

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 2008 ISSUE NO. 15

TEACHING EXCELLENCE REWARDED

A commitment to academic excellence is the lodestar by which the Department of Foreign Languages and Literatures guides itself in all matters of teaching, scholarship, advising, and service. As a result, many FLL faculty members have been recognized throughout the years by both the University and the State of Delaware as excellent professors, scholars, and/or advisors. In 2007, however, the Department surpassed all precedents when four professors earned prestigious awards for superior performance inside the classroom.

Dr. Annette Giesecke, Professor of Ancient Greek and Roman Studies, received the College of Arts and Sciences Outstanding



Dr. Annette Giesecke at the Palace of Minos

Teacher Award. Since joining our faculty in 1998, she has taught a wide variety of courses, ranging from large lectures to more intimate beginning, intermediate, and advanced courses in ancient Greek and Latin language and literature. Giesecke calls her approach to teaching “holistic,” adding that the study of language and literature must go hand in hand with the study of art, architecture, history and philosophy. Her particular qualifications—she was trained both as a philologist and as a classical art historian—lead her naturally to an interdisciplinary approach to teaching.

For students, the great appeal of Giesecke’s courses lies not only in their interdisciplinary nature but also in the fact that they foster discussion and creativity in truly innovative ways. Students in her tragedy course, for example, are required to stage a scene from a Greek play; in “Gods, Heroes, and Monsters” they compose a miniature epic poem modeled on the epics studied in class but focused on topics of their own choosing. The tragedies and epics produced each year, she reports, “are tremendous, far exceeding my expectations in both creativity and refinement.” In addition, Giesecke is particularly pleased with the positive results yielded by her increased use of technology in the classroom. The digitalization of her vast archive of texts, images, and film clips, she says, has revolutionized her classroom.

“We learn to speak and, more importantly, we learn to listen. We learn to work together and to respect each other.”



Ms. Chika Inoue

Students are now able to virtually “enter” Classical Greece and Rome, “walk” the Coliseum with the gladiators or “march” onto the Athenian Acropolis. “Teaching is a passion for me,” she reflects, and, indeed, this passion is evident in every aspect of her work.

Ms. Chika Inoue, Instructor of Japanese, received the 2007 University of Delaware Excellence in Teaching Award. A native of Tokyo, Inoue began teaching at UD in 2002. She offers courses in Japanese language, culture, and literature as well as a very popular course entitled “Art of Japanese Calligraphy.” For Inoue, the classroom is “a very special place where we all gather together with learning as a common goal. We learn to help and be helped;” she adds, “we learn to speak and, more importantly, we learn to listen. We learn to work together and to respect each other.”

Inoue’s unique teaching philosophy contributes to her extraordinary success in the classroom. “Learning a foreign language is a long road,” she explains, “and it does not take place in a linear fashion. There are leaps

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Dr. Richard Zipser

MESSAGE FROM THE CHAIRPERSON

Hello Alumni and Friends!

In this issue of *the Polyglot* we are highlighting one of our department's many impressive strengths: excellence in teaching. The cover article focuses on professors in several language areas—Ancient Greek and Roman Studies (Annette Giesecke), French (Donna Coulet du Gard), Italian (Riccarda Saggese), Japanese (Chika Inoue), and Spanish (Vincent Martin)—who recently received esteemed teaching awards. FLL faculty care greatly about their teaching and we are very proud of their achievements in this area.

Last year, our faculty and department were recognized for excellence in other areas of professional activity as well. Dr. Tom Lathrop became a member of the prestigious Order of Isabel la Católica, the second highest honor that the King

of Spain can bestow on a civilian, for his career-long efforts to promote Spanish culture. Dr. Iris Busch received a YouDEE Leadership Award as outstanding advisor to a student organization, the German Club. And the FLL Assessment Committee, led by Dr. Bonnie Robb, was honored by Provost Dan Rich for its exemplary work on the development of our department's learning outcomes assessment plan.

In addition, our faculty and department received a number of grants for various projects in 2007. The largest was a \$217,205 award from the US Department of State to create and conduct a Governor's School for Excellence in Chinese Language and Culture in Beijing, a project we co-sponsored under the leadership of Dr. Jianguo Chen. Dr. Vincent Martin received a \$10,000 International Research Award from UD's Center for International Studies for a project incorporating early modern Spanish theater elements in the foreign language classroom. Finally, our department received a \$50,000 grant from the Office of the Vice Provost for Research and Graduate Studies to create professional development opportunities for students in our MA programs.

You will also read about new study abroad programs in Russia and Tunisia, off the beaten path, and you will be introduced to Dr. Rachael Hutchinson (PhD, Oxford University), our new assistant professor of Japanese. There is an interesting alumni column written by Cathleen Waters (BA, MA '02), and Fulbright scholar Jocelyn McDaniel (BA '04, MA '07) reports on her experiences in Salzburg, Austria, where she is teaching English to high school students. I am sure you will enjoy reading these and other articles.

Drs. Susan McKenna and Persephone Braham are Co-Editors-in-Chief and Photo Editors for this issue of *the Polyglot*. McKenna has served as Editor-in-Chief since 2001 and is now handing the reins to Braham. On behalf of everyone in our department, I want to thank Susan for the outstanding job she has done as chief editor of our newsletter. It has been a great pleasure working with her over the past eight years.

Let me also thank 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 we gave a record number of deserving students study abroad scholarships in 2007-2008, 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

the Polyglot

Number 15, May 2008

**Co-Editors-in-Chief
and Photo Editors:**
Susan McKenna and
Persephone Braham

**Associate
Editors:**
Annette Giesecke
Bonnie Robb
Laura Salsini

**Contributing
Editors:**
Susan Amert
Jianguo Chen
Alexander Lehrman
Meghan McInnis-
Domínguez

Mark Miller
Willy Riemer
Richard Zipser

Design:
Connee McKinney
Publications Office

the Polyglot is produced by the Department of Foreign Languages and Literatures as a service to alumni and friends of the Department. We are always pleased to receive your opinions and ideas. Please direct your communications to Dr. Persephone Braham, Department of Foreign Languages and Literatures, 206 Jastak-Burgess Hall, University of Delaware, Newark, DE 19716-2550; via e-mail: braham@udel.edu.

TEACHING EXCELLENCE REWARDED

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and bounds as well as occasional plateaus. Even when things seem difficult and frustrating, I want my students to understand that this is just part of the process.” Inoue is currently pursuing a doctoral degree at the University of Pennsylvania. Her research interests include sociolinguistics and second language acquisition.



Dr. Vincent Martin

Dr. Vincent Martin, Associate Professor of Spanish, also received UD’s Excellence in Teaching Award in addition to a \$10,000 International Research Award from the Center for International Studies for a project entitled “The Creative Use of Early Modern Spanish Theater Elements in the Foreign Language Classroom.” Martin joined our faculty in 2000 and teaches undergraduate and graduate courses in Spanish literature and culture. He says that teaching at UD has provided him with an outstanding opportunity to interact with his students on topics connected to the literature of early modern Spain. He explains, “I find it extremely rewarding to mesh research and classroom

instruction in a student-centered environment that provokes curiosity, reflection, and results, both expected and unexpected.”

Published results of Martin’s work with undergraduate students include two edited plays by Pedro Calderón de la Barca, an article on *Don Quijote*, and another on instructional approaches to Golden Age theater. Attracting a large number of students each year, Martin’s favorite courses to teach are on early modern Spanish drama and, of course, *Don Quijote*. He is also the creator and director of an innovative study abroad program that takes students to the heart of Madrid’s theater district to work with renowned Spanish actors, directors, and playwrights. “In our department’s unique study abroad programs,” he states, “I enjoy creating interdisciplinary and multidimensional experiences that lead students to make radical self-discoveries. Professionally, there is nothing more gratifying than that.”

Dr. Riccarda Saggese, Assistant Professor of Italian, was named Foreign Language Teacher of the Year by the Delaware Council on the Teaching of Foreign Languages (DECTFL). Born in Naples, Italy, Saggese joined our faculty in 1992. She teaches all levels of Italian language, literature, and culture. Students, she says, are at the center of her communicative language classroom because they are responsible for actively generating information rather than passively receiving it. Saggese also works to promote cultural understanding by “providing students with authentic materials and the opportunity to use the language to interpret and express real-life messages.”



Dr. Riccarda Saggese

Saggese has devoted many winter and summer sessions to directing or co-directing the Department’s study abroad programs in Siena

and Naples. “Study abroad,” she maintains, “is the key to connecting a student’s classroom education with the actual experience of a foreign culture in the real world.” She is the advisor to the *circolo italiano*, a student-led organization that promotes Italian culture and language on campus and in the greater Newark community. Recognized by colleagues and students alike for her consummate professionalism, passion for teaching, and commitment to the profession, she is also the author of several pedagogical works used and appreciated by students of Italian worldwide.

“Regardless of the level,” Coulet du Gard reflects, “the most rewarding moment in teaching for me is when students truly grasp a concept and are able to create and communicate with the language.”



Ms. Donna Coulet du Gard

2007 was an exceptionally good year for FLL, but our commitment to excellence runs deep. Three active and five retired faculty members have also earned prestigious teaching awards. **Ms. Donna Coulet du Gard**, Instructor of French, received the Foreign Language Teacher of the Year Award from DECTFL in 2006. She has taught beginning and intermediate levels of French language, literature, and culture since joining the faculty in 1994. “Teaching French to students of all ages and language levels over the years,” she says, “has been a tremendous learning experience for me.” Coulet du Gard describes her teaching methodology as “eclectic” because she uses “the most effective techniques garnered from various methodologies” rather than subscribing to a single teaching method. “Regardless of the level,” she reflects, “the most rewarding moment in teaching for me is when students truly grasp a concept and are able to create and communicate with the language.”

Dr. Gabriella Finizio joined our faculty in 1982 and earned UD’s Excellence in Teaching Award in 1992. She teaches courses in Italian language, literature, and culture. In the classroom, Finizio follows a “personal humanistic approach based on communicative methodologies” that is peppered with her enthusiasm both for the subject matter and the students themselves. She explains, “One fundamental aspect of any course I teach is the passion that I demonstrate in teaching it. It is easy for a professor to be recharged in his/her enthusiasm every day because of the reciprocal exchange of energy that occurs in such a stimulating environment.” Finizio enjoys teaching at all levels, but her favorite courses, she reports, are those in which students “make connections between their own contemporary culture and those of the past.” Her demanding course on Dante’s *Divine Comedy*, remains a perennial favorite, she believes, because it explores “Dante’s moral, political, and existential issues in reference to contemporary issues.”

Dr. Mary Donaldson-Evans, Elias Aluja Professor of French and a member of our faculty since 1969, has received three major teaching awards: UD’s Excellence in Teaching Award (1983), the Mortar Board Teaching Award (1984), and the College of Arts and Sciences Outstanding Teacher Award (1995). The following anecdote explains,

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Drs. Gabriella Finizio and Mary Donaldson-Evans

perhaps, why she is one of FLL's most beloved and respected professors: "It's very flattering to be asked to write about my teaching methodology. I wish I had one. If I did, I would say that it is probably inspired less by Pierre Bayard, the author of *How to Talk About Books You Haven't Read*, than by the 17th-century French moralist La Rochefoucauld, who once famously said, 'We often forgive those who bore us, but we cannot forgive those whom we bore.' If there is one thing that I have consistently tried to do, it is to share my passion for the French language and culture with my students, to get them excited about Baudelaire's poetry, Napoleon's Civil Code, the pronunciation of the French [r] or the translation of an ad for cat food. Failing that, I try to keep them awake." Clearly, her dedication, wit, humor, and enthusiasm serve as inspiration to students and colleagues alike.

