

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

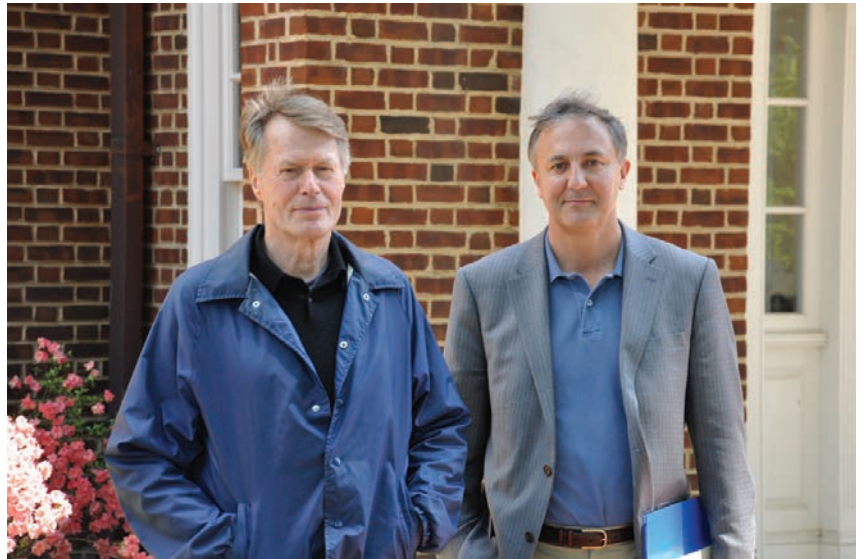
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## TRANSNATIONAL ENCOUNTERS: FLL HOSTS WORLD AUTHORS LE CLÉZIO AND HA JIN

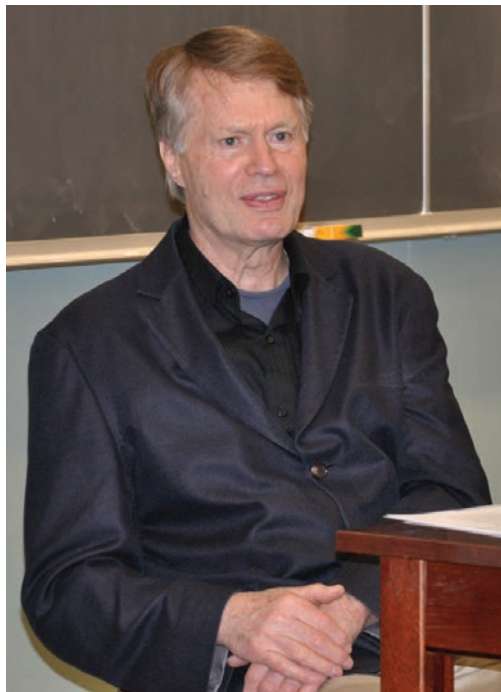
In May 2012, FLL hosted the first Nobel Laureate in Literature ever to visit the University, welcoming renowned French writer Jean-Marie Gustave Le Clézio (2008) under the auspices of the *Transnational Encounters: World-Renowned Authors at the University of Delaware* visiting writers series directed by FLL chair and professor Richard Zipser, and developed in collaboration with the Departments of English and Women and Gender Studies.

"One of the hallmarks of an intellectually vibrant campus is the opportunity to hear and engage with leading scholars and artists of diverse national and international communities," Zipser said. "Our high-profile authors series seeks to create a forum for such an engagement at UD, using the medium of world literature in order to discuss and reflect upon such crucial issues as new forms of migration, the role of the nation state, identity politics, or gender and family structures." The series was made possible through a \$50,000 grant from the Interdisciplinary Humanities Research Center, and was cosponsored by FLL, the Departments of English and Women and Gender Studies, and the Center for Global and Area Studies. Le Clézio delivered an electrifying keynote address in English in Clayton Hall, and read from his works in French and English the following day.

UD's invitation to Le Clézio was made possible by professor of French Bruno Thibault, widely recognized as the world's leading expert on his work. The author of over twenty articles, a 250-page scholarly monograph, and editor of numerous vol-



Top, J.M.G. Le Clézio and Dr. Bruno Thibault.  
Left, J.M.G. Le Clézio



umes on Le Clézio, Thibault is editor-in-chief of the Paris-based journal *Les Cahiers Le Clézio*.

In his introduction to the keynote presentation, Thibault described the author's "subtle art of story telling, his contemporary humanism, his tales of postcolonial migrations, war and violence, his critique of consumerism and media culture, and his interest in religious anthropology." Above all, he noted, Le Clézio positions himself at the intersection and tension between many languages and cultures, including French, English, Spanish, indigenous Colombian, African, and even Korean.

Thibault also called attention to Le Clézio's undertakings as a transnational humanitarian, recounting how he used Nobel prize money to create a foundation for Peace and Intercultural Understanding in Mauritius:

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the Polyglot

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MESSAGE FROM THE CHAIRPERSON

Greetings, Alumni and Friends!

I begin this message on a bittersweet note, for after chairing this wonderful Department for twenty-seven rewarding years, I am going to retire. As a result, the 2013-2014 academic year will be one of transition to new leadership and a new era in our Department. On September 1, Associate Chair/ Associate Professor of French Bonnie Robb and I will both go on pre-retirement leave and then retire on August 31, 2014. My administrative assistant, Dorie Galloway, will retire on August 31 of this year. Dorie and I have worked together since July 13, 1987. Dr. Gary Ferguson, Elias Ahuja Professor of French, will take over on September 1, 2013, as Interim Chair of our Department for a period of two years. Professor of Italian Laura Salsini will serve as Interim Associate Chair, also for a two-year period.



