

the Polyglot

Ciao Buongiorno Wie geht's? Hallo! Salut
 ¿Qué tal? ¡Hola! أهلاً وسهلاً 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 2010 ISSUE NO. 17

BEYOND THE CLASSROOM: STUDENTS ENGAGED IN RESEARCH AND SERVICE

From the first moment they study a new culture in our classes or on a study abroad program, FLL students begin an extraordinary journey of engagement with the world beyond the classroom. Some participate in service as part of their curriculum; some seek out service opportunities independently, and some design independent research projects under faculty supervision. The transformational nature of this engagement outside the classroom cannot be overstated: students' lives are changed as they gain the experience they need to be active, productive citizens and to succeed in graduate study and in their chosen profession.

Dr. Iris Busch teaches a course on Methods of Teaching Foreign Language in the Elementary Schools, which includes a practicum in UD's Early Learning Center (ELC). The course covers the history of foreign language teaching in elementary schools, and current methodology including topics such as national standards as they relate to authentic classroom practices and assessment. The course is aimed at building skills through active involvement and interaction, and the language of instruction is Spanish.

Once a week, two students teach a 45-minute lesson to a group of nine-year olds at the ELC. These lessons are part of a thematic unit called "Making a friend in a Spanish-speaking country" which was



Dr. Busch's students—and their students— at the Early Learning Center

developed to target the specific needs and interests of the age group. The UD students work with lesson plans provided by Dr. Busch; however, they are expected to give the lesson plans their own flavor.

While two students teach, two other students observe; the observing students teach the following week. If a student does not speak Spanish, he/she helps with planning, setup and classroom management. At the beginning of each regular class period, the teachers and observers report about their ELC experience. This guarantees that all students stay abreast of the ELC pupils' progress, know how the lesson plans are working, and learn where adjustments may have to be made. The kids at the ELC are enthusiastic learners and the students consider the ELC practicum an invaluable component of the course. **Student**

Amanda Spinelli writes of the experience:

My time spent at the ELC was short, but extremely informative. I was thrown into a position of authority and forced out of my comfort zone. It is obvious that the kids want to learn and it was our job to give them the push they needed to become part of an experience that is completely new and foreign to them. My experience at the ELC allowed me to reflect on my strengths and weaknesses as a teacher for the first time. **Shannon Smith elaborates:** It gave me insight into what it's like to teach young children language. Making the information relevant and comprehensible to them was challenging yet rewarding, and I could not have asked for a better learning experience this semester. **Molly Hutchinson adds:** Teaching and observing at the ELC instilled confidence in us as teachers, as we saw that the children

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Dr. Richard Zipser

MESSAGE FROM THE CHAIRPERSON

Hello Alumni and Friends!

In recent years, many of our faculty have found innovative ways to engage undergraduates actively in the learning process and expand their horizons. Study abroad, which combines experiential learning with in-class instruction, is the most common of these in FLL. But the lead article in this issue of *the Polyglot* will introduce you to some new and very different forms of engagement outside the classroom, such as service learning opportunities linked to courses, independent research projects, internships, and a unique foreign language pedagogy course that includes a practicum in UD's Early Learning Center.

In terms of scholarly productivity, 2009 was truly a banner year for our department. Nine faculty members published books (see Faculty/Staff Notes for details), and five others had book manuscripts accepted for publication by major university or academic presses. Dr. Meredith Ray, Assistant Professor of Italian, received a \$50,400 National Endowment Fellowship to complete her newest book, "Prescriptions for Women: Alchemy, Medicine and the Renaissance Debate Over Women." Congratulations to these accomplished members of our faculty!

Congratulations also to Assistant Professor of Spanish Persephone Braham, Associate Professor of Chinese Jianguo Chen, and Associate Professor of French Bonnie Robb. Last summer Dr. Braham was named Director of UD's Latin American Studies Program, the activities of which a large number of our faculty support. Dr. Chen received a \$225,350 grant from the US Department of State to host the 2009 National Security Language Initiative for Youth in China, a highly competitive summer program for academically talented high school students. Last November Dr. Robb was named 2009 Foreign Language Advocate of the Year by the Delaware Council on the Teaching of Foreign Languages.

There is also major news to report on the curricular front. Last fall our department submitted proposals for new majors in Chinese Studies, Japanese Studies, and Spanish Language and Culture. The new Spanish major provides a second option for our students, the other being the traditional major in Spanish Language and Literature. There is also an enhanced version of both options, which allows students to combine the major in Spanish with a two-semester sequence in intensive Portuguese.

I want to 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 large number of deserving students study abroad scholarships in 2009-2010, this is an area where we can always use additional funds. Please continue to help our students as they strive to become citizens of the world!

If you are in the vicinity of Jastak-Burgess Hall, which is located on East Main Street right beside 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 website at <http://www.flit.udel.edu/>. One way or another, be sure to pay us a visit!

Dr. Richard Zipser

the Polyglot

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really were learning from our lessons. In spring 2011, students will be teaching at West Park Elementary School, a partnership made possible through the generous support of the University's Office of Service Learning.

In fall 2009, Latin American Studies minor/Biology major Nicholas Verrochi designed a service learning trip to Guatemala under the supervision of Dr. Persephone Braham, ultimately leading a group of fourteen students to participate in a two-week January service project with Partners In Development, Inc. in the village of Concepción, an extremely poor indigenous community. Here Nick describes the origins and outcomes of this ambitious project.

The project arose from an internship I had in summer 2009 in San Antonio Ixtacapa, Suchitepéquez, Guatemala. I created a team of friends from Professor Braham's Latin American Civilizations course and volunteers who teach English to Spanish-speaking immigrants at the English Language Institute. We held weekly meetings to prepare, held multiple fundraising events, organized children's programs, and collected donation items to bring to the village. Our committed preparation allowed us to make the most of our time in the village.

Students were exposed to the rich life and incredible culture of Guatemala while working intimately with families in Concepción, running children's programs, and traveling throughout the country. Our team worked on building the foundations of two houses (for which we had raised funds), installed slow-drip biological water filters, and ran children's programs at the local school. We played soccer with the children, ate food prepared in their homes, and learned from the community in which we spent our days working. Students

"Students were exposed to the rich life and incredible culture of Guatemala while working intimately with families in Concepción, running children's programs, and traveling throughout the country. Our team worked on building the foundations of two houses (for which we had raised funds), installed slow-drip biological water filters, and ran children's programs at the local school. We played soccer with the children, ate food prepared in their homes, and learned from the community in which we spent our days working."

had the opportunity to practice their Spanish and hold meaningful conversations with community members that we could reflect on during our nightly post-dinner meetings at the house. In addition to our time in the village, we spent weekends traveling and learning about other parts of the country, with an extended trip to conclude our experience.

Creating the team last fall challenged my organizational abilities and took me much further than my original goal of sharing my summer's experience with fellow students. My trip to Guatemala became a mission to design an idealistic service learning experience that explicitly reflected my training in the classroom here at UD and abroad in Costa Rica, Mexico, and Guatemala. To continue my mission here on campus, I created a position in the Office of Service Learning to help Director Sue Serra research the potential of the student body in this area. Now that I am educated on both the student and administrative ends, I strive to bring research and energy to building a strong, student-run, independent service-learning program that complements

the university's incredible study abroad programs and strong international units such as Latin American Studies and Foreign Languages and Literatures. I seek a way for students to continue the work they are already doing with support and recognition from the University, while demonstrating the value of UD's strong international education programs.

FLL students who accompanied Nick include Mike McGee and Allison Hartman (Three Languages), Justin Field (Spanish minor), and Ellen Craven, a Spanish major with minors in Latin American Studies, Journalism, Economics, and a Portuguese language certificate. Ellen describes how study abroad programs with Dr. Cynthia Schmidt-Cruz (to Brazil) and Ms. Fatima Haq and Ms. Krystyna Musik (to Ecuador) inspired her to pursue the experience in Guatemala:

This January I worked with fourteen other UD students on a development project in an impoverished Mayan village in Suchitepéquez, Guatemala. They were hands-down the most worthwhile two and a half weeks of my life.

I had never volunteered abroad before and it was an idea inspired by my previous study abroad experiences. In Ecuador and Brazil we would see poverty on the streets; in Ecuador we even spent an afternoon at an orphanage playing with the children to supplement what we were learning about their lives in our culture class. This exposure made me want to go beyond the tourist experience, to do something that would create a lasting positive impact.

While working on the construction sites and in the children's programs in Guatemala, I got to know the local people around me through unstructured, unplanned one-on-one conversations and shared activities. It was eye-opening to be able to talk to strangers in depth about our lives and compare how we live and view the world. Seeing life from a radically different perspective made me re-evaluate my own lifestyle and habits, and question the way I interpret the world around me.

