues and the Burundi population as a whole to information about COVID-19,' Christino said."

- [Judith \(Quiqui\) \(Hilgartner\) Lin](#) '10, a Spanish major, received the position of Visiting Assistant Professor of Spanish at Davidson College. She defended her PhD dissertation in 2017 from the University of Virginia. She received her doctorate in Latin American Literature and Sephardic Studies. In her PhD dissertation, *Belonging to Exile: The Elusive Homelands of the Sephardic Jews*, she examined the themes of exile and homeland in contemporary Sephardic literature. Through the literary lens of different cities that the Sephardim have called home over the centuries, she argued that the concept of Sephardic exile is an invented and carefully constructed narrative from which belonging is forged and questioned.
- Jacob Bloom '18, majored in Finance and International Business with a minor in Asian Studies. Jacob spent the summer abroad in Shanghai furthering his Chinese language skills and participating in an internship. His experience from his Business Chinese course with Professor Gao are assisting him in communicating and collaborating with coworkers and clients at his current job at S&P Global.
- Taylor Kelly '16, a French major, graduated in spring 2019 from her master's program in International Affairs at the American University of Paris (AUP) and served as an intern at the German Marshall Fund of the United States.
- Emily Cline '19, Spanish major, was selected to teach English in Malaga, Spain.
- Lucy Crenshaw '19, a Classics major, was accepted with funding to all five of the MA programs to which she applied. She began her graduate studies at FSU for a MA in Classics in August 2019.
- [Brandon Reynolds](#) '19, French major, was accepted to the Teaching Assistant Program in France sponsored by the French government where he taught English in France in 2019-2020. He reflects back on his semester abroad: "My study abroad experience in Montpellier, France, was full of growth, experiences, and reassurance. I felt I grew as person and global student and grew towards my future self. I had many experiences that I never thought I'd have all in one semester. And I was reassured that even as I was enjoying myself, I would be coming home with knowledge that I could share with my family."
- [Caley Mikesell](#) '20, a Public Health major and Spanish Minor, is working as a research assistant to a Dean of a medical school in Quito, Ecuador. At Elon, Mikesell was a Lumen Scholar and a Watson & Odyssey Scholar. She was also named a [SEEKHO](#) Summer 2014 Innovative Fellow. Mikesell is now planning on going to graduate school to pursue a career in public health. Her Lumen project title was: "Latino Voices: Expertise in educational inclusivity and paternal involvement from engaged fathers."
- Macy Buck '19 and Katie Schneider '19, majors in Spanish, will be going overseas to teach English in Spain through CIEE.

- [Ben Lutz](#) '17 and [Alex Mancuso](#) '19, both students of Arabic, received scholarships from the federal government to further their studies of Arabic, a language critical to U.S. diplomacy and outreach. Lutz and Mancuso are among more than 500 undergraduate and graduate students selected for the U.S. State Department's Critical Language Scholarship Program. The program provides fully funded, group-based intensive language instruction and structured cultural enrichment experiences designed to increase language fluency and cultural competency. Lutz studied in Jordan in summer 2018, while Mancuso studied in Tangier, Morocco, at the Arab American Language Institute.
- [Christina Peterson](#) '10 received [the distinguished alumna award](#) from Elon's College of Arts & Sciences in 2018. Christina graduated from Elon with degrees in French and international studies and a minor in business. She moved to Paris shortly after graduation to pursue a master's degree in cross-cultural and sustainable business management from American University in Paris. While in Paris, and after completing numerous internships in French companies, she joined Orange Telecommunications, a prominent French telecommunications company, first as a marketing consultant and later as a strategic marketing manager. In those roles, she helped clients understand and better integrate new digital tools within their companies. In 2015 she returned to the United States to join Google where she currently works as senior account manager in its telecom division. During her time at Elon, Peterson was a member of Pi Delta Phi, the National French Honor Society, and vice president of the Alpha Phi Omega service fraternity. She also worked as an orientation leader. She has remained connected to her alma mater, returning in 2016 to participate in the first annual Undergraduate Conference on Languages and Cultures (UCLC), sponsored by the Department of World Languages. She was part of a panel on professionalization, in which she talked to students about how her arts and science degree at Elon and her experience as a French major have contributed to her successful career trajectory. She has also served as a reunion volunteer for Homecoming and is active both at Elon and at American University in Paris with alumni mentorship programs.
- [Sophie Bauers](#) '12 and [Justin Seifts](#) '09, both Spanish majors, are Spanish teachers at East Chapel Hill High School. Bauers received a masters in Spanish Education from Wake Forest University. Seifts is also a board member of FLANC (Foreign Languages Association of North Carolina).
- Zach Gianelle '17, who majored in both Classics and English Literature, pursued a master's degree in Classics (Latin Philology focus) at the University of Arizona.
- Jack Doyle '17, who majored in both International & Global Studies and Religious Studies with a minor in German Studies, pursued a master's degree in International Affairs. Jack studied in Heidelberg and won (but turned down) a two-year Fulbright to earn a master's in Political Science at the Universität Heidelberg.
- Maddy Wetterhall '18, who graduated with a minor in German Studies, served as a Fulbright Teaching Assistant in Germany in 2018-2019.
- Mitchell Bergens '18, who graduated with a major in Theater Design and a minor in German Studies, began his master's degree program in International Affairs at George Washington University in fall 2018.
- Michelle Rich '16, who was a dual-degree German business student, is working to help the German supermarket chain, Aldi, expand its operations in North America.