Dr. Richard Zipser

Professor of Spanish América Martínez was selected to receive UD’s 2012 Excellence in Undergraduate Advising Award and the College of Arts and Sciences 2012 Outstanding Academic Advisor Award. This is the first time that a faculty member has received both of these prestigious awards in the same year.

The following faculty members published books in 2012: Annette Giesecke, Professor of Ancient Greek and Roman Studies, with Naomi Jacobs, *Earth Perfect? Nature, Utopia and the Garden* (Black Dog Publishing); Gladys Ilarregui, Associate Professor of Spanish, *El libro de vidrio/The Glass Book* (Ediciones del Dock); Ikram Masmoudi, Assistant Professor of Arabic, *Beyond Love* (Syracuse University Press); Monika Shafi, Elias Ahuja Professor of German, *Housebound—Selfhood and Domestic Space in Contemporary German Fiction* (Camden House); Meredith Ray, with Lynn Lara Westwater, *Arcangela Tarabotti. Letters Familiar and Formal* (University of Toronto: Centre for Reformation and Renaissance Studies). The following faculty members received external and/or internal grants in 2012: Jianguo Chen (two), Annette Giesecke, Cristina Guardiola, Rachael Hutchinson and Phillip Penix-Tadsen, Asima Saad-Maura, and Alexander Selimov. The cultural highlight of 2012, by far, was the two-day visit to UD by French novelist J. M. G. Le Clézio, who in 2008 received the Nobel Prize in literature. Under the direction of Professor of French Bruno Thibault, the world’s leading expert on Le Clézio, faculty in the French section of our Department organized and hosted four events involving our distinguished guest, a keynote address on the topic “Transnational Encounters,” two readings from his prose works (one in French, the other in English), and a gathering with members of the UD and larger French-speaking community. More information on Le Clézio’s UD visit—the first ever by a Nobel Laureate in literature—and the “Transnational Encounters: World-Renowned Authors at UD” series is available in the lead article.

This issue also offers, as always, an update on each of our language programs, as well as numerous feature articles on FLL faculty, students, and alumni. We hope that you will enjoy reading our latest news and that you will stay in touch with us!

I am pleased to report that our study abroad programs continue to flourish and, with the help of our alumni and other friends, FLL is able to offer a large number of 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 heavily upon your financial support, and we deeply appreciate your generosity. Although we gave study abroad scholarships to many deserving students in 2012-2013, 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 need and welcome your support.

Richard Zipser

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

TRANSNATIONAL ENCOUNTERS

continued from page 1

*You and I live in a place and country where most people have easy and regular access to books and the internet. For us, it goes without saying that children should have access to basic education, books and libraries, cultural events, etc. But in Mauritius and in many places on this planet, it is not that simple. Few people have computers, and most people live in remote rural areas where there are no libraries. Books and textbooks are also too expensive for families to purchase. That is why Monsieur Le Clézio created his foundation: to support education and intercultural dialogue, to provide books free of charge to local schools and small villages, and to foster peaceful relations among Mauritius’ ethnic and linguistic communities.*

In his address, Le Clézio examined the significance and value of “interculturality.” In France, he noted, uniculturality has long prevailed, while in his beloved Mauritius the long history of Dutch, Spanish, French, and English colonialism and the culture of slavery and indentured migrants have given rise to a uniquely intercultural, multilingual society: with English as the official language, Mauritians use Creole for the street and French for culture; Indian creole, Tamil, Chinese dialects, and others add to this linguistic diversity.

Le Clézio challenged both nationalist culture and “global” culture as defined by the US and Europe; arguing that “culture is like water,” a continual flow in which “we need the others to understand ourselves.” Literature helps us to navigate this flow. It is a product of cultural identification rooted to local stories and national history, but not reducible to these: it escapes this narrow territory in a universal quest for meaning. In literature, as in our intercultural world, he concluded, “Each element, each sentence, has its role, and has a right to exist.”

Acclaimed Chinese-American author Ha Jin came to the United States almost thirty years ago as neither immigrant nor exile, but he experienced elements of both as he struggled to establish a personal identity and carve out a place for himself in the literary world.

In March 2013, almost 300 people turned out to hear the award-winning writer share his perspective on the contemporary immigrant experience. The difference between the exile and the immigrant, Jin said, is that the exile’s view of the world is shaped by an important moment in the past, while the immigrant is focused on creating a better life for himself and his family by starting over in a new place.

Born in China in 1956, Jin became a member of the People’s Liberation Army at the age of fourteen. In 1986, he came to the US to study at Brandeis University, fully intending to return to China after finishing his graduate work. But the 1989 Tiananmen Square massacre altered the political and social landscape in China and changed Jin’s mind. “The Chinese Army had been the people’s Army,” Jin said, “and suddenly everything was reversed. I couldn’t accept that the same Army was now suppressing the citizens.”

He decided to stay in America to protect his son from the pointless violence in his home country, but the decision was accompanied by fear—an emotion common to both immigrants and exiles, according to Jin. “Gradually, though, I came to see that this kind of emotion is part of the human condition,” he said. “It’s also the cost of freedom and the source of opportunity.”

After Jin earned his PhD at Brandeis, he enrolled in Boston University’s Creative Writing Program in 1991. He chose to write in English, with his first novel, *Waiting*, based on his experiences as a soldier. As he wrote, Jin continued to wrestle with the tension between exile and immigrant in himself. “I struggled to get away from China,” he said, “although eventually I realized that I would always have an emotional entanglement with the old land. I couldn’t get away from my past completely, but I saw that I could use it as a source of energy.”