Award-winning retired faculty members include **Ms. Alice Cataldi**, **Dr. Ivo Domínguez**, **Ms. Trudy Gilgenast**, **Dr. A. Julian Valbuena**, and **Dr. Alfred Wedel**. Setting the bar ever higher, FLL faculty wholeheartedly embrace UD's mission to promote academic excellence at all levels.

STUDY ABROAD

FLL STUDY ABROAD STEPS OFF THE BEATEN TRACK

For the third year in a row, the University of Delaware was nationally and internationally recognized as a leader in international education. Two new programs initiated by FLL faculty in 2007 promise to keep UD at the forefront of internationalization by stepping off the beaten path, inviting students to experience less traveled parts of the world. From the old-world charm of St. Petersburg, the jewel of Russian heritage, to the ancient Mediterranean expanse of Tunisia, cradle of Western civilization, students had an extraordinary opportunity to explore the unknown and experience the great differences, and startling similarities, in human culture.

In June 2007, Dr. Alexander Selimov led a group of beginning Russian students on a program of linguistic and cultural immersion based in St. Petersburg, Russia, at the St. Petersburg State University, founded by Peter the Great in 1724. St. Petersburg was the capital city of the Russian Empire for over 200 years, and the city center, with its gilded church domes and unique fusion of Baroque, Neoclassical and

native Russian architectures, is a UNESCO World Heritage site. The renowned Hermitage museum houses one of the world's largest collections of European art and the city's environs are dotted with palaces, pleasure gardens, and fortresses. Long known as a cultural center with a European outlook, St. Petersburg offers a unique array of opera, theater, ballet and other cultural activities for students to enjoy.

Students had the option of studying Russian at two levels, in addition to European art and architecture and Russian culture. They were housed in a beautifully remodeled apartment complex that once belonged to Russian nobility. They experienced the unforgettable phenomenon of twenty-four hours of daylight for weeks on end, which Russians call the "white nights" and celebrate with a series of festivals. A visit to Moscow was another highlight of the program, featuring museum tours and a visit to the Kremlin and historic Red Square. Students also had the unique opportunity to see the town of Gatchina, a former Soviet-era nuclear research center.



Students at the Roman ruins of Dugga, Tunisia

In winter 2008, Arabic instructor Mr. Khalil Masmoudi took nineteen students to the North African country of Tunisia. Although they traveled in January, the journey had begun much earlier with a visit by the Tunisian ambassador, Mohamed Nejib Hachana, to the University in November 2007. Hachana spoke of "the bonds of friendship and cooperation between Tunisia and the US" that go back to the birth of the US, and of our shared values of rationalism, pragmatism, and human dignity. He described Tunisia's road to modernity, and the challenges and rewards of maintaining ancient traditions in the modern world. Tunisia is small, with a population of about ten million, and depends economically on the seven million European and Japanese tourists that visit its pristine beaches and historic sites each year.

The ambassador's support led to a successful collaboration between FLL and the Tunisian Ministry of Youth, Sports, and Physical Education, and opened unexpected doors for our students and faculty. Masmoudi is particularly grateful for the enthusiasm and support of Minister Abd Allah Alkaabi, whose ongoing encouragement and assistance helped the program become a reality.

Families opened their arms and welcomed students as if they were their own children, calling them "our sons and daughters." One of three students who started the trip with no Arabic, Emily Seaman of the College of Engineering found herself embracing difference: "We are all the same, we are just people," she wrote. A high point of the program was an eight-day road tour through the countryside from north to south, culminating on the island of Djerba. Students saw Roman ruins and traditional Berber communities, rode camels in the desert (where



The Tunisian Embassy's Counselor Tarek Ben Youssef and Ambassador Mohamed Nejib Hachana with Dr. Richard Zipser

the *Star Wars* movies were filmed), and slept in tents under the light of a full moon illuminating the landscape. The trip has inspired seven students to return to Tunisia this summer: two to study, two to teach, two to conduct research, and one with the US Embassy. A bridge has been built that will extend far into the future.

FOCUS ON FACULTY

INTERVIEW WITH DR. ALI ALALOU

“I always wanted to study linguistics and I always wanted to be a university professor.”

Dr. Ali Alalou, Associate Professor of French, received his *Licence* (BA) in Arabic Letters and Civilization from the University of Bordeaux III, France. A joint French and Moroccan government scholarship allowed him to study Methods of Teaching French as a Foreign Language at the University of Nancy II, France, from 1984 to 1986. Alalou received his PhD in Pragmatics of modality in French from UC Davis in 1996 and began teaching for the Department in 2000. He teaches courses in French language and linguistics, foreign language teaching methods, and materials design. His most recent publication is “*Francophonie in the Maghreb: A Study of Language Attitudes among Moroccan Teachers of French*,” forthcoming in *The French Review*.



Dr. Ali Alalou

Your intermediate-level French language textbook, *Portail de la Francophonie*, is forthcoming with Prentice Hall. What are some innovative aspects of your approach?

Portail de la Francophonie focuses on various communities outside of France that speak French. The teaching and learning strategies used in *Portail* follow an interactive model that takes into account learners’ existing knowledge. The textbook features tasks that involve problem solving, cooperation with others, analysis, and reflection. To help students practice their presentational communicative skills,

Portail includes both individual reports and group activities. In addition to honing students’ critical thinking and communicative ability in the language, they practice transferring information from texts into charts and vice versa. Students perform tasks in which they are asked to link grammar points to their functions and communicative values in both spoken and written discourse.

What role do you think the field of Francophone studies plays in improving our understanding of the French language and culture?

The field of Francophone studies improves our understanding of the French-speaking world beyond France. For instance, various cultural, historical, and linguistic analyses have helped us to understand challenges that many African countries face during the postcolonial era. The struggle for self-determination and the search for identity permeate the literary production of many Francophone artists who have become well known in academic circles.

Can you tell us about your other research interests?

My other research interests are Afro-Asiatic linguistics and sociolinguistics. I am interested in investigating people’s attitudes towards native languages that are not necessarily viewed as prestigious. Multilingual societies fascinate me.

You speak Arabic and Berber in addition to English and French. What does this add to your research and teaching?

I sometimes teach Arabic classes. Speaking several unrelated languages helps me understand languages better. It provides me with ideas for my methods course, for example, to illustrate how a given strategy can be used to teach vocabulary or a grammar point. I like to show my students that they can understand much more than they think by presenting a language they have never heard before.

You received your doctorate from the University of California, Davis. What brought you from Morocco to Northern California?

Ambition! I always wanted to study linguistics and I always wanted to be a university professor. I taught many levels in Morocco: elementary, middle school, and high school classes in both French and Arabic. UC Davis offered me a scholarship and teaching assistantship, and I liked what I had heard about Davis. It is really similar to Morocco weather-wise.

Is the environment changing for French language instruction in Delaware and beyond?

Yes, I think that teachers are adopting new ways of teaching. I have visited many classes in the region (where I did modest presentations to students about *Francophonie*) and I was impressed by the teachers’ hard work. The opportunities teachers have to hone their teaching skills have made a big difference. We have very motivated, very active members of the community who work hard to make things better. I think the best days for French are ahead.

Tell us a little about your family and outside interests.

My wife Elizabeth and I have published a children’s book, *The Butter Man*, and we are working on another one. I love sports, particularly soccer. I coach my daughter’s team when I can. I enjoy spending time with my family, and visiting museums in Philadelphia or beautiful settings like Longwood Gardens.

“I like to show my students that they can understand much more than they think by presenting a language they have never heard before.”

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INTERVIEW WITH DR. EYNAT GUTMAN

“I love teaching, I love the contact with the students, and I love language.”



Dr. Eynat Gutman

Dr. Eynat Gutman, Assistant Professor of Hebrew, received her BA in English and Special Education from the University of Haifa in 1989, and her PhD in Linguistics from the University of Delaware in 1999. She began teaching for the Department in 1994, was promoted to Assistant Professor in 1999, and became a full-time Assistant Professor of Hebrew and Jewish Studies in 2006.

She teaches courses in Hebrew language and Jewish culture. Her most recent work is *Meah Shanin* (A Hundred Years), a history of the Jews in Palestine/Israel from about 1880–1980 in simple Hebrew, not yet published.

You have been at the University of Delaware since 1990, as both a student and a member of the faculty. How has your career developed over the years?

I started in 1990 as a graduate student in Linguistics, and joined FLL as a part-time instructor in 1994. It is funny how I remember that: I was pregnant with my son! In 1999 I was made a part-time Assistant Professor. While running the Hebrew program, I continued to explore my dissertation topic, and eventually published a revised version of the main chapter in the *Journal of Linguistics*. Since then, I have been spending most of my time on new curriculum development and writing a booklet in easy Hebrew called *Meah Shanin* (A Hundred Years), a history of the Jews in Palestine/Israel between 1880 and 1980. It is background reading for my Israeli film course and I hope to publish it soon.

How has the program in Hebrew evolved since you began teaching that language?

For years I only offered beginning and intermediate language courses. Then I developed a Hebrew conversation course for students who had completed the intermediate level. This was a great way to address themes in Jewish studies, such as the Holocaust or Israeli society. A few years later I began looking at creating classes on Israeli culture. In fall 2006 I offered “Contemporary Israel through Film,” focusing on the “rise and fall” of the concept of the Israeli *Sabra* (a patriotic archetype), from the 1948 War of Independence to the first Lebanon War (1982–1985). I am currently teaching my first upper-level course in translation: “Modern Israel: Culture and Identity,” which covers a hundred years of Jewish/Israeli culture, and addresses topics such as the roots of Zionism and the Arab-Israeli conflict through history, literature, film, and music.

How would you like to see the program in Hebrew develop in the future?

I hope to see the need to create higher-level courses in Hebrew language, culture, and civilization, and to hire additional faculty to help with the lower-level courses. I think it would be wonderful to establish a program in Middle Eastern studies in conjunction with

Arabic, and create a minor in these languages. With the recent additions in Hebrew and Arabic, I know we are moving in the right direction! A study abroad program in Israel is also a high priority for me.

Students describe you as an enthusiastic language teacher. How do you communicate your love of Hebrew to them?

I love teaching, I love the contact with the students, and I love language. When I teach Hebrew, I try to convey the language in a relaxed, vibrant, and fun environment. My love of language patterns and linguistic generalizations helps me show the students the simplicity of some phenomena. I do not go into linguistic theory, but understanding the patterns helps the students internalize their grammar. I use humor, and make an effort to maintain the students’ interest at a high level through various activities.

What brought you from Israel, where you were born, to the United States?

That is an interesting story. My husband received a scholarship to study Violin Performance at the University of the Arts in Philadelphia. At that time, I had a degree from the University of Haifa in English and Special Education, and linguistics was an area that I was very interested in. I applied to the University of Delaware, and it turned out that the Department of Linguistics was looking for a Hebrew teacher... and that is how it all started. As for my husband, he got his Master’s in Violin and has been performing with various groups and orchestras ever since.

