

# the Polyglot

Ciao Buongiorno Wie geht's? Hallo! Salut  
 ¡Hola! ¿Qué tal? Buenos días SALVE  
 BONJOUR Wie geht's? Salut 你好  
 こんにちは! χαῖρε ΠΡΙΒΕΤ! שלום

NEWSLETTER OF THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

UNIVERSITY OF DELAWARE SPRING 2006 ISSUE NO. 13

## A NEW HOME FOR THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

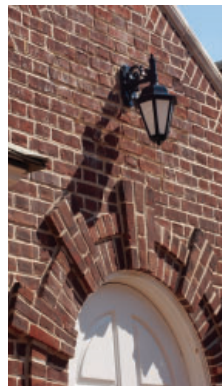
In early February, amid great excitement, the Department of Foreign Languages and Literatures moved into its new home, Jastak-Burgess Hall. Located near historic Old College, Recitation Hall and Mechanical Hall, the new foreign languages building has a history—and a future—all its own.

Two former fraternity houses originally built in the 1920s were completely renovated and joined together to form the beautiful Jastak-Burgess Hall. The Sigma Phi Epsilon house (1922) and the Sigma Nu house (1929) had been designed by architects Day and Klauder in the Georgian style, with fine brick work, marble accents, and slate roofs with dormer windows. Respecting and enhancing these architectural features, a new central structure that connects the two historic houses and serves as the main entrance to Jastak-Burgess Hall was designed by architect Michael Deptula of ABHA Architects. The restored and enlarged building boasts a welcoming vestibule with Tuscan columns, fine cherry staircases, wood balusters, paneled doors, and circular interior windows that provide magnificent light and elegance. A delicate and appropriately scaled entry porch appointed with cast stone columns and mahogany trim announces the formal entrance to Jastak-Burgess Hall from the north campus green.

The Department of Foreign Languages and Literatures is extremely grateful to Sarah Jastak-Burgess and her husband Leslie Burgess, for their generous gift in support of our new home! We are proud to have our building named in their honor. Sarah Jastak-



Burgess, who practiced psychology in Wilmington, earned a master's degree ('54) and a doctorate ('63) from the University of Delaware; Leslie Burgess (University of California, Berkeley '43, MBA Harvard, '61) worked in Africa establishing a school  
 —continued on page 3



*Jastak-Burgess Hall is the new home of the Department of Foreign Languages and Literatures on the North Green near Old College, named in honor of two longtime University benefactors, Sarah Jastak-Burgess and Leslie Burgess, pictured on the right. The dedication ceremony was held on April 21, 2006.*



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## MESSAGE FROM THE CHAIRPERSON

Hello Alumni and Friends!

Last year was one of the most eventful and exciting in the history of the Foreign Languages and Literatures Department. The highlight was the move into our beautiful new home, Jastak-Burgess Hall, in the beginning of February. This is the subject of our cover story, which we have embellished with many photos. As you will see, FLL faculty and staff have good reason to be delighted with their new offices and surroundings, and pleased to be situated on a lovely, historic part of the campus. We extend our heartfelt thanks to President David Roselle for designating FLL as the occupants of Jastak-Burgess Hall.

In 2005, we collaborated with the Department of Business Administration on the development of an intercollegiate major in International Business Studies, an initiative that has attracted considerable interest within the undergraduate student body. The IBS major focuses on in-depth study of a region of the world emphasizing advanced language skills, international studies, and a strong curriculum of business and international business courses. The new program will be housed in the Department of Business Administration in the Alfred Lerner College of Business and Economics, and the first majors will be enrolled for the fall 2006 semester. We will provide more information on this pioneer program of study in next year's newsletter.

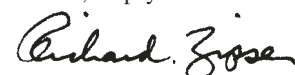
We began teaching Arabic last fall, with about fifty students enrolled in two sections of the elementary course. We plan to develop a minor in the near future, and will participate in the Islamic Studies program that is being established. Our proposal for a minor in Chinese was approved in 2005, so students interested in East Asian Studies now have two language tracks available to them, the other being Japanese. We also welcomed a tenure-track assistant professor of French and Francophone studies to our faculty, Dr. Edgard Sankara, who is introduced in this issue of *the Polyglot*.

Our study abroad programs continue to flourish, with close to 600 students participating in 2005–2006. This spring we initiated a new semester program in Puebla, Mexico, and this fall advanced students of German will participate in a new semester program in Salzburg, Austria. In addition, we are planning to launch two new winter session programs next January, one in Panama for foreign language education majors, and one in Chile. And finally, we established a new partnership and student exchange program with Seinan University in Kyushu, Japan.

We are proud of our students' accomplishments: German major Michael Eith, who graduated in May 2005 after being named a Fulbright Scholar, is currently studying in Leipzig, Germany. Megan Strumbeck, a three languages major, is studying Chinese in Taiwan this year, with the support of an International Rotary Scholarship. Dalit Gulak, student of Spanish and Latin American studies, Dean's Scholar and recipient of the prestigious Warner Award as the outstanding woman of the senior class, was named a Truman Scholar in 2005. Congratulations to these exemplary students!

Many thanks to those of you who made gifts to the Department or one of its memorial funds last year. We need and rely upon your financial support, and we deeply appreciate your generosity. Although 154 deserving students received study abroad scholarships in 2005–2006, this is an area where we can **always** use additional funds. Please continue to help us out!

The administrative wing of the new building is located at 103 Jastak-Burgess Hall. If you are in the area, feel free to stop by and say hello. The main entrance to Jastak-Burgess Hall is open until 5:00 p.m. on weekdays, and you are welcome to tour the building. You may also wish to explore our Web site at [www.fllt/udel.edu/](http://www.fllt/udel.edu/). One way or another, do pay us a visit!



Dr. Richard Zipser



Dr. Richard Zipser

### ***the Polyglot*** Number 13, May 2006

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*the Polyglot* is produced by the Department of Foreign Languages and Literatures as a service to alumni and friends of the Department. We are always pleased to receive your opinions and ideas. Please direct your communications to Dr. Susan McKenna, Department of Foreign Languages and Literatures, 318 Jastak-Burgess Hall, University of Delaware, Newark, DE 19716-2550; via e-mail: [smckenna@udel.edu](mailto:smckenna@udel.edu)



## Jasktek-Burgess Hall continued from page 1

of business administration. Philanthropists long active in the arts, the Burgesses have donated major collections of amber, Russian icons, and sculpture and art from around the world, including many works that they themselves commissioned, to the University of Delaware. Their longstanding interest in cultural exchange and in the enhancement of the multicultural wealth of the UD campus makes it even more fitting that their names be given to a building devoted to the study of foreign languages and cultures.

Their latest gift has helped to make possible Jastak-Burgess Hall, itself a work of art that inspires us all! It holds sixty-two faculty offices, a luxury (but an extremely practical one) for a large department whose faculty has traditionally been dispersed in several buildings. Our lovely offices are full of light and beautifully appointed with new furniture, as are the well-designed administrative suite, the second-floor meeting room, the third-floor faculty lounge, and two areas fully equipped for the needs of supplemental faculty. Adjacent to the administrative suite is the Rollins Conference Center, which houses the exquisite furniture donated to the University by the Rollins family. The Foreign Language Media Center, complete with state-of-the-art computer clusters and a small theater, is installed in the well-equipped lower level of the building, alluring with its traditional columns and newer-than-new technology.

Department faculty are fully cognizant of the advantages offered by this wonderful building. Says Dr. Laura Salsini, Associate Professor of Italian, "I'm thrilled that the FLL faculty is finally all under one roof. This will greatly increase communication among the various language programs." Students also love their department's new home. As Dr. Bonnie Robb, Associate Professor of French and coordinator of the Foreign Language Teacher Education program, points out, "My advisees have all commented on the beauty of Jastak-Burgess Hall, as well as on the convenience of finding me and all of their other professors in the same building!"

Dr. Monika Shafi, Elias Ahuja Professor of German and director of the department's graduate studies programs, has placed an orchid on the window sill of her office, as a metaphor for the exquisite building and its purpose. Assistant to the Chair Dorie Galloway exclaims, "The building is beautiful, but my favorite part is the woodwork, and how bright and cheery my new office is!"

Dr. Thomas McCone, Director of the Foreign Language Media Center, is highly enthusiastic about the new installation: "The new Media Center is an exuberant melding of contemporary architectural form with strong technological presence in everything from its understated video viewing room to its state-of-the-art reception desk. Visitors find working in its colonnaded clusters both inviting and comfortable, and the immense quiet of the setting brings refuge and focus to anyone engaged in serious academic enterprise. Everything about the new Media Center says that this is a place where the virtual and the physical worlds enjoy inspiring convergence."

Dr. Ali Alalou, Assistant Professor of French and Foreign Language Pedagogy, finds the building well-ordered and commodious: "The building is spacious, well-designed and comfortable; the meeting room is welcoming, full of light and beautiful; it is rewarding to feel the sense of space."

Jastak-Burgess Hall is experienced as both spacious and cozy. Dr. Jianguo Chen, Assistant Professor of Chinese, noting his excitement at entering the building, declares, "it is very personal and cozy, making me want to stay a bit longer in the office after a day's teaching. I can't but feel amazed by the meticulous architectural attention paid to each minute detail."

Dr. Richard Zipser, Chair of Foreign Languages and Literatures,



*Rollins Conference Center, which houses the exquisite furniture donated to the University by the Rollins family. The Foreign Language Media Center, complete with state-of-the-art computer clusters and a small theater, is installed in the well-equipped lower level of the building, alluring with its traditional columns and newer-than-new technology. Ms. Marion Bernard-Amos, Study Abroad Coordinator, enjoys her new office.*

sums up the exciting promise of Jastak-Burgess Hall: "One's work environment is really important. Needless to say, our magnificent new surroundings are utterly inspiring! Now that we are all in the same building, there is bound to be more collaboration on various kinds of projects, and I predict that our faculty, already very productive, will become even more so. I'm confident that we'll live up to the expectations of what is surely the most beautiful foreign languages building in the country!"