Jin also questioned the function of art in society. His background as a member of the Chinese military and the son of a factory worker had in-



Ha Jin

Photo courtesy of Boston University Photography

stilled in him the idea that art for its own sake had no value. “But I came to see that things which aren’t useful can still improve our lives,” he said. “Art can define our identity.”

At different stages of his career, Jin drew inspiration from European works such as *Anna Karenina*, *Madame Bovary*, and *Fathers and Sons*, as well as from American authors like Willa Cather and John Steinbeck. But he recognized that whatever strength he drew from others had to be matched by a deep-seated personal belief that as long as his books were well written, someone would publish them. “A kind of madness is part of the effort to see how much you can endure,” he said. “It’s really an illusion, but you have to believe that your good work will eventually be recognized.”

Jin’s good work was recognized, and he won the National Book Award in 1999 and the PEN/Faulkner in 2000, both for *Waiting*. He was awarded the PEN/Faulkner again in 2005 for *War Trash*. He has also received a Guggenheim Fellowship, the Hemingway Foundation/PEN Award, an Asian Fellowship, the Flannery O’Connor Award for Short Fiction, the Townsend Prize for Fiction, and the Mary Ellen von der Heyden Fellow for Fiction.

The Ha Jin event was organized and hosted by the Department of Foreign Languages and Literatures and the Confucius Institute, with additional sponsorship from the Center for Global and Area Studies, the Institute for Global Studies, and the English Language Institute.

The *Transnational Encounters* project aims to engage the UD community and general public with renowned writers whose works showcase rich cultural diversity. In addition to the Le Clézio and Ha Jin visits, former US poet laureate Rita Dove spoke at UD in April 2013, and the recipient of the 2010 Nobel prize for literature, Peruvian Mario Vargas Llosa, is scheduled to visit in fall 2013.



## FOCUS ON FACULTY

### INTERVIEW WITH DR. CRISTINA GUARDIOLA



Dr. Cristina Guardiola

**Your parents came to the US from Spain. Did your family background influence your decision to become a Spanish professor?**

My family never emphasized Spanish literature or thought of it as the career for me, but I think—I hope—that their values helped inform mine, and so the things that they love became the things that I love. I was lucky enough to be brought up in a family with a strong love for the country in which they were born, and with the ability to visit it often. Both my parents are from Aragón, Spain. My father came to this country in 1967 as a professor for Rutgers University. As a child, I remember going back every summer, and visiting just about every city or town with a library or archive. So, while my father was off doing research, my mother, brother, and I would visit museums, castles, cave paintings, Roman monuments, and—as every Spanish study abroad student knows—churches, churches, and more and more and more churches!

Both my parents and my grandparents were educators, so it's not surprising that they encouraged reading. But, it wasn't necessarily Spanish literature that I read. English literature was one of my favorite high-school subjects, and I took French and Italian in high school because taking Spanish was beside the point. Spanish got interesting when I reached college, in part because I could argue a point about, disagree violently over, and express a love for what I read with my family. Perhaps more than influence my decision to become a Spanish professor, they fostered an ability to communicate—and to commune—with another through literature.

**You have taken several groups of undergraduates to Spain during the special sessions. What do you see as the main benefit(s) of these programs to students?**

One of the advantages of the UD study abroad programs is that they target students in all stages of language and cultural development. I've directed programs for students in the early stages of language development (Granada, Spain), or students who are edging toward fluency (Salamanca, Spain). I've enjoyed taking students on the first of these programs, because you see how their interest in language and culture sparks, and Granada is ideal for that program. Granada's Center for Modern Languages provides outstanding support for UD students and professors. And, the historical and cultural dimension of the city is beyond question. The city is a living museum with an international present and a history of three cultures. At its heart are the winding streets of the Albaycín, Alhambra Palace, the Cathedral, and the Realejo. The second type of program, the one designed for the more advanced student, is in Salamanca. Since Salamanca houses

*“Spanish got interesting when I reached college, in part because I could argue a point about, disagree violently over, and express a love for what I read with my family. Perhaps more than influence my decision to become a Spanish professor, they fostered an ability to communicate—and to commune—with another through literature.”*

the oldest university in Europe, it's particularly well-suited for more advanced students. I think with Salamanca you also feel the weight of a past history, but this time it is an intellectual history connected with some of the greatest Spanish authors throughout time: Fray Luis de León, Cervantes, Unamuno, Carmen Martín Gaité. It's pretty awe-inspiring to read their works, and then walk the same halls and streets as did these famous deans, professors, authors, and students.

**In 2010 you published a monograph entitled *Legitimizing the Queen: Propaganda and Ideology in the Reign of Isabel I of Castile* (Bucknell University Press). How did you become interested in this topic, and how does it inform your teaching?**

The idea for the book started with a chapter from my dissertation on the chivalric biography. As part of the dissertation, I studied a fanciful biography of Joan of Arc called the *Poncella de Francia*. It was a beautiful piece of medieval literature, combining the genres of the *novela de caballería* (chivalric romance) with biography and mirrors-for-princes text. The *Poncella* was dedicated to Isabel, who also seemed to be a heterogeneous literary construct: a woman, a warrior, a sovereign queen. These issues of gender and power seemed particularly important to me, especially when they came during a time in Castilian history that called for moral and political regeneration. So it's not strange that at the same time that Isabel appears as the saving monarch of her country, her unprecedented power provokes anxieties about female sovereignty. Isabel's sovereignty predated that of her English counterpart, Elizabeth I, by nearly half a century. My book, *Legitimizing the Queen*, shows how literature was a forum for political propaganda at the close of Spain's Middle Ages. It focuses on the ways works dedicated to the queen were used to promote certain political ideals and agendas through oftentimes conflicting images of female sovereignty.