Mary McCartin, an Italian minor with majors in European Studies and International Relations, did independent research over the summer with Dr. Meredith Ray. She writes:

I had heard that the research opportunities available to undergrads at UD are numerous in contrast to those offered at other universities. In my sophomore year I discovered the Summer Scholars program. It seemed perfect: get paid, form a professional relationship with a professor, build my resume, avoid returning to my dead end summer job, learn valuable research skills, and spend my days investigating a topic of interest!

I found Dr. Ray on the Research Opportunities web page—she was researching Italian Renaissance women and their contributions to medicine and alchemy. Dr. Ray helped me tailor my research proposal to fit both our interests, and I began my summer of research. I chose to focus on Caterina Sforza because of her contributions to alchemy and politics. I read numerous books over the summer and continued the process into the fall semester for three credits of independent study. I learned a lot about women's roles in Italian society and improved my skills in reading and writing Italian, submitted papers to Dr. Ray over the course of my work, and gave a speech on my research. This set me up for a potential senior thesis. I really enjoyed my project and would recommend the experience to other students. I will most definitely be taking my new skills with me this summer as I participate in an internship in Rome.

Antoinette Yost, a Three Languages major (Spanish/Italian/Russian), also did summer research for Dr. Ray. She writes:

Through my undergraduate research experience I learned a lot about both the research process and the work that goes into a project. I



Dr. Meredith Ray and Three Languages major Antoinette Yost discuss Italian literature

transcribed an Italian Renaissance text for Dr. Ray, and through this learned about the reductive process involved in compiling research. Everything from deciding where a footnote should go to choosing to keep a particular spelling of a word is important. I feel I gained an invaluable introduction to the academic research process.

I really enjoyed working with a professor because she was able to guide me through the process and give me insight into what research was really like. She also helped me to see the end product of the research we were doing, which made the research itself more exciting, knowing that I was contributing to something that would be used by other scholars. It was not only a good introduction to research methods; it was also a great resume builder.

Mark Rossettie, an Honors Three Languages major (Spanish/Chinese/French, also did a summer research project, with Dr. Vincent Martin. He describes his experience enthusiastically:

In 2009 the Undergraduate Research Summer Scholars program gave me an unbelievable opportunity. As I see it, they told me: study anything, learn whatever you like, broaden your horizons in any way you see fit! I chose to dissect four distinct yet reliable editions of Sor Juana Inés de la Cruz's baroque fête, *Los empeños de una casa*, on technical, thematic and intertextual levels. Under the guidance of Dr. Martin, I painstakingly annotated the linguistic and structural discrepancies between the four editions, analyzed the play's thematic development, and ultimately identified and argued the exact nature of Sor Juana's creation of dialogue with certain works of her Spanish contemporaries.

Research program provided a glimpse of how fulfilling working in a targeted field of academia can be. More concretely, my understanding of baroque literature, Hispanic colonial society and culture, and certainly of Spanish baroque language all improved tremendously.

Los empeños de una casa, a cloak-and-dagger play Sor Juana wrote to welcome the arrival of new viceroys from Spain, was first suggested to me as a suitable topic by Dr. Martin. Having studied abroad in Mexico and being familiar with Sor Juana's poetry, I was warm to the idea, and after one reading I no longer had any doubts. The research experience was new to me, one full of sink-or-swim moments but one that was undeniably fruitful in a number of ways. First of all,

working with Dr. Martin and the Undergraduate Research program provided a glimpse of how fulfilling working in a targeted field of academia can be. More concretely, my understanding of baroque literature, Hispanic colonial society and culture, and certainly of Spanish baroque language all improved tremendously. For all of this, and for any benefits it may bring me in the future, I consider my opportunity very well spent.

Inspired by case studies they prepared for a Latin American Civilizations class, Spanish/Psychology majors Shannon and Jessica Marshall decided to pursue independent research for Honors theses during their semester abroad in Puebla, Mexico. Having studied there in winter 2008, they were both interested in the indigenous town of Cuetzalan, located in the state of Puebla. They completed literature reviews and developed proposals with Dr. Persephone Braham in fall 2008 and headed to Mexico in February 2009. Forced to leave Mexico due to the H1N1 outbreak, the twins returned to Cuetzalan on their own in August and completed the necessary research. Jessica writes of her research:

I examined the relationship between the Mexican government and an indigenous community, *Cuetzalan del Progreso*. Ultimately, I hope that my research applies to other parts of the world in which indigenous people are interacting with their federal governments on a daily basis. To study this particular group in Mexico, I interviewed Spanish-speaking officials in four main areas: education, health, government, and women's rights organizations. I asked authorities what programs are available to Cuetzalan citizens, and how they are able to express agency in the face of a long history of discrimination against them. Overall, I found that through certain government agencies the federal authorities are making important strides towards providing sufficient aid for Cuetzalan. However, the Mexican government needs to pay more attention to the details of these programs (for example, translating materials into indigenous languages) so that they remain sustainable.

Shannon Marshall researched tourism in the town. She writes:

I wanted to research tourism and its effects on Cuetzalan, an indigenous community located in Puebla, Mexico. In particular I was curious about the growth of tourism after the recent government designation of Cuetzalan as an official "magical town" in 2002. The Mexican government designates certain towns this way to signal that they have a particularly pure indigenous or historical character. I spent a week in Cuetzalan interviewing indigenous citizens. I discovered that the tourism industry has greatly empowered the indigenous community: the indigenous people of Cuetzalan have an extensive knowledge of their region; the indigenous citizens enjoy more economic autonomy and have formed cooperatives; indigenous traditions have been conserved, and perhaps most importantly, the attitudes of mestizos (the majority mixed European/indigenous population) towards the indigenous population have improved.

Jessica and Shannon successfully defended their Honors theses in December 2009 (with Braham, FLL's Dr. Gladys Iarregui and Dr. Julio Carrión of Political Science and International Relations), and have applied to Columbia's Graduate School of Social Work.

As these accounts demonstrate, FLL students are a highly motivated group. They continually seek out ways to expand their reach into the worlds of research, service, and professional development. With the guidance of FLL faculty, these students are building impressive credentials and gaining experiences that will contribute to their success as scholars and professionals far beyond the classroom.



Dr. Iris Busch

FOCUS ON FACULTY

INTERVIEW WITH DR. IRIS BUSCH

“In today’s global community, cultural exchange and an ongoing dialogue about issues of international concern are key to our peaceful coexistence and prosperity.”

Dr. Iris Busch began teaching Spanish for the Department in 1991 and received her PhD in Romance linguistics from the Universität Leipzig in 1995. A true polyglot, Busch now teaches mainly German but makes occasional visits to the Hispanic world.

Can you tell us about your training in Spanish and Romance Linguistics?

I have always loved languages. As you know, I am from the former East Germany; Russian was compulsory for all students there and instruction began in the fifth grade. In the seventh grade English became my second foreign language, and in college I majored in Spanish. I was fortunate enough to be allowed to spend my junior year in Havana, Cuba, and it was a life-changing experience for me. After that year, I returned to East Germany with the strong desire to get my PhD in Hispanic linguistics. In 1989, I entered the program at what then was the Karl-Marx-Universität Leipzig. That same year the Berlin Wall fell and with it the Iron Curtain. Suddenly the whole world was open! In 1991 I came to UD to teach undergraduate Spanish courses for a year. That year extended and I decided to make Newark my new home. I continued to work on my dissertation on semantics, specifically Spanish verbs, and earned my PhD from the Universität Leipzig in 1995.

Since 1998 I have been exclusively teaching German for the Department, but I maintain my Spanish language skills through reading, trips to Spanish-speaking countries, and friendships with many of my colleagues who are native speakers of Spanish. This past winter session I returned to the Spanish classroom and had a most enjoyable experience.

As advisor of numerous student activities such as the German Club and the Delta Phi Alpha Honor Society, can you tell us how you see this enriching the German program?

When the German House was discontinued in the late 1990s, a group of students approached me with the request to have a German Club that would continue the tradition of sponsoring events for stu-

dents and faculty in our German program. As the advisor, I work closely with the officers and at the beginning of each academic year we plan activities for every month. It is important to offer our students the opportunities to learn about culture by allowing them to experience the practices of the peoples in German-speaking countries. The German Club hosts events in honor of holidays and other special days, such as Nikolaustag. Our students enjoy the monthly *Stammtisch* (talk tables for the “regulars”) where topics of interest are discussed. Our soccer tournament in the spring is very popular. German Club events allow students and faculty to learn, eat, talk, and engage in physical activity beyond what they can experience in the classroom. It attracts students to the German program and provides a sense of community.