- Brett Tolley '03, a Spanish minor, produced a documentary film while he was at Elon entitled *Dying to Get In* about immigrants who die crossing the Mexico-Arizona border. In 2017, he spoke to WLC students (via Skype) in the course "Latinos in the U.S." During their conversation, they learned that Tolley had recently given a speech at the United Nations. He is currently working as Community Organizer with a non-profit called the Northwest Atlantic Marine Alliance. In his words: "My Spanish has opened so many doors for me. During my time organizing in Brooklyn, over the course of 4 years, I primarily spoke Spanish. All my experiences allowed me to then transition into my current job, which is Community Organizer with a non-profit called the Northwest Atlantic Marine Alliance. We organize fishing communities at the intersection of marine conservation and social justice. In the big picture, the same global policies that displace farmers from their lands in south Mexico or wherever else, are mimicking themselves on the ocean and displacing family fishermen like my father and brother . . . Most of the fish processing workers are Spanish speakers and my Spanish has come in handy there. Our network is engaging more and more in this area."
- Alyssa Romano '16, a German Studies minor and Biochemistry major, attends medical school in Germany at the University of Tübingen. After graduating from Elon, Romano spent 11 weeks at the Ruprecht-Karls-Universität in Heidelberg, at the Organic Chemistry Institute. The research group she joined worked on synthesizing new gold catalyst compounds and analyzing how efficiently they speed up specific chemical reactions. This research was directly related to Romano's Lumen project. "After doing research at Elon through SURE and then studying abroad in Germany the following semester, I knew the next step was to combine research and German," she said. "This experience will propel me forward as an applicant to medical schools and Ph.D. programs in Germany. I also hope to continue improving my fluency in German and learn what it is like to work in a laboratory in Germany." Romano took multiple advanced-level German courses at Elon, including a seminar on post-war Germany and a course on Germany in the new millennium. She studied abroad in Heidelberg in fall 2015, an experience she describes as transformative. "I hope to inspire others to study abroad. It has really brought together my true passions and helped me figure out what I want to do in life," she says.
- Kailyn Schmidt '16, a minor in German Studies and major in Strategic Communications major, completed her year in the highly selective Congress-Bundestag exchange program, where she took graduate courses in Communications (in German) at the University of Marburg and completed a lengthy internship at a communications firm.
- Tayler Kent '08, a journalism major with a minor in German Studies and a PhD in German from UNC-Chapel Hill began a job as lecturer in German at Auburn University.
- Megan Sweeney '16, a Classical Studies major, currently teaches Latin at Dominion Christian School in Reston, VA. Sweeney and Prof. In 2016, Meinking co-authored an essay for *Teaching and Learning Together in Higher Education*, "[The Peer Mentor: A Pivotal Teaching and Learning Partner in Elementary Latin.](#)"
- Zachary Ginaelle '17, a Classical Studies and English double major, pursued a master's degree in Classical Studies with a focus on Latin Philology at the University of Arizona.
- Lucy Crenshaw '19, a Classical Studies and Accounting double major, was awarded a Lumen Prize for 2017-2019. Her project, "Gods, Myth, and Men: Analyzing Conceptions of the Divine in the Ancient Roman World," was mentored by Prof. Meinking.