We extend our heartfelt thanks to Sarah Jastak-Burgess and Leslie Burgess for their generosity to the University of Delaware and to our department, and to President David Roselle for designating us as the occupants of Jastak-Burgess Hall.

## STUDY ABROAD

### FLL LAUNCHES INNOVATIVE WINTER PROGRAMS

Two new programs in Latin America will augment FLL's impressive list of study abroad sites in 2007 as universities in Panama City, Panama and Santiago, Chile prepare to host UD students this winter. Created with the advanced language student in mind, both programs will offer advanced courses in language, literature, and culture with the added attraction in Panama of a requisite course in pedagogy.

The brainchild of Dr. Jorge Cubillos, Associate Professor of Spanish, the Panama winter session presents the foreign language education major with the unique opportunity to take the required methodology course while gaining twenty hours of practical experience working in a Panamanian classroom. Individualized placements will be scheduled in elementary, middle, and high schools based on each student's proposed course for teaching certification. In addition, students will enroll in an oral communication course, opting for the level most appropriate to their proficiency. Weekend excursions include visits to "Panama Vieja," the Panama Canal, Chiriquí Highlands, and the San Blás Islands. The Universidad Tecnológica de Panamá in Panama City will serve as the host institution and students will live with local families. Cubillos states: "The newly developed Panama program will provide an exceptional opportunity for our language education majors not only to complete upper-division courses abroad but also to gain valuable practical training in their discipline. Along with the Chile and the Madrid programs, Panama constitutes a departmental effort to guarantee multiple short-term study abroad opportunities to our majors to supplement and enhance their highly recommended semester abroad experience."

Equally innovative is the program proposed for Chile. A country known for both its natural beauty and its cultural attractions, Chile is an ideal site for a study abroad program that targets advanced students of Spanish. The program will be hosted by the Universidad Mayor in Santiago, and students will live with families in the city. Course offerings include classes in conversation and Chilean literature and culture. To underscore and to bring to life classroom material, excursions and tours led by Spanish speakers are planned to world cultural sites such as Cuzco and Machu Picchu, the villages of Ollantaytambo and Chinchero, and the birthplaces and former homes of Chile's two Nobel laureates, Pablo Neruda and Gabriela Mistral.

The 2007 inaugural program will be directed by study abroad veteran Ms. Krystyna Musik, who over the past fifteen years has directed or co-directed more than thirteen programs in four countries. A Fulbright Scholar in the early 1990s, Ms. Musik lived in Iquique, Chile, and taught at the Universidad Arturo Prat for one year through the Foundation's faculty exchange program. She has always wanted to return to Chile with students and next year fifteen fortunate undergraduates will experience this dream's fruition. Excited to return to Chile, Musik explains: "It is always a pleasure to direct a study abroad program and see the interest, energy, and awe of the students as they learn about a different culture. I will return to a land where I felt at home, met interesting people, and learned much. Sharing my experience and



*Staircase to the Universidad Mayor in Santiago, Chile*

knowledge with the students will make this program unique."

Dr. Richard Zipser, Department Chair, shares the enthusiasm of his colleagues for these two new programs. He says, "I am delighted that we are continuing to expand our study abroad offerings in Central and South America, also that we are accommodating the educational needs of different groups of students, such as the foreign language education majors. It is especially important, I think, that our students have opportunities to study language and culture in non-European countries as well as in countries like Spain, France, Italy, and Germany."

### GREETINGS FROM OUR FULBRIGHT SCHOLAR

*We first met Michael in 2005 as FLL's outstanding undergraduate student. He writes to us from Leipzig, Germany, where he is living and working as a Fulbright Scholar for one year.*



*Michael Eith at FLL's convocation*

Greetings from Germany! More specifically, greetings from Leipzig, the lively metropolis in the heart of Europe that has been my home since September. I lead a vibrant and enriching academic life here, attending the city's large university while pursuing an independent research project on local expressions of cultural identity. I find myself rapidly integrating into the society as an active member of the community. The total immersion has led to ideas and insights which were inconceivable during my days on the UD campus.

I count myself among the many converts of UD's study abroad programs, having personally passed through both the College of Engineering and the College of Business and Economics before finding a home in the College of Arts and Sciences. A tortuous journey, but worthwhile in the end: the challenging experiences of the 2004 winter session in Bayreuth both changed my worldview and introduced me to my career aspirations. Indeed, the trip left a deep impression and convinced me to return for a longer stay. In the summer before my senior year, I began to look for additional opportunities, and I graduated several months later having secured a Fulbright award for two semesters of funded research in Germany. The Fulbright year, with its emphasis on academic freedom and personal responsibility, is most rewarding. Grantees are expected to arrange their own programs of study and establish their own contacts, set their own paces, find their own ways; this hands-off approach is a refreshing, novel approach for someone accustomed to a more structured environment. Such an opportunity will inevitably be good for my career. It is a rare and enviable chance to fully commit to my work. The name recognition doesn't hurt, either, and the hefty Fulbright reputation has been a "door-opener" in the truest sense of the term.

For those working in a laboratory setting, where English is often the standard, or for those cloistered few feverishly writing their dissertations, "on-site" research is paramount. But for me, as a budding social scientist in the early stages of his career, there is just so much more to be gained living as the people here live. True, there's a wealth of information to be gleaned from the printed word, but all information is filtered or colored en route from its source. There is simply no replacement for experiencing first-hand and for actively participating in events. For that reason, my time here is irreplaceable.



## FOCUS ON FACULTY

### INTERVIEW WITH DR. HANS-JÖRG BUSCH

*“I love languages. Ever since my first Russian class in the fifth grade and my first French class in the seventh grade I was hooked. In the classroom, I try to impart my passion for language learning to my students...”*



Dr. Hans-Jörg Busch

Dr. Hans-Jörg Busch, Assistant Professor of Spanish, received his BA and MA in Romance Philology in 1982 and his PhD in Hispanic Linguistics in 1985 from the University of Leipzig, Germany. He began teaching for the Department in 1991. He teaches courses in Spanish phonetics, language, culture, and civilization; his most recent publication is *Spanish Phonetics and Phonemics*, co-authored with Dr. Thomas Lathrop.

**After receiving your doctorate in 1985, you began teaching at the University of Leipzig. How then did you come to the United States and to the University of Delaware?**

In 1989 I gave a presentation at an international conference in Poland, where I met Dr. Thomas Lathrop. We talked a lot about our research, lives, and computers, especially on the train returning to Germany. The following year after the collapse of the East German state, Tom was in Paris with his family. They traveled to Leipzig to visit me and my wife, Dr. Iris Busch, and we discussed the possibility of our coming to Newark for one year. Tom returned to the US and prepared for our arrival. Iris and I began teaching for the Department in the fall of 1991.

**How difficult was it for you to leave your country and start over again?**

When we left the newly reunified Germany, I took a one-year leave of absence from the university. The plan was to return to Leipzig in the summer of 1992. Today, fourteen years later, this seems unreal! The unstable situation after unification prompted us to extend our stay. We also thought that our daughter, who was five at the time, would have a better future in the US. Our first years in Newark were wonderful and difficult at the same time. In Germany I had been a tenured assistant professor, and here I started over again. I also had to learn a new language and how to drive a car. Because we loved working at the University and were so readily welcomed by colleagues and friends, we decided to stay.

**What are some of the differences and some of the similarities between the two educational systems in which you have participated?**

It is difficult to answer this question because I have only experienced the East German system which was very rigid and party controlled. Universities had no autonomy. Once you were admitted, your major was assigned to you. Studying languages was not easy because textbooks were censored or, when published in western countries, not available. Libraries had very few copies and one had to plan ahead when it came to papers and exams. There were very few study abroad

opportunities, and those offered were in other communist countries. However, education was free of charge and most students worked hard because there were many waiting at the door who had not been admitted. In the American system, many more young people go to college than in Germany, in part because of the lack of alternatives such as apprenticeships. American students have so many opportunities!

**Here at UD you have developed and taught a number of specialized courses for the Department. What are your favorite courses to teach and why?**

I enjoy teaching Spanish Phonetics because I co-authored the textbook that we use. Teaching the course and discussing the lessons with the students helps me to determine what aspects of the book are most useful. Many students struggle with their pronunciation, so it is rewarding to hear the positive results at the end of the semester. Another course I like to teach is Advanced Spanish Grammar, partly because I also developed the material for this course. I am partial to the advanced language courses because you can challenge the students more.

**As mentioned, you recently co-authored a book, *Spanish Phonetics and Phonemics*, with Dr. Thomas Lathrop. What are your current research interests?**

I was trained in applied linguistics (lexicology and lexicography), but here at UD my main focus has been the process of effective language acquisition. Helping students to develop their proficiency has prompted me to write another textbook for our advanced Spanish language course. The book aims to motivate students to use what they have learned previously in a creative and meaningful way. It offers many ideas and strategies for writing different kinds of texts.

**You have made major service contributions to the Department as both the Scheduling Officer and as the Sequence Supervisor for the 100-level courses in Spanish and French. What are some of the challenges you face in these positions?**

I find my current and past service contributions to the Department to be challenging but satisfying at the same time. I enjoyed working as the Sequence Supervisor for Spanish and French. After teaching the introductory courses for several years, it was an enlightening experience to coordinate the many sections for students and colleagues with different interests, ideas, and attitudes. Being the Department's Scheduling Officer is a year-round challenge. I work constantly on the schedule, and just when I think it is finished, something changes and I have to revise it again. Fortunately, I work very closely with our staff, without whose help and vigilant eyes, things would not run quite as smoothly.

### INTERVIEW WITH MS. ALICE CATALDI

*“I believe that every student should participate in study abroad. This experience is essential to the development of the student as a whole...”*



Ms. Alice Cataldi

Ms. Alice Cataldi, Instructor of French, received her BA in English in 1973 and her MA in French in 1977 from the University of Connecticut. She began teaching for the Department in 1992. She taught courses in French language, culture, civilization, and pedagogy, before retiring from active service at the end of 2005.