MEET OUR NEW PROFESSOR

DR. RACHAEL HUTCHINSON, JAPANESE STUDIES



Dr. Rachael Hutchinson

When people ask me why I took up Japanese, I have two main answers. First, I thought that the writing system, so different from our own alphabet, looked interesting and fun. Second, my school served as a trial run for the Japanese language expansion pushed by the Australian government in the 1980s. Both answers are equally true, but neither can explain why I kept on with the language from junior high school to the doctoral level and beyond, which is simply because I love it. My students may think my interest in Japanese *kanji* characters borders on the obsessive, but I have always loved making up stories to remember the intricate stroke orders and compound combinations.

Although I once fantasized about becoming an interpreter, my love of *kanji* and the written language won out, and it soon became apparent that reading was my real passion. While in Japan on a Rotary exchange after high school, I read as many *manga* (Japanese comics) as possible, and majored in Japanese and East Asian history at the University of Newcastle, New South Wales. After another year in Japan, on Mombushō exchange to Kumamoto University, I was fortunate enough to be sponsored by Kobe Steel to do my doctorate at the University of Oxford. While pursuing my own research into Japanese literature, I was able to teach undergraduates the works of Murakami Haruki, which we read and translated together. In the last few years I have also taught reading and translation at the University of Leeds, England, and

Colgate University in upstate New York. While my courses feature the work of several different authors, students have greeted Murakami's works with the most enthusiasm. This feeling is now echoed by my current students in "Media and Modernity: Japanese Literature and Film," who are enjoying pieces from Murakami's *TV People*.

In the future, I hope to introduce UD students to my own favorite author, Nagai Kafū (1879–1959). This writer of the Meiji period was one of the first to travel extensively overseas in the early 20th century. Kafū's travel stories not only show an eccentric dilettante abroad, but also show how Japanese writers represented other cultures in literature, while trying to pin down what it meant to be "Japanese" in the new age. Kafū's representation of the Japanese Self in contrast to other cultures is the subject of a book manuscript I am currently completing. The underlying idea of Japan and its Others is explored further in a book I co-edited called *Representing the Other in Modern Japanese Literature*, with various essays on racial, gender, ethnic, or national difference. These ideas of Self and Other continue to inform my research interests, which center on identity and representation in a range of narrative texts, including film, *manga*, and computer games.

In line with these interests I am developing a new course on the visual arts and popular culture in Japan, which I hope will appeal to students across campus. So many UD students play computer games and read *manga* in English translation that it is now vital to offer critical studies of these texts. As our dynamic program in Japanese language, literature and culture grows, we are also looking to establish a Japanese major—a very exciting time to join the Department. With collegial faculty, a great teaching staff, and engaging students, I am very happy to be here at the University of Delaware. I look forward to meeting all the current and future students of Japanese Studies!

"These ideas of Self and Other continue to inform my research interests, which center on identity and representation in a range of narrative texts, including film, manga, and computer games."

FACULTY/STAFF NOTES

AWARDS

The Department of Foreign Languages and Literatures was honored for exemplary performance by Provost Dan Rich, Vice Provost Havidán Rodríguez, and Dr. Karen Stein of the UD Office of Educational Assessment for work on developing the FLL assessment plan. **Dr. Bonnie Robb**, Associate Professor of French and Foreign Language Pedagogy, received a Certificate of Appreciation for her leadership of the FLL assessment team.

Dr. Iris Busch, Assistant Professor of German, received a University of Delaware 2007 YouDEE Leadership Award as outstanding advisor to a registered student organization, the German Club.

Dr. Annette Giesecke, Professor of Ancient Greek and Roman Studies, received the College of Arts and Sciences Outstanding Teacher Award.

Ms. Chika Inoue, Instructor of Japanese, received the University of Delaware Excellence in Teaching Award.

Dr. Tom Lathrop, Professor Emeritus of Spanish, was made an Officer in the Order of Isabel la Católica for furthering Spanish culture.

Dr. Vincent Martin, Associate Professor of Spanish, received the University of Delaware Excellence in Teaching Award.

Dr. Riccarda Saggese received the 2007 Foreign Language Teacher of the Year Award from DECTFL (Delaware Council on the Teaching of Foreign Languages).

GRANTS

Dr. Jianguo Chen, Assistant Professor of Chinese, was co-recipient of a \$217,205 grant from the US Department of State. The grant was used to establish the Delaware Governor's School for Excellence in Chinese Language and Culture, a summer program in Beijing for twenty-four talented Delaware high school students.

Dr. Vincent Martin, Associate Professor of Spanish, received a \$10,000 International Research Award from the Center for International Studies for a project entitled "The Creative Use of Early Modern Spanish Theater Elements in the Foreign Language Classroom."

Dr. Edgard Sankara, Assistant Professor of French and Francophone Studies, received a General University Research grant for summer 2007, for his book project entitled "The Mixed Reception of Francophone Autobiographies."

Dr. Deborah Steinberger, Associate Professor of French and Comparative Literature, received a \$6,000 Women's Studies Research Award for summer research on her project on early modern French journalism entitled "Women's Stories in the *Mercure Galant*."

PROMOTIONS

Four faculty members were promoted this year. **Dr. Ali Alalou** was promoted to the rank of Associate Professor with tenure. **Dr. Annette Giesecke** was promoted to the rank of Professor. **Dr. Vincent Martin** was promoted to the rank of Associate Professor with tenure. **Dr. Meghan McInnis-Domínguez** was promoted to the rank of Assistant Professor.

BOOKS PUBLISHED BY FACULTY IN 2007



Drs. Saggese, Giesecke, Ilarregui, and Schmidt-Cruz

Annette Giesecke (Ancient Greek and Roman Studies). *The Epic City: Urbanism, Utopia, and the Garden* (Harvard Center for Hellenic Studies). Traces the evolution of Greek and Roman attitudes towards the natural environment through a wide range of visual and literary sources.

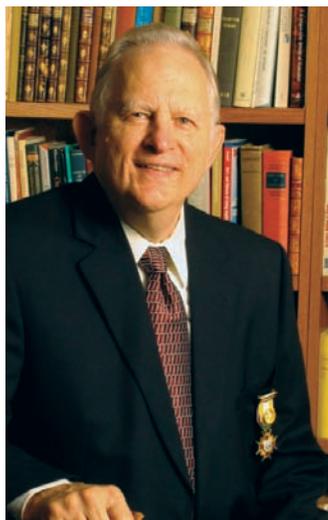
Gladys Ilarregui (Spanish). *Las mujeres de la Conquista antes y después de Cortés*. (Benemérita Universidad Autónoma de Puebla).

—continued on page 8

Examines the lives and writings of women in turbulent 16th-century Mexico.

Riccarda Saggese (Italian), co-author. *The Big Green Book of Italian Verbs* (McGraw-Hill). A comprehensive book with CD on the conjugation and usage of Italian verbs.

Cynthia Schmidt-Cruz (Spanish), editor. *Crisis in Buenos Aires: Women Bearing Witness* (Delaware). Argentine women take up the pen and the camera to capture the aftermath of a devastating economic and political collapse in December 2001. Photography by Silvina Frydlewsky. Includes essays by **Gladys Ilarregui** and **Stacey Hendrix**.



DR. TOM LATHROP ENTERS ORDER OF ISABEL LA CATÓLICA

In recognition of his outstanding services promoting the study of Spanish culture, **Dr. Tom Lathrop**, Professor Emeritus of Spanish, was awarded the Order of Isabel la Católica by the Consul-General of Spain in New York on March 2, 2007. Often called the Royal American Order of Isabella the Catholic, the Order is the second-highest civilian honor that the King of Spain can bestow. Founded in 1815 by Ferdinand VII, the award is named in honor of the Queen of Castile who reigned from 1474 to 1504.

Dr. Tom Lathrop sports the medal of the Order of Isabel la Católica

EXCHANGE STUDENTS



Exchange graduate students Julia Brunner, Alexandra Saum-Pascual, and Laëtitia Lefevre-Thierry

IN MEMORIUM: GALLIANE TIMSIT

The Department mourns the loss of Galliane Timsit, a graduate student in French who died suddenly on December 21, 2007, at the age of 28. Galliane, a native of the Normandy region of France, came to Delaware in 2006 through our exchange program with the Université de Caen. After a year spent teaching French for the Department and taking courses in French literature, Galliane applied for admission to our Master's program in French Literature, which she entered in fall 2007. She held prior degrees in American Civilization and English from the University of Caen, and was set to earn her MA from Delaware in spring 2008. She loved living in Newark, and she was a vocal advocate for the Department and the University. After graduation from our program, she was planning to continue her studies at UD in the History Department.

Galliane was an enthusiastic and gifted student and a dedicated teacher, always eager to confront new intellectual and pedagogical challenges. She was vibrant and caring, and made many close friends during her all-too-brief career at UD. Her classmates, students and teachers cherished her creativity, her warmth and her kindness. Dr. Deborah Steinberger recalls: "Galliane was a young woman of rare kindness and remarkable intelligence. Her joy and enthusiasm for life and learning were contagious. It is a privilege to have known her." She will be greatly missed.



Ms. Rae Stabosz and Mr. Aaron Ward in the Foreign Language Media Center

STAFF NEWS

Ms. Rae Stabosz retired after several years in the Foreign Language Media Center, and is happily building her book business. We are delighted to welcome **Mr. Aaron Ward**, who also works with several other departments near Jastak-Burgess Hall, as our new Campus Instructional Technology Associate.

CURRICULAR NEWS/SPECIAL EVENTS



Students of the Governor's School for Excellence in Xi'an, China

CHINESE PROGRAM WINS MAJOR GRANT FOR SUMMER INSTITUTE

In March 2007, Dr. Jianguo Chen, working with Mr. George Irvine of the Center for International Studies and the Division of Professional and Continuing Studies, won a federal grant of \$217,205 from the US Department of State to run the Governor's School for Excellence in China. Of the thirty-three institutional applicants across the country, UD's Chinese program was one of three successful applicants for funding. The awarding of this highly competitive grant is a national recognition of UD's Department of Foreign Languages and Literatures and its flourishing Chinese program.

The theme of the 2007 Governor's School in China was "Understanding Modern China: Tradition and Transformation" with a special emphasis on China's emerging popular culture. The institute provided twenty-four diverse, academically talented Delaware high school students with the opportunity to study Chinese language and culture for seven weeks at Beijing Normal University's Second Affiliated High School, one of the most prestigious high schools in China. After completing the program, the students returned as cultural ambassadors to share their experiences with fellow students and community groups in post-program lectures.

Chen, Assistant Professor of Chinese and director of the Chinese program, served as faculty director of the summer institute. The language instruction director was Dr. Maria Tu, Assistant Professor of Chinese. Ms. Diane Henker, Assistant Director of UD's Center for International Studies, was the student life coordinator, and Mr. Allen Sylvester, World History teacher from Christiana High School, acted as chaperone and assistant student life coordinator.