The annual initiation and awards ceremony of our honor society, Delta Phi Alpha, is in May. It brings together our students, their parents and friends, faculty, honorary members of Delta Phi Alpha, and members of the University and German communities. It is always a wonderful opportunity to honor the students in our program who have distinguished themselves. We award a number of prizes such as books, scholarships and money from our sponsors and donors. I feel privileged to be the advisor to Delta Phi Alpha and the German Club.

You’ve become active in the American Association of Teachers of German (AATG). What are your activities in that organization?

It is important to be professionally active beyond the walls of the University of Delaware. As a member of the AATG, The American Council on the Teaching of Foreign Languages (ACTFL), the Delaware Council on the Teaching of Foreign Languages (DECTFL), and the National Network for Early Language Learning (NNELL), I attend workshops and conferences, and give workshops on issues related to early language learning.

In 2004 I joined the *Kinder lernen Deutsch* steering committee of the AATG, a group of determined language advocates that supports German-language programs in grades K-8. With generous funding from the Ständige Arbeitsgruppe Deutsch als Fremdsprache (StADaF) from the German government and the Goethe-Institut, the steering committee has made great progress in many directions. In addition, I am a member of the steering committee’s writing team, which develops instructional materials, such as thematic units, for middle school curricula in the US. My recent publication in “Die Unterrichtspraxis” (Fall 2009) summarizes the theoretical underpinnings and practical implications of this initiative.

Since 2004 I have been serving as the state representative to NNELL. All of these activities are immensely rewarding.

After almost twenty years in the United States, would you like to reflect on your experience here?

Coming to the United States and to the University of Delaware has been an incredibly positive experience. Working with university students and imparting to them my love for the German and Spanish languages and cultures, and for the teaching profession as a whole, is a gratifying privilege. In today’s global community, cultural exchange and an ongoing dialogue about issues of international concern are key to our peaceful coexistence and prosperity. By bridging languages, cultures, and peoples, I contribute to this noble cause.

It fills me with pride that our daughter Stefanie has earned both her undergraduate and graduate degrees from the University of Delaware: she holds a BA (magna cum laude, 2008) in Communications and Spanish, and will get her MS in Health Promotion in May 2010. My husband teaches Spanish in the Department, so it is appropriate to say that my family’s life has been shaped by UD. We have all had great opportunities here. I am also proud to mention that on April 15, 2009 I was the last person in my family to become an American citizen.



Dr. Vincent Martin

INTERVIEW WITH DR. VINCENT MARTIN

*“Every year, students tell me that they feel proud that they were able to read the *Quixote* in its entirety, and in Spanish! I can’t ask for more.”*

Dr. Vincent Martin received his PhD in Spanish from New York University in 1997. He began teaching at UD in 2000, and has authored and edited six books and numerous articles on Hispanic literature.

Tell us about how you first became interested in Spanish Golden Age Theater.

I went to Madrid to do my MA at NYU in Spain in 1986, the same year that Spain’s *Compañía Nacional de Teatro Clásico* was born. It was clear that something very important was happening in Spain with their classic theater. All the stereotypes of Golden Age theater that had reigned supreme during the Franco dictatorship had suddenly been let go, and that theater was being rediscovered by Spaniards. And I was able to see and live that exciting moment of Spanish history.

You have taught *Don Quixote* in both Spanish and English. Can you tell us how you help them engage with this complex work, and what you hope they take away from it?

I guide students through the multiple meanings of the text and Cervantes’s craft of fiction. Beyond the strictly literary, the *Quixote* allows students to tap into the socio-cultural and linguistic workings

of seventeenth-century Spain. While the *Quixote* is famously a novel about literature and history, it is also a text about us, about our hopes and dreams in a world that often sees such desires as, well, quixotic. I feel that I have accomplished something when my students begin to ask why we assume that Don Quixote is the crazy one in this novel. That lies at the heart of the perspectivism that Cervantes is espousing, and our students get it. Every year, students tell me that they feel proud that they were able to read the *Quixote* in its entirety, and in Spanish! I can’t ask for more.

Your most recent book is a critical edition of *Neptuno alegórico* (Allegorical Neptune) by Mexican nun Sor Juana Inés de la Cruz, which was published last year by Spain’s prestigious Ediciones Cátedra. What are you looking to focus on next?

That edition of Sor Juana’s triumphal arch project—which combines architecture, emblem books, painting, and the allegorical tradition of myth—led me out of the “box” of Golden Age studies and into the areas of transatlantic studies and visual studies. My current projects continue in that same vein. I am preparing articles on Sor Juana and a student edition of her comedy of errors, *Los empeños de una casa*. On a larger scale, I am co-editing a book with Professor Ángel Esteban from the University of Granada (Spain), who is a regular visiting professor in our department. This thematic reader will provide scholars and students a much-needed anthology of canonical and non-canonical texts from Spain and the Americas, from the sixteenth through the nineteenth centuries, each with a critical introduction and notes.

A couple of years ago you became the managing editor of the journal *Bulletin of the Comediantes*. How does this position complement your research?

This is the premier journal in my field, and it was a surprise and an honor to have been selected. As managing editor, all subscriptions come through my office, and I am in charge of the design and production of the journal, which is printed at our own University Printing. I created the journal’s first website (www.comediantes.org), and I serve as webmaster. I also negotiated our inclusion in Project MUSE, which means that the entire history of the journal, back to 1949, will be digitalized and available online by next year. While this position complements my own research in various ways, the most significant factor is clearly the tremendous visibility that this position affords both me and our department.

You have developed a highly innovative summer program in Madrid for advanced students of Spanish. Can you tell us how it works?

I have created and I direct a unique thematic program that intertwines a theoretical course on early modern Spanish theater, a practical workshop on performance and production, and the annual International Festival of Classical Theater in Almagro (La Mancha). Students have the extraordinary opportunity to study and observe classical plays, participate in round-table discussions with actors, directors, and production crews, visit the theaters backstage, and produce and perform their own adaptation of a seventeenth-century interlude under the guidance of a professional Spanish stage director. While in Almagro, I also lead students along the famous Route of Don Quixote. Interestingly, most students have no experience with, or love for, theater. Year after year, students write in their assessments that this program helps them lose their inhibition with speaking Spanish, and it changes them as people. I have published a website which includes a photo gallery of the program, video clips of rehearsals, and last year’s student performance in Madrid’s Karpas Teatro (www.udel.edu/flt/faculty/vmartin/madrid).

You received a grant to organize a major conference on Spanish Golden Age literature at UD. How do you envision this event?

In 2007, I won the International Research Award for a proposal titled “The Creative Use of Early Modern Spanish Theater Elements in the Foreign Language Classroom.” This research project was a logical extension of my summer program in Madrid/Almagro, and it built on my student editions of plays by Calderón de la Barca, and also on my publication in the MLA’s *Approaches to Teaching* series, in which I presented a unique model for teaching festive drama of Spain’s Golden Age. As a continuation of that project, I am currently planning an international symposium on early modern Hispanic theater and its pedagogical applications. This public event will draw internationally renowned scholars and theater professionals to UD, and my goal is to complement the conference with live performances of early modern Hispanic theater, both by professionals and by the students of my summer program. This event should serve as a singular outreach program for Delaware high school teachers and students, as well as for the Hispanic community in the Delaware Valley.

FACULTY/STAFF NOTES

FACULTY/STUDENT EXCHANGES



◀ *Dr. Ángel Esteban of the Universidad de Granada*



▲ *Dr. Ángel Felices of the Universidad de Granada*



◀ *Ms. Olga Furaha of the Université de Caen*

AWARDS

Dr. Bonnie Robb was named “Foreign Language Advocate of the Year” by the Delaware Council on the Teaching of Foreign Languages in November 2009.

GRANTS

Dr. Gladys Iarregui participated in a \$6,000 Interdisciplinary Humanities Research Center grant awarded to the Latina Research Cluster, to pursue her research project “Poetry, Consumerism, and Violence in Latin America.”

Dr. Meredith Ray received a \$50,400 grant from the National Endowment for the Humanities for her book project entitled “Prescriptions for Women: Alchemy, Medicine, and the Renaissance Debate Over Women.”

Dr. Bruno Thibault received a \$6,050 University of Delaware General University Research grant for his book project “J.M.G. Le Clézio et la métaphore exotique.”

BOOKS PUBLISHED BY FACULTY IN 2009

In honor of the large number of FLL publications this year, we are presenting the authors and their books individually.

