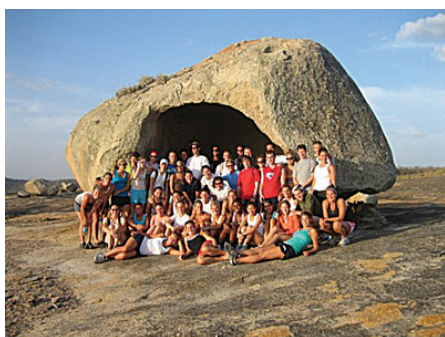


the Polyglot

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! χαίρε ΠΡΙΒΕΤ! שלום

NEWSLETTER OF THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

UNIVERSITY OF DELAWARE SPRING 2007 ISSUE NO. 14



Students visit Joao Pessoa, Brazil.

FLL STUDY ABROAD— GLOBAL AND GROWING

Globalization, multiculturalism, world citizenship, transnationalism: these are the terms that increasingly define our twenty-first century world. To be successful in this environment, college graduates need more than just foreign language competence. They must understand the cultural production of other societies, comprehend and empathize with other value systems, and master means of communication that go far beyond the spoken word. A truly global citizen understands how we as a society have an impact on others—and how they affect us as well.

One of the most effective ways to prepare global citizens is through intensive programs of study abroad, where students live with families, get to know host brothers and sisters, and immerse themselves in the language and culture through formal study, informal excursions and, increasingly, service-learning activities in the host community. Students call these experiences “transformational,” “unforgettable,” and “amazing.” Educators and future employers see students who have studied abroad as

better prepared and more flexible, resourceful thinkers and collaborators.

The Department of Foreign Languages and Literatures has a historic commitment to preparing students for global citizenship through international study. It dates back to 1923, when Assistant Professor of French Raymond Kirkbride initiated UD's first study abroad program to Paris. Since sponsoring its first regular winter program to Costa Rica in 1988, FLL has become a powerhouse at the University, sponsoring or co-sponsoring an extraordinary array of thirty-eight different programs between 2000 and 2007 alone.

By 2000, FLL was firmly established as a national leader in the field, with successful semester programs in Granada, Paris, Bayreuth, Costa Rica and Siena, in addition to five-week winter and summer programs in Granada, Costa Rica, Mexico (Mérida), Caen, Martinique, Bayreuth, Siena, Paris, and Kobe. Our programs were originally designed for our majors and minors, but they also appealed to non-majors and a growing percentage of non-UD students as well.

The coordinator during these years, Dr. Lisa Chieffo, moved to the Center for International Studies (CFIS) in early 2001, but not before she helped the Department attract a record number of 507 participants for that year.

While the tragic events of September 11, 2001 caused many students to defer travel in the months following, ultimately many concluded that a greater knowledge of the world



*Ms. Marion
Bernard-Amos*

beyond our borders was more necessary and meaningful post-9/11. From 2001 to 2007, the total number of FLL study abroad programs doubled. The average yearly participation is well over 500, with a record 591 students attending FLL programs in 2006. Between winter 2000 and summer 2007, more than 4100 students will have studied abroad through FLL-sponsored programs.

All of these students know Ms. Marion Bernard-Amos,

our study abroad coordinator, and many cite her as their mentor in pursuing study abroad. Since 2001 when she joined the Department, Bernard-Amos has inspired faculty and students to pursue innovative programs off the beaten track, forge new partnerships, and venture to extraordinary destinations from the Great Wall of China to the Panama Canal. Her encyclopedic knowledge, unwavering common sense, and infectious sense of humor have guided us successfully through innumerable exotic adventures both at home and abroad. Along with CFIS, she has been instrumental in a

—continued on page 3



Students enjoy the service-learning experience in Panama.

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MESSAGE FROM THE CHAIRPERSON

Hello Alumni and Friends!

2006 was truly a year of change for the Foreign Languages and Literatures Department, as we settled into our beautiful new home, Jastak-Burgess Hall. In the course of the year, we hired five full-time continuing faculty members, including two assistant professors of Spanish (Mayra Bonet, PhD, University of North Carolina, and Meghan McInnis-Domínguez, PhD, University of Pennsylvania), an assistant professor of French (Cynthia Lees, PhD, University of Florida), an assistant professor of Hebrew (Eynat Gutman, PhD, University of Delaware), and an instructor of Spanish (Stella Hall, MA, University of Delaware). In early 2007, we completed a search for a tenure-track assistant professor of Japanese by hiring Rachael Hutchinson (PhD, Oxford University), who will join our faculty this September. Drs. Bonet, McInnis-Domínguez, and Lees, as new members of our department, are introduced in this newsletter.

Last September, twenty-four students enrolled in the new major in International Business Studies (IBS), a joint project of the Department of Business Administration in the Lerner College of Business and Economics and our department. Over the year, more than 250 applicants to the Lerner College expressed interest in enrolling in this challenging major that combines in-depth study of a region of the world with advanced language training, a semester of study abroad, and business and international business courses. In 2007–2008, our department will begin offering business language courses that will serve the needs of students in the IBS program.

In 2006–2007, we sponsored thirty study abroad programs (a new record!), with a total enrollment of nearly 600 students. We launched a new semester program in Salzburg, Austria, new winter programs in Chile and Panama, and laid the groundwork for a summer program in St. Petersburg, Russia. Plans are in the works for new winter programs in Costa Rica and Tunisia, starting in 2008. Our new Arabic instructor, Mr. Khalil Masmoudi, will direct the Tunisia program which will be our first in the Arab world. In January of this year, UD was selected to receive the prestigious 2006–2007 Andrew Heiskell Award for Innovation in International Education, in the category of Internationalizing the Campus, from the Institute for International Education, which is one of the world's largest international education and training organizations. FLL faculty and staff are very proud to be in an academic unit that has contributed substantially to UD's internationalization effort, especially in the area of study abroad. Therefore, we decided to update you on our study abroad activities in the cover article. I am sure you will enjoy reading this as well as other articles in the 2007 *Polyglot*.

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 203 deserving students received study abroad scholarships in 2006–2007, this is an area where we can **always** use additional funds. Please continue to help us out!

If you are in the vicinity of Jastak-Burgess Hall, which is located on East Main Street right behind Elliott Hall, feel free to drop in and say hello. The main entrance to the building is open until 5:00 p.m. on weekdays, and you are always welcome to tour the building. You may also wish to explore our Web site at www.fllt.udel.edu/. One way or another, be sure to pay us a visit!



Dr. Richard Zipser



Dr. Richard Zipser

the Polyglot

Number 14, May 2007

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seventy percent increase in study abroad over the past five years (UD leads public universities in the nation for student participation in study abroad). She has helped create new opportunities for students at ever more advanced levels of language study. It is no longer unusual for UD students to undertake two or even three programs abroad during their undergraduate career. Bernard-Amos' style, professionalism, objectivity, and passion for her work have made her a favorite colleague and collaborator for faculty and students alike.

Bernard-Amos originally hails from Jamaica, where she taught and worked as a community activist, librarian, and college professor. She spent approximately ten years in community development and activism on behalf of women and other underserved constituencies, where she and her colleagues lobbied successfully for a minimum wage throughout Jamaica, equal pay for equal work, and a maternity leave program for working women. She earned an MPA in Public Administration at Harvard University's prestigious John F. Kennedy School of Government, and worked for the Kellogg Foundation as a consultant in their ongoing effort to establish and fund development projects in the Caribbean. In 1999, she and her husband moved to Newcastle, Delaware.

Bernard-Amos came to FLL at a moment of crisis. The events of September 11 challenged her to the utmost, as students, faculty, and parents questioned the wisdom of international travel. Helping the Department and the University weather this period of confusion and anxiety—and come out even stronger—is one of her many achievements, and one which immediately brought all of her skills and talents to the attention of our community.

Bernard-Amos has prompted the Department to take extraordinary strides in new program development. The number of full-semester programs has grown to include a fall semester in Salzburg, Austria, and a spring semester in Puebla, Mexico. Four new programs cater to first-year students: since 2004 FLL has consistently led the most successful LIFE programs in the University, leading groups to Puebla and Mérida, Mexico, Granada, Spain, and Costa Rica.

As FLL's mission has broadened, Bernard-Amos' lifelong commitment to developing countries has inspired faculty to initiate programs in traditionally underserved areas of the world, changing the focus of our study abroad portfolio from Eurocentric to a truly global one. Winter programs to less-familiar destinations include Argentina, Athens, Brazil, China, Cuba, Ecuador, Naples, and more. Panama is a new program designed by Dr. Jorge Cubillos for foreign language education majors, and Ms. Krystyna Musik led our first group of students to Santiago, Chile. This summer Dr. Alexander Selimov will inaugurate a program in St. Petersburg, Russia, and students will soon have the opportunity to study Arabic in FLL's first program in



Scuba diving off the Galapagos Islands



A visit to Honganji in Kyoto, Japan

*As FLL's mission has broadened,
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truly global one.*

them to internationally-oriented careers. Elizabeth Allewa writes on the first day of her new job: "You called it that day in your office...you told me non-profit and that is exactly what I am doing. I am an official employee of the American-Italian Cancer Foundation in NYC..." Julie Chickadel-Cardena went on to establish her own study abroad enterprise in Mérida, Mexico. Maria Bouzas writes from Japan, "Going to Japan to study was the experience of a lifetime, and I have you to thank...Anyone who studies abroad under your wing is sure to have memories to last a lifetime!" Others write, "You are my second Mom," and "you have made me understand the meaning of strength." In fact, students have created a Marion Bernard-Amos fan club on Facebook: twenty-six members and growing!

The extraordinary growth of FLL-sponsored programs abroad attests to a new awareness among students that study abroad not only enhances their educational experience, but can dramatically change their outlook, skills, and preparedness for the world beyond UD. The commitment of Marion Bernard-Amos, Chair Richard Zipser, and all FLL faculty to study abroad continues to grow as well.

Tunisia in 2008.

Creating new programs for advanced students of Spanish is another major achievement. FLL now boasts advanced-level programs in three countries. In summer 2004, Dr. Vincent Martin introduced a theater-based program in Madrid, Spain, giving students access to the region's world-famous theater festivals. This program alternates with one based in the medieval city of Salamanca, initiated the following year by Dr. Judy McInnis. Finally, the program at the Universidad de las Américas in Puebla, Mexico, was designed by Dr. Gladys Ilarregui in 2005.

Looking ahead, Bernard-Amos is working with faculty to create a new breed of hybrid programs devoted to the "road less traveled," including Morocco, Israel, and West Africa. She sees a role for her office in student advisement as international study becomes ever more integral to all majors. Finally, as the importance of service learning in global education becomes clearer, faculty are encouraged to develop meaningful, collaborative service activities such as Ecuador's tree-planting project and Panama's ESL (English as a Second Language) program.

The willingness of Chair Richard Zipser to support change, take necessary risks, and establish new connections has been instrumental in facilitating Bernard-Amos' ability to enhance study abroad in significant ways. She loves the "mini-UN" that is Jastak-Burgess Hall, and enjoys interacting with her colleagues. Best of all, she is inspired by her relationships with students and moved by the changes she sees as they develop through their participation in study abroad.