—continued on page 6

**You were born in Palestine and grew up speaking Armenian, Turkish, Arabic, Hebrew, and French. What path led you to teaching French in the United States?**

Although I had come to the United States to study English, when I decided to remain here, it was natural to teach French, my first language of literacy. During my youth the Middle East had a great French influence, and I attended the same French school as my sisters and learned the language spoken by my mother.

**Before coming to UD, you earned a statewide reputation as a teacher of French in the public schools. What motivated you to switch from secondary school education to college teaching?**

While I was an effective high school teacher for eighteen years, in retrospect, I consider that period of my career an apprenticeship for my teaching at UD. The experience I gained laid the groundwork and provided the impetus for pursuing new levels of inquiry. The nurturing and supportive environment in FLL offered opportunities for pushing the envelope to explore new approaches to teaching. I was challenged to take risks and gain new insights. I never had the opportunity to be bored!

**Apart from the actual teaching of French, what aspects of your position did you find most rewarding?**

I pride myself in stating that I became a teacher not because I was deficient but because I was enthusiastic about teaching. I learned over the years, however, that the teaching task is complete only if one also interacts with the students outside of the classroom. My nine years of service as the advisor for the French Club provided a great deal of satisfaction by completing the learning circle. Similarly, my interactions with colleagues at conferences provided the intellectual stimulation I needed to be a creative and innovative teacher.

**In 2004 you received the prestigious *Palmes Académiques* (French Academic Palms) for your outstanding dedication and service to the profession promoting French culture. Can you comment on the significance of this award to your career?**

The award provided both satisfaction and sadness. On the one hand, it validated the collective efforts put forth by my students, colleagues, and all those who trusted me and joined me in the execution of numerous projects. On the other hand, it had the stamp of finality because it is a lifetime achievement award. The honor it represents, however, has not diminished my resolve. It has given me the impetus to pursue the foreign language advocacy work to which I am committed. Since I have received the Palms, I was elected to the Executive Council of the National AATF (American Association of Teachers of French) and have embarked on advocacy pursuits with renewed determination.

**Throughout the years you have been very involved in the Department's study abroad programs, directing more than eight programs in Caen and Martinique. How does the study abroad experience contribute to the undergraduate foreign language curriculum?**

Study abroad provides cultural literacy, enhances cognitive development, improves the understanding and appreciation of one's own culture, and helps the maturation process. It helps students make informed decisions about their future and increases their motivation for learning. The crowning glory is that students also have great fun. They have told me over and over again that it is the best experience of their life – albeit a relatively short one!

**You have worked closely with our foreign language education majors, serving as their primary advisor for many years. What has this involved?**

This assignment takes total commitment and investment of self. One must be available and accessible at all times to address the many issues that arise. Working with potential teachers one on one, advising them, providing teaching models, matching them with mentor teachers in various schools, providing constant feedback while they are practicing teaching is challenging and time consuming. It requires a great deal of energy, understanding, and empathy for the aspiring teacher. The rewards, however, exceed all expectations. One experiences a great sense of accomplishment and joy knowing that you were instrumental in preparing an accomplished teacher who will educate and inspire the next generation.

**You will retire this spring after serving thirteen years at UD. What are your plans for retirement?**

Retirement will not mean inactivity. We have some travel plans, but also hope to spend more time with our two sons and our four grandchildren. I also hope to advocate on behalf of foreign languages more deliberately. I dream one day of seeing every elementary school child in Delaware study a foreign language.

## **FACULTY DIRECT INTERDISCIPLINARY AND AREA STUDIES PROGRAMS**



*Drs. Monika Shafi, Bruno Thibault, and Cynthia Schmidt-Cruz*

In step with current educational goals emphasizing global communication and across-the-board studies, FLL faculty presently head three interdisciplinary programs that continue to expand and to spark interest campus wide. Drs. Cynthia Schmidt-Cruz, Monika Shafi, and Bruno Thibault respectively chair the Latin American Studies, Women's Studies, and Continental European Studies programs. Known individually for their innovative courses of study and their diverse faculties across the disciplines, these programs attract an exceptional group of committed undergraduate students.

Associate Professor of Spanish, Dr. Cynthia Schmidt-Cruz, is the director of the Latin American Studies program; she provides leadership to the program and administers the policies and procedures of the University. Schmidt-Cruz is also responsible for advising students with majors and minors in Latin American Studies (LAS) and speaking for the program within the institution and to the wider community. Twenty-two professors representing nine departments teach LAS courses. An important initiative recently completed was the establishment of the program's bylaws and the creation of joint appointments for LAS core faculty. Faculty commitment, Schmidt-Cruz believes, plays an important role in the program's success. She adds, "As director of the program, it is exciting for me to work with such a dynamic and dedicated faculty who are anxious to share their knowledge and enthusiasm about Latin America with students."

## MEET OUR NEW PROFESSOR: DR. EDGARD SANKARA, FRENCH/FRANCOPHONE STUDIES

I see literature as an open window to the world, and this vision has made my transition from LaGrange College to the University of Delaware a smooth and logical one. Leaving a tenure-track position as an assistant professor of French and Spanish to become a teacher and researcher of Francophone literatures was a life-changing event but at the same time it the concretization of a vision and passion. I decided to come to UD because of what I can offer the Department and to put my skills in teaching and research to use in a nurturing and challenging environment. The opportunity to teach in a field for which I was trained, the beautiful campus, and the collegiality of the Chair, faculty, and students all facilitated my decision. I am happy that I chose UD and hope to make a valuable contribution to the Department.

My interest in Francophone literatures started in high school. In the French/Francophone system, students must select an orientation—humanities or sciences—very early. I chose to become a humanist because I like to read and discuss new ideas. I made the conscious choice to become a student of series *A-Lettres*. I pursued that same orientation at the undergraduate level where I earned a BA and later a *Maitrise* in *Lettres Modernes* from the University of Ouagadougou (Burkina Faso) in 1993 and 1995.

I continued in the same direction when I came to the University of Oregon to complete a Master's degree in Romance languages and literatures. I received my MA in 1997, and enrolled in a PhD program at the University of Texas at Austin in 1998. At this point, I was clear about my specialization. I wanted to study literature in



Dr. Edgard Sankara

French by people that live outside metropolitan France. What fascinates me is that the major preoccupation in the literature produced by Francophone peoples is identity construction and questioning, a logical development of their historical encounter with French colonialism. I found that identity construction and the borrowing of literary genres were problematized in Francophone self-narratives. This led me to write a dissertation on "Francophone African and Caribbean Autobiographies: A Comparative Study." In addition to my specialization in Francophone studies (Africa and the Caribbean), I also completed a doctoral concentration in Spanish language and literatures.

The three years that I spent at LaGrange College gave me a broader perspective on teaching foreign languages and helped me to establish myself as an educator and an adviser. I was instrumental in designing a French minor composed of seven new courses that I created specifically for LaGrange College. Despite a very demanding teaching load, I was involved in research on Francophone literatures. During that time I also gave lectures, presented papers at conferences, and published an article.

The differing ways in which two separate Francophone groups envision and write autobiography have led me to think about the connection between life-writing and history, especially how memoirs by Francophone peoples may serve as a counter-discourse and also a mirror of colonial Africa. I am currently writing a book that utilizes post-colonial and reception theories to study autobiographical works and their receptions on both sides of the Atlantic.

After my first two semesters in Newark, I can say that the students are very engaging and are curious about Francophone literatures and cultures. Their ready disposition energizes me and confirms the correctness of my choice to teach and research at UD.

LAS has a very active calendar of events. "The program," reflects Schmidt-Cruz, "offers students a rich array of opportunities. In addition to the interdisciplinary major and minor, students benefit from special projects and presentations on campus and study abroad programs in Mexico, Costa Rica, Argentina, Brazil, and Ecuador." One highlight of past events includes the multidisciplinary project that examined the 2001 crisis in Argentina: "Buenos Aires: A Tale of Two Cities. Mapping the New Reality through Poetry and Photography." Held at three venues in the state, this symposium brought Argentine scholars to campus to participate in the events and also served as an outreach program to local schools. Schmidt-Cruz is planning to publish the poetry and the photography along with interpretative scholarly articles. More recently, LAS sponsored the immensely popular *Festival do Brasil*, a weeklong celebration of Brazilian culture including art, music, dance, and food.

Dr. Monika Shafi, Elias Ahuja Professor of Foreign Languages, currently serves as interim director of the Women's Studies Program. Women's Studies is the largest interdisciplinary program on campus, annually enrolling more than 3,500 students in its classes. Her administrative responsibilities, she reports, are similar to those of department chairpersons; that is, she represents the unit vis-à-vis the administration, interacts with other departments and programs, holds meetings with faculty, staff members and different committees, plans and hosts events and in general oversees the daily business and development of the unit. "Almost every day brings different tasks and challenges," Shafi affirms, "and one gets a much better understanding of how a large and

highly complex institution like the University functions and grows."

Forty faculty members representing fourteen departments and three colleges teach courses for Women's Studies. In addition, the program also hosts numerous events that are open to the community such as conferences, lectures, and films. Throughout the years, Women's Studies has brought many different speakers to campus including recent lectures by novelist Octavia Butler, historian Estelle Freedman, author and radio commentator Laura Flanders, and A' Lelia Bundles, the granddaughter of Madame C.J. Walker. In 2002–2003, Women's Studies celebrated its thirtieth anniversary at UD with a lecture on feminism and the future by authors Amy Richards and Jennifer Baumgardner and an international conference. "I have long admired the dedication, energy, and enthusiasm of the Women's Studies faculty," Shafi affirms, "and to be able to contribute to this dynamic and lively program is a great experience."

Dr. Bruno Thibault, Professor of French, currently serves as acting director of the Continental European Studies program while Professor James Brophy (History) is on sabbatical leave. His work, he states, consists primarily of advising CES students, publicizing exciting new courses, and organizing special events on campus or in the region. For example, plans are in motion to host a lecture this spring by the French Embassy on the recent referendum in France and the Netherlands on the European constitutional treaty.