Dr. Ali Alalou and Ms. Elizabeth Alalou. *The Butter Man*, a children’s book (Watertown, MA: Charlesbridge). In *The Butter Man* a young Berber girl impatiently waits for her father to serve the delicious couscous he has prepared. To entertain her, he tells a story about growing up in the mountains in Morocco during a time of famine. Illustrator **Julie Klear Essakalli** lives and works in Marrakech, Morocco. *The Butter Man* has won numerous awards including the Storytellers World Award, Bank Street College’s The Best Children’s Books of the Year, the Peace Corps Writers Award for Best Children’s Writing, the Children’s Africana Honor Book, and the Middle East Book Award from Africa Access and the Middle East Outreach Council.



Dr. Ali Alalou and Ms. Elizabeth Alalou



Dr. Jianguo Chen

Dr. Jianguo Chen, *The Aesthetics of the “Beyond”: Phantasm, Nostalgia, and Literary Practice in Contemporary China* (Newark: University of Delaware Press). Through a study of the semiotics of human embodiment, the discourse of the phantasm, the politics of nostalgia with regard to “origin” and “center,” and the metaphysics of death in the writings of major contemporary Chinese writers, the author explores the ways in which the “beyond” is construed as a new paradigm of critical thinking whose discursive strategies, structural features, and aesthetic possibilities can represent the complexity of human experience in contemporary China.

Dr. Mary Donaldson-Evans, *Madame Bovary at the Movies: Adaptation, Context, Ideology* (Amsterdam/New York: Rodopi). Flaubert's classic 1857 novel has been adapted eighteen times to the screen. This study discusses the challenges that the filmmakers have had to meet and the ideologies served by their adaptations, with detailed analysis of four of the most readily available adaptations.



Dr. Mary Donaldson-Evans

Dr. Vincent Martin, *Sor Juana Inés de la Cruz, Neptuno alegórico*, critical edition (Madrid: Cátedra). This enigmatic and deconstructive work is the transatlantic text par excellence, and rewrites, through an allegorical subtext, the very narrative that the author seemingly lays out in order to decode the triumphal arch that she designed for the entry into Mexico City of the new viceroy and vicereine in 1680.



Dr. Vincent Martin



Dr. Ángel Esteban

Dr. Ángel Esteban, *De Gabo a Mario: La estirpe del boom* (Madrid: Espasa-Calpe). This book explores the friendship among leading members of the Latin American boom, focusing especially on Gabriel García Márquez and Mario Vargas Llosa, and the genesis of their major works.

Miradas oblicuas en la narrativa latinoamericana. Edited volume (Madrid/Frankfurt: Iberoamericana-Vervuert). Collected studies by distinguished Latin American writers and specialists on the interconnections between the real and the fantastic in literature.



Dr. Susan McKenna

Dr. Susan McKenna, *Crafting the Female Subject: Narrative Innovation in the Short Fiction of Emilia Pardo Bazán* (Washington, DC: The Catholic University of America Press). *Crafting the Female Subject* examines narrative innovation and emergent female subjectivity in the short fiction of Emilia Pardo Bazán, Spain's preeminent short-story writer of the nineteenth-century.

Dr. Meredith Ray, *Writing Gender in Women's Letter Collections of the Italian Renaissance* (Toronto: University of Toronto Press). The widespread interest in women's letter-writing during the Renaissance period suggests a deep curiosity among readers about female experience as well as an openness to female authorship that has often been overlooked. This study examines the letter collections of a number of Italian women writers—including a courtesan, a nun, an actress, and a noblewoman—to consider how they address issues ranging from marriage and motherhood to women's education and the challenges of being a woman writer.



Dr. Meredith Ray

Dr. Alexander Lehrman, *Anton Chekhov's "Višnevij sad." A Critical Edition of the Original Russian Text, with an Introduction, a New Translation and Supplementary Materials* (Slavistische Beiträge 467 [Series Editor: Professor Peter Rehder]. Munich: Otto Sagner). This critical edition of Anton Chekhov's *Cherry Orchard* restores the Russian text to the form in which Chekhov himself saw it through to publication, freeing it for the first time from passages inserted by Soviet editors for ideological reasons. The original text is accompanied by a translation intended to be a precise equivalent, in contemporary American English, of Chekhov's stylistically polyphonic original. The introduction documents the writing and first staging of the play, outlining its reception and transmission, and discussing for the first time distortions stemming both from Stanislavsky's incomprehension and from Soviet literary politics.



Dr. Alexander Lehrman



Dr. Bruno Thibault

Dr. Bruno Thibault, *J.M.G. Le Clézio et la métaphore exotique* (Amsterdam/New York: Rodopi). A detailed study of J.M.G. Le Clézio's poetics and politics. Le Clézio is the recipient of the 2008 Nobel Prize for Literature.

CURRICULAR NEWS/SPECIAL EVENTS

GRADUATE EMILY HELMEID ADDRESSES UNESCO

Emily R. Helmeid (BA '07), addressed the 2009 World Conference on Higher Education at the United Nations Educational, Scientific and Cultural Organization (UNESCO) headquarters in Paris in July 2009. Helmeid was one of six students chosen to speak during a portion of the conference closing ceremony entitled Voices of the Future. Each of the six students represented one of the official languages of the United Nations—Arabic, Chinese, English, French, Spanish, and Russian—as well as its corresponding region.

Helmeid, who graduated magna cum laude from UD with an Honors degree in International Relations, Latin American Studies, and Three Languages, was awarded a UNESCO Fulbright fellowship to intern at the organization for nine months following her 2007-2008 Fulbright English teaching assistantship in Rio de Janeiro, Brazil.

In her speech, Helmeid challenged the audience—ministers of education, national policy makers, institutional leaders, intergovernmental and non-governmental organizations as well as various other experts from nearly 150 nations—to “realize merit-based access to higher education for all.” Helmeid reminded the audience that issues of equity, ac-

cess and quality, discussed at length during the conference, represented urgent and immediate challenges for current students of higher education. She went on to express the need for greater cooperation among all stakeholders, including students. “Education has given us [students] a voice and we mean to use it,” she said. “It has empowered us so that we now have as much responsibility to work towards the common interests and overarching goals of our global community as you do.”

The world conference included a keynote address in the opening ceremony by another UD graduate, Jill Biden, the wife of Vice President Joseph R. Biden Jr., himself an alumnus.



Emily Helmeid at UNESCO headquarters

ETYMOLOGY: UNIVERSITY

We work for a university without necessarily knowing that we actually belong to one. The word *university* comes from Latin *ūniversitās* ‘the whole world’ or ‘the entire community,’ used in the phrases such as *ūniversitās rērum* ‘the whole world of things or meanings’ and *ūniversitās doctōrum* ‘the entire community of the instructed or informed.’ Our *university* is really an ellipsis of the latter.

The word *universe* is closely related. Its source, Latin *ūniversum* ‘the whole world, the universe,’ from which *ūniversitās* is derived, is a compound that means ‘(lots of) stuff turned to one thing.’ This is an old Latin conceptual masterpiece. Greek has nothing of the kind: *τά ὅλα* (*ta hōla*) ‘all things’ and *τὸ πᾶν* (*to pân*) ‘everything’ do not have the brilliant idea of diversity turned into unity built in, while *οἰκουμένη* (*hē oikouménē*) ‘the inhabited (world),’ often used as an equivalent of *ūniversum* and *ūniversitās*, actually refers only to a small populated segment of the known universe, closer to the *ūniversitās doctōrum* than to the *ūniversitās rērum*, but obviously much broader.

The true heirs of Roman culture—the Italians, the Occitans, and the Iberian speakers of Latin (subsequently, Spaniards, Catalans, and the Portuguese)—simply inherited the Latin word. The denizens of Galloromania and its Germanic settlers, who ultimately gave it the name of France, borrowed it as *univers* centuries later. Geoffrey Chaucer took it from the French and gave it to the English in 1374 along with his *Troilus & Criseyde*. The Germans, via the person of the great seventeenth-century poet-preacher Philipp von Zesen, created their own equivalent, *Weltall* (this would have been *worldall* in English, if the English had had the same poetic propensity as the Germans for reinvent-



Dr. Alexander Lehrman

ing the world instead of just buying it prefab from those who had come before). Russian *вселенная* (*vselénnaia*) is an exact translation of the Greek *ἡ οἰκουμένη* (*hē oikouménē*). Polish *wszelświat* and Czech *vesmír* are calques of von Zesen’s *Weltall*, in a lasting if unconscious tribute to him.

University, the other conceptual masterpiece originally created by the Romans, is also in English on permanent loan from the French: *université*, as applied to the community of learners and the learned at Paris, one of the oldest in the world (1150), although the oldest one is actually the Italian *università* of Bologna, established in 1088.

