

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 2012 ISSUE NO. 19

SABBATICAL LEAVE PRODUCES GREAT RESULTS

So what do professors really do when they are on leave? Far from a vacation from the responsibilities of teaching and service, faculty leave is a time of intense research and writing. Leave can be obtained through an external grant such as the Fulbright award or, in the case of faculty member Dr. Meredith Ray, an NEH (National Endowment for the Humanities) fellowship. More commonly, faculty members take leave via a sabbatical. The notion of the sabbatical originates from the Hebrew Sabbath and sabbatical year, the devout's day or year of rest from toil to dedicate themselves to religious contemplation and study. In the university setting, sabbatical leave is taken by faculty as a way to "rest" from their teaching and service obligations in order to focus on research or creative writing. Drs. Joan Brown, Gary Ferguson, Cristina Guardiola, Laura Salsini, Monica Shafi, and Richard Zipser have recently taken research leave or plan to take leave in the form of a sabbatical.

Our faculty members have used their leaves to conduct innovative research in their fields. Many have taken advantage of their leaves to travel to other universities, archives, sites relevant to their research, and to conduct interviews. Numerous book-length projects and important articles have resulted from their investigations. Below you will find descriptions of the recent and future projects of our associate and full professors on leave in the past two years and the upcoming academic year.



Dr. Joan Brown
Elias Abuja Professor of Spanish
On leave spring 2013

DR. JOAN BROWN

During this sabbatical leave I will research and begin writing a book on the later novels of Spanish author Carmen Martín Gaité, the only writer to win her country's National Prize for Literature twice. This is an author whom I began studying in graduate school—with the first doctoral dissertation on her works—and who had a special relationship with me, and with the University, over a quarter of a century. My book *Secrets from the Back Room* (1987) analyzed the author's fiction from 1950 to 1985. This new book will explore Martín Gaité's novels from 1985 until her death in 2000. Not only were these her most productive years, they were also a period of reflection and change, due to her own transformation (through professional recognition and personal loss) and her country's transition to democracy after four decades of dictatorship.

Six novels comprise Martín Gaité's later corpus. They include the rewritten fairy tale *Caperucita en Manhattan* (*Little Red Riding Hood in Manhattan*), published in 1990, which has been translated around the world. *Nubosidad variable* (*Variable Cloud*), a story of two friends in Madrid, appeared in 1994, as did her quest novel *La Reina de las Nieves* (*The Snow Queen*). *Lo raro es vivir* (*Living's the Strange Thing*), a novel about a grown daughter coming to terms with her mother's death, appeared in 1996, and *Irse de casa* (*Leaving Home*)—featuring a Spanish protagonist who lives in the United States—was published in 1998. Martín Gaité's last,

unfinished novel *Los parentescos* (*Family Ties*), about a boy in a fragmented family who tries to uncover its secrets, was published in 2000.

I now have access to posthumously published journal entries, essays and letters—along with dozens of letters written to me—that describe the literary, personal and national trajectories that Martín Gaité experienced in the 1990s. With newly disclosed primary sources, and with the perspective that time has brought, I am eager to undertake this project. I expect to find that the novels published during the last decade of her life mark a new step in her development, tied to her personal evolution and to the evolution of democratic Spain. I believe that when analyzed together, these works will shed light on the contemporary Spanish novel.

DR. GARY FERGUSON



The principal project on which I worked during my sabbatical leave concerns stories of marriages between same-sex couples in sixteenth- to eighteenth-century Europe. In fact, while this question may seem to be only a few decades old, a number of early modern texts and documents contain refer-

Dr. Gary Ferguson
Professor of French
On leave 2010–2011 year

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Dr. Richard Zipser

MESSAGE FROM THE CHAIRPERSON

Greetings, Alumni and Friends!

I am pleased to report that four of our faculty members were promoted to associate professor, effective September 1, 2011: Persephone Braham (Spanish), Hans-Jörg Busch (Spanish), Riccarda Saggese (Italian), and Edgard Sankara (French), with tenure. Also, we hired a new tenure-track Assistant Professor of Chinese, Dr. Haihong Yang (PhD, University of Iowa); she joined our faculty on September 1.

Several faculty members published scholarly monographs with highly respected presses in 2011. They include Laura Salsini, Associate Professor of Italian, *Addressing the Letter: Italian Women Writers' Epistolary Fiction* (University of Toronto Press); Edgard Sankara, Associate Professor of French, *Postcolonial Francophone Autobiographies: From Africa to the Antilles* (University of Virginia Press); Cristina Guardiola, Associate Professor of Spanish, *Legitimizing the Queen: Propaganda and Ideology in the Reign of Isabel I of Castile* (Bucknell University Press); and Rachael Hutchinson, Assistant Professor of Japanese, Nagai Kafu's *Occidentalism: Defining the Japanese Self* (SUNY Press).

Two of our faculty members received prestigious awards last spring. Dr. Monika Shafi, Elias Ahuja Professor of German and Chair of the Women and Gender Studies Department, was the recipient of the E. Arthur Trabant Award for Women's Equity in recognition of her work to support the status of women. Dr. Iris Busch, Assistant Professor of German and Foreign Language Pedagogy, received the 2011 College of Arts and Sciences Outstanding Teacher Award. This was the second consecutive year that a FLL faculty member has garnered this award!

I am also delighted to report that Jianguo Chen, head of our program in Chinese, is serving as director of the Confucius Institute, which became operational in the spring 2011 semester. A collaborative initiative between Xiamen University in China and UD, the Confucius Institute promotes Chinese language and culture study on our campus and in the community.

UD's Interdisciplinary Humanities Research Center (IHRC) has funded three major FLL faculty projects. Persephone Braham coordinated "The African Americas Project," an interdisciplinary symposium and University Museums exhibit held in October 2011. Annette Giesecke, Professor of Ancient Greek and Roman Studies, is heading up a project in Environmental Humanities entitled *Earth Perfect?*, which will culminate in an international symposium in spring 2013. Faculty in the French section of our Department are hosting a two-day visit to UD by French novelist J. M. G. Le Clézio, who in 2008 received the Nobel Prize in literature. He is one of six internationally prominent writers who are visiting our campus as part of the "Transnational Encounters: World-Renowned Authors" project, which is also funded by the IHRC.

Our newly created majors in Chinese Studies and Japanese Studies, as well as the revamped Spanish Studies major that emphasizes linguistic and cultural proficiency, have proven to be popular and are enrolling enthusiastic students. We are pleased to report the creation of a new semester-long program in Argentina, which was launched with a group of fourteen students last fall.

Three of our faculty members retired at the end of August 2011: Susan Amert, Associate Professor of Russian; Gabriella Finizio, Assistant Professor of Italian; and Lysette Hall, Instructor of French. We are grateful for their many years of dedicated service to our Department and University, and for all they did on campus and abroad for generations of students in our French, Italian, and Russian programs. We miss them very much!

It saddens me deeply to report that Professor of Russian Alexander Lehrman, who was on sabbatical leave last fall, died in his sleep on October 10. He was only fifty-nine years old. Dr. Lehrman and his wife, Dr. Susan Amert, joined our faculty in 1989; together, they developed an excellent program in Russian.

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ences to two men or two women living together, exchanging vows, or even celebrating marriage ceremonies. In particular, I was intrigued by an anecdote recounted by the famous French essayist, Michel de Montaigne, in his *Travel Journal*, that tells of a group of Spanish and Portuguese men, living in Rome in the late 1570s, who married at one of the city's major churches, only to be put on trial and executed when they were discovered. Although many of the relevant historical records have disappeared, some survive, including parts of the men's trial, their wills, and letters from various ambassadors describing events. While a number of important questions remain, I have been able to bring to light a wealth of information that is both extremely valuable for the history of sexuality and offers an illuminating context for today's same-sex marriage debates. I am in the process of writing up my findings in the form of a historical study; I also fantasize about one day turning them into a novel!

DR. CRISTINA GUARDIOLA



Dr. Cristina Guardiola
Associate Professor of Spanish
On leave fall 2012

My research focuses on the paradoxical growth of the cosmetics industry, which seemingly erupts in the latter Middle Ages and Renaissance periods. In particular, I am interested in the literary representations of aesthetic and medicinal uses of cosmetics for women, which coexist with moral and medical condemnations of women participating in the cosmetic industry. During my sabbatical I hope to explore the concomitant exclusion of women from public space and professional spaces

with their loss of literary voice. At the same time, I hope to show how this loss of public agency may have been undermined through the ekphrastic visual artistry of make-up.

I have begun to explore cosmetics as an increasingly lucrative branch of medicine from which women became marginalized. In an article recently published in *eHumanista*, I explore how cosmetics in Fernando de Rojas's opus, *Celestina*, express a social criticism of female power and authority. While all the female characters of the *Celestina* presume a working knowledge of the use of cosmetics, I focus on two: the beautiful young prostitute, Areúsa, and the noble maiden, Melibea. The article stems from an explanation of Areúsa's petty attack on Melibea's use of make-up. Areúsa's mean-spirited comments underscore certain female knowledge of the composition, application, and benefits of make-up, which potentially threatens the professionalization of the medical field. As such, her words expose more than the petty rivalries of women, namely a more threatening rivalry between women and the masculine medical world.

Cosmetics can also be the purview of the nobility. In the discussion of cosmetics and the nobility's access to and interest in make-up, I will explore the little known treatise written by Manuel Díez de Calatayud, the mayordomo (butler) to Alfonso V of Aragón. It was written in the fifteenth century, and dedicated to noble women who would like to see the beauty that God gave them remain undiminished via the artistry of cosmetics. Díez walks a fine line between paying homage to the women who are his potential readers (and cosmetological disciples) and avoiding the strictures of moralists who condemned the use of cosmetics.

I would like to see, potentially, the democratic aspects of cosmetics (how it is used by nobles and marginalized classes) through a study of portraits and other visual media from the early modern period. In particular,

I am interested in the evolution of royal and noble portraiture vis-à-vis hagiographic painting.

DR. MEREDITH RAY



Dr. Meredith Ray
Associate Professor of Italian
On leave 2010–2011 year

During my research leave, which was funded by a fellowship from the National Endowment for the Humanities, I worked on my new book project, *Prescriptions for Women: Alchemy, Medicine, and the Renaissance Debate Over Women*. A lot of fascinating work is being done regarding the many contributions women made to Renaissance culture and society—as writers, artists, and patrons—but less attention has been paid to women's role in the development of scientific culture. My study looks at how women practiced science in their daily lives—preparing medicines, making cosmetics, soaps, and perfumes, and even conducting alchemical experiments—as well as how these activities were depicted in sixteenth-century literary sources. During my leave—and with the help of a UD General University Research grant—I was able to travel to several archives and libraries in Italy where I looked at collections of medical and alchemical recipes compiled by women in this period. One of the most exciting things I discovered is a rare manuscript attributed to Caterina Sforza (1463–1509), the famous female ruler who was immortalized in works by Machiavelli. I also attended a fascinating conference at the National Museum of Scotland (Edinburgh), which was devoted to exploring the production and use of cosmetics and medicines by women in Renaissance Italy. It is exciting and rewarding to look at the contributions made by women on the cusp of the Scientific Revolution.

DR. LAURA SALSINI



Dr. Laura Salsini
Associate Professor of Italian
On leave 2011–2012 year

My manuscript project, *A Female Voice: Italian Women Writers Narrate Their Lives*, explores how Italian authors have addressed through their literary production social, cultural, political, and legal changes from the Fascist era to the beginning of the twenty-first century. These texts examine such issues as the creation of female identity, female roles and experiences, and socio-cultural expectations. By focusing on three specific moments within this larger time frame, I trace the evolution of the female voice in Italy during perhaps its most transformative period.

The first chapter concentrates on women-authored literature published during or immediately after the Fascist period (1922–1943), when women had virtually no role in the public life of Italy. But despite the misogynistic policies generated by the regime, women artists often produced subversive works of literature.

Chapter two investigates texts generated during the 1970s, when Italy's feminist movement reached its apogee. During these years, women

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won important legal and political battles including equity in the workplace, family law reform, the right to divorce, and the legalization of abortion. The artistic interpretations of these socio-cultural transformations provide a fascinating window into changing perspectives on gender.

The third chapter looks at the period of third wave feminism, when Italian women writers still focused on a gendered agenda, but also addressed globalization, immigration, the rise of right-wing politics, and environmentalism. These texts are crucial to our understanding of how Italy will confront the challenges of the twenty-first century, whether from a political perspective, as the country confronts the legacy of the Berlusconi years, or from a socio-cultural one, as an ever-growing influx of Africans, Eastern Europeans, and Asians challenges its monolithic national identity.