A new program on track to gain permanent status this year, CES offers its students a comprehensive focus on a particular European

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country and culture (e.g. France, Germany, Greece, Italy, Russia, and Spain) but within a broader European context. Europeanists specializing in political science and international relations, history, and foreign languages and literatures represent the core faculty for this program and are supported by their colleagues in philosophy, art history, and music. "One of the great strengths of the CES major," says Thibault, "is that it combines language training with history, politics, culture, and literature. Other important features are its flexibility and its enormous repertoire of course offerings." Furthermore, CES students are encouraged to take advantage of UD's numerous European study abroad programs to experience the culture of their target country. "In short," Thibault concludes, "this area studies program complements well the University's aim to internationalize its curriculum."

## FACULTY NOTES

**Dr. Persephone Braham** was awarded a National Endowment for the Humanities Summer Stipend for research on her book project "New World Teratologies: Gender and Monstrosity in Latin America."

**Dr. Bonnie Robb** received a General University Research Grant in 2005 for her book project entitled "Félicité de Genlis: Motherhood in the Margins." She spent the spring semester researching in Paris.

At the annual meeting of the Classical Association of the Atlantic States, **Dr. Nicolas Gross**, Associate Professor of Ancient Greek and Roman Studies and past president of CAAS, received an *Ovatio* (Ovation) for his many services to the organization.

## BOOKS PUBLISHED BY FACULTY IN 2005



*Drs. Lathrop, Ferguson, Busch, and Saggese*

**Hans-Jörg Busch** and **Thomas Lathrop** (Spanish). *Spanish Phonetics and Phonemics*. (Linguatext). A brief introduction to mastering Spanish pronunciation.

**Joan L. Brown** (Spanish) and Carmen Martín Gaité. *Conversaciones creadoras: Mastering Spanish Conversation*, third edition. (Houghton Mifflin). A strategic-interaction textbook for proficiency in conversational Spanish featuring three new audio CDs and an internet component.

**Gary Ferguson** (French) and David LaGuardia, co-editors. *Narrative Worlds: Essays on the 'Nouvelle' in 15th- and 16th-Century France*. (Medieval and Renaissance Texts and Studies). A collection

of essays examining the narrative worlds of late medieval and early modern French short stories.

**Thomas Lathrop** (Spanish), translator. *Don Quixote. Fourth-Centenary Translation*. (Cervantes & Co.). A modern translation of the classic Spanish novel.

**Riccarda Saggese** (Italian). *Easy Italian Reader*. (McGraw Hill). A unique, easy-to-follow guide to readings based on Italian culture.

## FACULTY AND STUDENT EXCHANGES

We were privileged to have **Dr. Juan Antonio Díaz-López** return to campus as the visiting professor from the University of Granada. Díaz-López and his wife Matilde were here previously for the fall semester in 1999, so he is quite familiar with the University and its surroundings. During this last visit, he taught advanced courses in oral communication and Spanish culture and civilization, the latter a course he also teaches at the University of Granada.



*Dr. Juan Antonio Díaz-López*

Díaz-López has taken full advantage of the Morris Library and UD's proximity to nearby institutions to continue his active scholarly agenda. His latest publication was the text of an exhibition catalogue organized by the British Consulate on nineteenth-century romantic artists. During his stay with us, he attended a symposium in Seville, Spain, where he gave a lecture entitled "The British Traveler's Image of Spain in the Nineteenth Century." In addition, Díaz-López is working on two long-term projects: entries on foreign literary travelers and Hispanists for the *Encyclopedia of Andalusia* and a book on the English writer, Gerald Brenan.

Díaz-López reports that he has "enjoyed teaching here this semester" and singles out the "close relationships" he has established over the years with colleagues and friends in FLL. A highlight of his semester, he affirms, was the trip to New York City with faculty and students to see the award-winning play, *Ana en el trópico*.

The Department also hosted one graduate student exchange this year: **Aurore Robine** from the Université de Caen, France. Robine taught classes in intermediate French while studying French literature and foreign language pedagogy. "For my first teaching experience," she reflects, "I couldn't have wished for a better place. The University has a very warm atmosphere and I met a lot of wonderful people here."



*Aurore Robine*

## CURRICULAR NEWS

### ANCIENT GREEK AND GERMAN SCHOLARS DELIVER LECTURES

The Distinguished Scholars Series of public lectures brought two eminent scholars to lecture on campus this year. Our spring speaker was Dr. Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature at Harvard

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## ALUMNI COLUMN

### MY TWO WORLDS: SCIENCE AND LANGUAGES

It's a long stretch back into my memory to recall all of my experiences at the University of Delaware that shaped, in so many different ways, who I am today. When I graduated from high school in 1969 and went from Oxford, Pennsylvania to Newark, Delaware, it was like going from a small provincial town to a big city. Science had always been my strong suit in high school and I was determined to major in biology at UD. At the time, all science majors were required to take at least two semesters of a foreign language. I would have preferred not to do this, but I did, and am forever glad. Deciding which language was most appropriate for a science major, I deemed it should be either Russian or German. German won out, and I have never regretted that decision.

My first two years of German were spent predominantly with Mr. Bill McNabb and Ms. Kirsten Glaser, a teaching assistant from Hamburg, Germany. German was fun. In some ways, it seemed almost scientific. All one had to do was piece together the correct sequence of words, and one could speak a foreign language. After completing those two years, I decided to take conversation courses with Ms. Trudy Gilgenast, and that was a blast. Of course, we were not able to speak very well, but the important thing was that we improved and had fun.

A seminal event in my Delaware education was the opening of the German language house, the *Deutsches Haus*, in 1971. We were the first language house and the experience there was unbelievable. There were six men in two rooms on the third floor and eight women in three rooms on the second floor. The first floor was a common area. A German exchange student joined the men on the third floor, and the rule was that all communication within the *Haus* proper had to be in German. We hosted many events, including dinners cooked in our own kitchen for visiting faculty and musicians. This did wonders for my confidence in the language, as did a trip to what was then West Germany in 1970 with Bill McNabb and other students, and a trip to both East and West Germany in 1972–1973 with Trudy Gilgenast. These trips were some of the first winter sessions abroad at UD. During this time, I also continued to take further courses in German language and literature. Dr. Elizabeth Bohning and Dr. Marian Wiley are memorable names. At the time I still thought that I was going to go to medical school, but I was not ready for it, and it was not ready for me. I did get my BA in biology, but I moved to Germany after graduating from UD in 1973, and landed in Hamburg. There I met up again with Kirsten Glaser and her parents. They housed and fed me for a month or so, and helped me find a job in a histology lab in a German hospital. I worked there for



*Dinner at the Deutsches Haus 1971*



*First group of Deutsches Haus students*

a couple of months and then changed jobs and taught biology and English to *Gymnasium* students. All of my training in language paid off. I avoided all contact with English-speaking people and English newspapers. I was totally immersed in German, and within months felt fluent. This fluency has never left me.

After a year I returned to the US and Bill helped find me a teaching assistantship in German at the University of Arizona. He had studied there for his master's degree, and said that the department was good and the weather even better. Tucson has been my home ever since. The time spent earning my master's degree was wonderful. After two years I received my MA in German and continued to teach at the university for another two. I was restless, however, and science kept beckoning. After volunteering at a local hospital, I decided to go to medical school.

Throughout my medical training and afterwards, I maintained my connection to Germany and made frequent trips abroad. I have also kept up my association with Bill and Trudy. While practicing obstetrics and gynecology in Tucson, I seemingly attracted all

of the German-speaking patients in the city. Pregnant women, and women who just needed a physician who could speak to them in their own language, gravitated to my practice. Many brought me books, magazines, and gifts from Germany. Other physicians in town have asked me to translate medical records for them. Sometimes this information has been critical. Tucson is certainly not a hotbed of German activity, but I have always enjoyed my contact with the local German culture. Language is a funny thing. It opens up so many vistas one never thought existed. My whole life for the last thirty-five years has been a see-saw between science and language, and in some ways I am still torn by my love for both. Luckily, I have been able to integrate them equally into my life, both professionally and personally.

A short time ago I had lunch with Bill and Trudy in Newark. The city and the campus have changed extensively, and we are all quite a bit older. We still have many fond memories of the *Deutsches Haus* and of our growth as individuals over the last third of the century. Bill told me about some of the recent changes in FLL's language labs and facilities. Even though ours in Old College were fairly primitive by today's standards, they worked, and improved substantially when FLL moved to Smith Hall. I'm sure that the new ones are even more high-tech and valuable to the students. Even so, the best way to cement the foundations of a language into one's being is to live and travel abroad. I still try to read a book in German every time I sit on the beach while vacationing in Mexico. It just seems to fit somehow. The only problem is that I forget, and try to speak German to the hotel staff! Thank you Delaware for all of the great memories!

*—Dr. John Swain, class of '73*



*Dr. Riccarda Saggese, Ms. Vincenza Pastecchi,  
Dr. Heidi Byrnes, Ms. Kim Hiestand*

University. He is also the Director of the Harvard Center for Hellenic Studies in Washington, DC. In his standing-room only lecture, "Lives of Homer," Nagy explored the elusive identity of Homer and the oral poetic origins of the *Iliad* and *Odyssey*, the epic poems that mark the beginning of the Western literary tradition.

In the fall, the Department welcomed Dr. Heidi Byrnes, George M. Roth Distinguished Professor of German at Georgetown University. In her timely lecture, "The Goals of Collegiate Language Learning: From Communicative Competence to Literacy," Byrnes examined the role that the constructs of communication competence and proficiency have played in collegiate language instruction and presented an expanded frame of reference for the profession as it reflects on language teaching and learning in today's multilingual and multicultural societies.