- Maggie Liston '16, a French and International Studies double major with minors in Political Science and Middle East Studies, completed her master's degree program in 2018 in international security, with concentrations in global risks and Middle East studies, at the Paris School of International Affairs (PSIA) at Sciences Po in Paris. She currently works at a geopolitical risk consulting firm where she covers the Middle East and North Africa.
- Holland Carlton '17, a Spanish minor and Cinema and Television Arts major, and Kelsea Johnson, '17, a Spanish minor and Political Science major, completed their English teaching positions to local school children in Madrid, Spain, in partnership with the Council on International Educational Exchange (CIEE).

IV. Support faculty development.

- The department takes great pride in our multi-cultural and multilingual nature. We are a reflection of global diversity with unique value to the university. Six of the eight languages we offer are in non-major programs staffed by only one or two permanent faculty members. These faculty members face numerous challenges that require different types of support (Institutional Priority #15), and it is a priority to support, strengthen and grow these language programs. In 2016-2018 we brought in Teaching Fellows from China through the ALLEX Foundation, for example, to support the Chinese program. In 2018-2019 we were extremely lucky to have found an excellent part-time adjunct who lived locally, but we are keeping our eyes and ears open for additional resources. With support from the dean's office, we now offer "Language Tutorials" (LTs) to help compensate faculty for independent language studies they provide outside the traditional course load.
- The university offers multiple venues that support faculty initiatives. A majority of WLC faculty members attended CATL offerings and used CATL services to work on new course designs, jump-start personal research, and enhance student perceptions of learning. WLC colleagues successfully competed for internal grants to support research, curricular development and pedagogical work. Departmental accomplishments included the following:
 - Faculty members received FR&D funding and FR&D summer fellowships.
 - Faculty members received CATL funding in the form of Teaching and Learning Mini-Grants, CATL Scholars grants, diversity and inclusion grants, and travel grants.
 - One faculty member completed research as a 2017-2019 CATL Scholar.
 - One was named Center for Engaged Learning Scholar to work on student-faculty partnerships in teaching and learning.
 - Two faculty members received grants from the Fund for Excellence.

V. Design curricula and content to implement university priorities in individual courses.

WLC faculty members in all programs worked intentionally and intensively to weave institutional and departmental priorities of writing excellence, critical thinking, intercultural awareness, informed recognition of local and global diversity, engaged learning and engaged civic discourse into specific courses, assignments and other activities. These priorities continued in spring 2020 when we shifted to remote teaching & learning. Below are some snapshots of how colleagues adapted their teaching to the virtual platform:

- Prof. Kristina Meinking in Latin and Classical Studies used co-creation in teaching & learning as foundational pedagogy for all winter and spring classes. This was a way to make the transition to remote learning easier, as students had already created much of the course activities and modes of engagement and also made decisions about how to work toward course goals when courses went online. Students' end of term feedback and weekly reflections convey their ownership of those processes and their learning.
- Student Elli Knowlton wrote the following in our [spring 2020 department newsletter](#): “Latin professor Tedd Wimperis has found a way to continue teaching and supporting his students despite working remotely due to the COVID-19 pandemic. Adapting to remote teaching in an online format was not an easy process, considering that collaborative problem-solving and group dynamics are important aspects of the classroom. For Dr. Wimperis, the transition to an online course has meant finding a balance between maintaining the pace and work expectations, while also making the course flexible to fit the new online medium. Students are experiencing pressures from the impact of the global crisis in addition to adapting to online learning, and with this in mind, Dr. Wimperis has structured his online courses with simplicity and flexibility as guiding principles. Each week there are two lesson and assignment clusters, with a single weekly deadline for all submitted work, and lectures are recorded with Kaltura so that students can view them on Moodle anytime. There are also optional scheduled “Homework Hangouts” on Zoom for anyone who wants to do work or ask questions in a group setting. Using quick surveys helps Dr. Wimperis connect with his students, get a sense of how the online change is affecting them, and helps him be more responsive to students’ circumstances. Dr. Wimperis hopes that learning Latin and exploring ancient Greece and Rome can provide something stable, affirming, and engaging for his students in this difficult time.”