This research project offers several significant perspectives on twentieth-century Italian literature. First, it sheds light on what has been until recently a neglected field of study: women's contributions to the Italian literary canon. My project will restore neglected works to their place beside more canonical texts, and give their authors a voice. Secondly, this work contextualizes these works within the evolving political and socio-cultural landscape of modern Italy. By examining these texts against this backdrop, we can establish more clearly the evolution of such themes as gendered roles and cultural expectations.

DR. MONIKA SHAFI



Dr. Monika Shafi
Elias Abuja Professor of German
On leave 2010–2011 year

In life and in fiction, houses are compelling objects that shape an impressive range of personal and public affairs. As intensely emotional experiences, major financial investments, and material realities embedded in architectural, aesthetic, and social traditions, houses touch upon almost all aspects of individual needs and collective organization. The house as the place where we try to be at home can be regarded, as

theorists from Gaston Bachelard to Edward S. Casey have argued, as the key medium for constructing selfhood and belonging. A host of contemporary German and Austrian narratives prominently featuring houses highlight this relationship between selfhood and domestic space, thus suggesting an intense awareness of the material and emotional bonds that hold identity in place. Beginning with a select historical and theoretical overview of the house topic in German literature, *Housebound: Selfhood and Domestic Space in Contemporary German and Austrian Narratives* analyzes the kind of shelters that writers such as Katharina Hacker, Arno Geiger, Walter Kappacher, Monika Maron, Jenny Erpenbeck, Judith Hermann, Barbara Honigmann, and Emine Sevgi Özdamar construct in their texts and what these reveal about contemporary selfhood and its relationship to the social world. I argue that domestic space is emerging in these texts as a prime site of identity, powerfully registering changing conditions of present-day life. The texts document that the twin forces of reunification and globalization, which so far have been predominantly studied in their urban, political, and historical manifestations, have entered private dwellings. By investigating these fictional houses, their diverse locations, histories, and physical reali-

ties, as well as the hopes and desires invested in them, I aim to show that this multilayered site with its overlap of public, private, and affective domains can function as an important realm through which to assess the interplay of subjectivity and space.

DR. RICHARD ZIPSER



Dr. Richard Zipser, Chair
Professor of German
On leave 2010–2011 year

While on sabbatical leave, I worked on and completed a book entitled *Remembering East Germany*. The book is a documentary memoir that is based primarily on information contained in a 396-page file that the East German secret police (*Stasi*) compiled on me during the 1970s and 1980s, while I was living in East Germany and working on a number of scholarly projects. The file is not a chronological or linear narrative; it is a compilation of reports containing information about the nature of my work and activities in and related to East Germany, my academic background, my personal life, my views on diverse subjects, and even my personality. The most fascinating sections of my file are

the reports written by or based on debriefings of ten informants (known as “unofficial collaborators”), all identified with code names, who were providing the Stasi with detailed information derived from their contacts and conversations with me. The reports in the file provide a kind of factual foundation for the memoir, as do reports about me found in the files of others, various printed materials, letters I wrote and received, and some memories. The book does not have chapters, it has sections—115 in all, some short, some long—that are devoted to all sorts of topics and events that I consider significant. The narrative proceeds chronologically for the most part, starting with the first report in June 1973 and moving forward in time to 2002, with the occasional flashback. By sharing much of my Stasi file with readers of this book, I hope to provide them with unique insights into cultural-political, literary, and everyday life in former East Germany. Few if any Americans have experienced East Germany as I did, and I am pleased to share some of my experiences and memories so others can gain a better understanding of what life was like in the communist dictatorship known officially as the German Democratic Republic, the country that no longer exists. The manuscript, which includes an insightful forward by East German theater director/professor Heinz-Uwe Haus, is 386 pages long. In February of this year, it was accepted for publication by the highly-regarded Christoph Links Verlag in Berlin. My memoir will be published entirely in German and presented at the Leipzig Book Fair next spring.

“The most fascinating sections of my file are the reports written by or based on debriefings of ten informants (known as “unofficial collaborators”), all identified with code names, who were providing the Stasi with detailed information derived from their contacts and conversations with me.”

FOCUS ON FACULTY

INTERVIEW WITH DR. ANNETTE GIESECKE

“The Classics have historically had tremendous appeal and continued relevance as the very foundation of Western thought and culture.”

What sparked your interest in Ancient Greek and Roman Studies and when did that occur in your life?

I have had an interest in Classical antiquity since high school. I had a fabulous ancient history teacher, whose tales of the exploits of Alexander the Great and Hannibal kept me on the edge of my seat. When I read Homer’s *Iliad* for the first time in college, I was hooked and decided to take classes in ancient Greek in order to read the poem in its original language. Eventually, I also took courses in Latin as electives and, in my senior year, decided to change my focus from the sciences to Classics.

In 2007 you received the College of Arts and Sciences Outstanding Teaching Award. Please tell us how you transfer knowledge to your students, especially in your large lecture-hall courses with more than 100 students?

People always marvel that my lecture courses on Classical literature in translation quickly fill to capacity, whether I set the limit at 120 or 180 students. Part of the success of these courses is the fact that the material is presented contextually. That is, I provide historical and general cultural background for all the material I present in class and do so with a wealth of illustrations. The fact is, however, that the Classics have historically had tremendous appeal and continued relevance as the very foundation of Western thought and culture. I point out to students that Homer’s tales of Achilles and Odysseus are gripping, entertaining narratives, but offer timeless truths about finding one’s way in life, about social responsibility, and so on. The same is true of Sophocles’ *Oedipus*, Euripides’ *Medea*, and of Virgil’s *Aeneas*. Though thematically anchored in the particular culture and socio-political milieu that produced them, such works underline that, regardless of the passage of time, people are people; we love and fear; we are jealous and proud; we are empathetic and generous—and we will reap the fruits of all of this. As has been repeatedly remarked, we continue to fight the Trojan War. We have so much to learn from antiquity.

Your current project, a collection of essays entitled *Earth Perfect? Nature, Utopia and the Garden*, is soon to be published. Could you tell us about that and how you became interested in this topic?

For the past two years, I have been working on this interdisciplinary collection of essays in the capacity of editor, photo-editor, and contributor. Forthcoming from Black Dog Publishing, London, in May of 2012, this book is an eclectic reflection on the relationship—historical, present and future—between humanity and the garden. The featured essays are from writers within the fields of architecture, history of art, classics, cultural studies, farming, geography, horticulture, landscape architecture, law, literature, philosophy, urban planning, and the natural sciences. Through



Dr. Annette Giesecke at the Roman site of Baalbek (Heliopolis) in Lebanon

these joined voices, the garden emerges as a site of contestation and a repository for symbolic, spiritual, social, political, and ecological meaning. Questions such as: “what is the role of the garden in defining humanity’s ideal relationship with nature?” and “how should we garden in the face of catastrophic ecological decline?” are addressed through wide-ranging case studies, including ancient Roman gardens in Pompeii, Hieronymus Bosch’s Garden of Earthly Delights, the gardens of Versailles, organic farming in New England and Bohemia’s secret gardens, as well as landscape in contemporary architecture.

In this volume, issues relating to the utopian garden are explored thematically rather than chronologically, and organized in six chapters: “Being in Nature,” “Inscribing the Garden,” “Green/House,” “The Garden Politic,” “Economies of the Garden,” and “How Then Shall We Garden?” Each essay is both individual in scope and part of the wider discourse of the book as a whole, and each is richly illustrated, bringing to life the subject with diverse visual material ranging from photography to historical documents, maps, and artworks.

You are planning an upcoming international symposium, “Earth Perfect? Nature, Utopia, and the Garden,” inspired by your current research project. Could you describe the symposium?

To be held June 6, 7, 8, and 9, 2013, the symposium is an event designed for the academic community, garden professionals, and the general public interested in gardens. The symposium focuses on the

garden as a human creation driven by the desire to find an ideal place in nature. Topics covered will include: the meaning and function of domestic and public gardens, the garden as art, economies of the garden, and gardening in the face of ecological crisis.

This event will have a multi-faceted format comprising a set of lectures to be delivered by invited guests, academic paper sessions, roundtable discussions, workshops, exhibits (both of a didactic and of a “gallery” nature), and guided excursions to some of our area’s many public and community gardens. Core events will take place over four days. Day one events will take place at the University of Delaware and comprise academic paper sessions, garden workshops, and lectures. Day two events will take place at Longwood Gardens and consist of tours and lectures delivered by invited speakers. Day three will consist of garden tours at Chanticleer and Winterthur, and day four will focus on the area’s many other historical and community gardens. Symposium-related exhibitions featuring garden-inspired art (painting, drawing, photography, sculpture, literature, and so on) at the University Gallery and Delaware Center for the Arts will be held in the weeks preceding and following the symposium.

This event is sponsored by the following entities in the College of Arts and Sciences: the Interdisciplinary Humanities Research Center; the Center for Material Culture Studies; the Center for Historic Architecture and Design; and the Departments of Art, Art History, Anthropology, English, Fashion, Apparel Studies, and Foreign Languages and Literatures. As an interdisciplinary effort bringing together the Humanities and the Sciences, the event is also sponsored by the College of Agriculture and Natural Resources; the College of Earth, Ocean, and the Environment; and the Delaware Environmental Institute. Beyond the University, our backers and participants include Longwood Gardens, Chanticleer, the Delaware Center for Horticulture, and the American Public Gardens Association.

INTERVIEW WITH DR. JIANGUO CHEN

“The more I studied English language and literature, the more I realized the importance of Chinese studies because, while many English masterpieces have been translated into Chinese and have engaged a broad reading public in China, few Chinese literary classics have been translated into English and even fewer into other languages, especially European languages.”



Dr. Jianguo Chen

You began your literary studies as an English major at East China Normal University. When did you decide to add Chinese studies to your literary scope and why did you choose a PhD in the field of comparative literature?

My fascination with Chinese studies started early when I was at college, although at the moment I was majoring in English. The more I studied English language and literature, the more I realized the importance of Chinese studies because while many English masterpieces have been translated into Chinese and have engaged a broad reading public in China, few Chinese literary classics have been translated into English and even fewer into other languages, especially European languages. Consequently, there is a dire lack of appreciation of the beauty, subtlety, sensitivity, sophistication, richness, and complexity of Chinese literature. I obtained a systematic training in Chinese studies when I was pursuing an MA degree at Shanghai International Studies University, one of the two premier institutions in this area in China. In 1988 I began my advanced graduate studies in comparative literature at UC Davis on a full fellowship. It was only natural that I add Chinese literary studies. Extensive training in all these areas has broadened my academic vision and has deepened my interest in research and teaching in Chinese studies.

You recently edited a text, *Teaching and Learning Chinese: Issues and Perspectives, on the challenges of Chinese pedagogy*. Could you explain your interest in this topic?

In 2008 the University of North Carolina at Charlotte and the Chinese American Educational Research and Development Association (CAERDA) jointly sponsored an international conference “East Meets West: The Role of Chinese Culture and Language in Global Education,” and I was invited as one of the principal speakers. After the conference, I was invited by CAERDA and Information Age Publishing Inc. to edit a book, incorporating some of the best presentations from the conference. To ensure the academic quality of the book, I also invited luminaries in the field to submit their most recent research results.

The major themes of the book include: Chinese language education policy, pedagogical approaches to teaching Chinese as a second language, Chinese literacy acquisition, Chinese curriculum design and program development, student attitudes towards learning Chinese, and various critical issues and formal concerns encountered in Chinese language education worldwide. The book also directs critical attention to the realities of Chinese language education in the United States. As the director of the Chinese program, I need to have expert knowledge of Chinese language education and pedagogy, in addition to my primary research interests and agenda. Editing this book was a rewarding experience.

Last year you inaugurated the Confucius Institute at the University of Delaware. Please comment on how you became involved with this Institute and how it will influence Chinese studies at the University.

The Confucius Institute at the University of Delaware is a partnership with the prestigious Xiamen University and Hanban/Confucius Institute Headquarters. I was involved in the initial planning of this institute back in August 2008 when a planning committee was formed, which consisted of the provost, deputy provost, several deans, and other administrators.

The Confucius Institute has a four-fold mission: 1) Strengthen, develop, and promote Chinese language and culture at the institutional level for the university community, including faculty, staff, and students; 2) Develop educational and programmatic initiatives, including certificate programs in Chinese, for the external community at the local and state level, to include government agencies, public and private schools, community organizations, and industry, especially for those developing educational and business partnerships in China; 3) Promote community engagement and outreach initiatives that

focus on Chinese language education, culture, and globalization; coordinate conferences and visiting scholars’ lecture series; also, sponsor social and cultural activities aimed at promoting Chinese language and culture; and 4) Develop and implement strategic partnerships with institutions of higher education, government agencies, and industries, as well as non-governmental organizations in China to strengthen educational, research, and cultural exchanges and collaborations.