The conceptual wisdom enfolded in *ūniversitās* — *university*—cannot be obscured: it is a plurality of learners and the learned (who are also learners, forever) turned toward the One, to the pursuit of the One, to the contemplation of the One.

What is this One to whose pursuit they—that is, we, who work for a university and belong to one—are turned? Different powerful special interest groups, at different times, attempted to redefine this One in different ways: as the One correct religion, as the One correct ideology (communism, national socialism), as the One correct business model (global mercantilism).

Fortunately, the One is so clear, so full of light, that it is spelled out even on some universities’ emblems. Harvard put it simply as *Veritas*, the Latin for *Truth*. Yale has it, in Hebrew, as *’urim wə tummim*, also translated into Latin: *Lux et Veritas* ‘Light and Truth.’ Closer to home, the University of Delaware expressed it in a whole sentence that used to grace the pages of the open book in its emblem: *Scientia sol mentis* est ‘Knowledge is the sun of the mind.’ Never mind that the motto has been wiped clean from the book’s pages, now left tellingly blank: we, who belong to the university, remember.

DISTINGUISHED SCHOLARS LECTURE ON FANTASY AND FAME

The forty-sixth public lecture in the FLL Distinguished Scholars Series was delivered in spring 2009 by Dr. Susan Napier, Professor of Japanese at Tufts University. Napier discussed the concept of fantasy and virtual reality in Japanese graphic novels, films, video games, and fan activities. Dr. Lydie Moudileno, Professor of French and Francophone Studies at the University of Pennsylvania, gave the fall lecture. Moudileno's talk, entitled "Fame, Celebrity, and the Conditions of Postcolonial Visibility in the Francophone Context," reflected on the varying degrees of visibility achieved by Francophone writers in France in recent years, with particular focus on Marie N'Diaye (2009 Goncourt prize winner) and Calixthe Beyala.

JAPANESE PROFESSOR RUNS INTENSIVE SUMMER PROGRAM FOR K-12 TEACHERS

In July 2009, Dr. Rachael Hutchinson ran a three-week intensive seminar for K-12 teachers from the region, who were interested in using Asia-related materials in their classrooms. The seminar was part of the National Consortium for Teaching about Asia (NCTA), sponsored by the Freeman Foundation and coordinated through the Asian Studies Center at the University of Pittsburgh.



Dr. Rachael Hutchinson presenting at the NCTA

Teachers from Delaware, Pennsylvania and Maryland came to campus to learn more about Asia and how to incorporate Asia-related work into their courses, whether they were teaching world history, art, geography or other subjects. The seminar provided an introduction to the culture, art, history and language of China, Korea and Japan, with topics such as the demographics and diversity of mainland China, Confucian versus Western ethics, the incorporation of religion into East Asian sports, and lectures on film, dramatic arts and visual culture of the region. The group discussed the best ways to use the new materials in the participants' existing classes, how to target different age groups, and which materials would be most effective in their classrooms. At the end of the seminar, participants each developed an implementation plan describing how they would introduce the new material to their school, including lesson plans for each proposed unit of study. Each school received a mini-grant of \$300 for the purchase of new teaching materials.

The objective of the NCTA program is to promote long-term engagement in Asian studies by core groups of teachers in schools in

the Delaware region. Judging by the high standard of work produced by the teachers in the seminar, Hutchinson is confident that this aim is being met. After graduating from the seminar, one participant is taking his own group of school students on a summer trip to Japan, while another participant has been accepted on the prestigious NCTA Study Tour to Japan in 2010. Hutchinson is looking forward to the 2010 program with high expectations. Teachers interested in applying can contact her at rhutch@udel.edu or see the website: <http://www.ucis.pitt.edu/ncta/ncta-univdelaware.html>.

STATE DEPARTMENT SELECTS UD CHINESE SUMMER PROGRAM

The US Department of State selected the University of Delaware to host the 2009 National Security Language Initiative for Youth (NSLI-Y) Summer Institute in Shanghai, China. The highly competitive program, funded by a \$225,360 grant and co-directed by Dr. Jianguo Chen, associate professor of Chinese Studies, and Maria Tu, assistant professor of Chinese, is designed to immerse 24 academically talented high-school students from across the United States in the language and culture of China through an intensive program in China's megacity from June 18 to July 30. The program is conducted in partnership with UD's Institute for Global Studies.

Additionally, the University's Academic and Student Affairs



Students who attended the 2009 summer institute in front of the national stadium in Beijing, known as the "Bird's Nest."



Dr. Jianguo Chen, associate professor of Chinese Studies.

Council is supporting the program by funding a program assistant, Matt Shaffer, a recent UD graduate. “The ultimate goal of the program is to encourage young Americans to learn about Chinese language and culture to inspire future generations to be active participants in the international community and foster the development of future diplomats,” said Chen, who secured the grant.

More than 700 high-school students, ages 16-18 years old, were recruited by the State Department to apply for the NSLI-Y program through a partnership with American Councils, one of the largest associations for international education in the United States. The 24 students selected for the program, through several rounds of competition, are all high-school seniors. They hail from Alabama, California, Connecticut, Georgia, Kansas, Maine, Maryland, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Vermont, Washington, Washington, DC, and Wisconsin. The students were chosen based on teachers’ recommendations, grade point average, an application essay, and level of proficiency with the Chinese language.

PROFESSOR ON FRENCH QUIZ SHOW

In March 2009, Dr. Deborah Steinberger, associate professor of French, represented the United States in a special international edition of the popular French game show *Questions pour un champion*. The show, comparable to *Jeopardy*, has aired in France since 1988. The international version of the show is organized each March to coincide with the celebration of International Francophonie Day.

Dr. Steinberger, a specialist in seventeenth-century French literature, auditioned for the show at the Alliance Française in New York. She completed two general knowledge tests and an interview, and was chosen as one of the four US participants. One month later, Steinberger and her fellow American contestants flew to Paris, along with nine other teams from around the world: Turkey, Madagascar, Cameroon, Egypt, Mexico, Slovakia, Finland, Tunisia, and Italy.

During the first two days, ten half-hour shows were taped, in which each national team’s members competed to determine which contestant would advance to the final. After winning the US match, Steinberger participated in the taping of the two-hour final, in front of a large studio audience of international dignitaries and Francophone enthusiasts. The preliminary show and the grand finale were broadcast globally in late March on TV5 Monde, the international French-language channel. TV5 Monde reaches over 25 million viewers in 203 countries, and over a quarter of a million US households.



Dr. Deborah Steinberger with other finalists on the set of *Questions pour un champion*

Dr. Steinberger and her family are enthusiastic viewers of *Questions pour un champion*. She appreciates the show because it is, in her words, “a breath of French air.” “It’s not about getting rich,” she said. “Most of the contestants go home with encyclopedias. Unlike many game shows, this one celebrates knowledge and learning. The questions can be quite challenging, and the emcee spends time explaining the correct answers after each round.”

Though she did not win the grand prize, Dr. Steinberger was delighted to have been selected and says her week in Paris with the other participants was an experience she will never forget. “The contestants were of all ages, and from diverse professions—plenty of teachers, of course, but there were also dentists, architects, engineers, a musician, a pilot, a journalist, and a diplomat. The one thing we all shared was our love for French language and culture.”

NEWS FROM THE LANGUAGE PROGRAMS

À LA FRANÇAISE

Along with Francophiles the world over, the French section celebrated International Francophonie Day in March 2009 with exhibits representing Francophone countries from five continents. Guest speakers from the Library Science and Hotel and Restaurant Management programs explained why French is invaluable to them in their careers.

At our annual awards ceremony, thirteen students were inducted into Pi Delta Phi, the national French Honor Society, and a dozen intermediate-level students were also recognized for their achievements. Two seniors were distinguished for their excellence in French: the Theodore E. D. Braun Undergraduate Award was presented to Amy Graboski, and Katherine Hardesty received the French Faculty Award. Ms. Tamara Brown, whom the French faculty named French Advocate of the Year, told how study in France had a lasting impact on her life, and described her work on a Sister Cities initiative that would link Wilmington to Nemours, France. Franco-American cooperation was also the theme of a speech by Mr. Patrick Dubois, our special guest from the Université de Caen, who came to Newark to mark the twentieth anniversary of the collaboration between his institution and UD. French minor Rachel Ludkiewicz graced the evening with her performance of a cello piece by Saint-Saëns.

The French Club has attracted so many new members that they had to increase their conversation hours from once to twice a week. Activities this year included a viewing of *Man on Wire*, a documentary about French tightrope walker Philippe Petit, and an excursion to the Philadelphia Museum of Art followed by dinner at a crêperie. In honor of National French Week in November, Dr. Ali Alalou gave a presentation about the struggles of the people of North African origin living in France.