The feeling is mutual. Bernard-Amos' shelves are filled with colorful thank-you cards, photos, and small mementos from students' trips. Many credit her for guiding

STUDY ABROAD

NEWS FROM OUR TRUMAN SCHOLAR

This morning I took off in a tiny ten-seat plane. The scenery from Managua to Bonanza was incredible and we landed on a dirt landing strip!

This is an excerpt from my latest midwifery-related adventure. I spent this past August in Nicaragua living with a traditional midwife and volunteering in her clinic. Using the Spanish skills I gained through my studies in FLL, and funded by the Warner Award I was so honored to receive my senior year, I set off on what I knew would be an adventure (or two!).

While in Nicaragua, I took on several projects, the most challenging taking place the last week of my trip. I delivered 400 pounds of supplies and completed two days of teaching for fifty midwives in an indigenous Nicaraguan community, so remote that it is hard to find on most Nicaraguan maps. I was beginning my dream to improve women's health worldwide, from the wards of Washington, DC, to the villages of Nicaragua. It is a dream that I know I will pursue with the benefit of my current training at Georgetown School of Nursing, where I am completing a BS in Nursing followed by dual master's degrees in Nurse-Midwifery and Women's Health.

The plane left without the other midwife (she lost her ticket), so I arrived alone and acted immediately like I knew what I was doing (I knew at least what I was supposed to be doing). I walked around the entire village of Bonanza looking to rent a boat and find local guides. To many people's surprise—including my own—I had the entire trip prepared by the time the other midwife arrived. I had secured interpreters, river guides, a boat, a motor and a driver, food, a place to stay and the government's permission. The next morning, armed with rubber boots to protect us from poisonous snakes and malaria pills to protect us from infected mosquitoes, we hiked down the muddy mountain to the river. I was excited to see my hard-bargained motor boat, but as I descended to the river, my heart sank.



Before our eyes stood a twelve-foot wooden canoe, clearly made by hand several decades ago. It was quite a different sight than the fifteen-seat motor boat I had purchased from the health minister! My first real lesson in international health care: you don't always get what you pay for, you sometimes get more. Without life jackets and with the knowledge that our trip would take twelve hours through a rapids-filled river and not the three hours we had been told, we were ready to start our adventure. We loaded up twelve people and 400 pounds of supplies, and headed down the river.

My intellectual, academic, and professional interests lie in the area of women's health, specifically in the birthing process, which, for me, involves family planning, prenatal care, delivery, and early



Dalit Gulak and fellow midwives in Nicaragua

infant care. My personal objective is to dedicate my life and my career to improving women's health worldwide, and to return control of the birth process back to the mother. While UD sometimes seems far from the mountains of Nicaragua or the Amazon in Peru, I remain connected by the valuable lessons I learned from my professors and mentors, including my respect for and appreciation of other peoples and cultures. I could not have been better prepared.

The next three days would prove to be among the most demanding of my life. About every half hour there arose some crisis followed by creative successful solutions. Teaching these old and wise midwives how to use a blood pressure cuff was a challenge in itself when their failing eyesight prevented them from reading the numbers. I met that challenge by learning several key words in Mayangna (their native language) and painting lines on the cuff with red nail polish to identify the dangerous highs and lows.

Months later, I am only beginning to sort out the lessons I learned from my Musawas trip. As I continue my studies at Georgetown, I look forward to gaining the practical skills necessary to be a successful midwife. Through my volunteer work at a local Latino clinic, I continue to absorb the knowledge, passion, and dedication of the health care practitioners and the patients themselves. While opening my own clinic in Latin America seems like a far away dream, every day I learn something new that brings me closer to achieving that goal.

*The more unexpected life is, the more I end up learning. As I continue to throw myself into the unknown, I continue to learn to adapt and accept that the world has so much to offer.**

*Excerpts from e-mail sent by Dalit home from Nicaragua, August 30, 2006.

FOCUS ON FACULTY

INTERVIEW WITH DR. CYNTHIA SCHMIDT-CRUZ

"I really enjoy teaching Latin American literature and culture as well as Portuguese language. I feel fortunate that UD affords opportunities to further my involvement, along with that of the students, in this area. Working with the Latin American Studies Program and directing study abroad programs in Brazil and Argentina is as enriching for me as it is for the students!"



Dr. Cynthia Schmidt-Cruz

Dr. Cynthia Schmidt-Cruz, Associate Professor of Spanish, received her BA, MA, and PhD from the University of Wisconsin-Madison. She joined the Department in 1993 where she teaches courses in Latin American literature and culture and both Spanish

and Portuguese language. In 2003 she published *Mothers, Lovers, and Others: The Short Stories of Julio Cortázar*, an examination of the role played by the conception of the feminine in the Argentine writer's short fiction.

You are a specialist in Latin American literature and culture. What drew you to this field and influenced your decision to pursue a PhD in Spanish?

When I was a sixth grader in Milwaukee, the school district introduced a pilot language program, and we could choose from French, German, and Spanish. Spanish was not so popular back then, but I chose it because the culture—so unlike anything I had known—intrigued me, and I discovered that I loved studying language and literature. Besides, I wanted to see the world and my language major helped me convince my parents to let me study abroad: I studied in Mexico, Spain, France, and Brazil.

Before coming to UD, you taught at the Ohio State University, the University of Alabama, and the University of San Diego. What path led you to Delaware?

My first job was an instructorship at OSU, and I moved on to an assistant professorship at the University of Alabama. While visiting friends in Madrid, I met Jesús Cruz. We married two years later and moved to San Diego, where he did graduate work in history at the University of California-San Diego, and I taught at the University of San Diego. After seven years in San Diego I had tenure at USD, and he completed his PhD and went on the job market. To make a long story short, we were very fortunate to both get positions at UD, and I am the only person I know who has successfully gone up for tenure and promotion twice.

You teach both undergraduate- and graduate-level courses. What are some of your favorite courses to teach?

Teaching Portuguese language is a lot of fun because students love the sounds of the language and I love using Brazilian music in class to help reinforce language learning. I enjoy teaching Spanish American literature courses at both the undergraduate and graduate level, as I find that many students are fascinated with this area of the world and eager to learn more about its literature and culture.

You helped to build the Portuguese language program and then directed the second FLL study abroad program in Brazil. Can you comment on these programs and their target audiences?

Several years ago the Spanish faculty created a course in intensive Portuguese for advanced students of Spanish—the languages have many structures and words in common, allowing Spanish speakers to make rapid progress in their studies of Portuguese. I took the second group to Brazil in 2005. Since no prior language studies are required for this program, it is open to students in all majors, but Spanish students have a special opportunity to advance their Portuguese language studies while immersing themselves in the culture. The Brazil program has become very popular, and more and more UD students are falling in love with this vibrant country with its warm, hospitable people.

You are currently on sabbatical leave and your latest project takes you in a new direction from your first book. Can you tell us a little about your current research?

I am studying the recent Argentine *novela negra*, or crime novel, with a focus on those that are set in the period of the dictatorship (1976–1983) and the presidency of Carlos Menem (1989–1999). My objective is to analyze how these periods of recent Argentine history are depicted in these works, in particular how the novels incorporate conventions of the detective genre to engage political and social issues.

From 2003 to 2006 you were the Director of the Latin American Studies Program. How did the program develop under your stewardship?

The program sponsored numerous events to help bring issues affecting Latin America to the attention of the UD community and the general public. These events also attracted many new students to the program. Among our projects were the *Festival do Brasil*; Resistance, Recovery, and Reconciliation in Central America; and the traveling poetry and photography exhibition and speakers series about the 2001 economic and political crisis in Argentina. I am currently editing a book that has developed from this project—entitled *Crisis in Buenos Aires: Women Bearing Witness*, it will be published by Juan de la Cuesta Hispanic Monographs.

INTERVIEW WITH DR. MARK MILLER

“Having served as the director of several study abroad programs to Kobe, Japan, it is immensely gratifying to know that I may have played a small role in changing students’ lives and bridging the cultural gap...”



Dr. Mark Miller

Dr. Mark Miller, Assistant Professor of Japanese, earned his BA at Sophia University in Tokyo, his MA from West Chester University, and his PhD in applied linguistics from the University of Delaware. Before joining the FLL faculty in 1990, he taught English at the Saihoku Cultural Center in Tokyo, courses in English as a Second Language (ESL) at West Chester, and Japanese at UD while he was a doctoral candidate. He currently teaches courses in Japanese language, culture, and civilization.

In 1984 you came to the University of Delaware to pursue a doctorate in applied linguistics. What motivated you to do that?

After my MA in ESL from West Chester University, I wasn't satisfied that I knew enough about language teaching, acquisition, and measurement of proficiency. I wanted a career in language teaching, and originally planned to return to Japan to open my own English school there. UD offered a flexible doctoral program in applied linguistics at the time, one where I felt I could focus on further study and research in my fields of interest to achieve that goal.

You were the first person to teach Japanese at UD. How did that come about and how did you first become a member of FLL?

I was on a work-study scholarship at UD while pursuing my doctorate, originally teaching English 110 and English 110 for ESL students. After a few semesters, I was asked by one of my linguistics professors about the possibility of teaching Japanese. As you can imagine, I jumped at the chance. When our department took over teaching all foreign language courses at UD, our Chair Richard Zipser invited me to continue teaching Japanese courses for FLL. The Japanese program grew, and I enjoyed teaching Japanese at Delaware so much that when I completed my doctorate, I abandoned my plans to start an English school in Japan and remained here.

—continued on page 6

You teach a wide array of courses at all levels here at UD. What are some of the particular challenges students of Japanese encounter?

There are multiple challenges. The different writing system and grammatical structure of Japanese requires those whose first language is English to devote significant time and effort to achieve proficiency. Then there are several levels of politeness that actually have different verb forms. Even our dedicated students find this to be a challenge. We do not have a Japanese major, so many students, despite being very interested in the language and the culture, find that they do not have enough time to complete the workload for their own majors while taking enough Japanese to really achieve proficiency.

You have directed the Kobe program nine times—more than any other faculty member. What are some of the benefits that both you and the students derive from these programs abroad?

Today we hear a lot about globalization and the need for young people to become “global citizens” who can transcend the narrow confines of mono-culturalism and mono-lingualism. We average about twenty-seven students per summer on our Kobe program. Of these twenty-seven students, an average of about six end up living and working in Japan. One eventually ends up marrying a Japanese person! These students truly bridge the gap between two cultures.

The Japanese program has grown steadily through the 1990s to the present day. Can you comment on the current state of the program?

Actually, it has not been all steady growth. In many ways our program has mirrored the state of the Japanese economy. With the collapse of the speculative real estate and stock market in Japan in the early 1990s, we saw a leveling of growth in our program. I also think some young people nowadays who are interested in Asia in general may be gravitating towards China and all the potential opportunities Chinese has to offer. But I’m bullish on the future. We have a dedicated teaching staff, strong support from the Department at the administrative level, and many, many students who have a passion for Japanese language, culture, literature, animation, and comic books. We had record numbers in our 400-level courses this past academic year, and we just made an exciting new appointment: Dr. Rachael Hutchinson, an experienced tenure-track assistant professor, who will join our program this fall.