VI. Serve and engage through leadership & committee positions

WLC faculty members actively contributed to our campus community, as the following examples show:

- Assistant director of CATL (2017-2019);
- Assistant Director of the Core Curriculum (focus: Assessment);
- Assistant Director of Independent Majors and CORE Seminars;
- Arts & Humanities Branch Director for Elon College Fellows;
- Associate Director for the Project Pericles;
- Coordinator of Women’s, Gender, and Sexualities Studies (WGSS);
- Coordinator of Peace & Conflict Studies (PSC);
- Coordinator of Latin American Studies (LAS);
- Coordinator of American Studies (AMS);
- Faculty Advisor to the Liberal Arts Forum;
- Coordinator of WLC 301-302-303;
- Coordinator of the WLC Research Series;
- Coordinator of the WLC research group on SoTL;
- Co-leader of the Center for Engaged Learning’s Seminar on Global Learning;
- Co-leader of SAGIC (Sexual Assault and Gender Issues Committee);
- Co-leader of the Global Medical Brigade;
- Members of Academic Council;

- Member of the Institutional Review Board;
- Members of the Faculty Research & Development Committee (FR&D);
- Co-leader, along with CATL director, Deandra Little, of the multi-institutional and multi-disciplinary research project funding by the Teagle Foundation and aimed at enhancing teaching in the humanities.
- Member of the Latinx Implementation Team;
- Member of the chairs task force;
- Members of the second language proficiency committee;
- Member of the Honors Advisory Committee;
- Member of the Fulbright Scholarship Committee;
- Members of the Community of Practice Research Group;
- Member of the Lumen Committee;
- Members of the Elon Center for the Study of Religion, Culture, and Society;
- Member of the 2019-2020 cohort of Leadership Education Faculty Scholars, Elon Center for Leadership.

WLC faculty members contributed to on-campus, national and international venues, fulfilling responsibilities and garnering achievements.

- 1 co-edited book published;
- 1 book proposal submitted;
- 2 book contracts under contract;
- 1 co-edited volume under contract;
- 1 book chapter accepted for publication;
- 3 book chapters published;
- 4 peer-reviewed articles published;
- 7 articles submitted for publication;
- 8 articles blind peer reviewed;
- 1 keynote address delivered;
- 1 invited lecture delivered;
- 4 book reviews submitted for publication;
- 19 presentations delivered at professional meetings/conferences;
- [blog posts](#) published with the Center for Engaged Learning;
- External reviews for journals including:
 - *Journal of Excellence in College Teaching*
 - *Journal of the European Association for Computer Assisted Language Learning*;
 - *Revista Canadiense de Estudios Hispánicos*;
 - *Routledge Handbook on Spanish Dialectology*;
 - *Studies in Second Language Acquisition*;
- Co-Editor of the journal *Annali d'Italianistica*;
- Associate Editor of the *American Review of Canadian Studies*;
- Co-facilitator of the 2019 CATL Writing Residency;
- CATL Scholar for 2017-2019;
- Co-organizer of Elon's 2019 annual teaching & learning conference;
- Co-leader, with a student, of a student-faculty partnership pilot with three faculty members and four Elon students with support from CATL.
- Consulting editor for *Critique: Studies in Contemporary Fiction*;