The students took courses in Chinese language and culture, in addition to a weekly e-portfolio workshop. They learned about Chinese visual and performing arts, the aesthetics of Chinese film, painting and calligraphy, religion and history, martial arts, the status of women, youth problems, the country's increasing modernization, and the 2008 Beijing Olympic Games. In addition to the intensive coursework, the students climbed the Great Wall, toured the Forbidden City, visited the terra-cotta soldiers and mausoleum of the first Chinese emperor, explored the Garden City of Suzhou, met with film celebrities, important cultural figures, renowned writers, musicians, and painters, and experienced one of the premier sports schools which has produced many of China's Olympic champions. A four-week stay in the homes of local

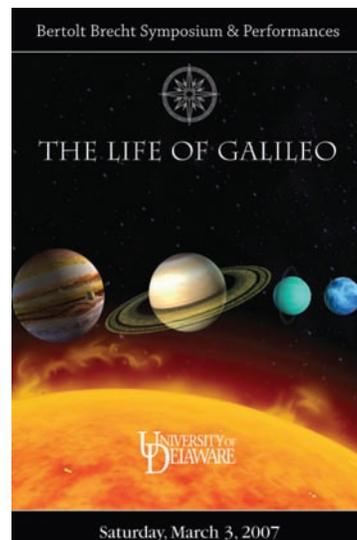
families allowed the students to see firsthand the different lifestyles and customs of Chinese society. In their evaluations, the students spoke highly of this valuable experience.

The institute received strong support from Delaware Governor Ruth Ann Minner, who met the students both before and after the program. According to Minner: "This program is one of many efforts in Delaware to enhance the learning experience of our high school students while also helping to provide them with the resources and opportunities they will need to succeed in college and the workplace. This is a tremendous opportunity for those students who were selected for the program." Based on the success of the 2007 program, the US Department of State has awarded UD and its Chinese program another grant of \$250,000 to run the same program in 2008.

The 2008 summer institute of Chinese language and culture, while continuing to focus on the theme of "Understanding Modern China: Tradition and Transformation," will place a special emphasis on China's hosting of the 2008 Summer Olympics and reinforce an immersion experience that will lead to a better understanding of the cultural, economic, and social transformations taking place in China. The institute will offer participants two college credits for a course in Chinese culture and history. Chen and Tu will continue to direct this year's institute. "As China is emerging as an important player in the world," Chen noted, "there is a growing need for a better understanding of this ancient yet increasingly vibrant country. The Governor's School for Excellence in Chinese Language and Culture will provide Delaware high school students with a wonderful opportunity to develop personal insights into China's changing reality. We are very pleased to be awarded a second federal grant to run this year's summer institute, and we look forward to another success." For further information about the 2008 Governor's School in China, please visit the web site at www.udel.edu/govschool/china/.

BRECHT AND GALILEO AT UD

In March 2007, the Department co-sponsored a symposium focusing on Professor of Theatre Heinz-Uwe Haus's production of Bertolt Brecht's *The Life of Galileo* (1938–1939), a complex play depicting the astronomer's quest for scientific truth and struggle with religious and ethical issues in the early 17th century. The symposium, which featured talks by five speakers, preceded the evening premiere of *Galileo* by the UD's Professional Theatre Training Program (PTTP). The event was organized by Drs. Haus and Richard Zipser, who also served as moderator.



The objective of the half-day symposium was to illuminate various aspects of Brecht's masterpiece, with special attention to Haus's interpretation of the play as witnessed in the PTTP production, and thereby prepare theatergoers for the performances taking place that evening and throughout the following week. All the speakers had attended one or more rehearsals of the play and therefore were able to offer their perspectives on the PTTP production.

Eminent scholar and Brecht specialist Dr. Guy Stern, Distinguished

—continued on page 10

“The whole production strives for open discourse,” Director Haus asserted, and members of the audience “should arrive at conclusions by their own thought processes.” The play does not think for us, nor does it prescribe solutions to the problems it presents. It makes us think.

Professor of German Emeritus at Wayne State University, gave a wide-ranging keynote address that provided the audience with a marvelous introduction to Brecht, his dramatic theory and methods, and his powerful Galileo play. Dr. Richard Davison, Professor of English Emeritus at UD, had attended many rehearsals and watched the production evolve. In his talk, he took the audience behind the scenes and gave them glimpses of the Hausian *Galileo* production as work in progress. Dr. William Browning, Professor of Theatre and head of the PTPP’s technical production area, talked about the stage design and how space was staged to help narrate the story. Dr. Mark Harman, Professor of German and Comparative Literature at Elizabethtown College, discussed the challenging process of adapting or translating *Galileo* to the American stage. Finally, Director Haus concluded the symposium by sharing some of his thoughts on Brecht’s play and the PTPP production. “The whole production strives for open discourse,” he asserted, and members of the audience “should arrive at conclusions by their own thought processes.” The play does not think for us, nor does it prescribe solutions to the problems it presents. It makes us think.

The symposium was an exemplary collaborative effort involving three arts and humanities departments—English, Theatre, and Foreign Languages and Literatures—with support from the College of Arts and Sciences.

UNIVERSITY AWARD SUPPORTS GRADUATE STUDIES

The Department received a grant of \$50,000 from the Office of the Vice Provost for Research and Graduate Studies to create and strengthen opportunities for its graduate students. FLL received \$50,000 over three years to which the Department will add \$25,000, enabling us to make grants totaling approximately \$25,000 each year. These grants will allow students to devote a summer to working on a research project that will later become an MA thesis; pursue a program of intensive language study abroad or participate in an internship with either a public or private institution. A number of smaller grants will also be available for students to attend regional professional conferences where they are presenting their work. The Department will fund the program independently after the first three years.

LECTURE SERIES LOOKS AT COSTUME BOOKS AND HAVANA DREAMS

Two fascinating lectures from the Department’s Distinguished Scholars Series focused on non-traditional literary forms: the 16th-century fashion book and 20th-century advertisements inspired by Cuban themes. In the spring, Dr. Ann Rosalind Jones, the Esther Cloudman Dunn Professor of Comparative Literature at Smith College, spoke on “The End(s) of the Costume Book in France and Italy: 1562–1600.”

Her lecture was illustrated by Cesare Vecellio’s lively 1590 engraving collection, *Degli abiti antichi e moderni de diversi parti del mondo* (On the Ancient and Modern Clothing of Different Places of the World). Jones described the European fascination with clothing books that documented the styles of people in near and distant locales, and noted the impact of New World exploration on this popular genre. She discussed the conservation of these books in private libraries as a way to preserve disappearing cultures, and explored the impact that hierarchies of gender, social rank, and region had upon the visual perspective of Renaissance Europe.

Dr. Gustavo Pérez-Firmat, a prominent Cuban-American cultural and literary critic and the David Feinson Professor in the Humanities at Columbia University, spoke in the fall. The author of numerous literary and cultural commentaries on Cuba and the US, Pérez-Firmat presented a talk entitled, “So Close Yet So Foreign: Cuba in the American Imagination.” In his presentation, Pérez-Firmat explored the problematic relationship between Cuba and the United States through the exploitation of cultural stereotypes in American visual media, including television shows, travel advertisements, cigar boxes, the covers of magazines and literary works. He examined how American media used the idea of Cuba to sell the notion of exotic escape by manipulating the American fantasy of Cuba as a sensual and hedonistic locale, “so close yet so foreign.”

NEWS FROM OUR FULBRIGHT SCHOLAR JOCELYN MCDANIEL IN AUSTRIA



Jocelyn in Bad Gastein, Austria, in the Salzkammergut

Cycling along the frosty Salzach River one morning, I grinned as I recalled my whirlwind schedule in the spring of 2007. In the midst of preparing for my MA exams and graduation, I was awarded an Austrian Fulbright English teaching assistantship for the coming academic year. Faced with many options regarding my future, I eventually accepted the position. In retrospect, the advantages of this decision are more rewarding than I could have ever imagined.

Following an orientation in the breathtaking town of Saalbach, I arrived in my new home of Salzburg, Austria, in late September. This mesmeric alpine city, birthplace of Mozart and host to several renowned music festivals, has turned out to be an ideal location. For the last several months, I have been engaged as an English teaching assistant for twelve hours a week in three area high schools. While the majority of my lessons focus on American culture and English conversation, I

have also been involved with other aspects of the curriculum.

Recently I discussed the novel *Black Boy* by Richard Wright with a graduating class. Not only did I revel in the chance to teach

literature (one of my passions!), but I was impressed by the Austrian students' keen insights on issues facing American society. This April, I will experience another English-speaking culture when I accompany a class to Dublin, Ireland. Overall, the enthusiasm for English education in all of my schools encourages me on a daily basis.

Austria has also afforded me excellent educational and cultural opportunities. In addition to taking courses in Middle High German at the local university, I am pursuing my interest in philosophy. Other highlights of my scholarly life thus far include listening to the medieval

“ . . . I was awarded an Austrian Fulbright English teaching assistantship for the coming academic year. Faced with many options regarding my future, I eventually accepted the position. In retrospect, the advantages of this decision are more rewarding than I could have ever imagined.”

melodies of Oswald von Wolkenstein (a Tyrolean composer), presenting a talk on my favorite philosopher, Gaston Bachelard, and visiting the intriguing Sigmund Freud museum in Vienna.

Immersed in a new educational system, I observe myself growing both personally and academically. Certainly, the linking factor between these components is the intercultural exchange provided by the Fulbright organization. As my year abroad concludes, I look forward to applying what I have learned in Austria to my studies at the University of North Carolina in Chapel Hill, where I will pursue further graduate work in German literature. Indeed, I will always be grateful to my alma mater, UD, for the quality education and constant inspiration that I acquired there as a student.

ETYMOLOGY: ENTHUSIASM

It all began in today's Turkey—for the speakers of Indo-European, that is. A small band of nomads from the distant Northeast descended upon the plains of Asia Minor. They spoke a dialect of what we would now identify, roughly, as Uralic (the later descendants of which now speak such languages as Finnish and Hungarian) or Altaic (a family that includes Turkic languages, such as Turkish). At that time—probably about the year 11,000 B.C.—the Black Sea was still a fresh-water lake. The nomads settled down, mixing with the local population whose speech was closely related to the languages now spoken in northern Caucasus (such as Chechen and Lezghian), and in a few short millennia produced a language that became the ancestor of the Indo-European language family, in one of whose far-flung dialects I am now writing this. Following some major seismic events around 5600 B.C., one of the results of which was the bursting of the Bosphorus and salination of the Black Sea, many speakers of Indo-European left Asia Minor, their homeland, and eventually spread far and wide. Others stayed behind and later—in the second millennium B.C.—made their mark on history under the name of the Hittites, warriors skilled with iron, with horses, and, as excavations and decipherment showed centuries later, with imaginative literature. The imperial emblem used by the Hittites—the double-headed eagle, looking east and west—still visible in their magnificent monuments, was later adopted by their geographic heirs, the Eastern Roman empire, and its dynastic successors the Habsburgs and the Czars of Russia.