You have many hobbies and interests outside the University. Can you tell us a little about them?

Well, I’m constantly trying to maintain a balance in my life among academics, athletics, and arts, but as I get older it has become more difficult. I used to be an avid table tennis player, complete with tournament experience and a national ranking, but knee, elbow, and most devastatingly, back injuries have ended my days of competing. Music remains my main passion among the arts. After forty years of collecting everything from classic rock and jazz fusion to various types of instrumental music from around the world, I’ve amassed a rather unruly number of CDs that fills up two walls from floor to ceiling.

MEET OUR NEW PROFESSORS



Dr. Mayra Bonet

DR. MAYRA BONET, SPANISH/FOREIGN LANGUAGE PEDAGOGY

The University of Puerto Rico-Rio Piedras (UPR) was the foundation of my involvement with cognitive models and theories of language acquisition, rhetorical structure and comprehension, and cross-cultural understanding. My BA and MA degrees from UPR played a key role in my education in comparative literature, French literature, romance languages (Italian and Portuguese), and applied linguistics. There I attended seminars, courses, and presentations by famous authors including Isabel Allende, Jorge Luis Borges, Umberto Eco, Mario Vargas Llosa, and Ana Lydia Vega, among others. Invited scholars, such as Teun van Dijk, Professor of Discourse Studies from the University of Amsterdam, influenced my interests in the dimensions of discourse analyses. The Performing Arts Center and my first business initiative, an art gallery, enriched my holistic background. My interest in the visual arts has shaped and determined my views on teaching methods and the adequate integration of technology.

My doctoral degree at the University of North Carolina at Chapel Hill fused the previous academic background with an in-depth study of romance philology and literature. In my dissertation, I explored the symbiotic relation between micro and macro semantic structures and lexical statistics, using computer-assisted applications. I traveled to Holland to attend a workshop-seminar on discourse analysis, and a year later I moved to South America (Chile and Argentina) to pursue my research on discourse, structures of power, and symbolic language.

Before coming to UD, I taught at several other universities. As the sole full-time faculty member in Spanish at the Ohio State University-Lima, I was largely responsible for the administration of the Department of Spanish and Portuguese. I pursued an active commitment to the teaching of languages and initiated the use of technology in language learning. I also traveled to South America where I strengthened my academic interests in Brazilian film, art, and contemporary gender issues. In addition, I conducted research in Russia at Moscow State University. Teaching at various academic settings at the undergraduate and graduate levels in the areas of foreign language teaching methods, linguistics, multimedia and assessment, Mexican American literature, theater and film, cultural studies, peninsular literature and Latin American literature has expanded my research interests. My recent work on the poets, Luis Palés Matos and Francisco Matos Paoli, provided me with an opportunity to examine the concepts of language, fragmentation, and identity in Puerto Rico, as has my research on Latina writers in the US.

At Lehman College-CUNY, I was coordinator of a consortium in languages and technology. I conducted workshops on language methodology and applied technology to second language acquisition. Lehman College also provided me with the opportunity to be part of the Women’s Studies Program and the Hispanic Scholars Institute.

I am fortunate to have taught at institutions in both Canada and the US, and feel grateful to have come to the University of Delaware. The Department is an exemplary academic community, where colleagues and students maintain an ongoing dialogue about contemporary approaches to education. UD fosters a unique academic setting in which to grow, learn, and enjoy our teaching and research endeavors.

DR. CYNTHIA LEES, FRENCH/ FOREIGN LANGUAGE EDUCATION

New Englanders have a reputation for fierce loyalty to their village greens and rocky coasts. I am no exception and, in my case, roots in New England and in New Brunswick, Canada, have translated into my interest in North American French literature—specifically that of Acadia, Québec, and Franco-America.

A native of Wakefield, Massachusetts, I earned a BA in French Education with a concentration in Spanish at Salem State College and a MEd in ESL/Bilingual Education at Boston State College.

As a career educator, I designed curriculum for a Foreign Language in Elementary School pilot program, served as mentor to new faculty, and taught K-12 foreign language and ESL in settings as culturally diverse as inner-city high schools, rural Maine school districts, a military boarding school, and a private school in Coral Gables, Florida. I've experienced classroom teaching at all levels—from sitting on the floor with five-year-olds learning shapes and colors in Spanish to directing a sixth grade student production of *Le Petit Prince* to discussing *Maria Chapdelaine* in Honors French IV.

At the University of Maine (MA, 2003, French literature), I received two Foreign Language Area Studies awards from the Canadian-American Center that enabled me to study and research at Université Laval in Québec City. Later I was selected to represent the University of Florida's Department of Romance Languages and Literatures at the five-week Dartmouth French Cultural Institute (2005). These experiences proved invaluable to my academic formation. Insights into the study of "The Culture of Everyday Life" from an interdisciplinary perspective inspired my dissertation on Franco-American prose fiction. I completed my PhD in French literature at the University of Florida in 2006.

My dissertation has developed into a book project tentatively entitled "Border Spaces and *la Survivance* in the Franco-American Novel of New England." These texts treat the ideology of cultural survival within historical, socio-economic, and linguistic spaces and address the consequences of border crossings—geophysical, emotional, and psychological—for Franco-American factory workers and their families. Border spaces imply the transgression of boundaries, their permeable nature, and their shifting lines of demarcation, and the characters in Franco-American prose fiction struggle with the liminality and otherness that living in such frontier spaces implies. These concepts seem more than germane to our emerging world order in which borders are challenged and spaces contested.

Here at UD I have found the perfect combination of mentoring student teachers and teaching language and literature courses. I have the opportunity to encourage future teachers to make a palpable difference in their students' lives through dynamic, intellectually stimulating, and deeply caring teaching—teaching based upon principles such as flexibility, creativity, organization, and careful planning.

I can think of few sweeter incentives to return to teaching each fall than the success stories of my former students, many of whom have become teachers themselves. Stories like theirs make teaching the only career I've ever really wanted.



Dr. Cynthia Lees

DR. MEGHAN MCINNIS-DOMÍNGUEZ, SPANISH

When I began my undergraduate career at UD, I never would have imagined that I would end up becoming a professor of early modern Spanish literature. I began my post-high school education like the majority of freshmen at the University, as a psychology major. However, I soon discovered that my strengths did not lie in interpreting the abnormal behavior of real people but in reading the culturally-induced psychoses of imaginary characters in works of fiction. During my first semester, I took an elementary Italian course and quickly switched to a Three Languages and Spanish studies major, studying Spanish, Italian, and French and participating in study abroad programs in Siena, Italy, Granada, Spain, and Paris, France. It is not unusual that I was inclined to the study of foreign languages considering that my mother, Dr. Judy McInnis, was a professor of Spanish in the Department.

I soon found that I enjoyed not only the language but also the literatures of all of the areas I visited, and I began my comparative studies of Italian and Spanish through my undergraduate thesis entitled: "Cervantes Rewriting Ariosto: The Passage of Women's Empowerment." On this project, I had the opportunity to work with two professors, Drs. Gabriella Finizio and Thomas Lathrop, who influenced my decision to continue my studies. I decided to pursue a PhD, and was accepted at the University of Pennsylvania, where I began my degree in Hispanic studies in the fall of 1999.

At Penn I experienced the rewarding and often times trying existence of a graduate student. I eventually shifted my focus from feminist studies to the influence of medicine in the construction of racial identity in literary representation. I pursued the connections between medicine in the literary production of early modern Spain and Latin America. I successfully defended my dissertation, entitled: "Diagnosing Empire: Refiguring Disease in the Early Modern Hispanic World," in October, 2006. My thesis examines how authors such as Álvaro Nuñez Cabeza de Vaca, the anonymous author of the *Viaje de Turquía*, Francisco Delicado, and Miguel de Cervantes problematized the social controls of the impending Spanish empire through their incorporation and alternative readings of medical discourse, practice, and figures into their literary texts. More specifically, I address the relationship between medicine, medical metaphor, and the notions of racial and gender difference within the empire by examining how medical and political concepts of illness, disease, and contagion were used to diagnose the body politic and to ostracize those members of society, such as Jews, Moors, converts, and women of all types. The authors I examine recognized the subversive potential of these marginalized figures as medical practitioners to diagnose and critique the Spanish Empire. I plan to continue investigating the connections between medicine, empire, and literature in my future projects.

My first semester at UD has been very rewarding, and I look forward to continuing to work with the faculty and students in the Department. The transition to faculty member has been a truly wonderful experience due to the warm welcome and kind assistance I have received from the faculty and the staff, especially during the difficult moments after my mother's death in November. I am very thankful for having had the opportunity to teach here with her for my first semester. She was a driving force in my formation as a student of Spanish literature and will always be a source of inspiration during my career at UD.



*Dr. Meghan
McInnis-Domínguez*

FACULTY CONTRIBUTE TO MLA'S APPROACHES TO TEACHING WORLD LITERATURE

Demonstrating FLL's excellence in literary studies, a number of faculty members have been asked to share their expertise nationwide by editing or contributing to volumes of the Modern Language Association's prestigious *Approaches to Teaching World Literature* series.

Dr. Joan Brown, who holds the Elias Ahuja Chair in Spanish, was invited in 2005 to edit *Approaches to Teaching the Works of Carmen Martín Gaité*. Martín Gaité was one of Spain's leading contemporary authors, whose honors included her country's National Prize for Literature (twice) and the Prince of Asturias Prize. In fall 2006, the MLA issued a call for papers, inviting approximately three hundred scholars of twentieth-century Spanish literature to submit proposals. Brown is now selecting the most outstanding of those proposals, with a view towards providing breadth in the range of primary texts discussed, the pedagogical approaches put forward, and the institutions represented. For Brown, it is a project that is gratifying both professionally and personally. She is a leading authority on this author; her scholarship includes the book *Secrets from the Back Room: The Fiction of Carmen Martín Gaité*, as well as many articles and book chapters. Brown knew Martín Gaité for twenty-five years and developed a close friendship with the author, who visited the University as a guest speaker on more than one occasion, attracting large audiences. Says Brown of her project, "the enterprise is fascinating—combining pedagogy and literature and, for me, a very personal connection with Carmen Martín Gaité, whose memory I hope will be honored by this volume."

Dr. Monika Shafi, Elias Ahuja Professor of German, is editor of *Approaches to Teaching Grass's The Tin Drum*. The novel, widely regarded as the foundational text of post-war (West) German literature, was published in 1959. Grass won the Nobel Prize for it in 1999. In preparing the volume, Shafi gave attention to assembling as wide a range of topics, methods, and strategies as possible. Moreover, since the novel had been made into a film by director Volker Schlöndorff, she included three essays dealing with teaching the film. Contributors represent the professional spectrum, including not only senior scholars but also younger colleagues, whom she enjoyed mentoring. Shafi encountered a unique challenge just a few days after submitting the manuscript, when news broke of Grass's public admission that as a seventeen-year-old *Wehrmacht* soldier, he had been a member of the *Waffen-SS*. His confession caused an outrage both in Germany and abroad, and the series editor and Shafi had to decide quickly how best to address this revelation. Shafi added a postscript to her introduction and will invite her contributors to address the issue during the copy-editing process. The volume will appear later this year.