**You have taught courses on various aspects of medieval Spanish literature. How do you make this material accessible to your students?**

Medieval Spanish literature is hard because the language found in these texts is, obviously, not how people speak today. The language of the Middle Ages wasn't codified by a grammar until 1492 (and even then, Nebrija's grammar looks nothing like our modern textbooks), so words are not standardized by any means. But there are core themes in medieval literature that still are very much central to today's world. Love, lust, redemption, and a search for truth and knowledge are a few. I try to choose works that also resonate with the climate of today's problems and desires. If the students of today can't understand yesterday's past, they lose the roots that tie them to a culture.

**Last fall you were on sabbatical leave doing research for a book on cosmetics in medieval and early modern Spanish literature. How has this project evolved?**

My book deals with the growth of the cosmetic branch of medicine in the medieval and early modern world. It's an odd phrase, the cosmetic branch of medicine, but one that reflects the slow withdrawal of women from scientific and medical communities in medieval and early modern Europe. The professionalization of medicine, as occurs with the advent of the university, the promotion of legal regulation, the rise of hospitals and clinics, was shaped by the social

groups and individuals whose vested interests conflicted with those of traditional healers. I focus on the paradox inherent in the growth of the cosmetics industry, which promoted the aesthetic and medicinal uses of cosmetics while at the same time condemning, on both moral and medicinal grounds, the women who participated in this industry. I've been fortunate in my semester sabbatical to study the concomitant exclusion of women from a public space and a professional sphere with their loss of literary voice; at the same time I show how this loss of public agency may have been undermined through the visual artistry of makeup.

**Tell us about what you enjoy doing in your free time.**

I volunteer at my children's schools now, reading in Spanish and French, or teaching basic concepts (math, science) in Spanish. And I like to run outdoors, although I'm no good at it. I'm looking forward to getting back outside this spring and enjoying the trails around Lums Pond, the C&D canal, and especially Creek Road north of Main Campus.

### INTERVIEW WITH MS. JUDY CELLI



Ms. Judy Celli

**How did you first become interested in French language, literature, and culture?**

It was a combination of parental influence and fate. Both of my parents had spoken highly of their high school French classes and teachers. Also, during the Korean War, my father was stationed in Bordeaux with the US Army Criminal Investigation Division. He worked with the Police Judiciaire in Bordeaux and had some great stories to tell years later when I was growing up. In addition, he had brought back French coins and souvenirs of all kinds that I used to play with as a child. However, anyone who knows me well knows that I'd have to say that fate played a role in determining my path. The summer before I went to high school, I was sitting in my kitchen filling out the form indicating my preference of foreign language (French or Spanish). My older brother happened to be in the kitchen and he said “Take French. If you speak French and English, you can go anywhere in the world.” So, with the seemingly insignificant act of putting an X in a box, I began my formal study of French. I loved French in high school. Both my French teachers and my English literature teachers were superb. Once in college, I combined the two areas and felt like I had found a calling. My college French professors were extremely gifted and inspiring. French literature is the most beautiful art form I've ever experienced.

**You have mostly taught French courses at the first-and second-year levels. How has the teaching of these courses evolved over the past twenty-five years?**

Technology has obviously changed some of the classroom instruction. Students are able to know in real time what is going on in France and in

French-speaking regions. They are able to hear and see native speakers of all ages and backgrounds at almost any time of the day. However, much of what I do is what I've been doing for years: having students communicate. That is and always has been the major purpose of language. I like to present content in small “chunks” and gradually build upon them until students get to the point of improvised speech. I take the same approach for written production, with the ultimate goal of having students produce creative works. Regarding evaluation, I've recently begun “universal testing” which is designed to help students of all abilities demonstrate knowledge.

*“Much of what I do is what I've been doing for years: having students communicate. That is and always has been the major purpose of language. I like to present content in small “chunks” and gradually build upon them until students get to the point of improvised speech.”*

**You have an outstanding reputation as a teacher of French. To what do you attribute your success?**

I have a tremendous amount of support both at home and in the Department. Many people know that this job doesn't end at 5:00 pm. My parents, husband and children have always been extremely supportive. In the Department, the chair, the staff, and my colleagues are a constant source of tremendous help. There's a camaraderie here that results in an open exchange of ideas. If I'm stumped about how to approach a lesson, for example, I can go to any one of my colleagues, talk through it and walk away with a plan for the classroom. Finally, the students are generally eager to learn and are quite cooperative. Also, I find that they have a great sense of humor and that lightens the mood in the classroom even though the material may be difficult for them.

**In 2011 you published *An Anthology of Nineteenth-Century French Short Fiction* (Molière & Co.), coauthored with Dr. Lynn Palermo. How did this book project begin and what was your goal?**

Dr. Palermo and I saw a need to bridge the gap between learning the language and then applying it to literary analysis. Our language program has several goals. Not only must we prepare students to function in a French speaking environment (to be able to order meals, use transportation, and talk about a variety of topics important to them), but we also have to prepare them to continue in our program. Our French Reading and Composition course is where students are introduced to the idea of a literary movement and the critical analysis of a text. Yet, many are still struggling with the language. We recognized this many years ago, so Dr. Theodore Braun and I secured a grant to put some of the readings online. We developed an interactive computer program where students could click on particular words or phrases and see explanatory notes or pictures. The program had its limitations, so Dr. Braun approached Dr. Palermo and me about transferring this approach to book form. So far, it's working well in the Reading and Composition course. The footnotes and the glossary in the book help students confront the language obstacles. Once they have intimate knowledge of the plot, they can tackle the more subtle task of analysis.

**What do you like to do when you are not teaching French or engaged in UD-related activities?**

I love to garden and I find it very relaxing. Also, I enjoy sports of almost any kind. I stopped playing basketball a few years ago, so I mostly spectate now. I especially enjoy watching baseball and making an occasional trip to the batting cages. How fun would it be to have batting cages right next door in the Carpenter Center?!