- Treasurer for *Feministas Unidas*, an allied organization of the Modern Languages Association and a coalition of feminist scholars in Spanish, Spanish-American, Luso-Brazilian, Afro-Latin American and U.S. Hispanic Studies;
- Member of the editorial board of journal, *L'erudit franco-espagnol*;
- Vice President of the *Italian American Studies Association* and the *American Studies Committee*;
- Representative of the southern region to the Delegate Assembly of the Modern Languages Association;
- Co-leader of the Global Learning Seminar.
- Co-leader of Advocates for Global Education (AGE) with parents of the Alamance-Burlington School System;
- Member of the executive board of BRIDGES, a leadership program for women organized by UNC-Chapel Hill;

VII. and VIII. Department's objectives/strategies, including those from the 5-year plan for the past year and department's outcomes for objectives/strategies for next year (combined below)

Goal 1: Identity

Articulate and project our identity as a department, i.e. what we do as teachers and scholars.

Action steps taken included:

- This year, led by Prof. Kristin Lange, we revamped our WLC website so that the information consistently and correctly represented our department. We wanted to convey the centrality of language, intercultural competency, and successfully promote our department.
- We significantly enhanced the content on Carlton's highly visible digital screen on the first floor. By partnering with WLC student assistants, we created flyers, announcements about current courses and activities, and we posted photos and success stories about WLC alums.
- We wrote and circulated our digital WLC newsletter in fall 2019 and spring 2020 and received enthusiastic feedback from faculty and staff all over campus.
- Profs. Scott Windham and Sophie Adamson met and collaborated with Kevin Napp, Senior Associate Director of Admissions & Director of Campus Visits and presented about the WLC to the 80+ tour guides at one of their group meetings. We gave a brief PowerPoint with information about the value of languages, followed by a dynamic Q&A.

Objectives and strategies for 2020-2021:

- Make new connections with the SPDC to identify internships and job opportunities related to world languages and cultures. Invite staff from the SPDC into *more* of our first-year courses to talk about the importance and leverage of having a second language. Also, recognize that our own faculty members are important resources as we have connections and are able to communicate in the target languages with potential employers/partners for our students.
- Finalize our WLC "info card" (postcard) for visitors who come into Carlton to promote languages & cultures at Elon.

- Continue providing department events – even (and especially) if they need to be virtual – such as brown bag lunches, research talks, interdisciplinary panels, lectures, films, book discussions, an undergraduate conference on languages & cultures, and outreach events for the greater community.

Goal 2: Faculty development

Develop a culture of growth and learning that leads to excellence in teaching, research, and service.

Action steps taken included:

- We continued offering the WLC research and WLC teaching series.
- At the start of the academic year, we formed small WLC peer mentoring groups, spearheaded by Profs. Sarah Glasco and Federico Pous. Groups met for drinks + conversations throughout the year (with WLC support/reimbursement).
- In early summer 2020, Prof. Burns spearheaded and offered a 3-day virtual workshop about best practices in online teaching in partnership with Michael Vaughn from Teaching & Learning Technologies (TLT).

Objectives and strategies for 2020-2021:

- Continue to cultivate professional interactions and collaborations among WLC faculty by offering reimbursements and gift cards as an incentive to meet for coffee.
- Rethink about our department budget, given the pandemic, and consider allocating certain amounts to each language section to encourage transparency, communication, and collaboration within sections.
- Encourage colleagues to take advantage of WLC, TLT, and CATL workshops related to remote teaching & learning.
- Meet virtually and regularly as a department as well as in small groups with language sections and section coordinators, for ongoing peer mentoring/support.
- Offer another workshop on the Unit 1 (perhaps in partnership with CATL) during a department meeting in late fall 2020. Show current models and discuss various ways to communicate effectively about our teaching, research, and service.

Goal 4: Curriculum

Attain the highest levels of achievement across each language program.

Action steps taken:

- The French and Spanish sections (our 2 majors) began assessing learning outcomes;
- We working on strengthening our programs' curricula to reflect the department's mission; to represent quality, variety, cohesiveness, and articulation; to provide flexibility; to appeal to student interest; to challenge students to become active learners; to reflect national standards; and to pursue connections to other disciplines, departments and programs. We dedicated each retreat to curriculum and intercultural competency across languages.