Dr. Mary Donaldson-Evans, Elias Ahuja Professor of French, was asked to participate in the preparation of the *Approaches to Teaching Madame Bovary* volume. Her essay, "Teaching *Madame Bovary* through Film," was inspired by a course she had taught, entitled "Nineteenth-Century France through Fiction and Film." Having



MLA Authors: First row: Drs. Monika Shafi, Deborah Steinberger, Mary Donaldson-Evans and Vincent Martin.
Second row: Drs. Gary Ferguson and Joan Brown

had the students in her course read classic novels from the nineteenth century and then view films based on them, she wrote her article for the MLA series to show how students' appreciation of Flaubert's novel was enhanced through viewing a film adaptation of it. Says Donaldson-Evans, "I particularly enjoyed writing this article because it sent my scholarship in a whole new direction. I knew little about film when I wrote that article, whereas now I've become quite familiar with the field known as "adaptation studies" and have been speaking and writing about the *Madame Bovary* adaptations (of which there are eighteen!) for several years."

Dr. Vincent Martin, Assistant Professor of Spanish, based his contribution to the 2006 volume, *Approaches to Teaching Early*

Modern Spanish Drama, on a course he teaches on the festive drama of early modern Spain. In his essay, "On Teaching Non-Comedia Festive Drama of Early Modern Spain," he points out that, although most teachers of Spain's classical theater tend to focus on the canonical three-act *comedia*, it is important not to neglect shorter subgenres that played a key role in the cultural life of the period. At the crossroads of many disciplines—anthropology, sociology, philology, and religious and cultural studies—the study of festive drama can, Martin shows, provide an innovative and more contextualized approach to early modern Spanish theater.

Dr. Gary Ferguson, Professor of French, contributed an essay to *Approaches to Teaching Marguerite de Navarre's Heptameron*, a volume due to appear this year. His article suggests teaching Marguerite's collection of short stories along with one of her religious poems, "Les Prisons." He shows that the ideas in the religious poetry, especially the view of humanity and the human condition that it expresses, can help students understand the vision of sixteenth-century society as it is portrayed in the stories. Clearly enthusiastic about his project, he explains: "What's fun about writing this kind of essay is that while one's research and teaching are often related to some degree, in this case, they really come together very closely."

Dr. Deborah Steinberger, Associate Professor of French, has contributed an article to a volume on *Options for Teaching Seventeenth and Eighteenth-Century French Women Writers*, due to appear in 2008. "I am really pleased to be part of this impressive and comprehensive volume, which presents exciting new ways to incorporate the writing of early modern women into the teaching of French literature and culture," she says. Her approach is based on a course she developed, entitled "Writing about Love," which explores the prevailing ideas about love in seventeenth-century France from both male and female points of view in a variety of literary genres. The novelty of Steinberger's approach is that she conducts the course as a literary salon, imitating a creative and social institution that thrived during the period. She has her students engage in debate, try their hand at the popular genres of the time—enigmas, portraits, maxims, fairy tales—and critique each other's work.

The approaches put forward by these faculty members represent the Department's strong commitment to excellence and innovation in the teaching of literature. Ferguson, in fact, already foresees a contribution to another volume, *Approaches to Teaching the Works of*

Rabelais, is presently in the early stages of preparation. For that project, he is preparing to write an essay entitled "Approaching Rabelais through Monty Python," designed to show how the complex comedy of Rabelais can be made more accessible to today's students by comparing it with *Monty Python's Holy Grail*. Ferguson undoubtedly speaks for all of his colleagues when he says, "It's particularly rewarding to think that your work might have a direct effect in helping to make these great writers and their works better known in America today."

FACULTY NOTES

AWARDS

In April 2006, **Dr. Tom Lathrop** was awarded the Order of Don Quijote by Sigma Delta Pi, the national Spanish honor society.

Ms. Donna Coulet du Gard received the DeCTFL (Delaware Council for the Teaching of Foreign Languages) Teacher of the Year Award for 2006.

GRANTS

Several FLL faculty members received grants in 2006. **Dr. Gladys Ilarregui** received a General University Research Grant that enabled her to complete the research for a book project titled "Transversal Readings: Indigenous and Spanish Women before and after Cortés." **Dr. Deborah Steinberger** received a grant from the Folger Research Institute in Washington, DC, to participate in a faculty research seminar on "The Novel and *La Mode*."

Dr. Nancy Nobile and **Dr. Alexander Selimov** both received a 2006 Summer Faculty Institute Grant from UD PRESENT to participate in a series of workshops focused on blended learning and the incorporation of new technology in the classroom. **Dr. Gabriela Finizio** received a Unidel Foundation Grant from the College of Arts and Sciences to create a new course entitled "Italian Radio Production." **Ms. Carmen Finnicum** and **Ms. Suzanne Tierney-Gula** were awarded a grant from the Office of Service Learning to attend the Gulf South Summit Conference on Service Learning and Civic Engagement through Higher Education in New Orleans in March 2007.

BOOKS PUBLISHED BY FACULTY IN 2006

Vincent Martin (Spanish), editor. *El alcalde de Zalamea* by Pedro Calderón de la Barca. (Cervantes & Co.). A student edition of Calderón's classic play.

Vincent Martin (Spanish), editor. *La vida es sueño*, second edition, by Pedro Calderón de la Barca (Cervantes & Co.). A student edition of Calderón's masterpiece.

FACULTY AND STUDENT EXCHANGES



Dr. Ángel Esteban

We were privileged to have **Dr. Ángel Esteban** return to campus in 2006 as the visiting professor from the University of Granada. Esteban taught here in the fall semesters of 2003 and 2004, so he is familiar with UD and its surroundings. During this last exchange, he taught undergraduate courses in Latin American literature, culture, and civilization, as well as a graduate seminar on Hispanic Modernism.

Esteban's principal area of research is Cuban literature and culture, and in 2006 he published two works that deal

with this topic: *La edad de oro*, an edition of the short stories of the Cuban writer José Martí and *Literatura cubana entre el viejo y el mar*, a study that examines the influence of Spanish culture and the sea in Cuban literature. His current research interests include both the literature and the culture of Cuba and Peru.

Esteban has established close professional and personal ties with his colleagues and friends in the Department. During his latest visit, Esteban enjoyed the flexibility of living on the East Coast and traveled often to New York, Philadelphia, Baltimore, and Washington, DC.

The Department hosted three exchange students this year: **Magdalena Romero** from the University of Granada, Spain, **Galliane Timsit** from the University of Caen, France, and **Claudia Biester** from the University of Bayreuth, Germany. A native of Madrid, Romero taught classes in intermediate Spanish while studying Spanish literature and Foreign Language Pedagogy here at UD. She will continue her studies in FLL and complete the MA in Spanish literature before she returns home. Timsit taught classes in intermediate French while studying French literature and Foreign Language Pedagogy. She, too, will continue her studies exclaiming,



Exchange Students Galliane Timsit, Magdalena Romero, and Claudia Biester

"The atmosphere in FLL is really fantastic. I love being here so much that I will stay an extra year and finish my MA." Biester served as a research assistant to the German faculty and took courses in German literature, theatre, and English. When asked to reflect on her experiences working in FLL, Biester replied, "I loved it all!" Before returning to Germany to complete a graduate degree in Theatre Studies, she will pursue a Master's degree in German literature at UD.

DR. TOM LATHROP INDUCTED INTO THE ORDER OF DON QUIJOTE

April 28, 2006 marked the induction of Dr. Tom Lathrop into The Order of Don Quijote, the highest recognition awarded by the national Spanish honor society, Sigma



Drs. Vincent Martin, Tom Lathrop and Hans-Jörg Busch celebrate in style.

Delta Pi. A nationally and internationally distinguished scholar of Hispanic studies, esteemed professor in the field of *Estudios cervantinos*, Spanish phonetics, and the history of the Spanish language, as well as a renowned editor, Lathrop is greatly deserving of this high award. Marking the presentation of the award was an elaborate ceremony and banquet held in his honor. The banquet, in which Lathrop was ceremonially knighted, was attended by colleagues and students aptly dressed as Golden Age personages such as costumers, wenches, innkeepers, and the like, to suit the grandeur of the occasion.

—continued on page 10

Lathrop's accomplishments in the course of his extraordinary career at UD are truly impressive. Before arriving at the University in 1980, he started publishing a series of scholarly books dealing with Spanish language and literature, called Juan de la Cuesta—Hispanic Monographs (Cuesta was the printer of *Don Quixote* in 1605). To date, there are 210 volumes in the series, with a total of more than 50,000 pages of scholarship (comprising modern studies, editions, homage volumes, and reprints of well-known but out-of-print studies), occupying fifteen linear feet of library shelves. Recently Lathrop has initiated two new series for use by American university students, one with Spanish and the second with French masterpieces. Thus far, twenty-five Spanish and six French classics have been published. Lathrop himself authored two books in the series, one in Spanish and one in French. While at UD, he also wrote two Spanish- and two Portuguese-language textbooks.

Lathrop is perhaps most proud of his edition of *Don Quixote* for students, which has been tremendously successful. He also recently

published a translation of that work, illustrated by the legendary Jack Davis, with whom he is now preparing a children's book about Don Quixote. In his own words, Lathrop feels "honored and delighted to have worked with Cervantes all these years." While engaged in these large-scale publication activities, he read seventy-five papers in the US and abroad, published some thirty articles in those same areas, and reviewed about twenty-five books. He also held a number of editorships, but is proudest of his eight-year run as assistant editor with the *Cervantes Society Bulletin*.

While enormously productive as a scholar, Lathrop's dedication to his students and teaching remained undiminished. He took study abroad programs to Spain, France, and Brazil, where he taught courses in the languages of those countries. He developed the curriculum for the Paris center and directed UD's first program there. He also established and directed FLL's first program to Brazil. On the UD home campus, Lathrop taught twelve different Spanish courses (language, grammar, phonetics, and *Don Quixote*), Portuguese and French, as well as literature-in-translation courses.

Seamlessly blending scholarly *gravitas* with kind-hearted geniality, Lathrop, who retires this year, will be missed beyond words by all who have had the pleasure of working with him.

IN MEMORIAM: PROFESSOR JUDY MCINNIS

Dr. Judy McInnis, born 1943 in Roseau, Minnesota, began her career with the University in 1971, after serving two years in the Peace Corps in Santiago, Chile. She graduated *summa cum laude* from Bemidji State University in 1964 with a BS in English and in speech and drama, and a minor in Spanish. In 1974, she received her PhD in comparative literature from the University of North Carolina at Chapel Hill. She taught courses in Spanish and comparative literature at UD for thirty-five years.