## EDUCATION PROFESSIONALS STUDY SPANISH

The Spanish Languages and Hispanic Cultures for Educators professional development cluster was successfully piloted from July 2005 through February 2006 via a partnership between the Department and the Delaware Department of Education (DDOE). Instructors Crista Johnson and Stacey Hendrix, along with Associate Professor Bonnie Robb and Dr. Shuhan Wang, Education Associate for World Languages at the DDOE, designed this new initiative which enabled educators to acquire Spanish language skills while enhancing their cultural understanding and competence to work with Hispanic students



*Professional development cluster faculty and students*

and their families. Participants—representing nine school districts in Delaware—included administrators, librarians, and teachers from all disciplines. They benefited from classes in intensive beginning Spanish for educational purposes and lectures by specialists about specific regions and cultures. Several FLL faculty delivered presentations: Dr. América Martínez (Puerto Rico), Dr. Cristina Guardiola-Griffiths (Spain), Dr. Cynthia Schmidt-Cruz (Argentina), Dr. Persephone Braham (Mexico), Instructors Suzanne Tierney-Gula (Ecuador) and Amalia Veitía (Cuba). In addition, Dr. April Veness (Geography), along with photographer and videographer Michael Oates, presented an insightful report on Guatemalan immigrants in southern Delaware. Presenters from the community included Mr. Robert Guillén and Mrs. Carmen Rivera, advocate for ASPIRA, a nonprofit organization devoted to the education and leadership development of Latino youth. For the culminating activity, cluster participants designed and implemented individualized Action Research Projects to benefit Hispanic students and their families in their schools. For more information visit: [www.udel.edu/flt/faculty/stacey/SLHC.html](http://www.udel.edu/flt/faculty/stacey/SLHC.html)

## PEDAGOGY STUDENTS TEACH SPANISH TO ENTHUSIASTIC EARLY LEARNERS

During fall semester 2004 students taking the FLES (Foreign Languages in the Elementary Schools) methods course had the opportunity to participate in a practicum: teaching Spanish to children at UD's Early Learning Center (ELC).

The after-school language program met two needs. On the one hand, most students taking the FLES methods course had never taught children before. On the other, many children in Delaware public schools are not exposed to foreign languages until they reach the seventh or eighth grade. By that time they have passed *the critical period*: the years before the onset of adolescence when children are much more likely to acquire near-native proficiency and pronunciation.

The practicum, designed and implemented by Dr. Iris Busch, addressed both issues: pedagogy students obtained practical experience in the classroom and children were exposed to language learning in a relaxed and fun environment. Busch designed the practicum to give her students ample preparation and support for their new teaching experience with young children. Each student taught and observed twice during the fifteen-week course. The first session was taught by Busch, and graduate students taught the second and third sessions. During every session at the ELC, four students were working: two teaching and two observing.

The UD Global Citizenship Fellows Program awarded the initiative \$1000 to purchase instructional materials, and Busch designed curriculum and lesson plans specifically for the program, which include life experiences and interests of the young students, with an emphasis on listening and speaking, and many cultural and hands-on activities. The students were encouraged to use their creativity to give the lesson plan their own "handwriting." At the end of the semester, all students and children agreed that the Spanish program had been a huge success and were sad to say "Adiós." The ELC staff said that the children spoke and sang in Spanish just for fun, and the practicum students considered the ELC experience invaluable to their education.

Erin Blackson, a graduate student who taught in the program gives us her perspective of the experience: "All the children were wholly engaged in our lessons. They were enthusiastic about learning, and repeated words and sentences without hesitation, retaining them effortlessly. Learning Spanish seemed to empower them. The ELC children were afforded the opportunity to learn Spanish and hopefully discovered yet another avenue in which they could express themselves and hone their talents. Every child should be so fortunate."



## STUDENTS EXPERIENCE LIFE ABROAD

For the past three years, the Department has hosted winter session LIFE programs in Costa Rica, Spain, and Mexico. Led by Ms. Stella Hall, Dr. América Martínez, and Ms. Fatima Haq, these programs have had a profound impact on their participants and continue to provide them with a supportive and personalized network of faculty, friends, and peer mentors.

LIFE is an academic enrichment program for first-year students designed to integrate academic and real-life experiences by having students live and work together in a learning community. It first ran as a pilot program in 2000–2001, and has been offered every year since. The purpose of the program is to create a small community of students within the larger campus setting. By clustering small groups of students with similar interests in an academic theme and its related activities, LIFE programs promote early and meaningful engagement with the University, active participation in a residential learning community, and friendships based on shared pursuits.

The first LIFE program sponsored by FLL took place in Costa Rica in 2004. Accompanied by faculty director Ms. Stella Hall and peer mentor Richard Coddington, twenty freshmen embarked on the adventure of a lifetime. “Most of the students did not know each other before the trip,” recalls Hall. “By the time we returned home, however, we were all the best of friends.” As part of their service learning component, the students participated in a community recycling program to aid single mothers in the San José area. “We all had incredible experiences throughout the month,” reflects Hall. “The cultural exposure, the academics, and the R & R were just great. But the service learning component was, by far, the icing on the cake.” Now in their junior year, Hall’s students still keep in touch and often get together for cultural events on campus. Eight-five percent of them, she reports, have continued to participate in study abroad.

Granada, Spain was one of two LIFE study abroad programs offered during the 2005 winter session. Dr. América Martínez, director, recruited twenty-four freshmen eager to travel and experience life abroad. Senior Jullion Cooper accompanied the group as peer mentor. The peer mentor serves to facilitate the group’s integration of academics with their day-to-day living experiences abroad. Lectures on Spanish history, culture, and society, as well as visits to Granada’s historical and cultural sites enhanced the course curriculum. In addition to the weekend visits to Segovia, Ávila, Toledo, Itálica, Sevilla, Córdoba, Ronda, and Benalmádena, the students spent five days in Madrid where they enjoyed visiting nativity scenes on January 6, Three King’s Day. The only suitable ending to such an experience, reports Martínez, was a cup of thick, hot chocolate with *churros* at the famous Chocolatería Ginés.

Mexico LIFE, reports director Ms. Fatima Haq, was an overwhelming success. Assisted by three-term peer mentor Jessica Milligan, Haq accompanied a group of eighteen freshmen to Mérida in winter session 2006. Haq’s students participated in a research project based on interviews with their host family on topics related to Mexican culture. In addition to their courses in Spanish language and Mexican culture, the students traveled throughout the Yucatán peninsula including a visit to the inlet-statuary Ría Celestún, one of the few breeding grounds in the northern hemisphere for the American flamingo. A unique aspect of Mexico LIFE was the incorporation of student ambassadors from the host institution who helped facilitate the group’s adjustment to new surroundings. Reflecting on the success of the program Haq states, “Ideally, all study abroad programs should have student ambassadors. This aspect of Mexico LIFE distinguished it from past programs and added immensely to the overall positive experience of all my students.” Reciprocal plans are currently underway to host students from Mérida in an upcoming summer.

## ETYMOLOGY: WHAT SCIENCE KNOWS

Professor Alexander Lehrman

Science is a borrowing from Latin *scientia* ‘knowledge’, formed from the verb *scire* ‘to know’, originally “to split, to discern.” Among its Greek cognates are *schism* and *schizophrenia* “split-brain (situation)”; among its English cognates are *shin*, from Old English *scinu*, originally “a piece cut off,” and a four-letter word which good taste prevents me from mentioning, from Old English *scītan* “to separate, part from”, originally a euphemism used in good Anglo-Saxon company. Science, even in its most advanced forms, knows nothing that ordinary language doesn’t know. It takes thoughts, that is, pieces of ordinary language such as *time*, *space*, *light*, *universe*, *nothing*, *mass*, *weight*, *energy*, *speed*, *particle*, *wave*,—limits their meanings by giving them precise definitions and by relating them to each other in precisely defined ways, and runs with that.

Even the way science connects thoughts into math-like propositions, or formulae, is the same way ordinary languages—all 6800 of them, give or take a few—connect thoughts in subject-predicate groupings known as sentences. (Pure mathematics, a science that has no content at all, is pure form abstracted from ordinary language—much as pure alcohol is distilled from grain, and all “content” sciences relish and emulate the pure form of its propositions.) When we, for instance, radiantly point to our lovely new building and say *This is Jastak-Burgess Hall*, we equate (*is*, the verbal part of the predicate) something (*this*, the subject) with something else (*Jastak-Burgess Hall*, the non-verbal part of the predicate). Einstein’s  $E = mc^2$  in fact uses the exact same form: “*E*,” the amount of radiant energy, is the subject and “ $= mc^2$ ” is the predicate, where “ $=$ ” is the same as the ordinary *is* and “ $mc^2$ ” is the rest of the predicate. *Jastak-Burgess Hall*, where the generous patrons’ names modifies the word for a university building, is the product of *Jastak-Burgess* and *hall* in precisely the same way as  $mc^2$  is the product of mass and the square of the velocity of light in the Einstein equation.

Language, by means of which earthlings (a.k.a. humans, ultimately from Latin *homo* ‘earthling’) make sense of themselves and their surroundings, is of course anthropomorphic, that is, human-shaped. Can it be expected to be anything else? Within the boundaries of human language, which are the boundaries of human understanding, everything has a beginning (before which there was nothing or something singularly different), a middle (consisting of growth followed by decline), and an ending (after which there is nothing or something singularly different again).

Science, whether physical or chemical or biological, accepts this model uncritically. For example, physics theorizes about the fate of the Universe in the currently fashionable “Big Bang” theory by telling the following story: the universe exploded into existence out of virtually nothing, fanned out and has kept expanding until one day it starts shrinking and finally disappears in what is known as the “Big Crunch.” Never mind that the Universe is not at all like a living being, nor is its story anything like any human story with its beginnings, middles, and endings, and does not remotely resemble anything any human has witnessed (*story* and *history*, from Greek *historía* ‘learning from witnesses’, *hístōr* ‘witness’ from an earlier *wid-tōr* ‘he who has seen’, with English *wit* a cognate). But the anthropomorphic concepts formed by ordinary language give shape and scope to the “fate” (from Latin *fātum* ‘that which is told, a story’) of the Universe, from Latin *ūniversum* ‘(a multitude) turned into one thing’.