Objectives and strategies for 2020-2021:

- Continue to focus on curriculum and assessment during our retreats, and we plan to look carefully at courses at the 100, 200, and 300 levels frequently taken by non-majors. This will allow us to assess the department's effectiveness in facilitating proficiency for every Elon graduate.
- Work with Prof. Choplin, coordinator of WLC 301-302-303, to support and strengthen the three-part course series. Goals include:
 - Maintain contact with the GEC for lists of the students with a declared FRE/SPN minor or major who applied to study abroad programs each semester, and then contact the SPN/FRE minors/majors by email about the course;
 - Ask student assistants for help making digital flyers about the course to "market" it the way we would our other WLC courses;
 - Include information in our WLC newsletter for more visibility;
 - Coordinate staffing of sections by discussing it with SPN + FRE section heads well in advance;
 - Communicate/coordinate with chair, curriculum working group, and WLC faculty as appropriate;
 - Continue brainstorming with GEC about ways to collaborate and make the series sustainable (example: a potential pilot of Sentia for WLC 301);
 - Share final portfolios with WLC faculty and consider including them in assessments.

Goal 5: Facilities

Build a physical presence that complements and supports the WLC's mission

Action steps taken:

- As hopefully evident from this report, we hosted more events than ever on the first floor of Carlton. Renovations of the first and second floors have provided tremendous versatility and visibility. The engagement and teaching spaces within our own academic building allow us to collaborate with students, faculty, staff, and members of the larger community.
- Our student assistants worked on a department video that was supposed to be completed by the end of the academic year. It includes faculty and student interviews as well as class footage. We hope to be able to ask student assistants for help resuming the project in 2020-2021.

Objectives and strategies for 2020-2021:

- We consider our digital signage part of our physical presence, so we plan to focus on getting more videos and flyers created and posted in the year ahead.
- We recognize that much of our shared "space" will be *virtual* in the year ahead and will try to offer virtual talks, panels, book discussions, guest speakers, and more.

Conclusion: Progress, Opportunities and Challenges

The Department of World Languages and Cultures accomplished several goals in 2019-2020 from our 5-year plan. We made notable progress on strengthening our curricular offerings and promoting our department to the university community. Our language assessment and placement are notably more efficient and effective thanks to extraordinary work by associate chair, Brandon Essary, who revamped procedures, messaging, and timelines. He also spearheaded communication and collaboration with Academic Advising, the Provost's office, and the Registrar, which has been invaluable.

Our top priority is to support the development of our students' intercultural and linguistic abilities. We are eager to hear from Provost Voley or President Book about the report submitted by the Committee on Second Language Proficiency, and we hope it will be included in upcoming campus-wide discussions. In addition, we hope to be able to offer year-long contracts to our part-time colleagues when enrollment numbers demonstrate the need – especially to support the growth and development of our less commonly taught languages and the faculty members who teach them.

We fully support the development by WLC faculty of online language courses for Elon – currently in German, Spanish, French and Italian. We recognize it meets an important need for the university, and we are confident it will enhance our language programs, summer school offerings, and department's versatility – especially with all of the uncertainties and constraints resulting from the pandemic.

The WLC would also like to increase collaborations with the Center for Research on Global Engagement, with Prof. Maureen Vandermaas-Peeler, and we will also continue to work with the Global Education Center to deepen the academic purpose of the study abroad experience and align more explicitly with programs in the WLC. We will continue investing in the 3-part WLC 301-302-303 course to deepen study abroad experiences *prior to* study abroad, *during* their study abroad, and *following* the semester abroad, as we are confident in the approach and revised curriculum with the students' final digital portfolios.

In closing, we sincerely appreciate the strong support we receive from the administration and we are committed to doing everything possible to prepare students for successful lives in a diverse 21st century world and to engage their minds and “inspire them to act as leaders and global citizens” (“Creating a Climate of Second-Language Proficiency at Elon”). We recognize this will be a very challenging academic year, due to Covid-19, and we will do everything possible to support students, staff, and faculty through this trying time.

Sophie Adamson