But it's not the Hittites' short-lived military glory I'm commemorating here, nor the glory of their tribal cousins the Trojans, refracted by Homer (Paris Alexander of Ilion appears as Prince



Dr. Alexander Lehrman

Alakšanduš of Wiluša in a 13th-century B.C. Hittite treaty). What I'm celebrating is just one concept among the several that the Hittites left behind: the concept of the human being as someone who has the divine soul or spirit, the breath of divine life, inside: a being endowed with divine spirit. Such is the etymology of the ordinary Hittite word for the human being, *antuhšaš*, a substantivized adjective made up of the prefix *an-* 'inside' and the root *tuhš-* 'soul, spirit': "he/she who has a soul/spirit inside" (note that the Hittites did not distinguish feminine from masculine: this gender distinction was an innovation of the Indo-Europeans who had left their homeland).

The Greeks, who borrowed much from the Hittites, have a word that seems an almost exact calque of the Hittite term for 'human being': *ēnthēos* 'having the spirit inside, divinely inspired':

Greek *en-* means 'inside', and *theós* 'God' is a direct cognate of Hittite *tuhš-*. Both come from the root *d^huhs- 'breath, spirit, soul.' Greek names still in use among us—Theodore (*Theodōros* 'a gift of God') and Dorothy (*Dōrothea* 'having a divine gift')—continue this inspired legacy. Russian *dushá* 'soul' (from *dousja 'the spirited one') is, to the Russian mind, transparently connected both to the everyday verb *dyshat'* 'to breathe' and to the lofty noun *dux* 'spirit, ghost'—as well as to the frivolous and fragrant *duxí* 'perfume.'

English *enthusiasm* and its derivatives *enthusiast*, *enthusiastic*, as also the recent colloquial *enthused*, are loans from the Greek: *enthousiasmós* 'inspiration, frenzy', *enthousiastēs* 'inspired person, possessed one', *enthousiastikós* 'inspired.' To the Greek mind, represented by the great tragic poets and by Plato, this ecstatic condition was exceptionally caused in humans by divinities, by wisdom, love, poetry, and music. For the Hittites, this was, quite simply, the human condition *par excellence*.

NEWS FROM THE LANGUAGE PROGRAMS

À LA FRANÇAISE

French students and faculty have had a busy and exciting year. *La Journée de la Francophonie*, which has become a spring tradition, was held on April 25 in the Trabant University Center, attracting some 450 students from ten area high schools to our campus. The event was coordinated by Ms. Donna Coulet du Gard and Ms. Judy Celli of the French faculty, and sponsored by FLL with support from the local chapter of the American Association of Teachers of French. Ms. Alice Cataldi, regional representative of the AATF, introduced the high school students as they presented dances, music, and skits. After lunch, students “visited” over fourteen francophone countries by viewing posters prepared by intermediate French students at UD. The visiting students talked with UD faculty and students about course offerings, study abroad options, and career opportunities using French language skills. To cap the festivities, students were invited to participate in Caribbean and African dance demonstrations led by dance instructors Dee Faison and Regina Cooper Conley.

The French Club, led by president Kim Clanet, held weekly *table française* meetings and organized a rich array of excursions and events. In March the club members, with the encouragement of Dr. Deborah Steinberger, visited Goucher College in Maryland to see performances of three short plays by contemporary French playwrights. Mr. Cedric Sage, a doctoral candidate in Political Science and International Relations, gave a talk on the presidential elections in France, including profiles of the candidates and an explanation of key issues. In April, Dr. Ali Alalou gave a presentation on the history and culture of the Maghreb, the peoples of Morocco, Algeria, and Tunisia. To experience the culture of the Maghreb, French Club members arranged a dinner at the Casablanca restaurant in Wilmington. In September, the Club attended the Newark Film Festival to view the French films *La Vie en Rose* and *Paris, Je t'aime*. In October, the group went to the Philadelphia Museum of Art to view the exhibit “Renoir Landscapes,” followed by crêpes at the Crêperie Beau-Monde. In November the Club organized an open house called “French at UD,” affording UD students in beginning language courses the opportunity to meet with upper-level French students, French faculty, and teaching assistants to learn more about our programs on campus and abroad.

At French Awards Night last May, ten academically distinguished juniors and seniors were inducted into the Pi Delta Phi national French honor society in a candlelit ceremony led by the society’s president, graduate student Sara Kirk. Senior Kate Frysinger received the Theodore E. D. Braun Undergraduate Award, and graduate student Kate Stark won the Theodore E. D. Braun Graduate Award. Eleven intermediate students were also recognized for their outstanding work in French. The evening featured a musical performance by graduate student Kate Copeland, singing a piece by Gabriel Fauré. The French faculty named Dr. Ralph Nelson, a prominent member of the Washington-Rochambeau Revolutionary Route project in Delaware, its French Advocate of the Year. Dr. Nelson gave a fascinating presentation of the project, which commemorates the role of French troops under General Jean-Baptiste de Rochambeau during the Revolutionary War.

Our study abroad programs sent stu-

dents to Paris, Caen, and Martinique. Ms. Lysette Hall directed the summer Paris program, offering students wonderful excursions to complement their studies. Highlights included a walking tour of the Quartier Latin, a weekend touring the Loire Valley, and a boat trip down the Seine through *la ville des Lumières*. Students were impressed and moved by the *Bal Masqué* at the Bastille Opera. They were in Paris during the famous *Fête de la musique*, an all-night event where every



French students at the Château de Chenonceau in the Loire Valley

Paris corner beats to the sound of bossa nova, jazz, reggae, or classical guitar...and every church and cathedral is packed with avid music lovers enjoying sacred choral music. Reports Hall, “Our students loved Paris so much that no one left during the free weekend, and half of them plan to return to study for a full semester.”

Twenty-one enthusiastic students accompanied Dr. Bruno Thibault and Ms. Lisa Thibault to Caen, where they basked in the warm hospitality of their host families, fell in love with the city (especially its new tramway), and were amazed and delighted by the delicious and varied menus they found at the *restaurant universitaire!* Their studies were enhanced by a series of excursions to historic Mont-Saint-Michel, Bayeux, Saint-Malo, Arromanche, the D-Day landing beaches, Honfleur, and Rouen. They visited a distillery at which the famous cider brandy Calvados is produced. At the beginning and end of their stay, the group spent three days in Paris experiencing the exciting sights and sounds of the capital.



New members inducted into Pi Delta Phi French honor society in May

Dr. Edgard Sankara led fourteen students on the winter program in Martinique, the “Island of Flowers.” Graduate student Sabrina Ensfelder, a native of Martinique, joined the group to teach an intermediate French class. Courses at the Institut Universitaire de Formation des Maîtres were complemented by visits to all parts of the island—from Macouba in the north to Saint-Anne in the south, from the Caribbean coast in the west to the Atlantic in the east. The UD group was featured for the second year in a row in the leading Martinican newspaper *France-Antilles* when they visited the Case-Pilote district for a lecture on the geography and history of the island, in preparation for their ascent of the mountain-volcano Mont Pelée. The students were particularly enthusiastic about kayaking in the mangrove, learning to navigate *le gommier*, a dugout boat used by the Arawak Indians, the first inhabitants of the island.



Medusa from a 7th century BC terra cotta from Syracuse

Artwork: Annette Giesecke

ANCIENT GREEK AND ROMAN STUDIES

What better way to report on Ancient Greek and Roman Studies than recount what some of our majors and minors have to say regarding their choice of AGRS as a field of academic specialization and their plans for the future?



Michael Curran at Knossos Palace, Crete

MICHAEL CURRAN: “I first became interested in Ancient Greek and Roman Studies as a major because I was very interested in ancient mythology. After taking a couple of classes, I found that I really enjoyed the broad spectrum that the major covers. I love the fact that the major is interdisciplinary, because it provides insight on topics like classical literature from many different angles (art, history, literary, philosophy, etc.). Overall, I’ve found the major to be very rewarding in that I have gained a better perspective on the origins of Western civilization, as well as improved my writing and critical-thinking skills.” Michael will be pursuing a graduate degree in documentary filmmaking upon graduation.

JOEL RUDNICK: “My love for the Classics began when, as a child, I read the wonderful stories of D’auilaire’s *Book of Greek Myths*. This interest has remained with me throughout my life, and when I returned to school, the AGRS major seemed an obvious choice. I love studying the languages, but my heart will always be given over to the stories. Upon graduating, I plan on getting a Master’s in Library Science or

equivalent degree, then a MA in Classics, so that I may become an academic reference librarian specializing in the Classics.”

JESSICA KOSCHEKA: “Although the importance of the Classical World was stressed to me growing up, I was first attracted to Ancient Greek and Roman studies at UD after studying classical literature in translation. I found it very easy to relate to the struggles of each mythological character, realizing the capacity of human nature to transcend barriers of time and culture. My study of the Classics has also affected my perspective on modernity as I began to appreciate its lingering influence on areas such as language and government. Although I am unsure about my plans following graduation, the AGRS minor has provided me with great analytical skills. I am very grateful for this, as I am sure this will be of much assistance in any career path I choose to follow.”

SCOTT FREEMAN: “I chose Classics as my major for many reasons. My high school Latin teacher is the most influential person in my life and imparted a sense of the majesty and importance of the Latin language to me. My passion for the Classics grows every day as I see it all around me. I’ve noticed that my performance in almost all other academic areas has gotten better, too. I do sometimes wonder, though, how difficult it might be for one to take a leap of faith into the study of this “dead” language without the push from a strong influence. But whenever someone quizzically asks me what I plan to do with it, I proudly tell them, “be a Latin teacher, of course!”

KATHLEEN BERNTSEN: “I chose to study the Classics because I love the ancient world. It’s interesting to put yourself into that world and observe everything around you: the language, the art, the philosophy, the poetry. In order to understand any of it, you have to understand the language. Greek and Latin are such challenging languages, but I enjoy the process and the journey, even more so when I reach the reward of deeper understanding. After graduation, I hope to teach or work for either an art museum or an academic library, but I will definitely spend my life studying and learning more about the Classics.”



Dan Spinosa in the heat of battle

DAN SPINOSA: “When I first began my studies at the University of Delaware I found it very difficult to get motivated. I had a hard time with my work and meeting deadlines because I simply was not interested in the material I was studying. After I was introduced to the History major and the Ancient Greek and Roman Studies minor those problems disappeared. In these fields I had found a way to join my love of competitive sword fighting in the national Dagorhir League (www.dagorhir.com).

—continued on page 14

dagorhir.com; I use a Roman style tower shield, a short sword and two javelins) and my love of ancient history with my studies. The material was exciting and challenging, and for the first time in my life my education and my hobbies were joined. Thanks to my focus on ancient cities, I was also introduced to the field of cultural geography which I hope to study at the graduate level at the University in the fall.”

We would love to know more about our graduates! Please keep us in the loop after graduation. For more information about Ancient Greek and Roman Studies at UD, see www.udel.edu/flt/lang/classics.

AUF DEUTSCH

Last year the German program celebrated two twenty-year anniversaries: in 1988 the graduate program was revived and brought to the high standards that it now enjoys, and in the same year a group of twenty-five students participated in our first winter session at the University of Bayreuth.

Thanks to the support of Dr. Heinz Pöhlmann, Director of the Office of International Studies at the University, the winter session in Bayreuth is the flagship of our study abroad programs. Graduate students have also benefitted from this collaboration, usually studying in Bayreuth for a semester, and each year an exchange student from the University of Bayreuth studies in our department. In collaboration with Bowling Green State University, the Department now offers a semester program in Salzburg, Austria. In May, Pöhlmann was honored with a festive dinner and twenty years of shared memories.