The successful implementation of these initiatives will certainly have a very positive influence on Chinese studies at the University. Since 2011 the Confucius Institute has provided two Chinese faculty to teach or team-teach several Chinese courses at the 100 level. It has also assisted in organizing and funding language activities such as the Chinese Conversation Partnership, the Chinese Club, and the Chinese Speech Contest. The Confucius Institute has also provided full scholarships for two students of Chinese (one undergraduate, one graduate) to study in China during the 2011–2012 academic year.

You have also received impressive grants from the State Department to establish both a UD Governor’s School for Excellence and a NSLLY Summer Institute in China. Could you explain how these grants further Chinese studies for high school and college aged students?

Since 2007 I have received competitive grants from the US State Department to establish a UD Governor’s School for Excellence (2007 and 2008) and a NSLLY Summer Institute in China (2009 to the present), with a total grant funding more than \$1.5 million. The objective of these summer programs and institutes is to encourage young Americans across the country to learn about Chinese language and culture, to inspire future generations to be active participants in the international community, and to foster the development of future diplomats. The programs provide an immersion learning environment in which students are not only able to significantly improve language proficiency and enhance cross-cultural competence and communicative skills, but also to have the opportunity to observe and experience the profound cultural, economic, and social transformations currently taking place in China. The programmatic activities focused on “cultural diplomacy” enable the participants to gain insights into important social forces in contemporary China and help them build bridges between the Chinese and American peoples. Many of the program participants have continued their Chinese studies upon their return, wishing to contribute to relations between China and the US as cultural ambassadors. I am very pleased that some of them chose to major in Chinese at UD.

Please comment on your next research project and how it relates to your work with the Confucius Institute and the State Department grant.

I am currently working on two research projects. One is a manuscript focused on the study of Shi Tiesheng, one of the most influential contemporary Chinese writers, with regards to his cultural-philosophical speculation of the dialectical relation between death and desire and the metaphorical model he uses to account for such an intriguing connection. Another project engages in a cross-cultural encounter in which I dialogue with a Western scholar on the issues of humanities, religion, language, environment, and philosophy. This project, so I believe, will greatly benefit my work with the Confucius Institute and the State Department grant.

When you are not involved with your grants and research, what do you do in your free time?

I enjoy landscape photography. The beauty of nature often strikes me as a sensitive expression of symmetry and/or asymmetry, coherence, symbolism, contrast, and sometimes a dash of irony. I also enjoy classical music, particularly Rachmaninoff's piano concerto 2 and Tchaikovsky's violin concerto in D major.

MEET OUR NEW PROFESSOR

DR. HAIHONG YANG

I did not imagine myself teaching Chinese literature, culture, and language to a group of enthusiastic American college students when I decided to declare an English language and literature major in Fudan University, Shanghai, China. My inspiration was to share my passion for English poetry with my students in China after graduation. My dream came true when I began a lectureship at the English Department of Fudan University after I graduated with a master's degree in English. At that time, I had been an active member of a poetry club organized by Dr. Lie Yang, an emeritus professor of world literature, for three years. During our weekly meetings in Professor Yang's apartment, we read Caesar's *Commentarii de Bello Gallico* and Shakespeare, and read and wrote classical Chinese poetry. The critical possibilities of examining classical Chinese literature from a comparative perspective were so enticing that I decided to pursue my PhD in comparative literature in the US.



Dr. Haihong Yang

I started to teach Chinese language and literature classes as a graduate instructor to undergraduates in the University of Iowa during the second year of my PhD program. My teaching was informed by my successes and failures as a language learner myself, and my research background as a comparatist. I encountered difficulties in the beginning due to the different teaching styles in the two countries. Later, I adopted a more effective teaching approach aiming to motivate my students to gain a level of independence and to inspire them to learn and think for themselves. This approach has been under constant modification and transformation during my teaching career at Middlebury College's summer school, Colgate University in

“The critical possibilities of examining classical Chinese literature from a comparative perspective were so enticing that I decided to pursue my PhD in comparative literature in the US.”

upstate New York, and UD.

My research interest is traditional Chinese women's literature and culture. So far I have taught writings by Chinese women writers in a Chinese civilization class at Colgate University and in a new class I designed for UD, "Representation of the Female Body in Chinese Literary and Cultural Production." These writings engaged my students in enthusiastic and fruitful discussions and facilitated their understanding of traditional Chinese culture from a gender perspective. In the future, I hope to introduce UD students to reading and translating writings on and by women in traditional and contemporary China, and thereby improve their linguistic competency and cultural literacy.

In the short time I have been here, I have come to realize that I joined FLL at a very exciting time. Our dynamic program in Chinese language, literature, and culture not only offers a Chinese major, but will soon offer a master's degree in technical Chinese translation. I am happy to be here with the collegial faculty, wonderful teaching staff, and engaging students, and hope to make a valuable contribution to the Department and the University.

FACULTY/STAFF NOTES

FACULTY/STUDENT EXCHANGES



Dr. Ana Martínez Vela of the Universidad de Granada with her students at UD



Dr. Ángel Esteban of the Universidad de Granada



Marie Palliard of the Université de Caen and Elena Alcalde Peñalver of the Universidad de Granada

AWARDS/RECOGNITIONS

Dr. Iris Busch received the Arts and Sciences Outstanding Teacher Award.

Dr. Monika Shafi received the Arthur Trabant Award for the Promotion of Women's Affairs.

Ms. Veronica Eid was named Woman of the Year by the University of Delaware Women's Club.

DR. THEODORE E.D. BRAUN, MEMBER OF THE ACADEMIE DE MONTAUBAN

Dr. Theodore E. D. Braun, professor emeritus of French and Comparative Literature, has been unanimously elected as a *membre correspondant* of the Académie de Montauban, France. This category of membership is awarded to regular members who do not live in the circumscription of the Académie. The Académie de Montauban, chartered as a royal academy in 1744, was founded in 1730 as the Société Littéraire de Montauban by Jean-Jacques Le Franc de Pompignan, a prominent magistrate and erudite author who was targeted by Voltaire as a dangerous enemy of the *philosophes* who were trying to alter the course of French society. Voltaire wrote countless satires against Le Franc, engaging in character assassination and calumny, and essentially driving Le Franc into exile at his estate in Pompignan. It is fitting that Dr. Braun be elected to join this society, as he is recognized as an expert on Voltaire as well as the world's leading scholar of Le Franc de Pompignan.

Professor Braun was formally inducted into the academy in a ceremony on April 16 in Montauban, where he was named an honorary citizen. He delivered a *discours de réception* entitled "La Crise existentielle de Le Franc de Pompignan au début des années 1750." Our congratulations to Professor Braun on these distinguished honors!

PROMOTIONS

Congratulations to **Dr. Edgard Sankara** for being promoted to Associate Professor with tenure, and **Drs. Persephone Braham, Hans-Jörg Busch,** and **Riccarda Saggese** for being promoted to Associate Professor.

GRANTS

Dr. Persephone Braham was awarded a \$15,000 Delaware Humanities Forum grant and a \$6,000 Interdisciplinary Humanities Research Center grant for The African Americas Project.

Dr. Jianguo Chen received a grant of \$275,520 from the US State Department to host the 2011 summer National Security Language Initiative for Youth (NSLI-Y) in Shanghai.

Dr. Ikram Masmoudi received a General University Research (GUR) grant of \$6,000 for her project "The Conventional and the Experimental in the War Narrative in Modern Iraqi Fiction."

Dr. Meredith Ray received a GUR grant of \$6,000 for her work on "Prescriptions for Women: Alchemy, Medicine, and the Renaissance Debate over Women."

Dr. Laura Salsini received a GUR grant of \$2,000 for her project "A Female Voice: Italian Women Writers Narrate Their Lives."



Dr. Theodore E.D. Braun (right) with fellow member Jacques Carral, Anne Braun, and the bust of Jean-Jacques Le Franc de Pompignan (photo by Norbert Sabatié)



Dr. Hans-Jörg Busch



Ms. Judy Celli

BOOKS PUBLISHED BY FACULTY IN 2011

Dr. Hans-Jörg Busch, *Depende* (Mason, Ohio: Cengage, 2011). *Depende* is an advanced Spanish textbook written for American college students who want to further practice all the critical language structures that they have studied in previous courses, enrich their vocabulary, and improve their writing and speaking skills. It offers many ideas and suggestions for projects, presentations, and writings. Crucial grammatical structures are practiced throughout the entire book in different contexts, according to their degree of difficulty.

Ms. Judy Celli and **Dr. Lynn Palermo**, *An Anthology of Nineteenth-Century French Short Fiction* (Newark, DE: Molière & Co., 2011). This is a collection of some of the greatest short fiction including works by Maupassant, Zola, and Daudet. An introduction to the art of short story writing, biographies of authors, and historical and lexical footnotes help novice students of literature appreciate the selections.



Dr. Ángel Esteban

Dr. Ángel Esteban, *Las impuras*, critical edition (Madrid: Ed. Cátedra, 2011). This annotated edition of Miguel de Carrión's *Las impuras* offers a detailed prologue about naturalist narrative in Cuba at the beginning of the twentieth century and the social situation of women in Latin America at that time.

Madrid habaneca: Cuba y España en el punto de mira transatlántico, critical edition (Madrid: Vervuert, 2011). This study examines the cultural, economic, and political relations between Cuba and Spain in the twentieth century, with chapters about history, literature, music, film, politics, and more.

Narrativa más allá de la nación, critical edition (Madrid: Vervuert, 2011). This collection contains articles, written by professors and literary authors, about the hybrid identities of current writers who do not "feel" their nation or their origins in the creation of their topics.

De Gabo a Mario: El boom latinoamericano a través de sus premios Nobel (New York: Vintage, 2011). This history of the Latin American novel in the sixties and seventies focuses on the friendship of the renowned authors Gabriel García Márquez (Nobel Prize in 1982) and Mario Vargas Llosa (Nobel Prize in 2010).



Dr. Rachael Hutchinson



Dr. Ásima Saad Maura

Dr. Rachael Hutchinson, *Nagai Kafū's Occidentalism: Defining the Japanese Self* (Albany, NY: State University of New York Press, 2011). Nagai Kafū (1879–1959) was one of the first Japanese writers to travel extensively abroad, firing his audience's imagination with vivid depictions of America and France. This book uses the theoretical framework of Occidentalism to show how Kafū's construction of the West led to his harsh critique of Meiji society, and allowed him to solve the dilemma that so plagued Japanese intellectuals—how to modernize and yet retain an authentic Japanese identity in the modern world.

Dr. Ásima Saad Maura, *Grandeza Mexicana*, critical edition (Madrid: Cátedra, 2011). *Grandeza mexicana* (1604) by Bernardo de Balbuena (ca. 1562-1627) is a laudatory poem that presents Mexico City as the new center of the already decadent Spanish empire. Balbuena's praise of the ancient Aztec capital serves to exalt Spain's glorious past; everything pre-Hispanic is erased, and what remains of Tenochtitlan is but one hard-working and enslaved "indio feo" ["ugly Indian"].

Dr. Edgard Sankara, *Postcolonial Francophone Autobiographies: From Africa to the Antilles*. (Charlottesville, VA and London, England: University of Virginia Press, 2011). *Postcolonial Francophone Autobiographies* examines the transnational reception of six autobiographies from Africa and the Caribbean. The book also studies the postcolonial condition and positioning of the autobiographers, and analyzes their commitment (or lack thereof) to their original reading communities.



Dr. Edgard Sankara



Dr. Bruno Thibault

Dr. Bruno Thibault, *Les Cahiers J.M.G. Le Clézio: Migrations et métissages*, critical edition (Paris: Éditions Complicités, 2011). The essays in this double issue discuss the themes of migrations and intercultural/inter-racial encounters in Le Clézio's most recent fiction.

RETIREMENTS



Dr. Susan Amert

When asked about **Dr. Susan Amert**, Associate Professor of Russian, Dr. Julia Hulings comments, "I have had the honor of knowing Susan since 1990, first as her student, then as her TA, and finally as her colleague. As a teacher, the best word I can think of to describe Susan is 'compassionate.' She has such a kind and nurturing presence inside and outside of class that no student would ever hesitate to ask questions or to come to her office hours for help. Sometimes in class she would keep it light with her humorous mnemonic devices and silly but helpful songs. On a more serious note, though, she knows her subject matter like an encyclopedia. She is an expert at guiding the students to see and then express an author's hidden agenda or the meaning of a symbol. I feel privileged to have been the colleague of such a compassionate, inventive, and insightful expert and simply wonderful teacher. They say you cannot please all of the people all of the time, but during her career at UD, I think Susan did!"