MEET OUR NEW PROFESSOR

DR. JESÚS BOTELLO, SPANISH STUDIES



Dr. Jesús Botello

One of my former students asked me recently how my interest in Cervantes’ *Don Quixote* developed. I told her that before coming to the United States, I never thought that one day I would devote my academic career to Cervantes and his work. It was after taking a wonderful class on *Don Quixote* at Miami University in the fall of 2005 that I discovered my passion. I had read the novel when I was younger, but what I learned in that class was totally different. For example, I discovered that *Don Quixote* was more than just a funny book about windmills and a crazy old man who read

too many chivalric romances, it was the reflection of an era, its aspirations, successes, and failures. That course opened my eyes not only to Cervantes’ masterpiece but also to all the richness and complexity of Golden Age literature and culture. Moreover, the professor who taught the course, Dr. Antonio Sánchez Jiménez, became my model for excellence in teaching because of his intellectual rigor, organization, and, above all, enthusiasm.

After finishing my master’s degree at Miami University, I was accepted into the doctoral program at the University of Chicago, where I continued to study medieval and Golden Age literature. In my dissertation, under the direction of Dr. Frederick de Armas, I examined how Philip II’s strategic priorities and his decision-making style influenced Cervantes’ *Don Quixote*. I argue that Don Quixote’s obsession with books of chivalry and his faith in the written word can be read as a subtle criticism of the process of bureaucratization in Spain that began during the reign of Philip II. I also study how the illiterate Sancho Panza and his good judgment in Barataria represent Cervantes’ idealization of the spoken word, as well as his desire to return to a utopian Golden Age based on orality. I defended my dissertation in December 2011. In Chicago I also had the opportunity to teach my first literature course, designed for Latino students. We discussed *El túnel* by Ernesto Sabato.

*“It was after taking a wonderful class on Don Quixote at Miami University in the fall of 2005 that I discovered [...] that Don Quixote was more than just a funny book about windmills and a crazy old man who read too many chivalric romances, it was the reflection of an era, its aspirations, successes, and failures.”*

The experience was enriching, and led me to confirm that research and teaching definitely complement each other.

Although my research mainly focuses on Cervantes, my scholarly interests range from medieval chivalric romance and literature to picaresque works and Renaissance poetry. I am currently working on how Don Quixote appropriates, challenges, and problematizes several Spanish chivalric novels, in particular, *Amadis of Gaul*. During fall semester 2012 I taught a new course dedicated to *Don Quixote*, and next academic year I will offer two new courses: “Spanish Golden Age Theater” and “The Other Cervantes,” on Cervantes’ *Exemplary Novels and Entremeses*. I am delighted to be part of the Department of Foreign Languages and Literatures at the University of Delaware, and my experience here has been truly rewarding, intellectually and socially. I greatly look forward to continuing to teach, work, and collaborate with my colleagues and UD’s students.

FACULTY/STAFF NOTES

FACULTY/STUDENT EXCHANGES



Dr. Milena Rodríguez Gutiérrez of the Universidad of Granada



Dr. Ángel Esteban of the Universidad de Granada



José Luis Guidet Sánchez of the Universidad de Granada



Pauline Cornier of the Université de Caen

AWARDS/RECOGNITIONS

**Dr. Gary Ferguson** was named Elias Ahuja Professor of French. He also was Visiting Professor (*Professeur invité*) at the Université Jean Monnet – Saint-Étienne, France.

DR. AMÉRICA MARTÍNEZ RECEIVES TWO ADVISEMENT AWARDS

**Dr. América Martínez**, advisor to approximately 500 Spanish minors, earned both the Arts and Sciences Outstanding Advising Award and UD’s Excellence in Advising Award in 2012. Her advisees appreciate the considerable amount of time and hard work she has committed to ensuring their success. Dr. Martínez holds regular meetings, numerous office hours, and has crafted helpful handouts for the Spanish minors. She holds the honor of being the first faculty member in the University to receive both awards during the same year. “I believe it is important for the student to see the whole picture, not just the next semester, so I take the time to go over options and possibilities, especially the possibility of studying abroad, which must be fully integrated into the student’s curriculum for it to be academically meaningful. I want my advisees to understand and feel that they are in control of their future, that they have options should things not work out as planned, and that I’m there to either get them back on track or make a new plan, not to judge or criticize them. And I do my best to be there for them when they need me.”

PROMOTIONS

Congratulations to **Dr. Rachael Hutchinson** for being promoted to Associate Professor with tenure.

GRANTS

**Dr. Jianguo Chen** received a grant of \$303,500 from the US State Department to host the 2012 summer National Security Language Initiative for Youth (NSLI-Y) in Shanghai. Dr. Chen also received a prestigious Salzburg Global Seminar Fellowship.

**Dr. Cristina Guardiola** received a GUR Grant of \$5000 for her project “Beauty Matters: The Disenfranchisement of Women and the Cosmetological Field of Medicine.”

**Drs. Rachael Hutchinson and Phillip Penix-Tadsen** received a joint IHRC grant of \$5000 in support of their Game Studies Research Group.

**Dr. Asima Saad-Maura** received an IT Transformation grant of \$3250 for her project “Multimedia for Multi-taskers on the Go: Short Audiovisual Lectures for Twenty-first Century Spanish Students.”

**Dr. Alexander Selimov** received an Area Studies research grant of \$5000 for his interdisciplinary research project “The Hammer, Sickle, and the Palm Tree: Latin American Culture and the Revolutionary Imagination in the Soviet Union.” He also received a GUR Grant of \$5000 for his project “The Enlightenment and Romantic Drama in Spain.”