Our generous donors and sponsors have made travel possible for many students. This past year Jacob Gersh and Evelyn Ann Stanley studied in Germany under the sponsorship of the Federation of German-American Clubs. The support of the Wilmington Sister Cities Committee, the Deutsch-Amerikanischer Frauenbund, and the Delaware Saengerbund allows two students to attend the month-long International Summer School Program at the Fachhochschule Fulda. Sharing classes and daily life with some sixty students from all over the world, they return with much broadened horizons. Mike Allerton, a Chemical Engineering major and German minor, was inspired by “building a healthier, safer world by working together and sharing ideas.” Katie Keeports “learned more than I could have hoped for about world culture, friendship, and my own character.”

Also celebrating its twenty-year mark, the MA program in German attracts an increasingly international student body, currently including students from Germany, Bulgaria and even Azerbaijan. Graduate students remark on the excellence of instruction and congenial atmosphere. Jessica Litts praises “the program’s excellent courses, dedicated faculty, as well as the experience I am gaining as a teaching assistant.” Victoria Simoshina lauds “the enthusiasm, warmth, and mentoring of the German faculty.” Melda Baysal also notes the “supportive working atmosphere between all faculty members and graduate students.” Julia Brunner, an exchange student, decided to stay at UD, citing the program’s “high quality classes and wonderful professors.” Alex Wilhelm praised our “top-notch professors, high-class environment, and warm and professional attitude.” Kyle Blank concluded: “After one semester, I can say that my expectations have been surpassed,” a view shared by Darina Stamova, who says, “It turned out to be a really great experience.” Claudia Biester explains: “The professors are always there to help us out even with work beyond the classroom setting.” This fall Victoria Simoshina and Melda Baysal will start in the doctoral program at the University of Maryland.

The cultural calendar for the German program this year included movie nights, soccer tournaments, and periodic meetings at a *Stammtisch* sponsored by the German Club. The students went to the



Graduate students of German in the Foreign Language Media Center, their home away from home

Oktoberfest organized by the Delaware Saengerbund. At the celebration of the Day of German Unity, Claudia Biester, Melda Baysal, Julia Brunner, and German-American Federation student Sanjin Selimovic presented interactive talks on aspects of student life in Germany. And on the popular *Nikolausabend*, students enjoyed *Stollen* and *Lebkuchen*, sang songs, and participated in the cultural traditions of the season. Dr. Iris Busch richly deserved the YouDee Award she received for her outstanding work as advisor to the German Club.

The initiation ceremony of the German honor society Delta Phi Alpha celebrates the outstanding achievements of our students with the German community at the university. As always, the large hall at the Saengerbund was filled with friends and relatives as eighteen students were inducted. Book prizes provided by the Austrian Cultural Institute, the German Embassy, and the Swiss Cultural Foundation were awarded to Melda Baysal, Jeff Brodzinski, Alex Eiermann, Wendy Jansson, Katherine Keeports, Sam Linton, Edward Madigan, Kaitlyn Schadt, Darina Stamova, Adam Thompson, Brent Waninger, and Daniel Wynn. Ashleigh Pitts, Kristen Gehman and Bradley Lehrman received the Delaware Saengerbund Language Awards. The Marion E. Wiley Memorial Prize, awarded to Devon Julian, recognizes superior scholarship in courses beyond the intermediate level by a non-major student of German. Danielle Pisechko received the Sepp Hilsenrad Memorial Award for outstanding performance by an advanced student of German. Philipp Richard Janssen and Stephan Stremgari received the German-American Federation scholarship for the coming year. Dr. Heinz Pöhlmann was the guest speaker at the initiation ceremony, and received the German Advocate Award in recognition of his ongoing support of our students and program.

ITALIANISSIMO

Two Italian instructors marked the year with significant professional accomplishments. Dr. Riccarda Saggese’s pedagogical talents were recognized by the Delaware Council on the Teaching of Foreign Languages, which named her Teacher of the Year. Dr. Roxane Petit-Rasselle completed her doctorate in French literature (with a *souçon* of Umberto Eco!) at Pennsylvania State University. Congratulations!

Our students’ academic achievements were highlighted at the annual Honors Day ceremony in May, where sixteen students were inducted into Gamma Kappa Alpha, the national Italian honor society.

The top prize for outstanding performance in Italian studies went to Richard Phifer. Dr. Larry Peterson, Professor of Music, spoke at the event on the various types of Italian opera.

Students were able to choose among several study abroad programs in Italy this past winter session. Ms. Giuseppina Fazzone directed a joint FLL-Music program with Dr. Russell Murray of the Music department. The highlight was a trip to Baia Latina, Fazzone's hometown, where students learned about local music and instruments and were treated to a performance by La Basulata, a folk group. Dr. Gabriella Finizio and Dr. James Magee, Professor of Political Science and International Relations, along with student assistant Gina Palladino, directed a joint program as well. One highlight in their five-city program was a stop in Naples, where an unexploded World War II-era bomb—discovered in a subway excavation project—forced the evacuation of the group's nearby hotel. Not to worry: the students took in the sights at the ancient city of Herculaneum. Our regular FLL Siena program was led this year by Drs. Ricarda Saggese and Meredith Ray, with student assistant Francesco Bosi.



Students and folk musicians in Fazzone's hometown of Baia Latina

Junior Amanda Zlatkus worked in Siena this past January on a special project funded by the UD Alumni Association and the Da Vinci Society. She hopes to use her research for her senior thesis, which will incorporate aspects of her three majors: International Relations, Economics, and Italian.

Back on campus, students could choose from two new upper-level literature courses: Saggese's "The Child in 19th- and 20th-Century Literature" and Dr. Laura Salsini's "20th-Century Short Stories." The *circolo italiano*, the UD Italian Club, provided many opportunities for students to broaden their knowledge of the language and culture of Italy. This past year, the Club sponsored bocce tournaments, movie screenings, pizza nights, and language help for students at all levels of study. Students could also turn to our faculty for help and inspiration. Along with those listed above, they include Ms. Jennifer Máthé, Ms. Roberta Morrione, and Ms. Vincenza Pastecchi. Our film holdings grew enormously this year, thanks to a donation of almost one hundred Italian movies from Ralph and Rose Pepe.

Armed with their language skills, many of our graduates have entered the world of academia or business. Julie Allen (BA '07) has begun a doctorate in Romance Literatures at Boston College, Alecia Singh (BA'07) is working on a Master's Degree in Romance Languages at the State University of New York at Stony Brook, and Kristin Zanoni (BA '07) has begun graduate work in UD's Communication program. Richard Phifer (BA'07), who is applying to graduate programs in Italian, is currently working for UD's Geography Department. Katelyn Hufe (BA '07), who is working for a Delaware law firm, is applying to

law school. Rose Buckley (BA '07) is a medical reviewer and translator for an insurance company and Tricia Willhour (BA '07) uses her knowledge of Italian while working for a global investment program. Alison Lubar (BA '07) teaches English at a Philadelphia high school for the Teach for America program while working towards a Master's Degree in education at the University of Pennsylvania. Catherine Bross (BA '07) works for a software company, and Caitlin Locke (BA '06) does consulting work for Italian companies in the area of intellectual property. Stephanie Raible (BA '06) has completed a Master's Degree in Higher Education Management. Monica Stoll (BA '99) has been named Senior Editor for Foreign Languages at Hippocrene Books, an independent publisher of foreign language reference materials. Great job students, and please keep in touch!

日本語

There are many four-character expressions in Japanese used to convey a variety of wise sayings and depictions of our experiences in life. This year we will use some of these four character expressions to help review the highlights of the Japanese program.

怪我の功名 (*keganokoumyou*). This expression is used when an injury or something bad inadvertently ends up making things better in the long run. That's how we view our current situation after completing our search for a new tenure-track position in Japanese. After recently bidding a sad farewell to two beloved members of our faculty, we are delighted to welcome Dr. Rachael Hutchinson, who began teaching for us in September. Hutchinson, a specialist in modern Japanese literature, offers our program innovative new courses such as "Media and Modernity: Japanese Literature and Film." Now we have a better team than ever, rounded out by mainstays Dr. Mark Miller, Ms. Chika Inoue, and Ms. Mutsuko Sato.

前代未聞 (*zendaimimon*). This expression is used when something unprecedented occurs, and that is exactly what happened last spring when Inoue won the University's prestigious Excellence in Teaching Award, the first ever awarded to a Japanese faculty member.

異口同音 (*ikudouon*). Literally, different mouths/same sound—used when many different people all say the same thing in unison, the way Inoue's praises were sung!

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Kiyomizu Temple, Kyoto, Japan



Higashi Honganji Temple, Kyoto, Japan

一石二鳥 (*issekinichou*). You can guess the meaning of this one! The four kanji characters mean “one stone two birds.” That’s what we try to do with our flourishing study abroad program to Kobe, Japan—give our students a chance to learn the language and experience the culture at the same time. Miller and Sato, along with teaching assistant Joseph Buchter, led a large group of thirty-three students to Kobe, Japan, this past June. They stayed at Shoin University’s modern facilities, where students took classes and received individual language partners for the entire month. 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.

海千山千 (*umisenyamasen*) Can you guess this one? The four kanji mean “ocean one thousand, mountain one thousand.” It’s a Japanese way of saying you’ve been around the block a few times. This was Miller’s tenth Kobe program and Sato’s third. These two have combined to lead the program for three consecutive years now and will be going again in the summer of 2008.

千差万別 (*sensabanbetsu*). Literally it means one thousand differences, ten thousand differences. Not every student can participate in our study abroad program to Kobe, so we endeavor to give our students other options to improve their knowledge of Japan and the Japanese language through our language tables, clubs, and special housing. Our clubs are culture-oriented and our *Nihongo* (Japanese) Table’s primary purpose is to help students with spoken Japanese. The Japanese Table meets once a week, bringing together FLL students, English Language Institute students, and other on-campus Japanese students. Thanks go to Mr. Arthur Tseng for his great work as the president of *Japaru* (our Japanese Club) and the Japanese Table.

因果応報 (*ingaouhou*). One reaps what one sows. Each year we have a few special students whose herculean efforts deserve to be rewarded. We offer such students several scholarship opportunities to study abroad. Joseph Buchter represented the University and the State of Delaware on our sister-state exchange internship program with Miyagi Prefecture, Japan, in July and August. We welcomed home Robert Uhler and Michael Bartley from Japan in August. These young scholars received our prestigious Soka University exchange

scholarships and spent the past academic year in Japan. They handed the baton to our two current scholarship recipients, Sarah Dworken and Eunji Kim, who sojourned to Soka University last 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. We have two students, James Weaver and Caroline Flaherty, studying at Seinan’s beautiful campus in Fukuoka on the island of Kyushu.