During the twenty-one years Dr. Susan Amert was a Russian professor at UD, she became a beloved teacher and colleague. Dr. Amert joined our faculty in 1989 when she and her husband, Dr. Alexander Lehrman, came to Delaware from Yale University. They completely redesigned the Russian curriculum, revising all existing courses, creating new courses at the 300 and 400 levels, and developing new FLLT courses on Russian literature and culture in translation. They also developed 600-level courses so that graduate students could have the option of minoring in Russian literature. Together, Drs. Amert and Lehrman initiated a Russian table for conversational practice, and served as advisers for both the campus chapter of Dobro Slovo, the National Slavic Honor Society, and for the wonderful Russian and Slavic clubs students formed over the years. They also were responsible for organizing the first summer session in Moscow and for co-directing the unforgettable first winter session program in St. Petersburg (1992) that took forty-one students to a country in transition from the recently dissolved USSR to the Russia of today.

Dr. Amert's dedication to her students was most clearly evinced in her courses. Her favorite classes were the literature in translation courses she taught on Dostoevsky, Tolstoy, and post-1917 literature, because of what she calls "the pure joy of discussing with students the eternal questions of human existence as posed in these great works of art without being hampered by any language barrier."

An expert on Russian poet Anna Akhmatova, Dr. Amert published many articles and her well-received book, *In a Shattered Mirror: The Later Poetry of Anna Akhmatova* (Stanford University Press), on this author. When asked about her research interests, Dr. Amert explains: "My research over the last two decades focused on the theme of transcendence in the writings of Dostoevsky, Tolstoy, and their twentieth-century heir Mikhail Bulgakov, and explored how ultimate reality—the divine, the eternal, the immortal—is imaged in their fiction, shaping and leavening it. All this scholarly work had the unintended consequence of helping prepare me for my new career as a Christian Science practitioner. My research into these same issues goes on full-time now, but I am concentrating on a different author—God—and studying in depth not Russian novels but the Bible, as illumined by the writings of Mary Baker Eddy, the founder of Christian Science. Eddy was a contemporary of Dostoevsky and Tolstoy, and despite all the obvious differences, her life and works have striking points of affinity with theirs."

—continued on page 10

RETIREMENTS

continued from page 9

As a recent retiree, Dr. Amert has been fulfilled by her new vocation as a Christian Science practitioner. She also enjoys spending time with family, especially with her six-year-old grandson. She has traveled abroad to Berlin, where she discovered the beauty of the German language, and to the Caribbean, where off the coast of Barbados she discovered her latest passion—snorkeling with great green sea turtles. Her future projects include learning ancient Hebrew and Greek, reviving her rusty Latin, and taking piano lessons.



Dr. Gabriella Finizio

Dr. Gabriella Finizio will be remembered by the Foreign Languages and Literatures faculty and staff and by her many students for her passion for the Italian language and literature and her generosity, particularly in sharing chocolates. Dr. Finizio was the first full-time instructor of Italian in the Department and she was instrumental in the development of the Italian program. When she started teaching at the University in 1986, there was no major or minor in this language. With the invaluable help of French professor Dr. Theodore Braun, she created the BA in Italian Studies. She also established the winter session and semester abroad programs in Siena, Italy in the 90s.

While teaching in the Department, Dr. Finizio earned her MA in Linguistics at the University and her PhD in Italian from Middlebury College. She created many courses for the Italian program, and taught courses ranging from 100-level language courses to the *Divine Comedy*. Recently, Dr. Finizio received a \$20,658 Unidel Foundation grant to create “Italian Radio Production,” an upper-level course where students designed radio programs for 100-level students of Italian.

Dr. Finizio is admired by her many students who were inspired by her authentic joy of teaching and her love for the material. Dr. Meghan McInnis-Domínguez who took several courses with Dr. Finizio as an undergraduate at UD recalls, “Dr. Finizio made even the most difficult Italian passages of the *Divine Comedy* interesting and meaningful to her students. Her constantly upbeat and positive attitude and her ability to make the material relevant to her students set her apart as an educator. She inspired me to continue my language studies beyond an undergraduate degree and she continues to be one of my pedagogical role models in my own courses.”

The recipient of two UD Excellence in Teaching Awards (1992, 2010), Dr. Finizio is only FLL faculty member to hold this honor. She was also the first faculty member at the rank of instructor to win the award. Dr. Finizio describes her reaction to the second award: “If my first Excellence in Teaching award took me by surprise, and somehow worried me about my ability to keep the high standards, this second one, which arrived as I was approaching the age of retirement, was a wonderful gift. I am really thankful to the University for such a significant recognition. In addition, this award is confirming that between the students and myself there is reciprocal respect, esteem, understanding, and passion for the subject.”

Dr. Gabriella Finizio’s service to the Italian community has also earned recognition. In 2007 she was invited to become a Consular Correspondent for the State of Delaware by the Italian Consulate General of Philadelphia—a role in which she continues by assisting Italian residents and visitors in Delaware. She is also a board member of the Delaware Italian American Education Association, a non-profit organization that promotes all forms of Italian language and culture. Along with these activities, Dr. Finizio is actively involved with the Italian Summer Language Camp, which employs graduates of the Italian Studies program as its teachers. In

her retirement, Dr. Finizio continues to give private language lessons and lectures, especially on Italian cinema and literature. She also finds time for travel, recently taking a trip to Chile where she visited the sites celebrated by the poet Pablo Neruda.

Her colleagues fondly remember the many years shared with Dr. Finizio in the Italian program. Dr. Laura Salsini recalls: “Dr. Finizio instilled in her students a passion for the language and culture of Italy. She brought innovative pedagogical approaches to her courses, allowing her students to discover how joyful learning can be. She was also a delight as a colleague, always willing to share her vast knowledge of all things Italian.” Dr. Meredith Ray adds: “Gabriella Finizio played such an important role in Italian at UD—she was truly instrumental in shaping the Italian program over the years. She was a fantastic and creative teacher (whose students were so devoted to her that they created a Facebook page for her!), and also a wonderful colleague. We all miss her and wish her the best.”



Ms. Lysette (aka Lisou) Hall wearing the local farmers’ outfit before starting her summer morning routine of pruning flowers, weeding, and harvesting her veggies.

Ms. Lysette Hall joined the FLL faculty in 1987 after receiving her BA and MA degrees in French literature from the University of Paris XII and teaching French in Paris, Leeds, and Copenhagen. Ms. Hall communicated her love of travel and French culture during the ten study abroad programs she directed. She made a mark in the Department for her charming wit and her passion for the material she taught. She particularly enjoyed her conversation courses

which emphasized oral participation. In fact, she created and taught two new courses at the 200 level: “French Politics Through the Press” and “French Conversation Through Film.” From 2005 on, she used her own material to teach the conversation course: *A toi la Parole!* a DVD with an integrated workbook and website that she designed. Her students loved the interview clips of French students that she and her husband shot during their sabbatical in Toulouse, a truly authentic way to relay how young French students interacted and talked about the topics that were relevant to their lives.

Ms. Hall’s students responded enthusiastically to her interactive teaching methodology. Theresa Brock considers Ms. Hall one of her primary mentors and sources of inspiration: “One of my fondest memories is of French 209: Conversation Through Film, an innovative course taught by an outstanding professor: Mme. Hall. From the very first day of class, Mme. Hall’s enthusiasm for teaching was apparent. Under Mme. Hall’s energetic and good-humored guidance, we stretched the limits of our language use and developed an appreciation for French cinema along the way. As a former French Education major at UD and a TA at the Pennsylvania State University, I have incorporated many of Mme. Hall’s pedagogical approaches, as well as the films we analyzed, into my own teaching. I hope that as I move forward with my own career, I will live up to the standards of enthusiasm, optimism, and excellence in teaching that Mme. Hall so obviously held for herself.”

Ms. Hall also earned the respect of her colleagues. Dr. Deborah Steinberger remembers the time she spent teaching with her: “Lysette is an inspirational teacher who leaves a proud legacy behind her: students who became majors after ‘falling in love with French’ while taking her courses, students who pursued work or study in France because of her encouragement. She was a joy to work with, an innovative teacher, and a dedicated,

supportive colleague. Among her greatest contributions were her creation of the popular course ‘French Conversation Through Film,’ and her conversation textbook *A toi la parole*, which is built upon a series of video interviews with French students.”

Since leaving UD in July 2010, Ms. Hall and her husband have been very busy transforming their farmhouse in Ginestous, France, into a small *gîte* (weekly rental) and a Bed and Breakfast (photos can be seen on their website www.ginestous.com). Last summer was their first “official” season and was very successful. Lysette loves meeting people from all over the world; and she enjoys serving breakfast with her homemade jams and rolls. When she is not taking care of her guests, Ms. Hall volunteers at the local library, hikes, takes yoga and local dance classes, and reads profusely.

CURRICULAR NEWS

UD-STATE DEPARTMENT PROGRAM IMMERSES HIGH SCHOOL STUDENTS IN CHINESE LANGUAGE, CULTURE

US high school students were immersed in the Chinese language and culture in a Summer Institute led by UD and sponsored by the US State Department. Dr. Jianguo Chen was awarded a \$275,520 grant to host the Summer Institute, which is now in its third consecutive year under his leadership. The grant is administered through the American Councils for International Education, a non-profit organization that conducts more than thirty exchange and training programs worldwide.



Participants in the UD-led National Security Language Initiative for Youth (NSLI-Y) at Tiananmen Square in Beijing.

Chen’s co-directors included Dr. Maria Tu, assistant professor of Chinese, and Dr. Jianjun Huang, deputy dean of the International Education College at Xiamen University and co-director of the Confucius Institute at UD. UD’s partner institution in Shanghai is East China Normal University, a major research and teaching institution that provided a director-in-residence, as well as two program assistants, one of whom is a UD graduate. “A major goal of our institute is to provide American students not only with an academically exciting adventure, but more importantly, the knowledge and experiences that will be useful in their lives as they continue their study of Chinese language, culture, and history in high school and college,” Dr. Chen explained.

The twenty-four students selected this year from more than 600 applicants across the country received over 120 hours of intensive instruction and tutoring in Mandarin Chinese, took courses in Chinese history and culture as well as an e-portfolio course that documented their personal journey in China, stayed with a Chinese family for fifteen days, and explored China’s culture through guest lectures and field trips. The institute’s theme was “Understanding Modern China: Tradition and Transformation,” and the group explored issues affecting US-Chinese relations, such as Taiwan, foreign trade, regional conflicts, the North Korean nuclear crisis, women’s issues, the one-child policy, and China’s aging population. “A unique feature is our cultural lecture series focusing on contemporary Chinese society in relation to the international community,” Dr. Chen notes, “Cultural icons and celebrities served as our guest speakers, examining such topics as mass media’s effects on Chinese society and China’s rapid economic growth and its impact on the world.”

NEW MA PROGRAM IN CHINESE TRANSLATION

Translation has become one of the quickest-growing professions in today’s globalized world. The speedy rise of transnational businesses between China and the United States and the entire world has necessitated translation of vast volumes of transnational texts, particularly industrial and business texts from Chinese into English. The demand for such professional translation is increasingly on the rise, especially in technical, scientific, and medical communities.

The MA graduate program in Technical Chinese Translation is focused on translation from Chinese into English. The program is designed to provide bilingual students with professional training in technical translation/interpretation, both theory and practice, as well as in related areas of scholarly importance. The rigorous graduate program curriculum offers quality instruction from experienced translation professionals and experts. Students will be trained in relevant areas including theory of translation, translation practicum, technical translation, technical communication and writing, comparative study of Chinese and English, legal and medical translation, and computer-assisted translation; they will be expected to perform satisfactorily as professionals in related translation situations. This new graduate program will be launched in September 2012.

NEW MAJOR IN SPANISH LANGUAGE, LITERATURE AND CULTURE

The Spanish Studies major was updated this year, making it easier for students and faculty to approach the subject from an interdisciplinary standpoint. The previously separate literature and culture tracks were combined to form the new single major in Spanish language, literature, and culture. A second option—Spanish Language, Literature, and Culture and Intensive Portuguese—includes a two-course sequence in intensive Portuguese for students of Spanish. The motivation for the new focus was to put literature into dialogue with other forms of cultural production such as film, art, non-literary writing, and interactive media, as well as to study these objects within the broader historical, political, and economic context of the societies that produce them.

From a practical standpoint, students’ choices have been streamlined, as their course options are no longer limited by a need to decide between two separate majors. For faculty, the new major serves as a recognition that our literature classes frequently incorporate other forms of cultural production, just as our cultural courses often include literature. Thanks to the restructuring of the major, students can now choose from the full array of upper-level courses in the Department, and faculty members are free to employ rigorous and well-rounded approaches that address the needs of our increasingly interdisciplinary field.