An active participant in UD's study abroad programs, McInnis directed eight programs to Spain, Costa Rica, and England. Throughout her career, she was awarded numerous awards and fellowships including the Delaware Council on the Teaching of Foreign Languages Teacher of the Year Award (1980) and two National Endowment for the Humanities Grants for participation in their Summer Seminars for College Teachers (1978, 1995). She served as an Officer to the Middle Atlantic Council of Latin American Studies, was the Managing Editor of *MACLAS: Latin American Essays* (1997-2002), and was a longstanding member of the American Association of Teachers of Spanish and Portuguese. The author of numerous scholarly articles and reviews, her most recent book publications include *The Cumaean Sibyl: Selected Poetry of Gladys M. Ilarregui* (1999) and *Models in Medieval Iberian Literature and Their Modern Reflections: Convivencia as Structural, Cultural and Sexual Ideal* (2002).

McInnis maintained a quiet, dignified presence in FLL, and her colleagues remember her with great respect and admiration. Dr. Theodore Braun, Professor Emeritus of French and Comparative Literature, recalls being "greatly inspired" by a "brilliant lecture" she once delivered on the poetry of the Spanish mystic, Saint John of the Cross, at the Modern Language Association's Annual Convention. "Judy," he reflects, "carried her great intelligence



Dr. Judy McInnis

lightly and modestly. She was always a wonderful person and colleague. I will miss her very much." Dr. Mary Donaldson-Evans, Elias Aluja Professor of French and McInnis's colleague since 1971, felt a special connection to her, having also grown up in Minnesota. "She was a very committed colleague, warm and generous, supportive of younger faculty, and devoted to her students. Her courage during her illness and her dedication to her students really impressed me."

Dr. Gladys Ilarregui, Assistant Professor of Spanish and a close friend and colleague for many years, encapsulates here the thoughts and sentiments of friends and colleagues expressed worldwide: "Judy McInnis forever changed my life, and I am thankful for

her kindness and generosity over the years. Always the mentor of unknown authors, eclectic in her readings, and a real compassionate colleague, she helped many intellectuals oppressed by the late dictatorships in Latin America. She contributed emotionally and financially to some of these scholars, and the lessons exceeded academia. A voracious reader and a great cook, her range of authors was oceanic, and it was only fitting for her to travel emotionally and mentally into narratives that risked the well-known path. I have no recollection of a single day in our friendship when she was not positive about some aspect of life, philosophically smoking and thinking that even pain can reveal a new awareness of the journey that we go through. The last lecture we attended together here at UD was about poetry. She commented afterwards on the brevity of time and how one reshapes the meaning of things as one grows older. I simply adored her."

Dr. Richard Zipser, Chair of FLL, articulates the Department's loss: "Judy was a member of our faculty for thirty-five years. Those who worked or studied with her know what a wonderful person she was—kind and considerate, gentle and caring. She was totally dedicated to her students and her profession. We have lost a dear friend and colleague."

FRENCH INSTRUCTOR HONORED AS DELAWARE TEACHER OF THE YEAR

Ms. Donna Coulet du Gard, Instructor of French, received the DeCTFL (Delaware Council on the Teaching of Foreign Languages) Teaching Award on Thursday, October 19, 2006. The presentation was made at the DeCTFL annual banquet held at the Duncan Center in Dover, Delaware. Ms. Alice Cataldi, a member of DeCTFL's Executive Council and a former colleague of Coulet du Gard, presented the award. In her presentation, Cataldi praised Coulet du Gard for her exemplary teaching and her ability to motivate students to pursue the study of foreign languages. "Both students and colleagues," said Cataldi, "have the highest regard for her expertise and her commitment to teaching."

An active member of FLL's faculty for more than fifteen years, Coulet du Gard participates in many local and national conferences and devotes time to serving both UD and the community at large. As faculty advisor to the UD French Club and co-chair of the annual Francophone Day, she provides valuable extra-curricular experiences for her students outside of the standard classroom environment. Vice-president of the Alliance Française of Wilmington, she also plays an important role by helping to plan community events that provide rich cultural experiences to the greater Wilmington area. "I am honored to have received this award," states Coulet du Gard, with humility.

Dr. Bonnie Robb, Associate Professor of French and Associate Chair of FLL, said, "Donna Coulet du Gard has not only contributed her wonderful expertise and energy to our French programs on the Newark campus, but has served as a director of our winter study abroad program in Caen, France. She is an extremely talented teacher whose dedication has greatly enriched the experiences available to UD students of French, and she is very much at the heart of the French community in our state."

CURRICULAR NEWS

CHINESE PROGRAM GROWS BY LEAPS AND BOUNDS

Responding to the growing interest in Chinese language and culture, FLL has expanded its Chinese program and now boasts diversified course offerings, an established minor, and a popular study abroad program. The program also serves as a cornerstone to the challenging interdisciplinary major/minor in East Asian Studies.

At the head of FLL's rising dragon is **Dr. Jianguo Chen**, Assistant Professor of Chinese. Born in Shanghai, Chen came to the US in 1988. He earned his BA in English from the East China Normal University in 1982, his MA in comparative literature from Shanghai International Studies University in 1986, and his PhD in Chinese and comparative literature from the University of California at Davis in 1995. His areas of specialization include twentieth-century Chinese literature, Chinese cultural and film studies, and comparative literature. Before coming to UD in 2002, he taught Chinese language and literature at UC Davis and Michigan State University.

Chen teaches a wide repertoire of courses in language, literature, and culture. Among Chen's favorites are: "Anti-Heroes in Chinese

Literature" and "Introduction to Chinese Film." He remarks, "These courses have allowed me to introduce Western audiences to the richness, complexity, and diversity of Chinese literature and film." He continues, "For most of my students, this is their one opportunity to study Chinese culture by means of literature and film. They tell me that these courses serve as a window to a world so exotic and so different from their own. For many, it provides the impetus for further study and exploration."

A key element of the program is Chen's wife, **Dr. Maria Tu**. Born in Taipei, Taiwan; Tu came to the US in 1992. She received her BA in English from the National Normal University in Taiwan in 1983, her MA in Western literature from the Graduate Institute of Western Languages and Literatures at Tamkang University, Taiwan, in 1987, and her PhD in comparative literature in 1997 from the University of Georgia. Tu's areas of specialization include comparative literature, comparative philosophy, and women's studies. Before coming to UD in 2003, she taught at the National Chinan University in Taiwan, Grand Valley State University, Newmann College, and Lincoln University. She teaches courses in Chinese language, world literature, Chinese film, and contemporary Chinese women writers.

The third component to this successful triumvirate is **Ms. Renée Dong**, Instructor of Chinese. Dong was born in Shanghai, and came to US in 1997. She earned her BA in Chinese language and literature at the University of International Relations, Beijing, China, and her MBA at Auburn University, Alabama. She is currently working on a PhD in applied linguistics at UD. Before joining the faculty in 2002, Dong taught at Auburn University. Here at UD, she teaches elementary through advanced courses in Chinese language and culture.

Although Dong originally came to United States to pursue a career in business administration, she found her true passion to be teaching language. She says, "I enjoy every class that I teach and I also find great joy refining my teaching skills outside of the classroom." She continues, "I am constantly designing and improving my materials, researching and adopting different teaching methods, and interacting with students to monitor their performances." Dong's main research interests are second language acquisition, pedagogy, and Chinese linguistics. Her doctoral research explores the acquisition of syntax among second language learners. "My work and my studies," she reports, "benefit one another tremendously."

Tu and Dong have been instrumental in organizing both UD's Chinese Table—a language-based student group which meets once a week to practice Chinese—and the Chinese Conversation Partnership. Both activities aim to connect students with native Chinese speakers and to promote Chinese culture to the larger university community. "These activities," says Tu, "provide our students with many opportunities to develop their language skills and to learn about Chinese culture firsthand."

The Chinese faculty enthusiastically endorses FLL's study abroad program to China. Dong, for example, has directed the program three times and will accompany the group again next year, while Chen and Tu, have co-directed the program twice with Dr. David Pong (History). Comments from recent participants range from "It was the best cultural experience of my life. I am coming back for sure!" to "my Chinese professors were the kindest, most helpful people I've met in quite some time. I don't know how to thank them."

Tu and Dong have been instrumental in organizing both UD's Chinese Table—a language-based student group which meets once a week to practice Chinese—and the Chinese Conversation Partnership.



*Dr. Jianguo Chen,
Dr. Maria Tu, Ms. Renée Dong*

NEW INITIATIVES IN NEAR EASTERN STUDIES

2006 was a pivotal year for the Hebrew program. The Department welcomed its first full-time faculty member in Hebrew and Jewish Studies, Dr. Eynat Gutman. In the fall, Gutman offered a new culture course taught entirely in Hebrew. In this course, students learned about historical, political, and social developments occurring in the state of Israel since its inception in 1948 by viewing and discussing films that illustrate these significant changes. Senior Liat Cohen, a Jewish Studies minor, was among those who enjoyed this new offering: "I loved the film course, which integrated Israeli history and Hebrew language. If more courses like it were offered, I'd take them in a heartbeat!"

Our new Arabic instructor, Mr. Khalil Masmoudi, comes to us from the University of Sfax in Tunisia. He teaches elementary and intermediate Arabic, including a new conversation course for students wishing to continue their study of the language. Eager to provide his students with opportunities to practice what they learn in class, he presides once a week at an informal Arabic table in a local café. Masmoudi reports that students enroll in his courses because they are curious about the language and culture of the Arab world, and because they believe that fluency in the language will enhance their job

prospects. Drew Marshall, a senior international relations major, was drawn to the language primarily because he is a Muslim. He commends Masmoudi's teaching style: "In our conversation course, he acts as a facilitator, always suggesting practical applications of what we are learning."

LECTURE SERIES EXAMINES DANTE AND NABOKOV

Experts in Russian and Italian literature delivered illuminating lectures this year as part of the Department's Distinguished Scholars Series. Dr. Sergei Davydov, Professor of Russian literature at Middlebury College, discussed at his spring presentation some of the comic and cosmic devices Vladimir Nabokov employed in his treatment of metaphysical issues. Davydov looked in particular at the "conjectures of immortality" found in Nabokov's poetry and fiction.

This fall, Dr. Christopher Kleinhenz, Carol Mason Kirk Professor of Italian at the University of Wisconsin, Madison, spoke on how Dante received the artistic traditions of his day and incorporated them into his masterpiece, *The Divine Comedy*. Kleinhenz, using fascinating visuals throughout his presentation, also examined how this work has been represented visually by artists over the course of six and a half centuries.

ETYMOLOGY: INSPIRATION

Dr. Alexander Lehrman

Looking for inspiration, we turn to the word itself. The word—and that means the concept—was borrowed into English from late Latin through medieval French. But the verb—*inspirare* 'to inspire', literally 'to breathe into'—occurs in classical times: in Vergil's *Aeneid*, book VI, Aeneas seeks the prophecy of the Sybil "into whom the Delian poet [Apollo] breathes (*inspirat*) a mighty mind and soul, revealing the future" (lines 11-12). In the *Aeneid* and other classical Latin texts, the word is used in contexts where a divine power "breathes into" a creature some of its own quality visible only through the palpable changes it produces: prophecy, love, life itself. The Old Testament describes it in similar terms: "And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul" (Genesis 2:7). Inspiration imparts singleness of purpose and upward motion to what was lying there cold, amorphous, dispersed as dust.