NOTICIERO ESPAÑOL

Engaging presentations and exciting initiatives in service learning offered new insights into the issues facing Hispanic communities in Delaware and abroad in 2007. At the Latin American Studies Program’s symposium in March, “The Year of Elections: Voters and Democracy in Latin America,” Mexican activist Rafael Reygadas spoke to Dr. Persephone Braham’s Latin American Cultures class about the disputed 2006 elections and the crisis in Oaxaca. In the fall, Drs. Cynthia Schmidt-Cruz and Gladys Ilarregui participated in the Latino Heritage Month festivities with a multimedia presentation of their book *Crisis in Buenos Aires: Women Bearing Witness*. Schmidt-Cruz presented Silvina Frydlewsky’s engaging photos of women dealing with Argentina’s economic collapse of 2001, while Ilarregui interpreted poetry from the book on the experience of the collapse in the city. In November, Spanish instructor Ms. Suzanne Tierney-Gula and Dr. Carla Guerrón-Montero of the Department of Anthropology organized a fascinating series on “Latin American Ecologies,” including a talk by naturalist diver, Mr. Peter Freire, who spoke about the problems created by residents and tourists in the Galapagos Islands.

Through service-learning courses, students now experience the Spanish language and Hispanic culture by participating in programs to help the populations that they study in class, both in Delaware and abroad. This year, the diligent work of the service-learning committee (Tierney-Gula, Ms. Carmen Finnicum, and Ms. Aurelia Río) resulted in numerous partnerships between their classes and community groups like Holy Angels Church in Newark, the Aspira Association, and Voices without Borders.



Girls from the Argentina program—in Chile!



Students visit a glacier in the Parque Nacional El Morado in the Andes

Our study abroad programs in Spain, Mexico, Ecuador, Costa Rica, Chile, Argentina, Brazil, and Panama continued to grow in popularity. During the winter session program in Panama, students participated in excursions to the Panama Canal and the San Blas Islands (the home of the Kuna Indians), where they gained tremendous insight into the history, customs, and development of the country. In addition, students were afforded the unique opportunity of volunteering for two weeks in a bilingual school and teaching English to non-native speakers. The success of the program in Panama was echoed by the popular Argentina winter session program in Buenos Aires. Students visited Iguazú Falls, the Andes, and both the Atlantic and Pacific coasts while also learning how to dance the tango in their weekly lessons. Due to Argentina's popularity as a study abroad destination, the University will launch a new semester-long program in Buenos Aires next year.

Inspired by their studies in Spain and Latin America, students started a new Spanish conversation club, the *Tertulia española*, to bring together classmates interested in practicing their Spanish and increasing their cultural knowledge.

In April, the Sigma Delta Pi national Spanish honor society recognized the hard work of our students by inducting a record forty students. Rosie Seagraves received the Book Award for the highest GPA in Spanish, and shared the award for best essay in an upper-level Hispanic literature course with Olga Jiménez. Ashley Wilson was chosen as the outstanding student in a Hispanic literary survey course, and Sheena Malchand was awarded the Janet Murdock Prize for study abroad. Finally, Magdalena Romero Córdoba won the award for best graduate student essay.

This year our beloved colleague Dr. Tom Lathrop retired from the University. True to character, he left the Department in unique style, bearing the title of Officer of the Order of Isabel la Católica, an honor granted to him by the King of Spain for his lifelong commitment to and achievement in Spanish studies.

Our students and graduates are doing amazing things! Rosie

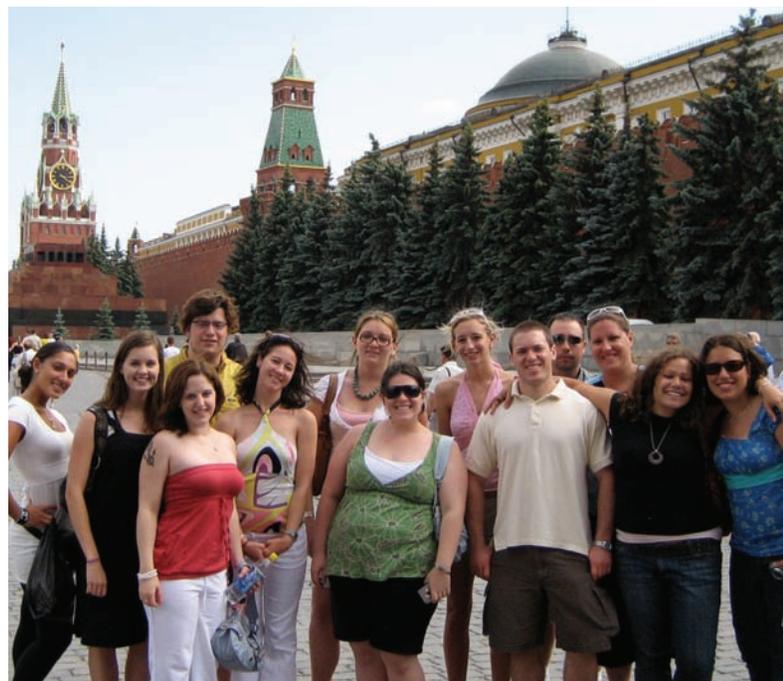
Seagraves plans to pursue a PhD in Hispanic Literature at Vanderbilt University. Megan Oberst (BA '07) teaches English in Turkey and plans to teach in Spain next year. Amanda Doroshow (BA '07) interned in Chile for six months, and plans to study law. Graduate students Ashley McKay and Magdalena Romero Córdoba will be starting PhDs this fall at SUNY Albany and CUNY Graduate Center, respectively. Please send news of your post-graduation plans, travels and adventures, and career choices to braham@udel.edu.

РУССКИЕ ИЗВЕСТИЯ

This has been a banner year for the Russian program, thanks to a massive infusion of energy from the Slavic Club, a vibrant new student organization devoted to promoting the study of Russian and Slavic languages and cultures. The Club was established in spring 2007 by students Kristina Syvarth, Gregory Gillespie, and Aynsley Inglis, with Dr. Susan Amert and Dr. Julia Hulings serving as co-advisors, and officially launched at the start of the fall semester with seven committed students as the driving force behind it. All of them had participated in the inaugural summer session study abroad program in St. Petersburg directed by Dr. Alexander Selimov, and returned to UD eager to share their enthusiasm for all things Russian. Masterful organizers, they have used the latest technology to network and publicize Club activities, setting up a snazzy web site detailing their activities (you may look at their photo album at <http://copland.udel.edu/stu-org/slavic/>) and sending witty weekly updates about Club activities to an e-mail list that has grown to over 100 names.

The group's strong organizational skills have been matched by the remarkably full and diverse slate of activities and events that the Club has organized. These include a weekly Russian Table at Brew-Ha-Ha on Main Street and a weekly study group for students of all levels of Russian hosted by advanced students of the language. The first Club-sponsored special event, in October, was an illustrated lecture by Dr. Alexander Lehrman on rock-and-roll in the Soviet Union. More than thirty people turned out to hear Lehrman regale them with stories of his experiences as a rock musician during the late sixties and early seventies. The evening culminated in a festive Russian tea

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Students of Russian in Red Square, Moscow

party featuring delicious ethnic specialties like *blinchiki* with jam. In November the Club and Russian faculty co-sponsored an excursion to a performance by the Georgian State Dance Company at the Grand Opera House in Wilmington. Over twenty students and faculty were treated to a breathtaking performance of gravity-defying leaps, twirls, and somersaults, with some spectacularly acrobatic, spark-generating sword fights thrown in for good measure. Other noteworthy events include the hosting of a tasty potluck luncheon with Russian faculty; a tournament showcasing the popular Russian card game *Durak*; a showing of *Cheburashka*, an animated Russian film from the sixties that has become a cult classic; a trip to a hauntingly beautiful new Russian film called *The Return*; a fundraiser at Caffè Gelato; and a holiday party complete with a silent auction. The Club has also taken on a Russian-related service activity, making monthly excursions to Philadelphia to distribute food to elderly Russian-speaking pensioners for the Jewish Relief Agency. They report that the service work has been uplifting, exhilarating, and loads of fun.

At the annual initiation ceremony of Dobro Slovo, the national Slavic honor society, nine new members were inducted into the organization. The Eugenia Slavov prize for excellence in the study of Russian was awarded to Jayde Wiener. Much loved entertainers John and Dorothy Matulis presented a soulful program of Russian and Slavic folk songs, and the memorable evening concluded as usual with instruction in Slavic folk dancing.

On the curricular front, Amert taught a new upper-level course on Russian poetry in the fall semester. The eleven students enrolled were required to memorize a series of Russian poems during the last half of the semester, and the course culminated in the first annual "Celebration of Russian Poetry," held in the Rollins Conference Room of Jastak-Burgess Hall on the last day of the semester. Honored guests included the shades of Alexander Pushkin, Karolina Pavlova, Fyodor Tiutchev, Anna Akhmatova, and Velimir Khlebnikov, which helped make the occasion especially convivial. To top off the celebration, each student recited a favorite poem from the semester, followed by cheers and applause for the poem's author.

We are always delighted to hear from our alumni and encourage you to share your latest news (amert@udel.edu). Our most exotic epistle in recent months came from Andrea Hendrickson (BA '03), who earned a MA in Arabic Studies at Georgetown ('06) and is now serving in the Peace Corps in the small village of Lejan in the beautiful mountains of northern Armenia. She writes, "Funny fact: In Armenian, the words 'Peace Corps' translate into something akin to 'Very Bad Rash.' No joke! So we must say 'Peace Corps' in Armenian when we introduce ourselves. Luckily, the Armenian word for 'peace' is simply *khaghaghuthiun*. (The *kh* is a phlegmy hacking up a hairball sound, while the *gh* is a back of the throat Frenchy *r* sound. Try it, it's fun.)" Makes you grateful for the sweet simplicity of Russian *mir*, doesn't it.

中文

This year was fruitful for the Chinese program. Under the guidance of FLL Chair Dr. Richard Zipser, and with the advice of the Director of the East Asian Studies program, Dr. David Pong, the Chinese faculty has continued to build the program in response to a growing demand for Chinese language instruction. With the help of an East Asian Studies Title IV grant (US Department of Education), we offered two new courses, "Selected Authors, Works, and Themes in



Students of Chinese perform the Lion dance

Chinese Literature" and "Chinese Women Writers." A second upper-level literature course is also being offered this spring. The faculty is working to develop additional courses on calligraphy, Chinese for business, and culture and civilization. These new offerings are transforming Chinese into a fully developed language program.

To provide undergraduates with more opportunities to practice Chinese after class, Dr. Maria Tu has organized a Chinese Table that meets once a week around a range of activities including calligraphy, painting, songs, poems, paper cutting, and talks on Chinese customs. Ms. Renée Dong further expanded our Chinese conversation partnership by pairing our students with native speakers on campus. This extracurricular activity facilitates language exchange for students of Chinese and is warmly welcomed by them. Our end-of-year gathering, featuring traditional Chinese cultural displays such as the Lion dance, a dumpling cuisine demonstration, and a poetry recital, attracted more than 100 people from UD and the local community.

In recognition of the successful efforts of the UD Chinese program, the Chinese Embassy in Washington, DC, offered a full scholarship for one student to study in China for a full year. The scholarship, the very first of its kind received by UD, covers tuition, international airfare, room and board, and medical care, and provides a monthly stipend. Ryan Lovdahl received this scholarship, and is now studying at Beijing Language and Culture University. Because of his excellent performance, his scholarship has been renewed for next year.