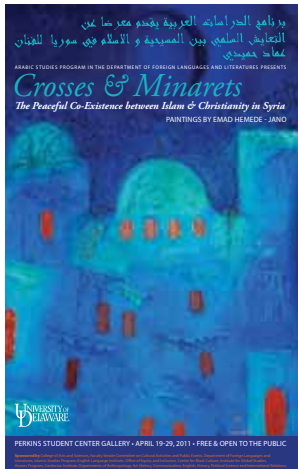
SPECIAL EVENTS

Distinguished Scholars Discuss Kafka, Gladiators

Dr. Mark Harman of Elizabethtown College delivered the spring 2011 Distinguished Scholars Series lecture, “Smoke and Mirrors: Translating the Eerie Imaginings of Franz Kafka,” which dealt with the challenges for translators of the German author’s work and the autobiographical details found in his *Metamorphosis*. Dr. Kathleen M. Coleman of Harvard University discussed the values and counter-values of gladiatorial combat in ancient Rome in the fall lecture, entitled: “The Virtues of Violence: Amphitheaters, Gladiators, and the Roman System of Values.”

“Crosses and Minarets” Exhibition

In April of 2011, Arabic professor Ikram Masmoudi organized an exhibit of the works of Emad Hemed, a Syrian artist who explores the intersections of religion and culture through his paintings of “Crosses and Minarets,” the title of the exhibition. The following article on the event appeared in *The News Journal*:



Art and Tolerance: Syrian painter's work shows coexistence of mosques and churches

The world might be watching his native county, Syria, erupt in violence, but Emad Hemed is continuing to do what he loves to do: paint and hope all who see his paintings gain a better understanding about the diversity there.

"Crosses & Minarets," his latest exhibition, aims to show the peaceful coexistence between Islam and Christianity in Syria. The exhibit, which was introduced by the Arabic Studies program at the University of Delaware, was on display at the Perkins

Student Center through Friday [April 29].

"This is what I saw when I was growing up," Hemed said Monday. "I would like for people to see the diversity that exists in my country, how Christians and Muslims have coexisted," he said. "This is something that we should not overlook."

In most of the two dozen colorful paintings displayed, Hemed portrayed mosques and churches near and far from one other, with religious symbols for both faiths situated atop their [roofs].

Hemed said the painting was inspired by a vivid memory from his youth about two buildings that combined. When he got older he learned that in fact the church was far behind the mosque and it only looked like they were combined from far away.

Hemed said he has helped his Christian friends back home advocate for causes, and he has taught Christian children how to paint in churches.

"You can interpret art in ma[n]y different ways," said Ikram Masmoudi, assistant professor of Arabic studies at UD, "but I think the main idea he had in his paintings was to juxtapose all these monuments and show how they have been for centuries next to one another, and shared space in a peaceful way."

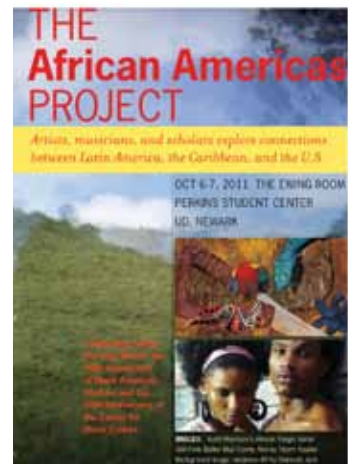
Hemed got a chance to speak with students, faculty and Newark residents after a lecture by Professor Rudolph Matthee, director of Islamic studies for the school. Matthee spoke about the Umayyad Mosque of Damascus, one of the oldest in the world.

This article, by Ira Porter, appeared in The News Journal on April 26, 2011.

The African Americas Project

In October 2011, The African Americas Project, an international symposium organized by **Associate Professor of Spanish Persephone Braham** with **Dr. Colette Gaiter** of Art and **Dr. Julie McGee**, Curator of African American Art for the University Museums, brought together artists, musicians, and scholars from eight humanities disciplines to explore the impact, diversity, and interconnections of the African diaspora in Latin America, the Caribbean, and the United States. During the two-day conference, multidisciplinary panels, led by guest experts and UD faculty members, emphasized the importance of African influences on American identity. The music panel, for example, featured **Dr. Robin Moore**, an ethnomusicologist from the University of Texas at Austin who specializes in Cuban musical influences on early jazz; **Wayne Marshall**, a DJ, journalist, and expert on reggaeton; and UD's **Dr. Harvey Price**, assistant professor and director of the Percussion Ensemble, who spoke on the development of steel drum music from the ghettos of Trinidad to the ivory towers of American higher education. The symposium was coordinated with the Paul R. Jones Initiative's painting exhibition *Keith Morrison: The Middle Passage* and sponsored by FLL, Latin American and Iberian Studies, Black American Studies,

the Interdisciplinary Humanities Research Center, and many other UD entities, and the Delaware Humanities Forum/National Endowment of the Arts. **Franklin W. Knight**, Leonard and Helen R. Stulman Professor of History at The Johns Hopkins University, gave a keynote presentation on "The African Diaspora in the Americas: the Caribbean Dimension." Over 450 people attended the two-day conference, which culminated in a concert by Delaware Steel, led by director Dr. Price of the Music Department.



**OTHER NEWS
OPI WORKSHOP**



OPI graduation

standard of foreign language proficiency developed by the American Council on the Teaching of Foreign Languages. The OPI is expected to serve as a useful admissions and assessment tool for the Department. The workshop, held in August 2011, was led by Dr. Virginia Maurer of Harvard University, and coordinated by Dr. Deborah Steinberger. The participants included Drs. Steinberger, Jorge Cubillos, Hans-Jörg Busch, Iris Busch, Alex Selimov, Ali Alalou, Ásima Saad-Maura, and Ms. Odette Kugler and Ms. Aurelia Río. International students, scholars and employees from all over the University volunteered to serve as interview subjects to help our faculty hone their interviewing techniques.

Thanks to a Graduate Improvement and Innovation Grant from the Office of Graduate and Professional Education, nine faculty members in our Department participated in an intensive training workshop in the Oral Proficiency Interview (OPI), a nationally-recognized

FACULTY RESEARCH WORKSHOP

This year the Department inaugurated its Faculty Research Workshop series, a forum in which our faculty present their work to colleagues and graduate students. The talks have been well-attended, and the discussions have been lively. "This is a great opportunity to learn what colleagues in other languages are working on, to exchange ideas, and discover commonalities," says Dr. Deborah Steinberger, who, with Dr. Meredith Ray, launched the series.

Presentations in 2011 included:

Dr. Ásima Saad-Maura, "A Critical Edition of *Infortunios de Alonso Ramírez*"

Dr. Cristina Guardiola, "Medieval Mean Girls: Sexual Rivalry and the Uses of Cosmetics"

Dr. Deborah Steinberger, "Real Time with Donneau de Visé: Making the Case for Anachronism in Early Modern Media Studies"

Dr. Jorge Cubillos, "The Impact of Study Abroad on Language Learners' Self-Efficacy Perception"

Dr. Lynn Sawlivich, "A Mystery Latin Document from the Pencader History Archives"



Mr. Khalil Masmoudi and
Dr. Ikram Masmoudi

On October 22, 2011, two of our Arabic faculty, Dr. Ikram Masmoudi and Mr. Khalil Masmoudi voted in Tunisia's first democratic elections. The following is an article from *The Review* featuring their experience.

TUNISIAN PROFS, STUDENTS VOTE FOR FIRST TIME

Sibling Arabic language professors Khalil and Ikram Masmoudi drove to the Tunisian embassy in Washington, DC on Oct. 22 to vote for politicians in their home country for the first time in their lives.

"It was a unique and memorable experience that I don't think we'll forget easily," Khalil said. "I voted here when I was a naturalized American citizen before actually voting in my country of birth. It was a unique, positive, remarkable experience."

On Thursday, election officials announced that Ennahda, a moderate Islamist party, had captured 41 percent of the vote. They will hold 90 of the 217 seats in the constituent assembly, and will be the most powerful influence as Tunisia shapes its new government.

Engineering graduate student Lassaad Mhamdi, 29, voted a day before the Masmoudis, and said many aspects of traditional Tunisian political life have already noticeably changed.

"It means a lot of things. It's the first time Tunisians vote freely without a cop being [on] your back, watching for which party you vote," Mhamdi said. "Tunisians don't anymore fear politicians, or who's going to be president. They feel like now they are so free and they express themselves well without fear from anybody. That means a lot. It really means a lot."

One year ago, President Zine El Abidine Ben Ali ruled in Tunisia, President Hosni Mubarak maintained power in Egypt and Colonel Muammar Gadhafi continued his brutal reign of more than 40 years in Libya. Now, all three long-time leaders have been ousted and Gadhafi was killed on Oct. 20.

The "Arab Spring," the series of political protests that swept through the Middle East this past winter and led directly to Tunisia's first free elections, began on Dec. 17. After clashing with authorities who wrongly confiscated his business and car, Tunisian fruit-seller Mohamed Bouazizi set himself ablaze and died in protest.

According to Ikram, Bouazizi's dramatic public display of frustration and anger represented feelings common in Tunisia during the 23-year Ben Ali reign.

"People were fed up with corruption and fed up with the lack of opportunities, corruption wherever you go in political and social life," Ikram said.

Ben Ali was consistently re-elected with overwhelming majorities since taking power in 1987, but Mhamdi said those results were inaccurate. Political freedom was extremely limited under Ben Ali's rule, he said, and voters were often too scared to select any other candidate.

"The typical Tunisian in college, all the time we speak about money, women and football," Mhamdi said. "That's it. We don't talk politics."

Khalil was 11 years old when Ben Ali took power. He said it took some time before he could grasp the brutal reality of Ben Ali's rule, but now compares it to North Korea and the Soviet Union.

"I didn't know at the time that he would be really horrible, that he was a tyrant. When I started to mature, I noticed that people were miserable all over the place, people were wrongly jailed, oppressed and just defeated," Khalil said. "All the promises he made on that first day when he took over, he just ignored them and kept insulting our intelligence and

humiliating us."

The protests Bouazizi triggered weren't originally intended to end in political revolution, Mhamdi said. Mhamdi lived in Tunisia for 26 years before coming to study in the US in 2008.

"People were asking for dignity, for a good life like everyone else. They didn't first say, 'Ben Ali, get out.' The first thing they said was that it was a revolution for dignity," he said. "As a human, as Tunisians, we have rights in this country, but we don't see any rights. [We see] a lot of corruption, a lot of torture."

Khalil landed in the capital city Tunis on the same day of Bouazizi's immolation, and spent the entire winter there. When protests quickly began, Khalil decided to participate.

"I almost got shot with the people who were protesting," Khalil said. "I did organize a little bit. I did gain experience, and the value of expressing my thoughts freely was strengthened [in the United States]."

He said he noticed a newfound unity among his Tunisian countrymen, as massive street demonstrations across the country began.

"Then the regime started losing control and becoming more violent, but people were just determined," Khalil said. "They broke the wall of fear. Young people, old people, rich, poor, religious, non-religious. It was some unifying phenomenon."

Tunisia is the first Middle Eastern nation affected by the Arab Spring to hold democratic elections. Ikram said the attention given to her country is pleasing, but out of the ordinary.

"I think the uprising of the Tunisian people really inspired a lot of people in the Middle East. It's really something to be proud of," Ikram said. "All of a sudden, Tunisia is no longer that small country that nobody cared about in the Middle East because we don't have oil."

Ben Ali fled to Saudi Arabia on Jan. 14, thus ending his political reign. Both Masmoudis said that day was one they would never forget.

"This was completely unexpected. Who would have thought anything would happen in the Middle East?" Ikram said. "I remember when all of this happened, I couldn't believe it. On the day Ben Ali fled Tunisia, it was an historical day. I was in my house in Newark, Del. and it was a cold day, and all day I was alternating Facebook and Al Jazeera news. It was amazing."

Khalil put his feelings simply.

"The day they announced Ben Ali fled the country is the best day of my Tunisian life," he said.

This article, by Darren Ankrom, appeared in The Review on October 31, 2011.

LANGUAGE PARTNER INITIATIVE CONNECTS FOREIGN LANGUAGES AND ELI STUDENTS

It is 6:00 PM and The English Language Institute's Self Access Learning Center is packed. Nearly 200 students are busy chatting. But they are not using Google Talk or MSN. Instead, they have come to the computing site to practice a foreign language—English, Arabic, Chinese, Japanese, or Spanish—by speaking face to face with a native speaker of that language.

"It's very simple," says Hans-Jörg Busch, associate professor of Spanish, to the standing room-only crowd.

"You can't learn a language in the classroom. You have to practice it. So that is what you are going to do once a week. You will meet with your partner or in a small group, and for thirty minutes you will speak in your native language and for another thirty minutes you will speak in your target language."

The initiative expands on the pilot Spanish/English conversation exchange program usch initiated last year with ELI instructor Mary Beth Worrirow. That program matched twenty-five Spanish-language students studying in Busch's classes with twenty-five native Spanish speakers studying English at the ELI.