**Dr. Annette Giesecke** received an Interdisciplinary Humanities Research Center grant for her book and symposium, “Earth Perfect?: Nature, Utopia, and the Garden.” She also received a Creating Knowledge-Based Partnership Grant from the Office of the President and the Office of Communications and Marketing for the symposium. Giesecke was nominated for her work on Roman gardens as 2013–14 Jashemski Lecturer for the Archaeological Institute of America.



BOOKS PUBLISHED BY FACULTY IN 2012

**Dr. Annette Giesecke** with **Dr. Naomi Jacobs**, *Earth Perfect? Nature, Utopia and the Garden*, critical edition (London, UK: Black Dog Publishing, 2012). *Earth Perfect?* is a lushly illustrated, 303-page volume that brings together essays from writers and experts across disciplines to study the relationship—historical, present and future—between human-



Dr. Annette Giesecke in her woodland garden

ity and the garden. Through joined voices from the fields of architecture, history, geography, literature, law, and other areas, the garden emerges as a site of contestation and a repository for symbolic, spiritual, social, political, and ecological meaning. The book raises numerous issues, including “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?” Such topics are covered 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, Bohemia’s secret gardens and landscape in contemporary architecture. The book also serves as the basis for a four-day symposium in partnership with area gardens and museums held in June 2013.

**Dr. Gladys Ilarregui**, *El libro de vidrio/The Glass Book* (Buenos Aires: Ediciones del Dock, 2012). *El libro de vidrio* was published in the summer of 2012 while Ilarregui presented her work at *Espacio Y* in Buenos Aires. It is an interdisciplinary work focusing on the history of glass, a history that has been linked to violence, cathedrals, medical experiments, trash, and mirrors, through a poetic perspective. *El libro* encompasses two different historical periods: the Renaissance and colonial times and the postmodern culture of Latin America and the world at large.

**Dr. Ikram Masmoudi**, *Beyond Love*, translation and critical edition. (Syracuse, NY: Syracuse University Press, 2012). Originally published in Arabic in 2003, Hadiya Hussein’s *Beyond Love* is a powerful novel about the 1991 Gulf War and its aftermath exposing both the American-led war and the dictatorship of Saddam Hussein. It is a portrait of life in sanctioned Iraq.



Dr. Gladys Ilarregui



Dr. Ikram Masmoudi





Dr. Monika Shafi



Dr. Meredith Ray

**Dr. Monika Shafi**, *Housebound—Selfhood and Domestic Space in Contemporary German Fiction* (Rochester, New York: Camden House, 2012). *Housebound* offers interpretations of works by contemporary German and Austrian authors that focus on the topic of the house. It argues that domestic space is emerging in this recent literature as an important site of identity, powerfully registering conditions of contemporary life. These are explored in both local and global environments along with the imprint of national traditions and transnational contexts.

**Drs. Meredith K. Ray and Lynn Lara Westwater**, *Arcangela Tarabotti. Letters Familiar and Formal*, translation and critical edition. (Toronto: Centre for Reformation and Renaissance Studies, 2012). Although forced into a convent at an early age, the writer Arcangela Tarabotti (1604–1652) spent her life protesting the oppression of women within seventeenth-century Venetian society, thus earning herself admirers as well as detractors. In her *Letters Familiar and Formal* (1650), one of her most important works, Tarabotti highlights her literary accomplishments, advertises her powerful network of allies in Northern Italy and France, and takes aim at her critics. This is the first time Tarabotti’s book of letters has been translated into English, making her powerful voice accessible to a much wider readership.

## CURRICULAR NEWS / SPECIAL EVENTS

### GERMAN AUTHOR DISCUSSES THE LIFE AND LEGACY OF JUREK BECKER

In the fall of 2012, Ms. Christine Becker, the widow of illustrious author Jurek Becker, gave an engaging talk on her husband’s life during the eventful twentieth century in Germany. She focused primarily on Becker’s first and most famous book, *Jacob the Liar* (1969), discussing the relationship between contemporary historical and cultural events on the themes, narrative perspective, and language of her husband’s work.

### NEW HISTORY/FLL MAJORS

When the History Department recently reevaluated the History/FLL major, they noticed an increase in the popularity of Chinese and Japanese history. Proposals for two new joint majors (HIST/CHIN and HIST/JAPN) were put forth and approved by the faculty senate in December. The study of the history, culture, and language in a regional context supports many of the ten undergraduate education goals at UD, allowing our students to live and work effectively in an increasingly global society.

### STUDENT TEACHERS ATTEND NECTFL 2012

In April 2012, student teachers in our Foreign Language Education program traveled to Baltimore to attend the fifty-ninth annual Northeast Conference on the Teaching of Foreign Languages (NECTFL). Ten student teachers of French, Italian, and Spanish, accompanied by program coordinator Dr. Bonnie Robb, made the trip thanks to a College of Arts and Sciences Teacher Education grant and additional support from FLL. Studying the conference program before departure, each student selected in advance the sessions he or she would attend,



Spring 2012: student teachers with Dr. Bonnie Robb at the NECTFL conference in Baltimore

including identifying a core of sessions that belonged to one of the research “strands” featured at the conference—curriculum, diversity, instructional strategies, technology, assessment, and advocacy. The “strand” represented an area in which the student teacher was particularly interested and might research in the early stages of his or her career. The conference engaged these young teachers in the compelling issues and challenges of our profession and heightened their awareness of the importance of research, critical thinking, innovation, diverse views, and creative professional partnerships.