Several other students also received prestigious scholarships for Chinese studies. Sarah Ellenberger was one of twenty recipients, out of 600 applicants, of a full scholarship sponsored by the US Department of State and the Council of American Overseas Research Centers (CAORC) to study in China last summer. Steve Hill received a prestigious Freeman scholarship to study at Peking University, China's "Harvard." The success stories of our students have led to the recent awarding of two other high-profile scholarship awards, one from the Chinese Embassy, the other from Beijing Normal University, UD's long-term partner institution in Beijing, for students to pursue advanced studies in Chinese. We are thrilled with our students' success, and proud to contribute to UD's ongoing internationalization.

KRISTA DIELEUTERIO: A PASSION FOR TEACHING

Krista DiEleuterio knew even as a child that Italy and the Italian language would play an important role in her academic and professional life. “For as long as I can remember, I have been fascinated by and somehow affiliated with the Italian culture,” she says, recalling how she listened to her grandfather speak an Italian dialect with friends and neighbors in Wilmington’s Little Italy.



Krista DiEleuterio

“Although I couldn’t understand a word, I was captivated,” Krista remembers. She gravitated to Italian in high school, where she was encouraged to continue her studies by her teacher. “He inspired me to teach Italian, a subject about which I am very passionate, and to bring it to life in the classroom as he did. I guess you could say it was a combination of nature and nurture that led me to Italian Education,” she says.

Krista credits the time she spent in Siena on FLL’s semester program with acquiring linguistic fluency and a broader perspective on Italian culture. “On my study abroad program, I not only honed my pronunciation, acquired gestures, and dined exquisitely, but I expanded my world view,” she says. During the semester, she traveled extensively in Italy, and was also able to visit London, Barcelona, and Paris. “This experience was by far the most memorable and beneficial to my Italian studies as well as to my own personal growth and development,” she asserts.

Krista’s academic achievements have been recognized by her professors. “She is a student who is always capable of contributing valuable elements to any Italian lesson or topic,” says Dr. Gabriella Finizio. “Precise, scholarly, erudite, jovial, and kind,” and *cantando come donna innamorata*—to paraphrase Canto XXIX of Dante’s “Purgatorio”—Krista adds a celestial voice to her many academic qualities. At the Italian program’s annual Honors Day ceremony in May, Krista was awarded a certificate of merit by the Italian Consul of Philadelphia and inducted into Gamma Kappa Alpha, the national Italian honor society. Dr. Laura Salsini also praises Krista, saying “She is going to be absolutely fantastic in the classroom—she’ll bring passion to all of her lessons and inspire another generation of students.”

But not everyone understands why she picked her particular major. “I am constantly asked, “Italian Education? What does one do with a degree in Italian Education?!” To those skeptics she has a ready reply: “Why not study something I love? The best teachers are those who are passionate about what they teach!”

While teaching remains in the forefront of her professional plans, Krista recognizes that careers are often fluid. “I plan on spending a year or two in Italy after graduation and seeing where that takes me,” she says. “Only God knows what is in store for me, and since He hasn’t steered me wrong yet, I’m not worried!”

MAGDALENA ROMERO CÓRDOBA: A POETRY SCHOLAR

Magdalena Romero Córdoba’s favorite line of poetry is *recuerda que tú existes tan sólo en este libro* (Remember that you exist only within this book), by the contemporary Spanish poet Luis García Montero. Maleni, as we know her, knew from an early age that she wanted to teach Spanish, and share her love of books, words, and poetry with others. This desire inspires her work towards an MA in Foreign Languages and Literatures, which she will receive this May.



Maleni Romero

Maleni comes to us from Madrid by way of Granada, Spain. Born in the lively Barrio del Pilar in the north of Spain’s largest city, she began her university studies at the Universidad Autónoma de Madrid. In her second year she received an exchange scholarship to study philology at the prestigious Universidad de Granada, which she enjoyed so much that she transferred and finished her degree there, completing her thesis under the guidance of poet García Montero. Through Dr. Ángel Esteban, who was another of her professors at the University of Granada, she heard of the opportunity to further her studies at the University of Delaware. (Readers will remember Esteban as a regular visiting professor in FLL.)

Speaking of her time in Newark, Maleni muses: “I love my international group of friends; we all take turns cooking meals from our country.” She laments the lack of walking opportunities (Madrid is definitely one of the world’s greatest walking cities), but enjoys the relative peace and quiet. From a technical neophyte she has become adept in the mysteries of the internet, and recently started her own blog. She enjoys teaching her own Intermediate Spanish class, and loves her students’ vitality and humor. Above all, she has enjoyed the chance to spread her wings as a scholar.

After graduation, Maleni will pursue a PhD in Spanish literature at the City University of New York. She laments that Spanish teachers aren’t in more demand in Spain (!) and dreams of living and teaching in New York because of its many similarities with Madrid. Her plan is to continue her work on the poet García Montero and his contemporaries, known collectively as the Generation of the 80s or *la otra sentimentalidad* (the other sentimentality, a comment on the need to approach poetry with fresh emotion). Her research on García Montero promises to be a ground-breaking contribution to the field of Spanish poetry studies.

FLL faculty will be sorry to say goodbye to Maleni. Dr. Joan Brown praises her extraordinary generosity and dedication: “During the poetry segment of my combined honors undergraduate/graduate contemporary Spanish literature course last spring, Ms. Romero Córdoba offered to, and did, meet with any students who needed guidance as they worked on group presentations. Her generosity of spirit is as notable as her keen intellect, which is why we welcome her as a future colleague in the profession.” Dr. Vincent Martin adds: “Her sensitivity to poetry is truly remarkable!”

ALUMNI COLUMN

TRAVELERS FOR LIFE

Cathleen Waters (BA, MA '02)

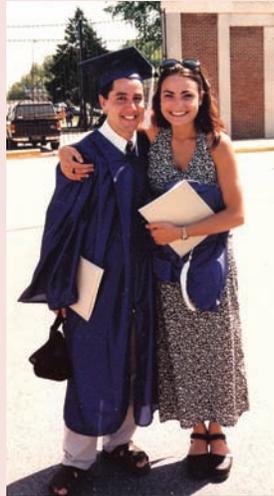
I went on my first study abroad trip during my freshman year. My French instructor, Ms. Alice Cataldi, encouraged me to go. I initially thought that study abroad was more of a “junior year experience” and something for which one had to be “ready.” I don’t know why—I’m not even sure that I knew what “ready” meant. Nonetheless, with Alice’s encouragement, I took the leap. While I was taking my French to a new level at the University of Caen in January 1996, my soon-to-be best friend Britton Saffer was also participating in his first study abroad program: studying in Granada and getting his first taste of what it is like to live in a foreign city and immerse oneself in another language.

I was so moved by my experience in Caen that I traveled to Paris the following summer to study music and French. I realized then that study abroad would not be a final destination for me but rather a point of departure. All future voyages would be points on a continuum. The study abroad programs at UD were more accommodating to non-language majors than at other universities, and students were encouraged to participate in more than one program. This open accessibility to all students fostered an environment in which one didn’t have to be “ready”—one just went, again and again. Because of the great variety of winter and summer sessions abroad, there were many ways to broaden one’s horizons during those four years.

Britton and I finally met in the first few weeks of our junior year, at the University of Granada. (Yes, Britton returned to Spain to study!). Together we attended classes, took weekend excursions, ate lunch, and exchanged anecdotes about cultural misunderstandings with our host families. Even though we had different reasons for learning Spanish, the experiences we shared abroad made best friends of us, forging a lifelong bond filled with memories, funny stories, and new friends.

The French writer, philosopher and politician Azouz Begag once said, “*Le voyage fait du voyageur un voyageur pour toujours*” (One trip makes you a traveler for life), and Britton and I are living proof that it is true. There is a point of departure from which *le voyage* creates motion and propels the curious mind to keep traveling. Each new experience germinates a desire for the next, which is why travel, especially study abroad, generates a type of kinetic energy inside the heart and mind of the traveler.

Britton lived out the “junior year abroad” experience by moving on from Granada to a spring semester in London. Of course, I went to visit him. We didn’t see much of



Cathleen Waters and Britton Saffer graduate together, 2002

each other later that year because I returned to Paris in the fall for another semester abroad. Many of my friends on campus asked me if I feared missing out on something while I was gone. I thought to myself: “By leaving my so-called ‘American college experience,’ I am not missing out on anything. I would be missing out if I didn’t go!”

After graduation in 1999, Britton moved to Washington, DC, and began working in government. I stayed at UD and earned a Master’s degree in French literature. By 2004, we were both living in New York City. Britton was given a three-year post as a New York City Teaching Fellow teaching bilingual (Spanish) special education while earning a Master’s degree at Queens College. I got a job at a French pharmaceutical company looking for native-like speakers of French. After three years, I decided to return to graduate school and earned a Master’s degree in socio-cultural anthropology at Columbia University. I now work as a researcher in four languages for multiple industries.

Last spring, Britton and I were reminiscing about all the fun we used to have. Both thirty years old and single, we got to thinking that the fun was somehow over. Britton wanted to return to Spain during his summer break. At that moment, a light went on in my head and I said, “You already speak Spanish! You already work in Spanish everyday! Let’s go somewhere where we don’t know the language! I’ll go with you.” We spent the summer studying Portuguese in Rio de Janeiro. We attended language classes in the mornings and spent the afternoons on the beach. We left Brazil with certificates demonstrating that we had attained surprisingly high levels of language proficiency—surprising to us since we had forgotten that we could still “study abroad.” We called the trip our ten-year anniversary as friends. We met new friends in Brazil, many of whom were our age, many of whom were those kids we used to be. Upon my return to New York, a recent contact called and asked me to lead a market research study in Brazil. I spent January and February of this year in Brazil and Spain, using my Portuguese and Spanish. I returned to Brazil in April for more work.

It is never too late to learn a language, and it is always the right time to travel to a place that you don’t know. There are small language schools in every country to accommodate even a week’s worth of private lessons that will enrich your experience immeasurably. Britton and I are already wondering where we will go next summer and what more we can learn. For us, the voyage of studying abroad began in UD’s Department of Foreign Languages and Literatures, and it hasn’t ended yet!



Cathleen and Britton in Rio de Janeiro in 2007



The friends in Granada

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Salzburg, Austria
Fall 2008

Marion Bernard-Amos
Assistant Director, FLLT Study Abroad
Department of Foreign Languages and Literatures
30 East Main St., R110, Jantak-Burgess Hall
Phone: (302) 831-6456
Email: mba@udel.edu

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UNIVERSITY OF DELAWARE

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 POSC 208 Politics & Culture by Country: Ghana (2 cr.)

Contacts
 Marion Bernard-Amos
Assistant Director
Department of Foreign Languages and Literatures
30 East Main St., R110, Jantak-Burgess Hall
Phone: (302) 831-6456
Email: mba@udel.edu

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Apply by: February 10, 2009

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Fall 2008

Puebla-Cholula, Mexico
Fall 2008

Marion Bernard-Amos
Assistant Director, FLLT Study Abroad
Department of Foreign Languages and Literatures
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Email: mba@udel.edu

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 Assistant Director
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Apply by: February 10, 2009

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 HIST340 Ancient Near East and Greece (3 cr.)

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Fall 2008

Paris, France
Fall 2008

Marion Bernard-Amos
Assistant Director, FLLT Study Abroad
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