"It was a wonderful experience," said Amy Goldman, currently a senior psychology major with a minor in Spanish. "I partnered with a person from Venezuela. We met three times a week to talk or do other things, like cook in my kitchen. He taught me bachata. It really helped my Spanish." Even though her language partner is back home in Venezuela now, the pair continue to practice both languages by skyping once a week, she added.



Professor Hans-Jörg Busch explains the Language Partner program to a standing room only crowd of ELI and UD students in September. Photo by Barbara Morris

For the current year, at the request of ELI director Dr. Scott Stevens, Dr. Cynthia Schmidt-Cruz, who last year was acting chair of FLL, helped expand the program. She asked Dr. Busch to collaborate with ELI Associate Director Joe Matterer in organizing the joint initiative. “Conversing with a native speaker is an excellent way to improve one’s fluency in another language and to learn about another culture. Our students are very fortunate to have the opportunity to pair up with ELI language partners,” Schmidt-Cruz said.

Dr. Busch secured the support of the language chairs of Chinese, Japanese, and Arabic, languages spoken by students regularly enrolled in the ELI, in order to extend the opportunity to participate to more students.

At the September 13 kick-off, Dr. Busch and ELI instructor Mr. Sean Stellfox, both coordinators of the program, invited students to help themselves to pizza before dispersing to different language-interest rooms. Dr. Haihong Yang, assistant professor of Chinese, and Mr. Eric VanLuvanee, supplemental faculty in the Japanese program and an ELI tutor, were on hand to help organize students into small groups and show them how to enroll in the program online.

“I want to get better at speaking off the top of my head,” said junior London Hilprecht, a triple major in Chinese, Japanese, and Arabic.

“I love Japanese and I’m hoping to make some new friends,” added Stephenie Chew, a senior in the Animal Science Department with a minor in Japanese. “It’s very important to learn a language and to learn about different cultures.”

While the four language interest groups were virtually equally represented in the crowd, the proportion of native English-speakers to foreign-language speakers varied, reflecting the different demographics between ELI and FLL students. Since 2009, Chinese students have made up the largest language group at the ELI. In September, they numbered 237 out of 616 students. Only ten percent of that enrollment included Spanish speakers. In comparison, during the fall semester 2,650 UD students were studying Spanish—the most popular foreign language at the University—but only 140 were studying Chinese.

Students seemed to adjust accordingly. After the event, ELI student Eduardo Ramírez of Colombia was happy to snare a UD language partner all to himself. Weina Liu of China was equally pleased to share one with her roommates. The group was already making plans to meet their partner on Main Street. “We’re going to teach her Chinese,” she said.

For more information on the Language Partner program, visit:

<http://sites.udel.edu/languagepartners/>

Editor’s note: While few Arabic learners came to the opening event to partner with the forty Arabic speakers present, Busch reports that efforts are underway in the Arabic program to find language partners for all of them.

This article, by Dr. Barbara Morris, appeared in its original form in the English Language Institute’s 2011 newsletter.

IN MEMORIAM: PROFESSOR ALEXANDER LEHRMAN



Dr. Alexander Lehrman

Dr. Alexander Lehrman, born in 1952 in Moscow, USSR, came to the University of Delaware in 1989 with his wife, Dr. Susan Amert, to lead the Russian program. A Yale-trained Indo-Europeanist (PhD, 1985), he knew over forty languages and was an expert on words and their histories, as well as on languages, literatures, cultures, and their interrelations. He defined himself

as a philologist—someone who, according to his favorite definition, “loves the word and is engaged in a serious pursuit of education and culture” (Phrynichus, 2nd century AD). Besides being a scholar and teacher, he was an active contributor to world culture as a published novelist, poet, songwriter, singer, musician, translator, memoirist, and cultural commentator.

His love for the word surfaced early. As a child he loved to skip school, use his lunch money to buy books on and in foreign languages, and take them home and devour them. In the Department he delighted in daily exchanges in different languages with colleagues from diverse cultural backgrounds. A consultant on etymology for the *American Heritage Dictionary*, he was FLL’s resident etymologist, writing a scintillating column on etymology for this publication from 2005 to 2011.

Music was his second love. From the age of five he was trained as a cellist in Moscow’s Gnesin School of Music. In the later 1960s, he succumbed to the allure of rock-and-roll music and joined the underground rock scene as a vocalist, musician, and song writer. Until his immigration to the West in 1975, he performed, toured, and recorded albums with some well-known groups, becoming something of an icon of early Russian rock. After the fall of the USSR in 1991, he recorded and released in Russia two CDs of his own songs. At UD he took his guitar into the classroom, taught about Russian music in his courses, gave public lectures on Russian rock, and served in the 1990s as a member of FLL’s own band, the “Rock-n-Roll Committee,” making our annual receptions rock and roll.

Lehrman was a Russian intellectual *par excellence*—someone for whom ideas are not just food for thought but are as important as the air we breathe, because the ideas we hold in mind in fact shape and determine human experience. As such, they have crucial ethical implications. The vicissitudes of life under Soviet totalitarianism taught him to question authority, to look beneath surface appearances to discover the truth—and on that basis to strive to do the right thing.

This fierce devotion to the truth pervaded all aspects of his work in FLL, including his scholarship. In his book *Indo-Hittite Redux* (1998) and a seminal article “Reconstructing Proto-Indo-Hittite” (2001), Lehrman broke with the dominant Indo-European school of linguistics to advance the Indo-Hittite theory as a better explanation of genetic relationships within the Indo-European language family. Although it elicited understandable resistance from traditional Indo-Europeanists, the Indo-Hittite theory has won ever broader acceptance over the last decade from archeologists, anthropologists, historians, and linguists. His second book, *Essays on Karolina Pavlova* (2001), a co-edited collection of articles on the unjustly neglected nineteenth-century writer, has helped firmly establish Pavlova’s place in the Russian literary canon. His third book, a new critical edition and translation of Anton Chekhov’s *Cherry Orchard* (2009), purges that masterpiece of some ideologically-inspired Soviet editorial additions, thereby restoring the author’s original intent.

In addition to teaching Russian culture, literature, and language at all levels, Lehrman also taught courses on comparative linguistics and intro-

dutory and advanced philology. His breadth and depth of knowledge of history, philosophy, literature, music, politics, and other areas was legendary among his students. He delighted in being asked questions he could not answer, because digging for the answers was his idea of fun. He sought to instill in his students a passion for excellence along with confidence in their ability to achieve any goal they set their mind to ("My mozhem!" [We can do it!], he would have his language students chant, echoing Obama's 2008 campaign slogan "Yes we can!").

Being in Lehrman's classroom was a life-transforming experience for more than a few of his students. His enthusiasm and insatiable thirst for knowledge made the world of ideas come alive for them. His passionate love for Russian language, literature, and culture was infectious, inspiring students to begin or continue studying Russian, to travel to Russia, and pursue Russian-related careers. His presence will be sorely missed.

NEWS FROM THE LANGUAGE PROGRAMS

À LA FRANÇAISE

Humanitarianism was the keyword at our annual awards ceremony, where the French faculty recognized the work of Students for Haiti, an aid organization founded at UD in 2009 by student Matt Watters to help provide the Haitian people with access to health care and education. The organization's officers received a Distinguished Service award and were applauded for their efforts to assist the Haitian people. Our speaker was Versha Patel, an AIDS educator whose work in Francophone Africa has inspired her to pursue a career in medicine.



Dr. Theodore E.D. Braun congratulates Braun Award winners Liz Bonomo and Theresa Brock

At the same event, fifteen students were inducted into the national French Honor Society, Pi Delta Phi. The Society's president, Elizabeth Bonomo, led the ceremony. Elizabeth and her classmate Theresa Brock received Theodore E.D. Braun Undergraduate Awards for Excellence in French Studies. A musical performance by soprano Rani Cohen, accompanied by pianist Mike Mekailek, graced the proceedings. Later in May, at the FLL Convocation, Jennifer Holup received the Theodore E.D. Braun Graduate Award in Teaching and Pedagogy, and Florian Vendé was honored with the Theodore E. D. Braun Graduate Award in Literature and Civilization.

Congratulations to the French Club for winning second place in the UD Homecoming Banner competition! The club had a busy year: members met for weekly conversation hours, played *pétanque* and other traditional French games, tasted international cuisine, and explored French music. In October club members traveled to Nemours Mansion and Gardens to appreciate the French heritage of Delaware. In November the club enjoyed

a talk by Marie Paillard, our exchange graduate teaching assistant from Caen, who spoke about her home region of Normandy as part of International Education Week.



French club members in front of their UD banner

In January our speaker was Mr. Bill Lawrence, a member of the Alliance Française and graduate of the Wharton School. An expert in international business and currently a foreign exchange manager at Hercules Incorporated, he spoke about the French presidential campaign, profiling the candidates and answering the students' questions about how French elections are organized.

Our two study abroad programs this year were directed by Ms. Veronica Eid. In June she led a group of fifteen students to Paris. The group enjoyed walking tours of the city, visits to the Louvre and the Musée d'Orsay, and a weekend visiting the châteaux of the Loire Valley. The students also spent three days in Normandy, exploring the region's historic cities, the D-Day Beaches, and the American Cemetery at Omaha Beach. The final evening in Paris included a cruise on the Seine, one more opportunity to admire Paris in its illuminated splendor.

In winter 2012, Ms. Eid directed our program in Caen, France. Although quite a contrast to Paris in early summer, Normandy in January also has its charm! The host families of Caen compensated for the winter temperatures with the warmth of their welcome. This year, classes were held in the brand-new International Language Center. Walking tours included visits to the city's historical sites, museums, and memorials. The group enjoyed excursions to Mont Saint Michel, Bayeux, Honfleur, and Etretat, as well as to the D-Day Landing Beaches. At the American Cemetery, one of the students located the grave of a great-uncle who had died while serving in Normandy. The Société France-Etats-Unis de Normandie hosted the UD group at a congenial dinner to celebrate the *Fête des rois* (Epiphany). The Society's members were pleased to meet the young Americans and complimented our students on their excellent French. The program concluded with a three-day stay in Paris.



*Medusa from a 7th century BC terra cotta from Syracuse
Artwork: Annette Giesecke*

ANCIENT GREEK AND ROMAN STUDIES

The Ancient Greek and Roman Studies faculty is proud to have been selected to sponsor the fall's speaker in the Distinguished Scholars lecture series. Kathleen Coleman, the James Loeb Professor of Classics at Harvard University, spoke to a standing-room only crowd of more than 300 people on "The Virtues of Violence: Amphitheaters, Gladiators and the Roman System of Values."

Gladiatorial combat can tell us a great deal about ancient Roman society, but we have no evidence from gladiators themselves about the experience. So classical scholars like Dr. Coleman are challenged to become classical sleuths, using art, artifacts, and architecture to reconstruct the rules



Dr. Kathleen Coleman

NEWS FROM THE LANGUAGE PROGRAMS

continued from page 3

and traditions of Roman blood sports.

Coleman explained how the details on 2,000-year-old mosaics, reliefs, tombstones, paintings, medallions, coins, jugs, and plates provide insight into how the sport was organized, refereed, and watched.

For example, she showed one image depicting a gladiator holding up a finger for mercy and another displaying a gladiator with his foot on the hand of his downed opponent. These pictures suggest that while blood and gore were an integral part of the sport, death was not necessarily the desired end. "Gladiators were slaves," Coleman said. "They were a capital investment of their owners, who didn't want them killed."

But perhaps most telling is the setting where gladiatorial combat took place. "The Coliseum was a highly sophisticated building that serves as an index to us of the value the Romans placed on this violent activity," Coleman said.

She gave the audience a visual tour of the structure, which featured a broad array of architectural and mechanical details, including awnings, pulleys, ramps, arcades, gates, and trapdoors. A hierarchical seating plan carefully separated spectators by class and gender.

"That chaos of blood, fighting, wounding, and terror took place within a highly ordered infrastructure," Coleman said. "The entrances and seating were arranged in such a way that you wouldn't have to come in contact with anyone of the 'wrong' class as you came into the building."

Animals from leopards and lions to bears and bulls were an important element in ancient blood sports. Once again, Coleman showed that the Romans went all out in this effort, which involved elaborate strategies for capturing, importing, and displaying the creatures in a realistic environment.

"The spaces included scenery such as plants and hillocks, resulting in an event that was more like a theatrical production than a football game," Coleman explained. "The Romans recreated the wild to make it more authentic and provided a kind of zoology lesson for spectators."

New discoveries continue to shed new light on the Roman world. In the early 1990s, for example, a gladiatorial cemetery was discovered in Ephesus, Turkey, providing detailed information about the types of wounds sustained by the participants. DNA tests also show high levels of strontium in the remains, which suggests that the combatants consumed a high-carbohydrate diet.

These sports, which began as funerary ceremonies and morphed into public entertainment, spread thousands of miles across the Roman Empire from northern England to Iraq. The Romans leveled entire communities to build coliseums where people of all social and political ranks came together to watch organized cruelty to animals and other humans.