The root of this verb is the same as in *spirit*. Latin *spiritus*, the source of the English word, means 'a breathing'. This is the essence of inspiration: a movement unidentifiable at first, perfectly unpredictable, statistically improbable like all events truly fresh, new and worthwhile, including the birth of our universe, the beginning of life on this earth, the first dawning of consciousness, the gift of speech. Romance languages, the direct heirs of Latin, have kept the spirit and very nearly the letter of *spiritus* (Italian *spirito*, Spanish *espíritu*, Portuguese *espírito*, French *esprit*), although not without some help from the continuous use of the word in the Roman Catholic church: otherwise we'd have Spanish **espirido* and French **éprit*. In the Enlightenment-inspired anticlerical upheaval of the French revolution, *esprit* was



Dr. Alexander
Lehrman

forced to change its basic meaning to 'wit' or 'mind', so that now, when you have the same great idea as a French-speaking friend of yours, be sure to exclaim *Les grands esprits se rencontrent!*—if you wish to say "Great minds think alike!" But remember that the Baron de Montesquieu, the spirited Enlightenment thinker who gave our Founding Fathers the theory of the separation of powers in his 1748 book, could still, under the auspices of the *ancien régime*, name that seminal book *De l'esprit des lois* (*On the Spirit of the Laws*).

Breath is the fitting image to have spawned most of the words expressing this ungraspable quality—the invisible source of all creativity, originality, and renewal. Latin *anima* 'soul' (with its direct descendants Italian *anima*, Spanish and Portuguese *alma*, and French *âme*), her feisty male counterpart *animus*, and all of their bouncy brood—*animals*, things *animate*, people *animated* and pictures *animé*—have sprung up from an ancient Indo-European root that means 'to breathe': *an-*. Greek *ánemos* 'wind' also comes from it: wind is the breath of the macrocosm. On the Celtic side, the Irish and Scots Gaelic *anam* 'soul' belong here, too, as does the Welsh *enaid* 'life, soul' though she and her Scandinavian nieces Old Norse *önd* 'breath, life' and Danish *ånd* 'spirit, mind' and *ånde* 'breath' are grown on the same root but hung with a different suffix. Sanskrit *ātman*, the soul both of a human being and of the entire universe, also belongs here, as does its Germanic cognate surviving in German *Atem* 'breath' with its poetic-dialectal twin *Odem* (Old English *deōm* 'breath' didn't make it past the Norman conquest: likely breathed its last at Hastings).

Aloft with all this inspiration, we'll look in the next installment at the root of all *enthusiasm*, see how it's connected to all women named *Dorothy* and to all men named *Theodore*, and learn what it has to do with the ever so mysterious Russian soul.

NEWS FROM THE LANGUAGE PROGRAMS

ITALIANISSIMO

Fascinating lectures from guest speakers this year offered new perspectives on medieval literature and art and Renaissance architecture. Dr. Christopher Kleinhenz, from the University of Wisconsin at Madison, discussed, with the use of an illuminating slideshow, how Dante incorporated contemporary artistic themes into his masterpiece, *The Divine Comedy*. Kleinhenz, who spoke as part of the Department's Distinguished Scholars Series, also examined how the *Comedy* has influenced artists for more than six centuries.

Dr. Linda Pellecchia, Professor of Art History, shared her impressions of the rich history and beautiful design of Venetian architecture at our annual Honors Day ceremony in May. At the ceremony, fifteen students were inducted into Gamma Kappa Alpha, the national Italian honor society. Carolina Sandoval received the top prize for her outstanding performance in Italian studies.

Dr. Gabriella Finizio received a Unidel Foundation grant from the College of Arts and Sciences to create a new course that would allow students the opportunity for a "transformational experience." She has designed, with the technical assistance of Dr. Thomas McCone and Ms. Rae Stabosz, an upper-level course entitled "Italian Radio Production" in which students create radio programs for the elementary-level classes.

The *circolo italiano*, the UD Italian Club, was especially active this past year under the direction of president Joseph D'Occhio. The club sponsored a bus trip to Little Italy, a bocce tournament, movie screenings, and its first annual bingo night. The Italian program also inaugurated its own Film Club, under the supervision of Ms. Roxane Petit-Rasselle.

Our program in southern Italy continues to grow in popularity, as students boosted their language skills this past summer under the direction of Ms. Giuseppina Fazzone and assistant Gina Zanella. They augmented their studies with excursions to Naples, Ischia, and Capri. This past winter, the group led by Drs. Finizio and Riccarda Saggese and assistant Kristin Zanoni studied language in Siena while also exploring the cultural and historic riches of Venice, Rome, Assisi, Florence, and Pompei.

We are very happy to welcome several new instructors to our program. Ms. Jennifer Mathé and Ms. Susan Fitzpatrick (BA '03, MA '05) have proved wonderful additions to our staff. They join Drs. Laura Salsini and Meredith Ray, and Ms. Vincenza Pastecchi and Ms. Roberta Morriane.

Students graduating from our program have found many ways to share and expand their language skills. Kerri Titone (BA '06) teaches Italian at a high school in Long Island, NY, while Gina Zanella (BA '05) is teaching at Concord High School in Wilmington. Kaitlin Carter (BA '06), currently in Florence, is completing the Master's Degree from Middlebury College. Stephen Adams (BA '06) is teaching at St. Helena in Wilmington, and plans to do his MA at Middlebury College. Great job, students, and please do keep in touch!

NOTICIERO ESPAÑOL

2006 was an exciting and productive year for students and faculty in Spanish. In April, a record thirty-five students were initiated into the Sigma Delta Pi national Spanish honor society. The Bowman-Braddock Duo played selections by famed Argentine composer Astor Piazzola, and faculty and students read poetic passages. Jennifer Lohr received the Sigma Delta Pi Book Award for maintaining the highest grade-point average in Spanish. Pablo García Piñar received the award

for Best Graduate Essay and Jacqueline Hornberger took the prize for Best Essay in an Upper-Division Hispanic Literature Course. Holly Ungerbuehler was named the Outstanding Student in a Hispanic Literary Survey Course, and Arden Lambert-Byrne was the recipient of the Janet Murdock Prize for Study Abroad. The highlight of this year's ceremony, however, was the induction of Dr. Tom Lathrop into the prestigious Order of Don Quijote.

Following a successful pilot program in Costa Rica last year, the Spanish section initiated a task force to identify service-learning opportunities for students within our curriculum. The committee, comprised of Ms. Suzanne Tierney-Gula, Ms. Stella Hall, and Ms. Carmen Finnicum, received two grants from UD's Office of Service Learning that enabled them to develop, design, and implement service-learning components in two oral communication courses.

Our Graduate Student Symposium in February attracted many outstanding essays. The three papers selected were: Pablo García Piñar's "*Las ruinas circulares*" y *La noche boca arriba*," Confrontación de lo onírico en Borges y Cortázar," Alondra Pacheco's "Presagios y Conquista: dos visiones del encuentro indígena-europeo," and Cristóbal Pacheco's "La segunda furia de Melibea."

In April and May, the Latin American Studies Program hosted a symposium on "Central America: Repression, Resistance, and Recovery." This rich and varied program, coordinated by Dr. Cynthia Schmidt-Cruz, included a photography exhibition by Jonathan Moller; a series of panel discussions by Latin America specialists; a screening of the documentary film "Frontline: Crisis in Central America: Revolution in Nicaragua;" and readings of Central American poetry by Dr. Gladys Ilarregui, graduate students of Spanish, and Nicaraguan poet Milagros Terán. The final panel was a joint presentation and discussion between Dr. Persephone Braham and UD students who have traveled to Central America.

Study abroad continues to enrich our curriculum by providing students with meaningful, educational experiences in an ever-expanding register of host countries. The Brazil program, now in its third year, moved this winter to Salvador, Bahia, the original colonial capital of Brazil and a UNESCO World Heritage Site. Directed by Drs. América Martínez and Carla Guerrón-Montero (Anthropology), the program offered courses on Portuguese language, the anthropology of tourism, and Brazilian literature. The region's Afro-Brazilian culture was a major focus of the courses and the excursions. Winter session in Ecuador and the Galapagos Islands with director Ms. Suzanne Tierney-Gula attracted sixteen students. They planted over 500 trees as part of a special service-learning project with Ecuadorian community partner Ecotrackers. The Argentina winter session, with Ms. Stella Hall and Dr. Peter Rees (Geography) directing, was enormously popular. Students loved the urbanity of this elegant city and enjoyed excursions to Iguazu Falls on Argentina's northern border and the Andean splendors of Mendoza, near Chile.

Twenty-three UD students and two from Furman University (North Carolina) participated in a new study abroad program this winter in Santiago, Chile. Directed by Ms. Krystyna Musik, the program featured courses in Chilean literature and culture and advanced oral

—continued on page 14



On the steps of the Universidad Mayor, Santiago, Chile

communication. Students had the honor of meeting Mr. Francisco Vidal, the current president of the National Chilean Television. Vidal, who occupied several key government positions during the presidency of Ricardo Lagos, taught the culture class. The high point (literally!) of the program was a four-day excursion to Cuzco and Machu Picchu. Students also visited Chiloe in the southern part of Chile as well as the homes and burial site of the Nobel-Prize-winning poet, Pablo Neruda.

Dr. Jorge Cubillos initiated a new program this winter in Panama, designed to serve foreign language education majors who may have difficulty fitting a study abroad session into their crowded schedule. Based with host families in Panama City, the students took courses in methodology and advanced oral communication, and participated in excursions to the Panama Canal, the San Blas Islands, and the historic Chiriqui Highlands. The students also taught English in a newly designed service-learning course, an experience they described as extremely rewarding.

Moving northwards to Mexico, Ms. Fátima Haq led an enthusiastic group of twenty-one students to the beautiful colonial city of Mérida, where Mayan ruins alternate with sun and sea. The Mexico LIFE program, directed by Ms. Vilma Lazo, was also based in Mérida and had fourteen freshmen in attendance. Dr. Persephone Braham led seventeen students to Puebla, where they took courses in Mexican literature and advanced communication. Students climbed the pyramids at Cholula and Tepoztlán, as well as the twin pyramids of the Sun and the Moon at Teotihuacán.

Dr. Vincent Martin and TA Autumn Taylor led the summer program to Madrid, Spain, with twenty students. Students took two weekend excursions to the town of Almagro to take in a series of classical plays during the annual International Festival of Classical Theater, and to meet with professional directors, actors, and technicians. In Madrid's charming Karpas Teatro students studied theater with both Martin and acclaimed director and professor of theater and performing arts, Mr. Luis Dorrego. The final project for their course with Dorrego was a performance of Calderón de la Barca's interlude *La casa de los linajes*, which the students themselves adapted and retitled *Hostal Puertas Abiertas*. The play was so well received in Madrid that Martin organized a repeat performance on the UD campus last November, where some 230 spectators filled the Willard Hall auditorium. Dorrego flew in from Spain to direct the play and conduct a theater workshop for thirty-three of our students and faculty. Finally, the winter session in Granada, with thirty students, was directed by Ms. Crista Johnson and Ms. Dora Marín, a newcomer to our faculty.

Lastly, we are proud to report that two of our graduate students have been accepted into prestigious doctoral programs for next year: Pablo García Piñar will attend Cornell University and Alondra Pacheco will attend the Ohio State University.