## NEWS FROM THE LANGUAGE PROGRAMS



*Students pat the Boar's snout in Florence*

### ITALIANISSIMO

Italian music — classical and contemporary — filled the air this past year, as a guest speaker and an opera singer shared their expertise with the university community. Dr. Angela Cingottini from the *Università per Stranieri* in Siena spoke last spring on the evolution of Italian songwriters from the 1950s to the present day. Internationally-acclaimed soprano Andrea Arena was the distinguished guest at the annual Honors Day ceremony last May. The crowd was moved by her presentation of Italian arias. At the ceremony, eleven students were inducted in Gamma Kappa Alpha, the national Italian honor society, with Gina Zanella taking the top award for her outstanding work in Italian studies. Many of these students were involved in the University Italian Club — *Il circolo italiano* — and actively promoted the language and culture of Italy during the academic year. The club sponsored a poetry contest, with sophomore Alecia Singh winning first prize. Other activities included a movie viewing, language nights, a speed-dating event, and a trip to Little Italy in New York City.

Music was also the theme of the newest study abroad option offered jointly by the FLL and Music Departments. This past winter, Ms. Giuseppina Fazzone Rhodes and her co-director Dr. Larry Peterson (Music) took students on a musical tour of Italy, with stops in Rome, Florence, Venice, and Naples. Two other winter programs continue to appeal to students: Dr. Gabriella Finizio and Dr. Daniel Green (Political Science and International Relations) traveled across Italy studying its political and cultural landscape, while the students accompanied by Drs. Riccarda Saggese and Laura Salsini stayed primarily in Siena to improve their language skills.

Course offerings in Italian continue to expand, allowing students more flexibility as they complete their major or minor. This past year Finizio offered a course entitled "Ariosto's Orlando Furioso," while Salsini taught Post World War II Literature for the first time. Our teaching staff is rounded out by Dr. Meredith Ray, Ms. Roberta Morriane, Ms. Vincenza Pastecchi, Mr. John Cunicelli, and Ms. Roxane Petit-Rasselle.

Our graduates continue to thrill us with their accomplishments. Gina Zanella (BA '05) is a teaching assistant with our Italian program while working toward an MA in Spanish. Stephanie Raible (BA '05) has enrolled in an MS program in Intercultural Communication at the University of Pennsylvania, and Meredith Bullamore (BA '05) has begun a Masters in Political Science at Villanova University. Matthew Jenkins (BA '05) has started a Masters of Divinity degree at Reformed

Theological Seminary in Jackson, MS, while Nicola Ventresca (BA '03) is finishing up an MA in Italian at Middlebury College. Rosalia Grigoli (BA '05) works for a Wilmington firm that focuses on international business, while Anita Baril (BA '03) has found work with a travel agency that specializes in trips to Italy.

And who says true love can't be found in the classroom? Lino Fabris and Marissa Cerabona (both BA '99) married several years ago and are starting a family. Lino has completed his military duties in Europe and works as a consultant; Marissa is employed with a Philadelphia publishing house and has published a travel guide to Venice and the Veneto. Bravissimi!

### NOTICIERO ESPAÑOL

The University of Delaware's Kappa Upsilon chapter of Sigma Delta Pi, the national Spanish honor society, was founded in 1974 by Dr. A. Julián Valbuena, Elías Ahuja Professor Emeritus of Spanish. This year the Delaware chapter initiated thirty-eight students with friends and family on hand to support the initiates. Mr. Joshua Hendrix played classical guitar selections, and faculty and students read poetic passages. A dessert reception followed. Jacqueline Hornberger received the Book Award for the Spanish major with the highest grade-point average. The Awards for Excellence in Spanish Studies were bestowed following the ceremony. Gabriela Blue was awarded the prize for Best Graduate Student Essay and Kelley Pastic took the prize for Best Essay in an Upper-Division Hispanic Literature Course. Bethany Lichtenberg was named Outstanding Student in an Hispanic Literary Survey Course. Teresa Casella was the 2005 recipient of the Janet Murdock Prize for Study Abroad.

The Latin American Studies program hosted a number of exciting events, kicking off the spring semester with the week-long *Festival do Brasil* organized by Dr. Cynthia Schmidt-Cruz. The event highlighted Brazilian culture and Portuguese language, and included presentations on Brazilian arts, music, and culture as well as a *capoeira* (dance) presentation and samba workshop. The festival culminated in the *Festa Brasileira*, a Saturday-night dance party featuring Brazilian beats. Dr. Persephone Braham organized "Latin American Cities," a symposium on the representation and use of urban spaces, which was held at UD on April 7–8. The symposium brought together twelve scholars in an interdisciplinary dialogue on Latin America's urban explosion. Provost Daniel Rich opened the proceedings with an introduction to the keynote speaker, Professor David William Foster of Arizona State University, who gave a riveting slide lecture. Later that month the Latin American Studies program hosted a talk by Dr. Zulema Moret of Grand Valley State University on recent films by Latin American women directors.

Fall was also eventful, starting with September's joint student-faculty presentation organized by Drs. Gladys Ilarregui and Braham, "The Latin American Diaries: Stories from the 18-22 Generation." UD anthropologist Dr. Carla Guerrón-Montero spoke on "On the Perils of Studying Tourism: The Caribbean as a Site of Work, Pleasure, and Inquiry," and students gave presentations on their experiences traveling and studying in Mexico, Brazil, and Argentina. In November, Ms. Aurelia Río and Ms. Amalia Veitia took a group of thirty students and ten faculty members to the Repertorio Español in New York City to see the play, *Ana en el trópico*, the 2003 Pulitzer Prize-winning drama by Nilo Cruz. Additional LAS-sponsored events included a talk by Professor José Manuel Álvarez Zárate of Universidad Externado de Colombia on "Political and Economic Perspectives on Colombia's Future," organized by Dr. Vincent Martin; and an advanced screening of the PBS documentary film "Mirror Dance," about Cuban-born twin sisters, prima ballerinas, who became estranged by politics. The viewing was followed by a panel discussion featuring the principles of the documentary.



Two of our faculty members were invited to speak at universities in Spain this year. Dr. Joan Brown, Elias Ahuja Professor of Spanish, delivered a keynote talk entitled “Carmen Martín Gaité’s Vision of the United States” as part of the *Círculo de Lectores* “Literary Encounters” panel honoring Carmen Martín Gaité and the publication of her book *Visión de Nueva York*, at the 64th Annual Madrid Book Fair last May. Dr. Ilarregui read her poetry at the Library of Congress in April, in Honduras in October, and at the Aula Magna at the University of Salamanca on the anniversary of the birth of Pedro Calderón de la Barca. Ilarregui also taught a seminar on “Women in Colonial Latin America” at the University of Salamanca where her reading initiated a new course for graduate students.



*Faculty and friends visit the Repertorio Español in New York City*

Students continue to flock to FLL’s winter study abroad programs. The Granada program, directed by Drs. Cynthia Schmidt-Cruz and Jesús Cruz (History), drew thirty-one participants. Highlights included the Picasso Museum in Málaga and the bullring in Ronda — one of the oldest in Spain. Ms. Suzanne Tierney-Gula led twenty-four students on the Ecuador/Galápagos program. Students ventured into the Amazon jungle, shopped at indigenous markets, and enjoyed white-water rafting. The trip culminated in a scuba cruise in the Galápagos. The Mérida program, led by Dr. Alexander Selimov, drew sixteen students. A highpoint for students this year was playing basketball with the middle-school students in the Mayan village of Sisbicchen. Dr. América Martínez directed the Puebla program with thirty-one students. Weekend trips to Mexico City, Oaxaca, and Taxco/Acapulco gave them the opportunity to see many architectural and cultural sites including Teotihuacan, the Diego Rivera Museum, and the excavations showing Tenochtitlan, the original city of Mexico founded by the Aztecs.

Two groups traveled to Costa Rica this winter: Dr. Jorge Cubillos, Ms. Vilma Lazo, and TA Cristóbal Pacheco accompanied twenty-five students, while Dr. Persephone Braham and Ms. Stella Hall led another group of twenty-four. Together they experienced the gritty urban environment of San José, the natural splendors of Costa Rica’s rainforests and volcanoes, and the laid-back beach towns of Tamarindo and Manuel Antonio.

Thanks to a generous grant from the UD Office for Service Learning, the Spanish section was able to introduce a service learning component to its culture course taught abroad. Twenty-five students participated in service tasks at two sites: a senior citizen home and a shelter for abused children in San José, Costa Rica. At each site, students learned about the issues confronted by these institutions, participated in diverse physical plant improvement projects, interacted with the residents, and wrote reports on the activities and insights gained. The feedback from participants was exceptionally positive, and the experience was presented this spring at the UD Forum on Service Learning.

Rounding out the South American continent, Ms. Krystyna Musik and Dr. Suzanne Cherrin (Women’s Studies) accompanied a group of thirty-seven students to Argentina with TA Michael McVey. Dr. Thomas Lathrop and TA Leah da Ponte took twenty-four samba-loving students to Brazil, where they were based in the beautiful coastal town of João Pessoa.



*Medusa from a 7th century BC terra cotta from Syracuse*

Artwork: Annette Giesecke



*Students explore the Theatre at Delphi*

## ANCIENT GREEK AND ROMAN STUDIES

The Ancient Greek and Roman Studies (AGRS) division had the great privilege of hosting Professor Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature at Harvard University and Director of Harvard University’s Center for Hellenic Studies, as the spring speaker in the FLL Distinguished Scholars Series. Nagy, who is the world’s leading expert on Homer, spoke to a standing-room only crowd on the mystery of Homer’s identity and the clues provided by the numerous extant accounts of his life.

With burgeoning enrollments in Latin, the AGRS faculty was pleased that Professor Joan Plautnik-Salvo joined the team, and we were fortunate once again to have Mr. Robert Richards III return to teach his course on “Roman Rulers and Rebels.” We were grateful also to have secured the assistance of Drs. Colin Pilney and Vincent Martin, who served as directors of the AGRS-sponsored programs in Greece. Fired by the Olympic spirit, FLL sent forty-five students to Greece, where they were once again hosted by the tremendous Athens Centre team. Students were based in Athens — where they were treated to a rare snowfall — within minutes of the Acropolis and traveled widely, to Delphi, to Olympia and other sites in the Peloponnese, and to the island of Crete while studying modern Greek language, ancient Greek history, ancient Greek comedy, and ancient Greek art and archaeology.