"It was a perfectly ordered microcosm of Roman society, and it took place on the biggest playground of the Roman Empire," according to Coleman.

(Excerpts from an article by Diane Kukich, photo by Doug Baker, both courtesy of UD's office of Communications and Marketing.)

In other news, the AGRS faculty hosted a weekend seminar for Delaware high school Latin teachers. Attendees included alumni of our program as well as current undergraduate students interested in teaching at the high school level.

AUF DEUTSCH

Where is German? The Global Imagination and the Location of Culture is the title of a German Studies Symposium held at the University of Toronto, Canada, in April 2012. While this conference addresses the topic of German national and cultural identity in a global world from academic perspectives, our students, too, from beginner-level German language classes through graduate-level seminars, encounter and discuss these



The 2012 winter session group visits Berlin

issues, though in a much more hands-on manner. This past year offered them numerous opportunities to engage with German culture, language, and literature and learn about its complex history. Nothing beats, of course, the immersion offered by a study abroad program, and, in January 2012, fifteen lucky students spent five weeks in Bayreuth under the expert guidance of Winter Session Director, Dr. Iris Busch.

On weekends, students mounted a bus and traveled to such famous German cities as Munich, Nuremberg, and Berlin. For many, the trip to Berlin was the ultimate highlight, and this year's excursion featured two unusual encounters. Students met with a victim of the former *Stasi* (the East German secret service) and heard the story of his failed attempt to flee the GDR and his subsequent arrest and imprisonment. Equally compelling was a visit with Vera Lengsfeld, a prominent figure of the former East German resistance movement.

On-campus, too, students had a number of opportunities to be exposed to German language and culture. Students participated in the German language house activities which this year took on a culinary theme. To celebrate the Day of German Unity (October 3), students cooked a traditional German meal. At the party celebrating *Saint Nikolaus* (December 6), students competed to craft the best gingerbread house. Another festive event was the annual induction and awards 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 and the Honor Society, organized an elegant ceremony at which twelve students were initiated and many student awards were presented.

Collen Kent won the Sepp Hilsenrath Memorial Award given annually by the Saengerbund for outstanding performance by an advanced student, and Alex D'Angelo received the Marion E. Wiley Memorial Prize, which recognizes superior performance in courses beyond the intermediate level by a non-major. Melissa Colegrove and Matthew Herman won competitive fellowships to enroll in the 2011 international summer course at the Fachhochschule



Student Colleen Kent participates in the 2011 German Honors Society meeting at the German Saengerbund

in Fulda, Germany. Their reports make it amply clear that they had the time of their life!

In May 2011, four graduate students successfully completed their MA degree and after having worked so closely with them, it is rather bittersweet to see them leave. At the same time, the German faculty is so proud of their accomplishments! Matt Jokerst won a Fulbright scholarship to spend a year teaching high school in Austria, and Danielle Pisechko was accepted into the University of Virginia's PhD program. Courtney Petchel won an essay competition sponsored by the University of Tübingen on the topic of values. Students from around the world participated, and Courtney, the only winner from the United States, received a stipend to study for a semester in Tübingen. Simone Willnath, who also completed a master's thesis on German pop culture, is off to Georgetown University in DC to pursue a PhD.

ITALIANISSIMO



The Summer Program in Sorrento—Making gelato 2011

UD's Italian program was more active than ever in 2011-2012! Students chose from courses in areas ranging from Renaissance literature to contemporary literature, culture, and film. Dr. Riccarda Saggese offered a new course on "Love in Italian Literature," while Dr. Giorgio Melloni's course focused on Italian Romanticism and Dr. Laura Salsini taught a course on World War II-era literature. Dr. Gabriella Finizio, an integral part of the Italian program at UD since 1987, retired last year. Although we miss Dr. Finizio already, we wish her all the best in her travels and adventures to come!

There were plenty of opportunities for students to continue working on their Italian abroad. In the spring, some students had the chance to spend a semester in Rome, where UD has partnered with the John Cabot University. Students perfected their Italian while exploring the wonders of the "Eternal City." The 2011 summer program in southern Italy, under the direction of Ms. Giuseppina Fazzone, was also a great success. Students honed their language skills at the Sorrento Lingue International Language Center and experienced Italian culture first hand while staying with local families. Excursions included a short stay in Rome and visits to Naples, Capri, Pompeii, and Paestum. Some of the highlights of the program included climbing Mt. Vesuvius, and a gelato-making session where they were able to sample the "fruits" of their labor. Twenty-nine students traveled to Siena for the winter program, directed by Dr. Saggese and Ms. Vincenza Pastecchi. During their stay, students visited several major cities, admiring Italy's famous artwork and beautiful landscapes. In Siena, many students opted to watch a soccer match between rival teams Siena and Napoli, where they had the opportunity to watch Italian soccer fans in action. It was an extraordinary experience for them! Other highlights included visits to the "Contrada dell'Aquila," a Roman building built on the ruins of an aque-

duct, and a visit to a glass factory in Venice.

On campus, the UD student group *Circolo Italiano* sponsored Italian conversation tables, bocce ball games, and many other educational and entertaining events open to all those with an interest in Italian language and culture. The *Circolo Italiano* is now a member of the Coccia Foundation, an organization which helps promote the study of Italian throughout our region.

We celebrated our students' academic excellence at our annual honors ceremony and banquet last May. Fourteen students were inducted into Gamma Kappa Alpha, the national Italian Honor Society, and Joe Picca was awarded the top prize for his outstanding academic achievements. Pianist Dr. Larry Peterson and student musicians David Ginzberg, Brian Ezell, and Brittany Zezima treated the audience to a performance of Italian opera.

We have had a lot of exciting news from our many talented alumni. Kerri Titone (BAFLP 2006) was named Teacher of the Year by the National Italian American Foundation (NIAF). Kerri received an MA in Italian from SUNY Stony Brook and teaches at Northport High School in Northport, NY. Erica Crevier (BAFL 2009) is a full-time teacher at Woodstock Academy in Connecticut, Christopher Cerullo (BA, Three Languages 2011) is attending law school at Fordham University in Manhattan, and Cesar Correa is pursuing a MA at Fairleigh Dickinson University. *Bravissimi!*

日本語

2011 was a very bad year for Japan, but it was another good year for our Japanese program. The world watched in horror as mass media brought us news of the devastating tsunami and deadly radiation that spewed from the damaged Fukushima nuclear reactors. We were relieved that none of our exchange students were affected by the tragic events in Japan, but several had to cut short their programs and return early. Equally unfortunate, our 2011 summer program to Kobe was canceled. But we have plenty of good news to share. Our Kobe program will resume again this summer under the directorship of Ms. Mutsuko Sato and Mr. Eric VanLuvanee. We sent Taylor Lowder and Nadine Patrick to the suburbs of Tokyo on our Soka exchange for a whole year last September. We sent Terrance Bullock to Seinan University in Kyushu, Japan, last fall. And we will be sending two more students each to both Soka and Seinan this coming academic year. These students have a strong yearning for travel and hope to have once-in-a-lifetime experiences. We are proud that our program enables students to live in Japan and profit twofold



Winter 2012 program at the Galleria in Napoli



2010 study abroad participants Tifani Biro and Megan Kelly at Himeji Castle

through learning both language and culture and earning credits toward their degrees in a short time frame.

Continuing with the good news, we have a new faculty member, Mr. Eric VanLuvanee, to complement our veteran staff of Dr. Mark Miller, Ms. Chika Inoue, and Ms. Mutsuko Sato while Dr. Rachael Hutchinson is away on maternity leave. In the meantime, Dr. Miller is serving as Japanese faculty chair. Mr. VanLuvanee has been indispensable by helping out with both 100-level courses and 300- and 400-level translation and literature courses. We are all being kept busy with eighteen Japanese Studies or Three Languages majors and over forty Japanese minors—numbers that are much higher than last year.

Unchanged and still thriving are our Japan-related clubs and societies. We offer our students the Nihongo Table, an Anime Club, and membership in the Japanese national honor society. This year Chris Lowder and Tera Levins were our newest inductees. Congratulations to both!



Kobe 2010 Shoin flower arranging class

Finally, plans for a semester program for up to five students a year at Akita University are near completion. As Japan slowly recovers, we look forward to even more programmatic growth in the future.

NOTICIERO ESPAÑOL

In 2011 members of our faculty were invited to speak about Hispanic identity and the future of the field at conferences at home and abroad. Dr. Alexander Selimov spoke at a conference entitled “Identity and Canonicity in Non-Western Literatures” in Seoul, Korea, in September. The eight speakers who participated in the conference gave presentations on Indian literature, Korean literature, Latin American studies, African literature, Japanese literature, and Vietnamese literature. Dr. Selimov spoke on identity and canon in Mexico and Cuba. At UD, Dr. Persephone Braham organized the ground-breaking “African Americas” project, a two-day conference led by guest experts and UD faculty members to emphasize the importance of African influences on American identity. Dr. Joan Brown, Elias Ahuja Chair of Spanish, organized, chaired, and participated in an AATSP-sponsored MLA roundtable session entitled “What Do Graduate Students in Spanish Need to Learn, and Why?” Some of the ideas that emerged from this session include the importance of shared core canons among degree programs, the need for graduate students to study literary history, the goal of training future humanities professors, the need for professors and professional organizations to increase their mentoring of graduate students, the imperative to expand Spanish graduate education beyond the study of printed texts, and the importance of a foundational MA degree for doctoral studies. A suite of essays from this session, edited by Dr. Brown, will be published in the September 2012 issue of the journal *Hispania*.

The success of our graduate and undergraduate programs was evinced at the Sigma Delta Pi Honor Society initiation and awards ceremony in spring 2011. The ceremony, which included a musical interlude of three pieces by the Catalonian composer Fernando Obradors, highlighted the excellent work of our students. At the ceremony, Olga Jiménez received the award for best graduate student essay for her paper entitled “La placentera castración: el verdadero fracaso de Pedro en *Tiempo de silencio*.” The award for best essay in the undergraduate upper-division Hispanic literature courses was given to Sarah Elliott for her essay “La mortalidad y Gaité.” Matthew Coogan won the award for outstanding student in Hispanic literary survey courses for his essay entitled “Forma y figuras: los pilares de la poesía.” Finally, Erin Bryan was named the winner of the Sigma Delta Pi Book Award as a new initiate majoring in Spanish with the highest cumulative grade point average.



Dr. Phillip Penix-Tadsen and students on a hike to Martial Glacier in Ushuaia, Argentina

Spain, Chile, Argentina, Panama, and Costa Rica were hosts to our summer, winter, and semester-long study abroad programs this year. It was a year of memorable experiences in all of our programs. Our first semester program in Buenos Aires, Argentina, with fourteen students participating, was a success. Our winter study abroad program in Chile, under the direction of Ms. Carmen Finnicum and Dr. Alfred Wedel, was the first to visit the Parque Metropolitano and ride the funicular railway to the summit of Cerro San Cristobal. Participants marveled at the panoramic view of the city and were also able to visit the National Zoo located within the park. The Argentina 2012 winter program added a new excursion to its roster this year, visiting the southernmost city in

the world, Ushuaia. Directors Ms. Krystyna Musik and Dr. Phillip Penix-Tadsen, and the thirty-six participants enjoyed viewing penguins and sea lions in the wild, learning about local culture, and hiking to a glacier during the trip. Students participating in the FLLT/FYE Costa Rica program under the direction of Ms. Basia Moltchanov visited one of the oldest oxcart factories in the town of Sarchi and learned about the history, artistry, and the cultural significance of oxcarts in Costa Rica. Students even had a chance to hand paint a miniature oxcart wheel to take home as a souvenir.



Costa Rica 2012 group in Sarchi, in front of the world's largest oxcart

In alumni news, Ms. Alexandra Saum-Pascual is finishing her dissertation in contemporary Peninsular literature at UC-Riverside.

РУССКИЕ ИЗВЕСТИЯ

The Russian program ended the academic year with its usual bang—the Dobro Slovo National Slavic Honor Society initiation featuring the music of John Matulis and Dorothy Jacek-Matulis. We welcomed nine new members and celebrated with an evening of folk songs from various Slavic countries. The Matulises always manage to best their wonderfully diverse program, and the evening provided fun for all, especially for those who stayed for the folk dancing. This year’s Eugenia Slavov Award, in honor of Dr. Slavov who led the Russian program for twenty-five years, went to senior Jordan Hepler for her excellence in the study of Russian. Our second award, The Pushkin Prize, was given to the president of the Russian Club, Kathleen Westmoreland, for her tireless devotion to all things Russian.