### FACULTY RESEARCH WORKSHOP

The Faculty Research Workshop series, featuring faculty and graduate student research, continued to enjoy success in 2012, with the following presentations:

Dr. Giorgio Melloni, Associate Professor of Italian, “Rome at the Margin: Joy and Anger of the Modern City in Mario Monicelli and Pier Paolo Pasolini.”

Dr. Phillip Penix-Tadsen, Assistant Professor of Spanish, “The Poisonous PlayStation: Political Posturing and the Productive Potential of Video Games in Latin America.”

Dr. Ikram Masmoudi, Assistant Professor of Arabic, “Poetry, Desertion, and Bare Life in Iraqi Fiction.”

### ARTISTIC DONATION TO JASTAK-BURGESS HALL

Emad Hemede, a Syrian artist from Damascus who has been living in the United States since 2010, donated his work “Damascus Yesterday”



Dr. Ikram Masmoudi in front of “Damascus Yesterday” in Jastak-Burgess Hall

to FLL in February 2012. The painting depicts church spires clustered alongside mosques and minarets, celebrating the historic coexistence of Christians and Muslims.

### TECHNOLOGY ABROAD

FLL Associate Professor Jorge Cubillos helps students to stay connected with one another through Facebook groups and to demonstrate their language proficiency through multimedia projects posted to a blog while participating in the winter session program in Panama. “Technology, as an integral part of students’ lives, is important to incorporate into their studies. In the area of languages, it is a very simple and logical extension of what they can do to learn and master the language,” Dr. Cubillos says.

UD’s Jorge Cubillos is helping students to stay connected with one another through Facebook Groups and to demonstrate their language proficiency through multimedia projects posted to a blog.



Dr. Jorge Cubillos

Connecting study abroad students through Facebook groups gives them the opportunity to get to know one another before the trip. “I use it in my study abroad program in Panama as a way of bringing the group together and increasing cohesion.” At the same time, Dr. Cubillos refrains from participating in the group himself to allow the students to network freely.

Once abroad, students demonstrate their language proficiency by posting multimedia projects to a blog. The blog uses WordPress, an open-source web publishing platform. (Panama blog address: <http://sites.udel.edu/panama12w/>). Projects consist of videos, pictures, and written recounts of students’ experiences in Panama. “We can encourage the development of oral skills with multimedia production. Students create multimedia projects by filming themselves presenting monologues, recording conversations or demonstrating something they are particularly good at,” said Dr. Cubillos. These projects showcase the students’ speaking about their living arrangements with their host family and include interviews with native speakers. They also recommend certain experiences they had in Panama. Another way in which students develop proficiency is via their participation in a service-learning experience in an orphanage in Panama. “It is very important for me to replicate the use of language in the real world in our language classes,” Dr. Cubillos explains, “Students interact with each other on a daily basis; in many cases they do this with technology. So I wanted to incorporate those technologies into those daily interactions.” Journal entries are another way of promoting the use of their language skills, particularly in the area of writing. Every week, students post a summary of their activities, along with photos. “Students have the opportunity to write consistently on topics that are of interest to them. When you write about something that is interesting to you, you pay more attention to it and do it with more enthusiasm, which is beneficial in the areas of fluency and grammar.”

All multimedia and written assignments are posted to the blog. Other

members of the group can view these posts and reply to them through multiple mediums using the blog as a social platform. Dr. Cubillos has found these technologies to be a great asset for language learning and plans to continue using these methods on future study abroad programs.

## NEWS FROM THE LANGUAGE PROGRAMS

### À LA FRANÇAISE

Our annual “Journée de la Francophonie” was held in March 2012. First-year French students prepared posters on French speaking countries. There were talks and activities throughout the day on various countries and regions: Dr. Ali Alalou spoke about North Africa, Dr. Cynthia Lees about Quebec, Mr. Makhmouth Dia about Senegal, and Ms. Marie Paillard about Normandy. In addition, there were two dance demonstrations: Ms. Flora Poindexter demonstrated dances from Brittany, and the Newark International Folk Dancers, under the direction of Pamela Goffinet and Cynthia Morgan, demonstrated folk dances from other regions of France. Students joined in and enjoyed learning the steps.

The French Club has had another successful year. In April, Club members made presentations at a “Families of the World” program co-sponsored by People to People of Delaware and the Girl Scouts of Newark. The evening began with a question-and-answer session in which the Girl Scouts asked UD students about their studies in French and their travels to French-speaking countries. Then some club members taught French songs, while others taught clothing vocabulary. At the end of the evening, the Girl Scouts presented a fashion show in French. In the fall, the French Club placed third in the Homecoming banner contest and visited the Nemours Mansion and Gardens, where they learned about the history and architecture of the former DuPont estate. Another educational event was a lecture on the culture of Belgium. In addition to their weekly meetings featuring French conversation, they enjoyed a pique-nique on the Green and participated in International Week activities.

In May, the students of the French Theater Workshop course performed a farce by Georges Feydeau, *Les Fiancés de Loches*, at the Hartshorn Theater. The twenty student actors, under the direction of Dr. Deborah Steinberger, presented their work before an audience of family, friends, and FLL faculty. In rehearsal, they enjoyed expert coaching sessions with Resident Ensemble Player Carine Montbertrand. The production also benefited from custom lighting designed by Theatre Professor Bill Browning and his students. Graduate student Daina Andries served as stage manager.



French Theater Workshop students, moments before curtain time: from left, Denise Martinez, Brittany Debord, Dora Miketa, Melinda Danowitz, and Hannab Blye





Newly inducted members of the French honor society Pi Delta Phi, with chapter president Colleen Trowbridge (third from left)

Over the course of the semester, the student actors refined their appreciation of theater by participating in field trips to see French plays in Baltimore and Philadelphia.