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

Artwork: Annette Giesecke

ANCIENT GREEK AND ROMAN STUDIES

The past year witnessed the sixth Ancient Greek and Roman Studies program abroad in Greece, and interest in the program has grown to such an extent that we will regularly offer a summer program as well. Once again, the gracious Athens Centre, housed in a neoclassical villa located a proverbial stone's throw from the marvels of ancient Athens, served as our host institution. Dr. Colin Pilney, director of the pro-

gram, and Athens Centre faculty offered courses in Ancient Greek comedy, Ancient Greek history, Modern Greek, and Ancient Greek art and archaeology. Students on the program participated in lectures by specialists at the most renowned of ancient sites. Archaeological excursions included visits to Delphi, sacred and mysterious home of the gods Apollo and Dionysus; Mycenae, the rich palace controlled by lordly King Agamemnon, leader of the assembled Greek forces to Troy; and Epidauros, the ancient healing and spa-resort sacred to the god Asclepius.

The Ancient Greek and Roman Studies faculty was pleased to welcome back Ms. Joan Plautnik-Salvo to teach elementary Latin and also Mr. Robert Richards III, who augmented the curriculum with his classical civilization oriented



*Volcano Party: Second-year Latin
students celebrate Pompeii.*

survey course entitled "Roman Rulers and Rebels." The program's offerings were further diversified by Dr. Nicolas Gross who developed a new mythology course entitled, "Other Peoples, Myths, Gods." Reflecting growing student interest in the classical world, we continue to offer large lecture courses on mythology, epic, tragedy, comedy, and classical civilization.

For courses, faculty profiles, and other information about Ancient Greek and Roman Studies, please consult our web page at: www.udel.edu/fltl/lang/classics. To graduates of our program: please keep us informed of your current courses of study and/or career paths. We would love to hear from you!

AUF DEUTSCH

Today's communicative approaches, interdisciplinary options, rich menu of extracurricular events, and diverse study abroad opportunities all make German studies at UD an exciting and beneficial experience.

Dr. Iris Busch, faculty advisor to the national German honor society, Delta Phi Alpha, and the German Club, once again organized a great many campus events for our students. Of special interest this year, due to World Cup soccer fever, was the screening of "*Das Wunder von Bern*," a film about Germany's dramatic win in the 1954 World Cup. At our ever-popular *Nikolausparty*, faculty and students sampled traditional Christmas treats such as *Glühwein*, *Stollen*, and *Lebkuchen* while singing German Christmas carols. The high point of the evening, however, was a splendid student performance of the classic fairytale, *Hänsel und Gretel*.

Seventeen students were inducted into Delta Phi Alpha this year. Books provided by the Austrian Cultural Institute, the German Embassy, and the Swiss Cultural Foundation were awarded to Sabina Amanbayeva, Christina Antonopoulos, Brittany Ciancarelli, Jeffrey Hanft, Janine Howard, Philipp Janssen, Rachel Laufer, Jocelyn McDaniel, Nicola Scifo, Katelyn Ann Uehling, Liz Weber, and Timothy Wilder. Jakob Donkin, Natalia Kieniesicz and Daniel Reeves received the Delaware Saengerbund and Library Association Language Award for their excellent work in German. The Marion E. Wiley Memorial Prize, designated for a non-major student of German who demonstrates superior scholarship, appreciation, and skill in courses beyond the intermediate level, was awarded to Julia Del Vecchio. The Sepp Hilsenrad Memorial Award, for exceptional performance

by German majors at the advanced or graduate level, went to Rachel Hardison and Ryan Cole. Musical interludes by Sam Peters, a dance performance by the *Enzian Volkstanzgruppe*, and delicious morsels for the palate all contributed to the congenial ambience of this event, hosted by the Delaware Saengerbund.

This year's winter program in Bayreuth was directed by Ms. Lisa Thibault. Daniel Reeves, a participant, sums up the group's perspective: "It was a wonderful experience. I improved my language abilities, learned a great deal about Bayreuth's cultural legacy, and came to understand everyday life in today's Germany." With the generous support of the Wilmington Sister Cities Committee, the Deutsch-Amerikanischer Frauenbund, and the Delaware Saengerbund, our department sponsored three students to participate in the International Summer School Program at the Fachhochschule Fulda: Julia Del Vecchio, Ryan Cole, and Karol Grabczewski. Reflecting on his month in Germany, Karol notes, "There was no shortage of cultural diversity ... every day was an adventure in language and social interaction." Under the sponsorship of the Federation of German-American Clubs, two UD students studied at a German university for an entire year. This year's recipients were Jacob Gersh and Evelyn Ann Stanley. Finally, four of our students participated in the inaugural session of the semester program in Salzburg, Austria, offered in partnership with Bowling Green State University. Philipp Janssen loved his stay in Salzburg and writes: "From the cultural riches of the *Altstadt* to the *Alltag* with friends I made in my dormitory, I was engaged in everything German and Austrian ... Many interesting excursions and events furthered my education beyond the classroom ... I left Salzburg full of wonderful memories."



Delaware Saengerbund Schuhplattler perform Bavarian folk dance at the German honor society ceremony.

中文・日本語

It was another active year for the programs in Chinese and Japanese. Thanks to the concerted efforts of Dr. Jianguo Chen, Dr. Maria Tu, and Ms. Renée Dong, the Chinese program experienced continued growth and created three new courses in response to the increased demand: "Readings in Chinese Literature and Culture," "Selected Authors and Themes," and "Chinese Women Writers."



Students and faculty visit the Yu Garden of Shanghai

Funded through a generous East Asian Studies Title VI Grant, Chen organized a three-day Chinese Film Festival in April that featured talks by an internationally renowned Chinese filmmaker and screenplay writer. More than 250 people attended the event.

Another significant initiative spearheaded by Chen, in conjunction with UD's Center for International Studies and the Delaware Governor's Office, was the proposal for a Chinese summer language institute. As part of the Delaware Governor's School for Excellence, twenty-four high school students will spend several weeks studying Chinese language and culture in Beijing this summer. The program received a \$217,000 grant from the US State Department.

The Japanese program searched for a new tenure-track assistant professor, witnessed record enrollment numbers, and continued to thrive thanks to Dr. Rika Saito, Dr. Mark Miller, Ms. Chika Inoue, and Ms. Mutsuko Sato. We are delighted that Saito continued to teach for us this year and that Dr. Rachael Hutchinson, previously a faculty member at Colgate University, will join our faculty in September. Hutchinson is a specialist in modern Japanese literature and will directly enrich our curriculum by offering a new course this fall entitled "Media and Modernity: Japanese Literature and Film."

Our study abroad programs flourished again this year. In June, Miller, Sato, and TA Matthew Aulen led twenty-eight students to Kobe, Japan. The students resided in Shoin University's modern facilities, where they took classes and worked with individual language partners. There were excursions to Kyoto, Osaka, Nara, and other historical sites—famous castles, temples and shrines. The group even went to a Japanese baseball game, a sake brewery museum, and an elementary school.

The winter program to China was co-directed by Chen, Tu, and Dr. David Pong (History). Twenty-eight students took advantage of the program's exciting agenda. In addition to the courses in Chinese language, culture, and history in Beijing, students met with Chinese film celebrities, including renowned directors, actors, screenplay writers, and producers. Excursions included visits to the Great Wall, the Forbidden City Palace, the Temple of Heaven, the Terra-Cotta Soldiers site, the Tang Dynasty Wild Goose Pagoda and Palace, the spectacular "garden city" of Suzhou, and China's "Venice"—Zhouzhuang. Students also attended workshops in Taiji martial arts, Chinese calligraphy, and traditional Chinese painting. Activities such as the "Buddy Partnership" (with local students as language partners), visits to local high schools, and evening expeditions to acrobatics shows and the Peking Opera enhanced their study abroad experience.

Students of Chinese and Japanese stay involved through language tables, clubs, and special housing. Our clubs are culture-oriented and our tables seek to help students with spoken Chinese and Japanese. Thanks go to Sarah Dworken for her great work as the president of Japaru (our Japanese Club) and Nihongo (the Japanese Table). Eric Chen, president of the Chinese Club, and Gretchen Wendel, president of the Chinese Table, also deserve thanks for their energetic efforts to promote these activities.

Finally, we would like to boast about some of our stellar students. We recently welcomed home Megan Strumbeck, who spent one year studying Chinese in Taipei, Taiwan, on an International Rotary Scholarship. James Weaver represented UD, as well as the State of Delaware, on our sister-state exchange program with Miyagi prefecture, Japan, in the summer of 2006. We also welcomed home Joe Buchter and Deo Machado from Japan in September. These young scholars received our prestigious Soka University exchange scholarships, and spent the academic year studying in Japan. They handed the baton to our two current scholarship recipients, Michael Bartley and Robert Uhler, who sojourned to Soka University in September, and are currently immersed in their Japanese studies in the Hachioji suburbs of Tokyo. UD also has a thriving exchange program with Seinan University in Kyushu, Japan. Four students—Matthew Aulen,

Timothy Wilder, Hansen Hanggodo, and Christopher Chaffee—are currently studying at Seinan’s beautiful campus in Fukuoka on the island of Kyushu.

РУССКИЕ ИЗВЕСТИЯ

The Russian program was privileged to host Dr. Sergei Davydov, Professor of Russian at Middlebury College, as the spring speaker in the FLL Distinguished Scholars Series. Davydov, one of the world’s leading experts on the fiction of Vladimir Nabokov, gave a fascinating, uplifting lecture on the glimpses of a higher, transcendent reality that are scattered throughout Nabokov’s work.

The annual meeting of our chapter of Dobro Slovo, the national Slavic honor society, took place in early May and was a joyous celebration of Russian culture.



Russian faculty and friends sing along

to the accompaniment of a variety of instruments, including the accordion, the stringed *domra*, and Russian spoons. A folk song “Sing-Along with Dottie” followed refreshments, and the evening was capped off by Slavic folk dancing, with instruction expertly provided by *Zima*.

The Eugenia Slavov Award for excellence in the study of Russian language, literature, and culture was bestowed on Erik Edlund. The Russian Faculty Award for the highest GPA among our graduating seniors went to Sarah Graham, who, just a week earlier, had been inducted into Phi Beta Kappa. The Pushkin Prize for outstanding achievements in the study of Russian literature, and especially of Russian poetry, was awarded to Nicholas Johnson. And finally, the newly created Balto-Slavic Award was bestowed on Kristina Curtis for excellence in the study of Russian and Latvian.

On the curricular front, Dr. Alexander Selimov, Associate Professor of Spanish, has organized a new summer program in Russian language and culture based in beautiful St. Petersburg, Russia, under the auspices of St. Petersburg State University. The program, which will be inaugurated this June under Selimov’s direction, has generated tremendous excitement among students of Russian. It is also open to students with no knowledge of Russian who will study Russian culture, art, and architecture.