Dobro Slovo initiation



Russian Club members at the Spring Activities Festival Night

The Russian Club continued to serve our students with weekly study groups and language table, maintaining a strong community through mutual interest in Russian language and culture. They had a good crowd on their annual trip to Brighton Beach, NY, in the spring, which always includes a sampling of Russian cuisine and authentic language use in the local shops. They also organized a movie night featuring the 2007 film *Русалка* (Mermaid.) Proudly representing Russia at the International Festival and at the Fall Student Activities Night, the club members found a few new members. Their to-do list this year includes watching the American television show “Russian Dolls,” about eight Russian women living in Brighton Beach. Check out their Facebook group to see what the members have posted!

We entered the fall semester with our usual start-of-the-year enthusiasm and a large batch of beginning Russian students, but were soon devastated to hear in October of the unexpected death of our beloved Dr. Alexander Lehrman, who was on sabbatical at the time. With heavy hearts we will persevere, but we know that the Russian program certainly would not be what it is today without his dedication and guidance. We will forever honor his memory.

On a happier note, we welcomed enthusiastic new instructor Natallia Cherashneva, a native of Belarus with a recent UD MA in Teaching English as a Second Language (TESL) from UD. During her undergraduate years at Brest State University, she spent one year in the US on a government grant, and that was how she originally came to the University of Delaware. In addition to teaching the 200-level courses this spring, she continues to tutor for the English Language Institute on campus.

What are our graduates up to? Kathleen “Katya” Westmoreland, (BAFL 2011), is currently keeping up her Russian as an intern at the Kitezh Children’s Community, a therapeutic community of foster families and orphan children, located in the Kaluga region of Russia. She plans to pursue a MBA at the University of Texas. Greg “Grisha” Quatrociocchi (BA HIST 2010) is currently living in Newcastle, England pursuing his

MA in European history. He is still taking Russian classes and intends on continuing when he comes back to the US. Anna “Anya” Krishtal (BA FLL 2008, MA FLL 2010) received a fellowship with Israel Teaching Fellows (ITF), funded through a partnership between the Ministry of Education and MASA (a private organization that funds long term programs in Israel). She works at an elementary school and is helping to bridge the achievement gap in English where needed.

中文

The year of 2011 was certainly a rewarding year for the Chinese faculty. We welcomed Dr. Haihong Yang, a new tenure-track assistant professor, to the Chinese Program. Coming from Colgate University, Dr. Yang specializes in late imperial Chinese women’s literature and culture, with emphasis on women writers’ interaction with literati culture. This new addition to our faculty will further strengthen the teaching and research capacity of the Chinese Program as it steadily grows in size and prominence. The Chinese Program also successfully proposed a new professional MA Program in Technical Chinese Translation, which will start in September 2012. In addition, the Chinese Program and UD’s Confucius Institute have jointly initiated a diverse variety of activities to promote the Chinese language and culture on campus. Two of the activities include a monthly Chinese Film Series in Spring 2011 and the Second UD-Peking University Distinguished Scholar Lecture in Fall 2011. The talk, featuring Dr. Yucai Liu, a renowned Peking University professor, was on *The Mercantile Spirit and Sociocultural Transformation in the 16th-to-18th-Century China: the Case of the Lower Yangtze Region.* The event was also a collaboration with the Dean’s Office of the College of Arts and Sciences.

The Chinese Program successfully competed with several other major research institutions in the area, such as Georgetown, George Washington University, George Mason, the University of Maryland, the University of Virginia, for the prestigious Chinese Embassy Scholarship Program to study in China. Kyle McCane was awarded a Chinese Embassy Scholarship for the academic year 2011-2012 (from 2007 to 2010 the Chinese Program received ten such prestigious scholarships). Kiera Warren and Amy Sung were awarded the Confucius Institute Scholarship (at the undergraduate and the graduate level) respectively to study at Xiamen University, China.



Kyle McCane, the recipient of the Chinese Embassy Scholarship (2011-2012), studying at Beijing Language and Culture University

To enhance extracurricular activities in Chinese studies, the Chinese faculty has continued its efforts to organize the Chinese Conversation Partnership that provides the opportunity for our students of Chinese to practice their Chinese with native Chinese speakers. Initiatives have been made to form a spoken Chinese club with Chinese students from the English Language Institute and elsewhere, so that our students have more opportunities for language and cultural exchanges.



Students of Chinese cycling on the ancient city wall of Xi'an

STELLAR STUDENTS



Olga Jiménez

OLGA JIMÉNEZ: WOMAN OF PROMISE

As an immigrant to the United States from Colombia at the age of twelve, Olga Jiménez did not expect to return to her roots as the focus of her future studies as both an undergraduate and later a graduate student at the University of Delaware. In fact, at that young age Olga and her family were most concerned with assimilating into the culture of their new home in Delaware. However, the desire to get to know her native culture would later mold Olga's college experience: "As an immigrant from Colombia, my initial literary and cultural interest

in Latin America was a quest for understanding my roots within a broad socio-political and economic context. Hence, my undergraduate drive was just a response to a knowledge gap that I needed to fill. Later on, I decided to change my major to dual majors in Latin American Studies and Spanish after a conversation with one of my professors who urged me to consider Spanish as a career path."

Olga discovered that a degree in Spanish would allow her to synthesize many of her interests and pastimes: reading, writing, analyzing, and researching. She added the Latin American Studies major to provide a context within which to analyze the literary works she studied as part of her Spanish Studies major. Olga realized that her love of the literature, culture, and history of the Hispanic world could inspire future students: "More importantly, I knew that my career would be geared from that moment on toward teaching, a profession that was not new to my interests."

The Spanish faculty was thrilled when Olga applied to continue her studies at the University of Delaware as a graduate student of Spanish on the language and literature track. Dr. Cynthia Schmidt-Cruz remarks: "I have been fortunate to have had Olga in class as both an undergraduate and a graduate student. From the start Olga showed an exceptional aptitude

for literary studies. She knew the assigned readings inside out, and was one of those students who know the answer to every question in class, and have to pace themselves so that their hand is not constantly in the air. In the classes on Spanish American literature, Olga took an intense interest in how political issues of Spanish America are represented in literary works and her papers invariably demonstrated a subtle and perceptive analysis. She has proven herself to be a truly out-

*She analyzed the most challenging novel in the contemporary Peninsular canon, Luis Martín-Santos's *Tiempo de silencio*. She demonstrated that the novel's critique of science and society in Franco's Spain is more complicated, and even more scathing, than critics have supposed.*

standing student of Hispanic literary studies." Dr. Joan Brown notes that Olga is "truly a star, a 'stellar student' in every way. In my course on the Contemporary Spanish Novel, Olga's appetite for challenge was evident in everything she did, and especially in her choice of term paper topic. She analyzed the most challenging novel in the contemporary Peninsular canon, Luis Martín-Santos's *Tiempo de silencio*. She demonstrated that the novel's critique of science and society in Franco's Spain is more complicated, and even more scathing, than critics have supposed."

Olga won the Sigma Delta Pi prize for best graduate student essay of the year for her paper on Santos's work. This award was just one acknowledgement of her academic excellence. Both as a graduate and as an undergraduate student, she was recognized as a "Woman of Promise." She also received a merit-based Minority Fellowship Award from the Office of Graduate and Professional Education.

Olga appreciates the skills she learned at the University of Delaware and the support and encouragement of her professors. Her future plans are to pursue a PhD degree in Latin American literature at Ohio State University: "Through my teaching, I aim to inspire students to further their studies in the area that I find personally meaningful. Taking into consideration that I have been a University of Delaware student for the past six years of my life, without any doubt the University has shaped who I am, particularly the master's program. I am a different person after completing the program."



Maxwell Stusowski

MAXWELL STUSOWSKI: TRANSLATING EXCELLENCE

Dr. Mark Miller remembers the first time he taught Maxwell Stusowski, in Japanese 106: "Tall and lanky, and a biology major, I wondered whether he was just taking Japanese to satisfy the University language requirement or whether he would go on to the higher levels. It turns out he not only went on, he also became one of our most accomplished students."

In addition to being interested in Japanese culture and food, Maxwell had an older brother,

Samuel Stusowski, who took Japanese at Delaware and participated in the study abroad program to Kobe, Japan. The combination of Maxwell's interest in Japan plus the influence of his brother's positive experiences was his initial reason for taking Japanese.

Maxwell followed in his brother's footsteps by participating in the summer Kobe program in 2010. His experience in Japan intensified his passion for the language and culture and conjured up a yearning in Maxwell to return to the "land of the rising sun." Maxwell did not initially think he would be changing his major to Japanese, but he kept taking Japanese courses, and once the new Japanese Studies major was established in the fall of 2010, it was just a matter of time before he succumbed to his new passion. He became one of the public representatives for the Japanese Club on campus and began translating Japanese novels in his free time as a hobby.

In January of 2012, Maxwell graduated with a major in Japanese Studies. He has already gotten interviews with Japanese companies and hopes to move to Japan soon so that he can experience living there and using the language every day. His goal is to pass the top level of the Japanese proficiency test and work as a translator.

So, what kind of student was Maxwell and what made him so special?

Stusowski stood out as having a natural penchant for translation; a large number of his word choices so encapsulated the meaning of the original Japanese while sounding natural in English that I believe, given time and effort, many of his pieces could be worthy of publication.

Perhaps the words of his professors here at Delaware can shed light on Maxwell's special qualities.

Dr. Rachael Hutchinson says "he is the kind of person who actually listens to what the other students say and then responds to their ideas."

Ms. Chika Inoue reports this anecdote about Maxwell: "What makes Max truly exceptional is his relaxed demeanor while working with others. He is very comfortable speaking in front of a large group and was the only [UD] student who participated in the annual speech contest sponsored by Delaware Valley Teachers of Japanese for two consecutive years. In the second year of his participation, when the planned MC fell sick, he was asked to serve as the event's main MC five minutes before the start time. Not only did he happily accept our request, he filled the role admirably with warmth and humor."

Ms. Mutsuko Sato echoes similar sentiments: "Quiet confidence, these words come to my mind when I think of him."

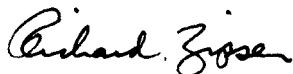
Regarding Maxwell's translation work, Mr. Eric VanLuvanee notes: "Stusowski stood out as having a natural penchant for translation; a large number of his word choices so encapsulated the meaning of the original Japanese while sounding natural in English that I believe, given time and effort, many of his pieces could be worthy of publication. I feel that everyone, including myself, was able to learn from him."

Not content to excel in academics, Maxwell is also a budding humanitarian. When asked what he would be doing between graduation and job interviewing, he replied, "I'm currently employed as a paraprofessional taking care of mentally handicapped students at the Capital School District in Dover, DE, so most of my time is spent with that until my interviews take place." Enough said!

MESSAGE FROM THE CHAIRPERSON

continued from page 3

Our study abroad programs continue to flourish and, with the help of our alumni and other friends, FLL is able to offer many scholarships that support our students' participation. 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 2011, 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! They and we welcome your support.



Dr. Richard Zipsen

ALUMNI COLUMN

MS. ANGELA TRANI PARTICIPATES IN SUMMER INSTITUTE IN ITALY

Ms. Angela Trani was one of twenty-five Italian teachers nationwide to be selected by the Italian Cultural Society of Washington, DC, to participate in a prestigious summer institute in Rome, Italy. She is well qualified for this honor: Angela is a teacher at Concord High School in Wilmington, an instructor for the Italian section of the Department at UD, and instructor at the Italian Summer Camp "La Piazza."

The 2011 National Endowment for the Humanities summer institute entitled "The Art of Teaching Italian through Italian Art" was a four-week program in which teachers of Italian from across the US studied Italian artists

and their masterpieces, in addition to methods and strategies for teaching Italian language through art and history. Expert Italian art historians led excursions to museums, cathedrals, and piazzas in Rome, Florence, Siena, Chiusi, and other sites in Tuscany and Umbria. Excursions included tours of the Vatican Museums, the Campidoglio, Castel Sant'Angelo, and Villa Borghese among other significant locations in Rome. Teachers were exposed to the masterpieces of Giotto, Massaccio, Botticelli, Leonardo da Vinci, Raffaello, Michelangelo, Caravaggio, and Bernini, to name a few. In Florence, excursions included visits to the Uffizi Gallery, and the Accademia Gallery to see Michelangelo's David, the Pitti Palace, and Bargello.

At the end of the four-week program, teachers developed a study unit on teaching Italian through art. Angela and her group members developed a unit on Piero di Cosimo's *Liberazione di Andromeda* (Liberation of Andromeda). The piece represents Greek mythology, in particular the story of Andromeda, the daughter of Cepheus and Cassiopeia, the king and queen of Ethiopia. The masterpiece presents three scenes revealing the myth of Andromeda. The artist included himself in the third scene of this work of art.

The experience and materials gained have enlivened Ms. Trani's classroom and sparked her students' interest in Italian language and culture. *Brava, Angela!*



Ms. Angela Trani on the front steps of the Duomo di Siena



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