Our recently graduated majors and minors continue to make us proud. We have two in England, studying classical archaeology and osteo-archaeology, respectively, at the master’s level. Others have begun to pursue careers in library science, museum curatorship, information science, and teaching. Yet another, working with Americorps, is providing love and support wherever it may be needed. Please keep us posted!

## AUF DEUTSCH

German Studies is changing with globalization and the shifting demographics everywhere. While traditional language and literature courses form the core of our curriculum, they have in recent years been augmented with courses and contents that explore contemporary cultural discourses and interdisciplinary possibilities. Initiatives to link with professional programs, the continued success of the German pedagogy option, and the traditional program in literature all benefit from this enhanced approach to teaching German. To prepare our students

*—continued on page 14*

for the complexities of today's world, our faculty brings the world to our campus and community, and facilitates the invaluable educational experience of study abroad.

A variety of events contribute to a sense of community among our students. Each semester a movie night brings students together to catch up on recent developments in film. An ever-popular event is the Oktoberfest at the Delaware Saengerbund. This year a poster contest was held at the party celebrating German Unity Day. The thirty submissions on the theme of "Communicate, Educate and Celebrate: The Power of Language Learning" led to lively discussions on their merits, on art and on media. Three posters received awards by acclamation. At the *Nikolausparty* everybody enjoyed the German Christmas treats and *Glühwein*, the ginger-bread house building contest, and the warm holiday spirit.

The annual meeting of the German honor society, Delta Phi Alpha, provides the festive frame for recognizing the achievements of our students. An occasion to meet and talk, good food, lovely interludes performed by the UD Saxophone Quartet, and a stimulating talk by Michael Eith, this year's Fulbright Scholar, all set the tone for the initiation of twenty-three students. In recognition of their excellence in studying German, eleven students received book awards provided by the Austrian Cultural Institute, the German Embassy, and the Swiss Cultural Foundation. For their outstanding performance in the elementary- to intermediate-level courses, Jessica Cohn, Dana Rathfon, and Ryan Cole received the Delaware Saengerbund Language Awards. Marissa Brown received the Marion E. Wiley Memorial Award for a non-major student in German who demonstrated superior scholarship. Michael Eith was recognized with the Sepp Hilsenrad Memorial Award for his outstanding studies in German at the advanced level. Several study abroad awards were also announced.

The study abroad program at the University of Bayreuth is our largest. Over the years many students have honed their language skills and broadened their understanding of Germany and its role in the European Union by participating in our winter session there. Each year students return to our classes with excitement in their eyes and stories to share. Ryan Cole, for example, reflects: "Bayreuth was small enough not to get lost, and big enough to have plenty to explore." Anja Jones enthuses that it was "the most enriching and exciting time of my life." Brett Burns explains, "Being immersed in a German-speaking environment was exactly the reason I wanted to go." Harry Caufield muses, "A month in Germany taught me that it's unfair and pointless to generalize about foreign cultures." In this regard, a more extensive experience is afforded through the Federation of German-American Clubs. Generous scholarships enable two UD students to study for a year in Germany. This year scholarships were awarded to German majors Daniel Wynn and Devin Walsh, who studied in Karlsruhe and Kassel, respectively.

With the support of the Wilmington Sister Cities Committee, the *Deutsch-Amerikanischer Frauenklub*, and the Delaware Saengerbund, our department sponsored two students to participate in the International Summer School Program at the Fachhochschule Fulda, Germany. The recipients of the awards last year were Courtney Petchel and Jennifer Seelin.

Study abroad has always been an important component of our curriculum. This fall another program will open its doors to our students. In partnership with Bowling Green State University we are initiating a new semester abroad program in Salzburg, Austria, for students of German at the advanced-intermediate level and above.

## 中文・日本語

The Chinese and Japanese programs continue to enrich the undergraduate experience for hundreds of our students. Thanks to the efforts of Dr. Mark Miller, Ms. Chika Inoue, and Ms. Mutsuko Sato, the Japanese program is thriving. Sadly two important faculty members resigned last year. We bade farewell to long-time stalwarts of the Japanese faculty, Dr. Lawrence Marceau and Ms. Mami Lyons. Fortunately Dr. Rika Saito came aboard to teach some of our classes on short notice. Dr. Susan Amert, Associate Professor of Russian, graciously and capably took over some of the Asian faculty's administrative duties and Miller's wife, Ms. Erika Miller, came out of retirement for one semester to help staff our Japanese courses in the fall. We are delighted that Saito will continue teaching for us and we look forward to welcoming back Ms. Machiko Poot, the former Ms. Shimomura, who previously taught for us for over three years.

On a further positive note, the Chinese program continues to grow thanks to the continued efforts of Dr. Jianguo Chen, Dr. Maria Tu, and Ms. Renée Dong. Two half-time positions were authorized for Dong and Tu in 2005. In addition, as part of the East Asian Studies' Title VI Grant, the Chinese faculty developed three new courses: "Readings in Chinese Literature and Culture," "Selected Authors and Themes," and "Chinese Women Writers." Also as part of the EAS Grant, Chen organized a Chinese Film Festival which featured an internationally renowned Chinese filmmaker and several highly acclaimed Chinese films. The study abroad programs in both China and Japan continue to be enormously popular. Professor Xiang Gao (Music) and Dong led twenty-four students on the winter program again this year. In addition to the intensive courses in Chinese language, culture, and music in Beijing, the students visited the ancient city of Xi'an (where they enjoyed the spectacular terra cotta warriors and the Tang dynasty Wild Goose Pagoda and Palace), the metropolis of Shanghai, as well as the "garden" city of Suzhou and Zhouchuang — China's "Venice."

Miller and Sato, along with undergraduate assistant Andrew Talarowski, led a large group of thirty students to Kobe, Japan. They stayed at Shoin University's deluxe facilities where students took classes and benefited from conversation with individual language partners. There were excursions to Kyoto, Osaka, Nara, and other historical sites, castles, temples, and shrines. The group even went to a Japanese baseball game!

In April the Chinese faculty organized the first Chinese Speech Contest. About eighty students participated in the event which featured an interesting program of speech, poetry recital, singing, performance, and riddles. The jury consisted of specialists and other professionals, all heritage speakers of Chinese. A great success, we plan to make the contest an annual event.

Both the Chinese and the Japanese faculty continue their en-



*Students in Kobe learn the ancient art of Naginata*



deavors to keep students involved through language tables, clubs, and special housing. Our clubs are culture-oriented and the purpose of our tables, which meet once a week, is to help students with the spoken language. Thanks go to Mike Hertz for his great work as the president of *Japaru* and *Nihongo*, our Japanese club and table, and to Katie Reilly and Justin Buckley, for their leadership of the special housing for students of Japanese.

Led by Sandy Chen (president), the Chinese Club organized a variety of cultural activities including the Chinese Spring Festival Celebration and a public talk featuring Cathy Bao Bean, the noted author of *The Chopsticks-Fork Principle*. Thanks to Jake Gersh's remarkable efforts, the Chinese table has provided a welcome space for our students to practice Chinese outside of class.

Finally, our students in the news: Megan Strumbeck won an International Rotary Scholarship and is currently studying Chinese in Taiwan. Matthew Aulen represented the University, as well as the State of Delaware, on our sister-state exchange program with Miyagi Prefecture, Japan, in July and August. We welcomed home Elizabeth Fuller and Amber Tamosaitis in September. These young scholars received our prestigious Soka University exchange scholarships and spent the year in Japan. They handed the baton to our current scholarship recipients, Joe Buchter and Deo Machado, who sojourned to Soka University in September, and will enjoy learning Japanese for the remainder of the year. UD also has a new exchange program with Seinan University in Kyushu, Japan. We welcomed home our first Seinan exchange students, Maria Bouzas and Ryan Phillips, and look forward to sending more of our students to their beautiful campus this summer.

## РУССКИЕ ИЗВЕСТИЯ

The spring initiation ceremony for Dobro Slovo, the national Slavic honor society, held on May 11, was the highlight of the year in Russian. Seven new members were inducted into the society. The Eugenia Slavov Award for Excellence in the Study of Russian was presented to Nicholas Johnson, one of the founders of the Russian Club "Mnogo slov." John and Dorothy Matulis of the musical ensemble *Zima* were again on hand to initiate everyone present into the secrets of the Slavic soul by singing folk songs from various Slavic nations and accompanying themselves on Slavic folk instruments, while providing illuminating commentary on both the instruments and the music's unique rhythms and harmonies. Later, after a convivial break for delicious *zakuski* and conversation, *Zima* provided instruction in Slavic folk dancing, and almost everyone present, faculty included, joined in the fun. The evening culminated with the challenging "Troika" dance, and those dancers still on their feet performed the complicated steps and moves with grace and glee.

Four of our advanced undergraduates studied abroad in Russia during the year. Sarah Graham spent the spring semester in St. Petersburg on the highly regarded American Council of Teachers of Russian (ACTR) program. Erik Edlund was in the same city on an ACTR summer business internship program. Kristin Prezłomiec studied in both St. Petersburg and Moscow through the University of Arizona summer program; and Nick Johnson studied at St. Petersburg State University from September through January. They returned with a vastly improved command of Russian, brimming with stories about their Russian adventures, and eager to return at the first opportunity.

Those of our alumni who traveled to Russia with a UD study abroad program will be happy to hear that plans are under way to establish a regular program there, probably in St. Petersburg. The city's famed *belye nochi* ("white nights") beckon, with the first group to travel in 2007. We hope to create a UD semester abroad option as well.

On the alumni front, Scott 'Kostya' Burroughs ('05) visited UD in December fresh from a stint teaching English in Taiwan, and looking

forward to continuing his travels abroad. We would love to hear from other alumni, too. Please write to Professor Susan Amert, or better yet come visit us in our department's beautiful new building.

## À LA FRANÇAISE



*Students visit Monet's garden in Giverny*

The first major French event of the year was our annual Francophone Day Celebration, held in April, and coordinated by Ms. Donna Coulet du Gard and Ms. Judy Celli. UD students of elementary and intermediate French participated in the festivities, which were attended as well by local high school students and their teachers. Students viewed exhibits, chatted with native speakers, and learned about study abroad opportunities. Graduate students Nadège Dufort and Sonia Kpota demonstrated traditional dances from Martinique and Western Africa.