Several of our recent graduates are currently working and studying in Russia. Sarah Graham is teaching English in Moscow. Scott Burroughs (BA ’05) is working in St. Petersburg, but plans to return to the US to study architecture in graduate school next fall. Recent graduate Nicholas Chiasson (BA ’06) has returned to take a job in St. Petersburg, where he studied during the summer; he plans to make the city his home. Sheree Ricks (BA ’92; MA Stanford University ’93) has been studying and working in Moscow since June on a ten-month fellowship from Alfa Bank. You may read the blog of her Russian adventures at <<http://myrussiablog.bolgspot.com>>.

On the faculty front, in Russia there has been a large upswing of interest in the early years of Russian rock and roll, including Dr. Alexander Lehrman’s career as a Moscow singer and musician in the late sixties and early seventies. The excellent Moscow-based web radio station, “Special Radio,” has been featuring materials connected with

the history of Russian rock and roll on its Web site, which can be visited at www.specialradio.ru/. Two weighty books on the subject, published recently, devote considerable attention to Lehrman (Marochkin, Ignat’ev. *Khronotop russkogo roka / A Chronotope of Russian Rock and Musikal’naia anatomiia pokoleniia nezavisimyykh / A Musical Anatomy of the Independent Generation*, ed. Sergei Zharikov). The latter contains an installment of Lehrman’s own reminiscences of the early days, first published on the “Special Radio” Web site. On this past Valentine’s Day, Lehrman was sitting in his office preparing for class when he took a call that connected him by a “telebridge” to a huge rock concert in progress in Gorky Park in Moscow. When his voice greeted the crowd of many thousands over the loudspeakers, there were loud cheers and applause. When the emcee asked what he was doing, he said that he was getting ready to teach a short story by Aleksander Pushkin, and the crowd went wild!

À LA FRANÇAISE

In February, Dr. Graham Falconer of the University of Toronto delivered a talk on the role of commercial lending libraries in the spread of literacy in nineteenth-century France. His engaging lecture was followed by a lively discussion and reception.

La Journée de la Francophonie, coordinated by Ms. Donna Coulet du Gard and Ms. Judy Celli, was held in April at the Trabant University Center. French students at all levels were invited to attend. Our intermediate French students prepared and exhibited posters of various Francophone countries. Our special guest was Mr. Mouhamadou Diaw Bamba, a community educator who spoke about his native Senegal. Students also had the opportunity to enjoy African tales told by the professional storyteller, Patricia Diaw.

Our annual French Awards Night was held in May, with Ms. Lysette Hall serving as master of ceremonies. Ms. Andea LaCombe, a French teacher at William Penn High School who for years has mentored student teachers from our program, was named French Advocate of the Year. LaCombe, who holds offices in state and national professional organizations, was cited for her creative and inspiring teaching. Twelve students at the intermediate level received awards for outstanding work in French. The recipients of our special prizes for excellence in French studies were recognized: Emily Bullock received the French Faculty Award, Kim Hiestand won the Theodore E.D. Braun Undergraduate Award, and Chapman Wing, now a doctoral student in French at Yale University, received the Theodore E.D. Braun Graduate Student Award. At the end of the evening, sixteen students were inducted into the Pi Delta Phi national French honor society in a ceremony led by the society’s president, Kim Hiestand. Kate Copeland, a MA student, graced the evening by singing a beautiful piece by Gustave Charpentier.

Also in May, students in Dr. Deborah Steinberger’s French Theater Workshop course performed the nineteenth-century comic masterpiece *Le Voyage de Monsieur Perrichon* by Eugène Labiche. The production, staged in the Bacchus Theater, featured marvelous performances by a cast of twenty hardworking and enthusiastic students. Graduate student Sylvain Chabra, a native of France, volunteered to help the leading players learn their lines. At FLL’s Convocation later that month, Sylvain was cited for his outstanding performance as a teaching assistant in our program.

The French Club had an active year. In addition to their weekly coffee hours, club members organized theater and restaurant trips, and under the direction of president Nicole O’Connor published *Le Pointillisme*, a bilingual news magazine celebrating cultural diversity and international understanding. Congratulations to the French Club on this ambitious undertaking!

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Jocelyn McDaniel

JOCELYN MCDANIEL: FUTURE COLLEGE PROFESSOR

Jocelyn McDaniel, a Master's candidate in German, began her studies at UD as an undergraduate student interested in a career in science. After one semester taking German courses, however, she declared her major in German, and never looked back. Today her career goals are to pursue a doctorate in German literature and one day to teach German at the college level.

Jocelyn's interest in German began in 1998 when her family hosted a Swiss-German exchange student for one year. The exchange student, Christa, taught her to speak German and, in return, Jocelyn helped her with her English. She continued to study German in high school and in college, spending summers abroad refining her language skills in Munich, Berlin, and Vienna.

After receiving her BA from UD in 2004, Jocelyn participated in the UD German American Federation Scholarship program. The program allowed her to study for one year in northern Bavaria at the Universität Würzburg, where she took courses in German literature, linguistics, English-German translation, and European history. Sponsored by a local German-American women's club during her stay in Germany, she was also able to join hiking and cooking clubs. Thinking back on this momentous year, Jocelyn reflects, "In addition to the rigorous academic training, I dramatically improved my spoken German, hiked many beautiful trails, and learned to prepare many delicious dishes of Franconian and Bavarian cuisine."

Thus far the most challenging part of graduate school for Jocelyn has been time management. "Taking courses and teaching at the same time has enabled me to plan more effectively and to become more organized." She continues, "Another challenging aspect has been acquiring and honing my research skills, whether they are course-related or teaching-related." One particularly influential course in her graduate career was "Narratives of the Nation" taught by Dr. Monika Shafi, Elias Ahuja Professor of German and Director of Women's Studies. Analyzing the works of contemporary German authors such as Christa Wolf, Uwe Timm, and Zafer Şenocak, Jocelyn states, provided her with many cultural and societal insights into Germany *nach der Wende* (after the fall of the Berlin wall). She reflects, "Perhaps the most interesting component was the connection I was able to draw between the literature and my own experiences in Germany as an exchange student." Drs. Nancy Nobile and Willy Riemer, too, receive high praise, and she credits all three professors with inspiring her to develop what was an initial interest into a passionate career path. When she has a spare moment or two, Jocelyn enjoys swimming, traveling, and reading mystery novels and books on European history. She also loves exploring new languages. In addition to German, she has studied Czech, Polish, and Spanish.

Shafi sums up the German faculty's appraisal of their stellar graduate student: "Jocelyn truly is a wonderful person and superb student, and I could list all the usual adjectives—diligent, hard-working, studious, focused, motivated, etc. They all apply, but what sets Jocelyn apart is her intellectual independence and maturity. Jocelyn actively seeks out problems; she likes the challenge of difficult materials and,

in many ways, already comports herself like a PhD student. I do see Jocelyn as a future college professor and colleague, and I am delighted that we were able to be part of her academic journey."

Jocelyn has received a Fulbright English language teaching assistantship for the 2007–2008 academic year. She will be teaching at a high school in Salzburg, Austria. Following her return to the US in August of 2008, she will enter the PhD program in German at the University of North Carolina at Chapel Hill. Congratulations, Jocelyn!

EUNJI KIM: A BUDDING POLYGLOT

Eunji Kim was monolingual until eight years ago when her family moved to Dover, Delaware from South Korea. Eunji was the only Asian student in her eighth grade class and knew almost no English. Yet by the time she moved on to William Penn High School she had quickly raised her English skills to native-like levels. Today she is a stellar student in both Japanese and Chinese here at the University of Delaware.

So what brought Eunji to UD? She admits that the in-state tuition was part of the attraction, but our Asian language programs and study abroad opportunities also played a role. As the eldest daughter in a traditional Korean family, she was expected to study biology and take pre-med courses as a prelude to a future career as a doctor. She entered the University undecided, but quickly gravitated to one of her greatest loves: languages! Eunji took elementary Japanese in the fall of her first year and elementary Chinese that spring. She excelled in both, and decided to declare a Three Languages Major. Her parents were initially concerned about her future. But Eunji values flexibility, and reasoned that the pre-med path led to only one career while the Three Languages Major offers many different career opportunities. Eunji is currently taking courses in education, political science, business, and international relations to complement her language studies.

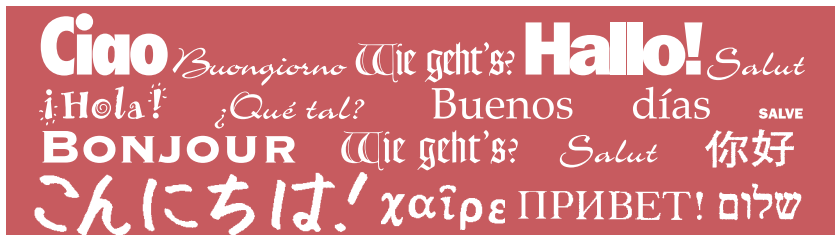
Ms. Chika Inoue, who has taught Eunji Japanese for four semesters, maintains that she has consistently been her best overall student. "She makes everyone in the class, including the teacher, feel good about working hard and aiming high while enjoying the process. She is friendly, always encouraging others while being humble, yet has a quiet, sincere no-nonsense quality that helps others concentrate better. She expects high standards and does not give excuses. She is also strong when facing potential distractions."

As a result of such glowing evaluations, Eunji was awarded our prestigious Soka Exchange Scholarship for the 2007–2008 academic year, so she can further her Japanese language skills at Soka University in Hachioji, a suburb of Tokyo. When not immersed in her coursework, Eunji enjoys watching Japanese movies and TV dramas. She is also the vice president of and an avid participant in the Japanese Table.

As for the future? Well, Eunji is not quite sure yet and wants to keep all of her options open. But, don't be surprised if someday you find this young polyglot negotiating a four-way agreement between Korea, Japan, China, and the United States.



Eunji Kim



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Language Programs continued from page 16



*A visit to the Bibliothèque Municipale of
Case-Pilate in Martinique*

Our study abroad programs sent students to Paris, Caen, and Martinique. The Paris summer program, which focuses on art and music, was directed by Ms. Flora Poindexter. Students learned about the city's architectural wonders firsthand through walking tours led by beloved Professor Christophe Boïcos. They attended world-class ballets and operas, including performances by the conductor, Pierre Boulez, and the soprano, Jessye Norman. The group also enjoyed excursions to the Loire Valley, Normandy, and Châtres cathedral. Throughout their stay, they shared their host city's enthusiasm for the World Cup soccer championship.

Ms. Barbara Toccafondi led twenty students on the winter program to Caen. Students appreciated in particular living with French families and visiting such important landmarks as Mont Saint Michel, the D-Day landing beaches, Bayeux and its tapestry, and the Abbaye aux Hommes monastery, built by William the Conqueror in the eleventh century.

Dr. Edgard Sankara and Sabrina Ensfielder served as Director and TA respectively for the 2007 winter program to Martinique, where nineteen UD students climbed the active volcano Mont Pelée, visited an old sugar cane plantation and distillery, went kayaking in the mangrove forest, attended a traditional dance performance, and finally, enjoyed an on-site lecture on the geography of Martinique and the history of the Case-Pilote district. The excursion to Case-Pilote, including a photo of the UD group, was featured in the major Martinican newspaper *France-Antilles*.



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