The summer Paris program, directed by Dr. Bonnie Robb, offered courses in language, music, and architecture, with excursions to the opera, a comic ballet, and an orchestral concert. Guided by their art history professor, students visited many sites in the city, and savored excursions to Versailles and the château of Vaux-le-Vicomte. The students were eager to see Paris from all perspectives: from atop the Eiffel Tower and Montmartre; from below while touring the Catacombs; from the Seine; from the métro; and from the café-lined boulevards. On a weekend trip to Normandy they explored Mont-Saint-Michel’s ancient abbey—and the bay’s notorious quicksands, later stopping in Bayeux to admire the eleventh-century tapestry that tells the story of William the Conqueror’s conquest of England, and concluding the trip with a visit to the D-Day landing beaches. Ms. Veronica Eid (retired) led the Winter 2010 session in Martinique. She reported that the program was quite a success! The lead guide on the trek up to the top of Mont Pelée



French Club Members Olga Furaha, Samantha Tharler, and Rachel Pomeranz outside the Rodin Museum



Paris summer '09 group admiring the Eiffel Tower at night

Volcano summed it up by saying “Congratulations, Madame, you have one of the best groups that we have ever taken up to the summit!” They were indeed a credit to our program.

Megan Kuck (BAFL in French and Art History, 2008) is Program Coordinator at The Phillips Collection’s Center for the Study of Modern Art in Washington DC, where her knowledge of French, she reports, has served her well. Katie Compton (BAFL in French, 2006) is living in Toulouse, France on an exchange through the University of Massachusetts. She is enjoying the “*la ville rose*,” teaching English at two universities, meeting people, travelling, participating in a theater group, and training for the Paris Marathon in April. Nadège Dufort (MAFLP in French, 2005) defended her doctoral thesis in Francophone

Literature at the University of Louisiana at Lafayette in April 2009 and is a Henderson Postdoctoral Fellow at the University of Vermont. Her classmate Sonia Kpota (MAFL 2005) has completed requirements for the PhD in French and Francophone Literature at the University of Iowa.

ANCIENT GREEK AND ROMAN STUDIES



Medusa from a 7th century BC terra cotta from Syracuse

Artwork: Annette Giesecke

The Ancient Greek and Roman Studies faculty was pleased to welcome Dr. Lynn Sawlivich to the staff this year on a two-year appointment. Sawlivich, a veteran instructor who holds his PhD from Harvard University’s Department of Classics, most recently taught at the University of Miami. His teaching and scholarly interests include historiography and gender studies. Sawlivich fills the void left by Dr. Nicolas Gross, noted for his inspiration of students and unstinting support of his colleagues, upon his retirement after a long and distinguished career.



Reconstruction of Getty Villa of the Papyri



Dr. Lynn Sawlivich

2009 also saw the inauguration of an annual lecture series to promote awareness, dampened in recent times, of Western civilization's debt (cultural, political, scientific, and historical) to Classical antiquity. Our first speaker was Dr. Kenneth Lapatin, Associate Curator of Antiquities at the Getty Villa, Malibu. Lapatin's lecture, "The Last Days of Pompeii: Decadence, Apocalypse, and Redemption," was open both to the University community and the general public. Lapatin, who recently co-curated the blockbuster exhibition "Pompeii and the Roman Villa" (National Gallery, Washington, DC; Los Angeles; Mexico City), demonstrated how successive generations have made the tragedy of Pompeii's Vesuvian destruction their own as they vicariously relive the dramatic events of AD 79, albeit from a comfortable temporal distance. These acts of cultural appropriation and projection were illustrated through a wealth of examples drawn from an astonishing breadth of artistic and literary sources.

Academic offerings continue to be bolstered by biannual programs abroad in Greece directed by Drs. Gerald Culley and Colin Pilney. This extremely popular program, which is housed at the prestigious Athens Centre, located in the Mets Pangrati neighborhood of Athens, celebrates its ten-year anniversary next year.

AUF DEUTSCH

In 2009 Germany celebrated the twentieth anniversary of German reunification. Fittingly, in November the German Club presented a program on the fall of the Berlin Wall which included a speech from Dr. Iris Busch on her personal experience as a native of the former German Democratic Republic. Dr. Richard Zipser, an expert on the literature of the GDR, also spoke. A short film documenting the dismantling of the Berlin Wall completed the evening. This year, the German Club offered a series of events including a soccer tournament, a German Unity Day celebration, and fundraising at the Delaware Saengerbund annual *Oktoberfest*, where \$2,000 was collected in support of the winter session program in Bayreuth.

The theme of German reunification was also featured in Bayreuth, where the program was directed this past winter by Dr. Ester Riehl. In addition to excursions to Berlin, Munich, and Nrnberg, students visited the village of Mödlareuth, often called little Berlin, because the border between East and West Germany passed right through its middle. Students also walked up into the glass cupola of the Reichstag for a spectacular view of Berlin at night. Most of their time, however, was spent in Bayreuth in Northern Bavaria, which is famous for hosting the annual *Richard Wagner Festspiele*, and has long been our students' gateway to German culture.

Throughout the academic year, students and faculty are busy teaching, advising, and writing papers, but we share a sense of



Der Deutsche Klub

community at the annual induction ceremony of the German Honor Society, Delta Phi Alpha, held in May at the Delaware Saengerbund. Dr. Iris Busch, faculty advisor to the German Club, organizes the event during which students, faculty members, family members and friends come together to celebrate academic achievements. In 2009, thirteen new members joined the Honor Society. Jessica Litts won the Sepp Hilsenrad Memorial Award given annually by the Saengerbund for outstanding performance by an advanced student, and Megan Rose Fisher received the Marion E. Wiley Memorial Prize which recognizes superior performance in courses beyond the intermediate level by a non-major student of German. Ionna Antonopoulos, Michael McGee, and graduate student Matthew Jokerst won competitive fellowships to enroll in the 2009 international summer course held at the *Fachhochschule Fulda*.

The German graduate program is a crucial part of our work and the faculty takes great pride in teaching and advising this select group of students. After working so intensely with them we take pride in their successes after graduation. Kyle Blank (MAFL '09) received a Fulbright award to teach at secondary schools in Austria, and Jessica Litts (MAFL/FLP Winter '10), who won the German Graduate Award for Distinction in Teaching, is currently teaching at Widener University. Darina Stamova (MAFL '09) was accepted into the PhD program at Washington University in St. Louis, and Claudia Biester (MAFL '09), recipient of the German Graduate Student Award, joined the PhD program at the University of Maryland.

ITALIANISSIMO

Saluti from the UD Italian program! From growing enrollments to exciting course offerings, a lot has been happening in Italian. At the center of UD Italian, of course, are our students. Last May we inducted thirteen new members into Gamma Kappa Alpha, the national Italian Honor Society. Senior Erica Crevier received the top award for her stellar work in Italian studies. Following the ceremony, students, faculty, friends and family enjoyed a reception in Clayton Hall and a raffle of great prizes.

Study abroad remains an integral part of our Italian program. In 2009, a group of students traveled to Siena for the winter session with Dr. Riccarda Saggese and Ms. Vincenza Pastecchi. Students stayed with local families, many of whom live in medieval residences that impressed the students with their distinctive architecture. Residing with a host family enabled the students to immerse themselves fully in the Italian language and culture. In addition to classes at the Dante Alighieri Center in Siena, a highlight of the trip was a visit to a glass factory in Venice, where the students admired artistic glassware created on the premises by a famous glass-blower. Dr. Gabriella Finizio



Megan Rose Fisher accepting the Dr. Marion Wiley Award



*Graduation Day from Sorrento Lingue Language Center—
Summer 2009*



Making gelato in Italy!

led a trip to Rome, Florence, and Naples, along with co-director Dr. James Magee (Political Science and International Relations). Highlights were a visit to the Quirinale (presidential palace), the Parliament (in session), and participation in a televised audience with the Pope. The summer program in southern Italy was also successful. Under the direction of Ms. Giuseppina Fazzone, students perfected their language skills at the Sorrento Lingue International Language Center. Major excursions included visits to Naples, Capri, Pompeii and Baia, Fazzone's hometown.

On campus, students continue to enjoy a wide selection of courses, from Dr. Finizio's seminar on Italian cinema to courses on Italian women writers offered by Drs. Meredith Ray and Laura Salsini. Dr. Saggese helped students to improve their Italian composition and conversation skills, while beginning students thrived under the guidance of professors Fazzone, Morrione, Mathe, Pastecchi, Ciuffetelli and Trani. *The Circolo Italiano*, UD's student Italian club, continues to offer plenty of opportunities for students to practice their Italian outside of the classroom as well, sponsoring Italian conversational meetings at local coffee houses and movie nights throughout the year.