In May twenty-four students were inducted into Pi Delta Phi, the French honor society, and thirteen students were recognized for excellence in French at the intermediate level. Dr. Gary Ferguson coordinated the enjoyable evening, Ms. Lysette Hall served as master of ceremonies, and senior Lauren Ware, president of Pi Delta Phi and recipient of last year's Theodore E.D. Braun Undergraduate Student Award, led the initiation ceremony. Ms. Kathleen Gallant, a local dance teacher and a Francophile of Acadian heritage, was honored as French Advocate of the Year. Another distinguished guest was Ms. Alessandra Benedicty, Cultural Attachée of the Québec Delegation. Graduating senior Heather Johnson received the French Faculty Award for Excellence in French Studies, and Alexandra Bortnick was recognized for outstanding leadership as president of the French Club. Honorees and their guests enjoyed a piano performance of a Debussy nocturne by Jennifer Capparuccini, and the evening ended with students, parents, guests, and faculty lingering over homemade French treats.

At FLL's convocation ceremonies, Therese Cacciapaglia received the Theodore E.D. Braun Graduate Student award for her distinguished performance in our Master's program. Also cited for excellence were graduate students Sonia Kpota and Nadège Dufort, who have both gone on to study Francophone literature at the doctoral level at the University of Iowa and Louisiana State University, respectively.

Our three study abroad programs afforded students exciting exposure to French and Francophone language and culture. Dr. Deborah Steinberger and Ms. Christine Delbeau (Music) directed the 2005 summer program in Paris. Participants took courses in language, music and architecture, and enjoyed excursions to Versailles, the Loire Valley, and Giverny, home of the painter Claude Monet. Other highlights included an unforgettable performance of the ballet *Roméo et Juliette* at the Opéra Bastille and a Molière *comédie-ballet* at the Comédie Française. Dr. Bruno Thibault and Ms. Lisa Thibault served as director

*—continued on page 20*

### DALIT GULAK: A WOMAN WITH A MISSION

Dean's Scholar, Truman Scholar, and recipient of the prestigious Warner Award as the outstanding woman of the senior class, Dalit Gulak is a woman with both a passion and a mission. This mission is a career in public service where she can combine her knowledge of medicine with her understanding of Hispanic culture to improve the quality of health care for women both in the United States and in Latin America. Dalit's first exposure to medicine began with her work as a volunteer six years ago in Latin America. Today this is where her true passion lies.



Dalit Gulak

Here at UD, Dalit devised an ambitious program of independent study because no standing major could accommodate a pre-med curriculum and a full load of coursework in Spanish Studies. As a participant in the selective Dean's Scholar Program, she designed an individualized major that focused on health care, the Spanish language, and Latin American Studies. An integral component of this plan was her participation in a semester-long program in the Dominican Republic. There she took courses at the university, worked in the field, and completed research related to this demanding major.

Last year, Dalit was one of two UD students named 2005 Truman Scholars, bringing the total number of recipients to fifteen and placing the University among the top ten percent of colleges and universities with students who have received this prestigious award since it was founded three decades ago. Seventy-five scholars were selected from 602 candidates. The scholarship provides \$30,000 for graduate study in addition to leadership training, career and graduate school counseling, and special internship opportunities within the federal government. Upon graduation and the completion of her Truman Internship this summer in Washington, DC, Dalit will begin a graduate program at Georgetown University in nurse-midwifery.

Ms. Katharine Kerrane, Senior Associate Director of UD's Honors Program has known Dalit since her freshman year and assisted in her preparation of the Truman Scholarship application. Kerrane remarks, "The Truman Foundation strives to fund students who care passionately about making a positive difference in the world. They chose correctly when they picked Dalit. She is one of the most generous, giving people I know. She tackles challenges with energy and enthusiasm and approaches problems with a practical sense of what will work."

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*Dalit's adviser, Dr. Susan McKenna comments, "Dalit is one of the most dynamic, focused, and socially engaged students that I have taught in my ten years here at UD." She continues, "I have been privileged to work closely with her, and I am awed by her sense of commitment, her seemingly boundless energy, and her eternal optimism."*

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Her professors in FLL concur. Dr. Alexander Selimov remembers Dalit in the classroom as a "smart, witty, and original thinker" who came up with "unusual solutions to analytical problems." "She is an outstanding student," affirms Dr. Cynthia Schmidt-Cruz, "totally engaged in all works and issues we study in class." Dalit's adviser, Dr. Susan McKenna comments, "Dalit is one of the most dynamic, focused, and socially engaged students that I have taught in my ten years here at UD." She continues, "I have been privileged to work closely with her, and I am awed by her sense of commitment, her seemingly boundless energy, and her eternal optimism."

The Warner Award for the outstanding female senior was indeed intended for students like Dalit who excel not only in their academic careers but also in the significant contributions they make toward improving the world around them. Dalit returned to the Dominican Republic last January as a volunteer with the Dominican Republic Outreach Program sponsored by the University of Southern Maine. There she assisted in setting up clinics in remote villages, served as an interpreter, and performed basic medical tasks alongside the doctors and nurses. Her efforts are not strictly international, however. Here on campus she organized a diaper drive for the victims of Hurricane Katrina and has participated, as well, in the popular Bike-to-the-Bay campaign against muscular dystrophy.

Reflecting on her career here at UD, Dalit says, "I came to Delaware with a desire to improve my Spanish, but this desire was lit aflame by the passion and dedication of professors like Dr. Susan McKenna, who inspired me to pursue my dreams. What one learns in her classroom goes far beyond the literature; it prepares you and enlightens you to take your knowledge and incorporate it into the world in everything you desire to do."

With students like Dalit about to begin their careers, the future is in good hands.

### CHAPMAN WING: A DEDICATED STUDENT

Chapman Wing started learning French in elementary school, but he says that his passion for French literature really began to blossom when he studied works by Sartre, Balzac, and Corneille in high school. He majored in French and English in college, and graduated from the University of New Hampshire with the highest honors, winning the prestigious Governor Wesley Powell Scholarship for Excellence in Leadership, Scholarship and Service, as well as numerous prizes in French, English, and Russian studies. His study abroad experiences began in high school, with a semester at the Lycée Audiberti in the south of France. He also spent two years in the Burgundy region of France: he followed a junior year abroad at the Université de Bourgogne with a year working at that university's language center and teaching English at a local high school through the French government's assistantship program. Upon graduation from college, Chapman taught French for a year at a New Hampshire high school. Then he decided to pursue advanced studies in his chosen field,



Chapman Wing

—continued on page 20





## MANY THANKS FOR YOUR SUPPORT!

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(continued on next page)

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*Helping cut the ribbon at the dedication are (from left) UD President David Roselle, Michael Deptula of Anderson, Brown, Higley Associates, UD Board of Trustees Chair Howard Cosgrove, Sarah Jastak-Burgess, Leslie Burgess and Richard Zipser, Chair of the Department of Foreign Languages and Literatures.*

## **JASTAK-BURGESS HALL: OUR BEAUTIFUL NEW HOME**



## Stellar Students continued from page 16

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and selected UD's Master's program in French literature. Here he has continued to win honor upon honor: he was selected to participate in UD's Graduate Exchange Program with the Université de Caen in France, and he spent a year there teaching English and re-immersing himself in French culture. An experienced, creative and enthusiastic teacher, he has taught intermediate French for the Department and was nominated for an Excellence in Teaching Award. He also served for three semesters as a research assistant to Dr. Mary Donaldson-Evans, helping her compile an annotated bibliography of Maupassant studies. Donaldson-Evans found Chapman to be "resourceful and meticulous," and is persuaded that she could not have brought the project to completion without his help.

Chapman's professors agree that he is among the very best students they have taught, and named him recipient of the Theodore E.D. Braun Graduate Award. Dr. Deborah Steinberger lauds Chapman's creativity and his "boundless intellectual curiosity," while Dr. Bruno Thibault praises his "first-rate work" and his sense of humor, and calls him "a truly dedicated student of French with a keen interest not just in literature but also in critical theory." The admiration is mutual: Chapman has kind words for his "demanding yet supportive" UD professors, and their evident and contagious love of teaching. He speaks fondly of the "wonderful, warm atmosphere" of the Department, and of the camaraderie among the graduate students. Chapman plans to continue his studies of French literature at the doctoral level, and he has already

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*Chapman's professors agree that he is among the very best students they have taught, and named him recipient of the Theodore E.D. Braun Graduate Award.*

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been offered fellowships by the top PhD programs in the field. While he expects to specialize in nineteenth-century French studies, his interests span the early modern and modern periods, and he would like to pursue research on theater and autobiography. An artist himself, Chapman is also intrigued by the graphic novel. His hobbies include yoga, guitar, and journal writing. Never content to rest on his laurels, this summer Chapman plans to improve his Russian or perhaps start a new foreign language before launching his doctoral studies. He will be missed by those in the Department who had the good fortune of working with him. We wish him all the best, and are confident he will soon make his mark as a dynamic and distinguished professor of French.

## Language Programs continued from page 15

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and assistant director of the winter program in Martinique, where students explored an active volcano, toured an eighteenth-century sugar plantation, and kayaked through mangrove swamps. Participants also visited the birthplace of Napoléon's wife, Joséphine de Beauharnais, took in a contemporary art exhibit, and had the special opportunity to meet with Mr. Aimé Césaire, world-renowned poet and former mayor of Martinique's capital, Fort de France. Also in January, Ms. Donna Coulet du Gard, accompanied by graduate student Sylvain Chabra, led students on our winter program in Caen, France. The program included visits to regional monuments and landmarks. This year students also attended a soccer match, toured a Calvados distillery, and visited the beaches at Normandy. On a final note, Madame Françoise Allain, who has helped coordinate our programs in Caen for over twenty years, retired this year. Our students honored her at the program's farewell dinner with a card and gift of thanks.

Lastly, Dr. Gary Ferguson, Professor of French, was invited to spend November and December as a visiting professor at the Université Paris XIII-Nord. There he both continued his current research and lectured at the doctoral school.



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