Alumni of UD Italian continue to excel in many different fields. This year, Liz Portnoy (BAFL in Three Languages, Spanish/Italian/

Arabic '09) began a position as an ESL and GED teacher for disenfranchised youth in the Boston area. Erica Crevier (BAFLE '09) is completing an MA in Italian at Middlebury College's program in Florence, Italy. Amanda Alicea (BAFL '08) received her MA in Italian from Middlebury in August 2009, and is engaged to be married to her Italian *fidanzato*—*auguri!* We love hearing from and congratulating all our students on their accomplishments!

日本語

Konnichi-wa from Japanese Studies at the University of Delaware! With rising language enrollments and new courses offered in Japanese culture, we were very excited in 2009 to begin establishing a major in Japanese language, literature and culture, due to become available as of fall 2010. Many students have been eagerly awaiting the opportunity to declare Japanese Studies as their main concentration of study. Nonetheless, students were actively engaged in many of the clubs on campus that offered our students opportunities to learn about Japanese culture and make new friends.

Nihongo Table began the year with a new focus on language learning, allowing beginners in particular a friendly space for completing homework and meeting Japanese native speakers. Otaku 2 once again made the pilgrimage to one of America's biggest *anime* conventions, 'Katsucon' in Baltimore, where members practiced their 'cosplay' (dressing as favorite *anime* characters) and viewed the latest animated works from Japan. The Kendo club continued to train hard,



Zenkaikon anime convention attendees



Japanese National Honor Society inductees

with several members advancing to higher levels at local examinations, while Aikido became the newest club dedicated to the Japanese martial arts at UD.

In April 2009, we were honored to host Dr. Susan Napier for the Distinguished Scholars Lecture Series. Professor Napier addressed the concept of fantasy in Japanese literature, film and animation, and her talk was enthusiastically received by faculty and students alike. Her lectures complemented Dr. Rachael Hutchinson's courses on Japanese film and visual culture. Highlights of the latter were a trip to Zenkaikon, the Philadelphia area convention for *manga*, *anime* and games enthusiasts, as well as the establishment of UD's first ever games laboratory in the Morris Library. Three students' essays were accepted for the Geis Student Conference for Research on Women (2010): Becky Burgess for her work on female stereotypes in Japanese videogames, Diya Kapur's paper on the 'maternal' in *Neon Genesis Evangelion*, and Emily Olson's essay on the dangers of *shojo manga* for impressionable young readers.

NOTICIERO ESPAÑOL

In 2009, the study abroad programs to Spanish and Portuguese-speaking destinations continued to provide diverse cultural exchanges and learning experiences for our students. In Chile, Ms. Dora Marin offered volunteer opportunities to her students to develop their awareness and understanding of socio-cultural issues, assisting children with disabilities, girls at risk from poor families, infants with health and nutritional problems, and the elderly. In Costa Rica, students formed tight bonds with their host families while exploring the flora and fauna of the country with director Ms. Crista Johnson and assistant director Dr. América Martínez. In Panama, Ms. Doris Manzano organized workshops on local cooking and dance, and her students created blogs for the culture class: some, like Caryn Becker, blogged about her first experience eating cow tongue without realizing what she had consumed! Others described learning Panamanian dances, one of which they performed in traditional dress to local music at the farewell dinner.

Music was also in the air during the Sigma Delta Pi initiation in April. The ceremony featured traditional Sephardic music that set the tone for the event. The national honor society adviser, Dr. Cristina Guardiola-Griffiths, welcomed an impressive twenty-seven initiates into the society. Undergraduate Amy Graboski and graduate student Alexandra Saum-Pascual received prizes for best paper in upper-division and graduate courses. Graboski also earned the Sigma Delta Pi book award for the highest GPA for an undergraduate in the Spanish program. Alison Pennoyer was honored as our outstanding student in Hispanic literary survey courses, and Ashley Mortimer received the Janet Murdock award for study abroad.



Costa Rica participants enjoying La Paz waterfall gardens



Students at the farewell event in Panama—preparing to dance!

Our alumni also honored the Spanish section with their achievements. Kate Laramie (BAFL '08), secured a grant from the Spanish government to become a Foreign Language and Culture Assistant. Former graduate students Leah da Ponte (BAFL '03, MAFL/FLP '06) and Yarimel Moreau-Miranda (BA Latin American Studies '05, MAFL '07) appeared in the *Wilmington News Journal* for their work with bilingual programs in the medical profession. Many of our graduates are completing doctoral programs throughout the United States. Alexandra Saum-Pascual (MAFL/FLP '09) began her doctorate at UC-Riverside this year and presented a paper at Temple University this fall, with another talk accepted for the conference of the American Association for Teachers of Spanish and Portuguese this summer. Ashley Whipple, formerly McKay (MAFL '08) is continuing her studies at SUNY Albany and will be presenting a paper at the North East Modern Language Association Convention this spring. Anna Hiller (MAFL '01) is editor of the UC Berkeley graduate literary magazine *Lucero*, and is completing her dissertation there. Molly Palmer (BAFL '02, MAFL '05) is beginning her doctoral dissertation at Rutgers University. Dan Ettinger (MAFL '09, Latin American Studies minor) is a Soles Fellow at the Center for Public Integrity in Washington, DC. Megan Oberst (Honors BAFL '07) received a Fulbright English teaching assistantship to teach English in Argentina and work with immigrant communities.

РУССКИЕ ИЗВЕСТИЯ

The 2009 initiation ceremony for Dobro Slovo, the National Slavic Honor Society, welcomed thirteen new members into the organization. The Eugenia Slavov award for excellence in the study of Russian went to Russian major Gregory Gillespie, vice president of the Slavic Club and one of the original co-founders of the group. The Pushkin Prize for outstanding achievements in the study of Russian language, literature, and culture was awarded to Alex Houpt, a Russian minor majoring in geography. Folk musicians John Matulis and Dorothy Jacek-Matulis presented a diverse program of Russian, Slavic, and Georgian folk songs, accompanying themselves on an array of Slavic folk instruments, and the evening concluded with Slavic folk dancing.

The Slavic Club continued to thrive in 2009, hosting both our weekly Russian Table at Brew-Ha-Ha and study group sessions for students of Russian. The group also organized a fall apple-picking trip to Milburn Orchards, dinner meetings at Klondike Kate's and Grotto's, along with an October "Dinner-and-a-Movie" night, where the *pel'meni* and *blinchiki* were savored along with the 2006 Russian romantic comedy "Piter FM." Members also continued their community service activities, making excursions to Philadelphia to distribute food to elderly Russian emigres for the Jewish Relief Agency.



Eva Slavov leads euphoric UD Russian students in a Bulgarian folk dance



Slavic Club Movie and Dinner Night

In the alumni news department, three of our recent graduates are continuing their study of Russian in MA programs. Kristina Syvarth (BAFLI in Three Languages, French/Russian/German '09) is completing an MA in Comparative Literature at the University of Toronto and will be applying to the PhD program. Madelyn Stuart (BAFLI '08) began the MA program in Russian literature at the University of Virginia in fall 2009. Greg Gillespie (BAFLI in Three Languages, Russian/Chinese/Spanish, and East Asian Studies, '09) is enrolled in LaSalle University's MA program in Central/Eastern European Studies, but is keeping up his Chinese language skills by working as the only non-Chinese employee at a large Chinese bank in Philadelphia.

中文

The Chinese program grew tremendously in 2009, due to the collaborative efforts of the Chinese faculty, Dr. Jianguo Chen, Dr. Maria Tu, and Ms. Renée Dong, and our talented students. Beginning in fall 2010, students will have the opportunity to declare a major in Chinese Studies. Also available to students are new courses in Chinese calligraphy, literature, and Chinese for business, for advanced intermediate students.

The study abroad program to China during winter 2009 continued to provide students the opportunity to enhance their Chinese studies. Under the direction of Dr. Chen and Dr. David Pong (History), students gained first-hand knowledge of Chinese language, culture, and history during their studies and excursions to the ancient city of Xian and metropolitan Shanghai. Students were delighted to participate in the Chinese New Year celebration, which was said to be a memorable experience.

Students also practiced their language skills and learned about Chinese culture on campus. The Chinese Conversation Partnership gave students the opportunity to converse regularly with native Chinese speakers. Under the supervision of Dr. Tu, the Chinese Table continued to engage students. The Table is very popular with our students and we benefit greatly from the participation of Chinese students from the English Language Institute and elsewhere on campus. The Chinese Club offered a variety of activities including calligraphy, conversation, cuisine, martial arts and Chinese chess.

The Chinese program takes great pride in our students' achievements. In April 2009, the program was invited for the second time to join the Mid-Atlantic Chinese Speech Contest, which is part of the world-wide Chinese Bridge Contest. Seven other prestigious universities participated in the contest. In the second round of competition, Daniel Ventura and Graham Esender won fourth and seventh places, respectively. Mark Rossettie, Sarah Ellenberger, and Nicholas Wicks received full scholarships from the Chinese Embassy to pursue their studies in China for one year.



President Harker's meeting with the UD NSLIY Summer Institute students in Shanghai



UD student conversing with a Chinese local

ALUMNI COLUMN

FLL PARTNERS FOR LIFE

We recently received happy news from New Haven that **Chapman Wing** (MAFL in French '06) and **Carmen Vicente Quesada** (MAFL in Spanish '06) are engaged to be married. The couple met during their time at UD, and together continued their graduate studies at Yale University. Chapman writes that he has begun work on his dissertation, "The Invention of the Future in Nineteenth-Century France." He teaches French language at Yale and serves as assistant editor of Yale French Studies.

Chapman and Carmen are not the only students who found their future mate while working toward their Master's degree in our department. **Gorka Bilbao Terreros** (MAFL in Spanish '09) and **Erin Blackson** (BAFLE in Spanish '03, MAFL/FLP in Spanish '05) met in January 2004 when Gorka arrived to start his MA. Erin had already begun her MA in September 2003, after completing her BA the previous spring. She tells their story:

When Gorka arrived, several of the grad students had arranged a get-together at Grotto's on Main Street and I stopped by to say hello and met him for the first time there. We became friends and had some classes together, and I was oblivious to the fact that he was interested in me, even when he invited me to hang out with his friends, wrote me long poetic emails in Spanish and invited me to a concert. We eventually got together at a grad student Halloween party and have been a couple ever since, even when distance separated us for up to six months at a time while he was in Spain and I was working in Delaware. I graduated with my MA in May 2005 and began teaching at Archmere Academy that fall. Gorka graduated in January 2006 and returned to Spain.

We got married three times. The first was on April 7, 2007, in Liverpool, UK. We moved there together in 2006, so Gorka could pursue his PhD in Hispanic Literature. The second was on June 28, 2008, at The Patio at Archmere Academy, and the third was a few weeks later in Gorka's hometown of Bilbao, Spain on July 12, 2008. We are well and truly married after all that! Currently, we are living in Liverpool, and Gorka successfully completed his PhD in December 2009. We are looking to move either back to the US or to Bilbao, depending upon where we can procure teaching positions.

Our former student **Sylvain Chabra**, (MAFLP in French '06) describes how he met his wife, **Rachel Hardison** (MAFLP in German '06):

In 2004, I came to Delaware as an exchange student from the University of Caen to spend one year teaching French in the Department. Rachel had just come back from teaching English in Germany for two years and started her MA at the same time. We met at orientation and were friends from the beginning, but nothing more. I enjoyed my time at UD so much that I decided to stay for a second year and complete my MA. We both dated other people throughout the two years of the program but remained friends. As often happens, our friendship "evolved" and shortly before the end of the second year, I finally convinced Rachel to go out with

me! We started dating about a month before graduation but weren't sure of where it would lead, since I had accepted an instructorship at the University of South Carolina and she had accepted an instructorship as well at Widener University in Chester, PA. Her position was just for a year, and after keeping up a long-distance relationship for that year, I asked her to



*Recently-engaged UD MAFL grad
Chapman Wing and
Carmen Vicente Quesada*

move down to Columbia. She did (yay!) and was able to teach as an adjunct in the German department at USC for a semester. Since there was no full-time position available, she got a job as a study abroad advisor in the Study Abroad Office at USC. In December of 2008, I asked her to marry me—and she said yes! We went to France for Christmas with her family as well and shared the good news with everyone there. We were married on April 19, 2009, in Lexington, SC, a small town right next to Columbia. We went on a belated honeymoon over Christmas, cruising through the eastern Caribbean for a week!

Due to budget cuts resulting from the economic crisis, my position was cut and I finished my last semester of teaching French at USC in July 2009. Thanks to the stimulus funds, I was lucky to be hired as an International Recruitment Manager, recruiting international students for USC and contributing to other campus internationalization efforts. I'm really enjoying the position and will be travelling to China in March 2010 for almost three weeks to attend various recruitment fairs. Rachel would like to get back to teaching German at some point, but for now she is quite content working in study abroad and taking a different approach to "broadening horizons." We bought our first home in October 2009, and we are settled in and enjoying life with our little beagle, Toby. Who knows what the future may hold for us, but for now we're happy here in Columbia!



*The Nuptials of Erin Blackson and
Gorka Bilbao*



*Sylvain Chabra and Rachel Hardison at
their wedding, April 2009*

HOLLY UNGERBUEHLER SCHNEIDER: LANGUAGE ARTIST

Holly Ungerbuehler (now Schneider) began her studies at UD as a fine arts major, but after two winter sessions abroad in Costa Rica and Ecuador and a semester in Spain, she added a Spanish major: "I found that the two disciplines complemented each other very well because my studies in Hispanic literature and my travels abroad provided an abundance of inspiration for my artwork. I was especially inspired by my winter session trip to Ecuador and the Galapagos, and did a series of prints and paintings inspired by that experience the following summer while I was an Arts and Humanities scholar for the UD Undergraduate Research program."



*Holly Ungerbeuhler
(now Schneider)*

Using her art to explore the Hispanic world became Holly's focus at the University. Her creative spirit helped her to excel as both an undergraduate in art and Spanish and then as a graduate student in Spanish literature and pedagogy, and she won the Sigma Delta Pi award for best graduate student essay in 2008 for her work on Jorge Luis Borges.

Holly's professors remember her for her warm personality and strong work ethic. Dr. Vincent Martin says of Holly, "Ms. Ungerbuehler is one of the brightest and most creative undergraduate students with whom I have ever had the privilege to work. As a graduate student, Holly surpassed my expectations. She is a worldly person with a keen intellect and an artistic sensibility that is rare, not only in students, but in life. It was a true privilege for me to work with Holly during her years at UD!" Holly graduated in January 2010 and is currently teaching at Loyola University. She writes, "My goals are to motivate high school and/or university students to learn Spanish and take their studies outside of the traditional classroom. My hope is to continue the tradition of opening young people's eyes to the world through foreign language and culture studies, and pass on the gifts that I have been so fortunate to receive." To see more of Holly's artwork, please visit: www.artworkbyholly.com



*Holly's woodcut:
Myth or Memory*

WENDY JANSSON: THREE LANGUAGES, TWO MAJORS, ONE GREAT FUTURE

A graduating Honors student with dual majors in three languages (Spanish, Chinese, and German) and American history, and a minor in religion, Wendy Jansson had one goal in mind when she decided to apply to UD: she wanted to experience multiple cultures through study abroad. As she says, "That is what an education should be nowadays." Wendy is not only extremely talented but eminently practical, so she got right to work on her travel plans, heading to Granada in her first year, China in her second year, and completing a full semester program in Puebla, Mexico, in her third year.

Wendy was initially unsure of the best course of study for her, and opted for her language and history majors as "practical, marketable, and fun." One of her favorite experiences on campus was a course on *Don Quixote* with Dr. Vincent Martin. It was very challenging, she says, but "Professor Martin showed us how to use literature as a lens on the entire world."



Wendy Jansson

Asked about her most memorable travel experiences, she recounts her encounter with a group of about forty five-year-olds in the Beijing Aquarium. The children were engrossed in watching the sharks, but when they noticed Wendy behind them they all turned to stare at the tall, blonde stranger instead. "When I spoke Chinese to them," Wendy says, "they were absolutely astonished!" She also loved bargaining in the markets, noting again the power of language: "As soon as you speak Chinese, the price drops by eighty percent!"

Dr. Jianguo Chen writes enthusiastically about Wendy: "Wendy Jansson is among the five most brilliant students I have ever taught. She is highly motivated, diligent, mature, responsible, and modest. Those of us who have taught Wendy are all impressed by her love for Chinese culture and her passion for the Chinese language. It is her sincere wish to use her knowledge of Chinese to help build a bridge to link the United States and China and to promote friendship between the Chinese and American peoples." Encouraged by Chen to continue her studies in Chinese after graduation, Wendy plans to return to China to further her education under a scholarship from the Chinese Embassy. She is eagerly awaiting notification from the Chinese government about her university assignment.



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