At our annual honors ceremony, students Jessica Klein, Chase Markee, Anna Ogunnaiké, Joseph Picca, Michael Schmitt, Samantha Tharler, and Thien Chan Vu were inducted into the Pi Delta Phi French honor society, and thirty-five intermediate-level students were recognized for their outstanding work in French courses. Ms. Grace Gary, executive director of the Nemours Mansion and Gardens and author of a book about the mansion and the DuPont family, was named French Advocate of the Year for her work on the Sister Cities project linking Wilmington, Delaware and Nemours, France. Ms. Versha Patel, a medical student, received our Humanitarian Prize for her service as an AIDS educator in francophone Africa. Colleen Trowbridge, President of Pi Delta Phi, received the Theodore E.D. Braun Undergraduate Award.

In alumni news, Loïc Marie-Magdeleine (MAFLP French 2009) and Yasmina Hadji (Caen Exchange, 2008–2009) shared some wonderful news: they were married in Paris on July 7, 2012. They are living in Méréville, a small town situated between Paris and Orléans; Yasmina teaches middle school, and Loïc is finishing up his doctoral degree in English. Best wishes to the happy couple!

Makhmouth Dia (Caen Exchange 2010–2011, MAFLP French 2012) has been teaching at Drake University and Simpson College in Des Moines, Iowa. He writes, “The pedagogical approach, the staff’s dedication, and the vibrant *ambiance* I experienced at UD were vital to my preparation for my



Loïc and Yasmina Marie-Magdeleine

new challenges as an instructor and for my overall adjustment in Iowa. Not only am I surviving the Iowa cold (who said I couldn’t?), but I enjoy teaching French language and francophone literature and culture in Des Moines.”

Dr. Lynn Palermo (MAFLP French 1992) is in her third year as chair of the Department of Modern Languages at Susquehanna University, where she teaches undergraduate French language, literature, and civilization at all levels and directs an annual French play, written and performed by her advanced conversation students. Dr. Palermo earned her PhD from the Pennsylvania State University in 2003. Her current research focuses on the period between the World Wars: she addresses questions of modernism, colonialism, primitivism, and intellectual engagement through her study of world’s fairs and literature. In 2011, she published an anthology of nineteenth-century French short stories which she co-edited with UD French instructor Ms. Judy Celli.

*Félicitations* to all!

## ANCIENT GREEK AND ROMAN STUDIES



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

Our students, past and present, are what make the Ancient Greek and Roman studies program. This year, senior Karen DiGangi and Ancient Greek and Roman studies graduate Michael Curran share their inspiring stories, demonstrating the wide range of possibilities this major offers.

### KAREN DIGANGI

This past summer I had the amazing opportunity to be a part of the Poggio Civitate Archaeological Field Program through the University of Massachusetts – Amherst. The program takes place in the small town of Vescovado di Murlo, just south of Siena in Tuscany. I was in Italy for six weeks and there is no doubt that I had the time of my life. There were about sixty students and staff members from all across the US and others from around Europe. The site lies in the heart of Ancient Etruria. I learned an exceptional amount about the Etruscans, the Italian language, and Italian culture. As an Ancient Greek and Roman studies major, I have also been studying modern Italian since my freshman year. This program was not my first time in Italy, as I was also lucky enough to travel to Siena for a winter study abroad program. Yet my second trip truly enhanced my background knowledge of Italy and encouraged me to see as much as possible.

One of my favorite parts of the program was that the staff understood the importance of experiencing the culture of the host country. Over the summer we had two wine tastings, two pig roasts with the local Italians, and even got time off to go see the famous Palio horse race in Siena. Seeing



Karen DiGangi, exploring ruins along the Via Appia in Rome

the Palio was a fantastic experience, as I had earlier spent a winter session in Siena and learned so much about its history and the Palio. My second favorite part of the summer was our actual discoveries while digging. I have loved history for as long as I can remember. At UD I had the chance to focus my attention on ancient history. Yet it was always studying, reading, or looking at pictures of these things. For the first time I could touch history. I could feel what the Etruscans created and held.

Despite how spectacular all of these aspects of my summer were, I believe the people I met and spent my time with were the best part. I found friends I plan to keep forever. They were some of the smartest people I have ever met. Because of all of these new friends, I have the privilege and honor of returning to the program this upcoming summer as a trench assistant. I want to thank my parents, friends, UD staff, and my advisor, Dr. Giesecke, for all the help and support I received. I had such a great experience that will potentially set me on a career path.

### MICHAEL CURRAN (BA 2008)

Currently, I am finishing my master’s degree in Rangeland Ecology and Watershed Management at the University of Wyoming and will start a PhD program in Ecology there in June 2013. As a graduate research assistant, I am working on a grant from BP and the Wyoming Reclamation and Restoration Center (WRRC) to identify successful trends in oil and natural gas pad reclamation. I have developed a database to store and query quantitative and qualitative data associated with land reclamation on BP’s well areas on federal land in Wyoming. This database allows me to see which reclamation practices (seed mixes, soil amendment application, herbicide spray, etc.) are resulting in successful land reclamation (based on vegetation monitoring and soil analyses) in specific areas.

For a long time, I have been interested in the relationship between humans and the environment, and many of the courses that I was able to take with my Ancient Greek and Roman studies degree at UD dealt with



Michael Curran

this interaction to some extent. In particular, several mythology and art history courses allowed me to better understand how folks dealt with their surrounding world in ancient times. Also, a Latin course, in which we translated and analyzed *Lucretius’ De Rerum Natura* addressed this same issue, and allowed me to see that a lot of current issues are not all that different from issues dealt with by those in ancient Greece and Rome. Not only did my Ancient Greek and Roman studies degree allow me to better my understanding of how the ancients dealt with their environment, it also allowed me to learn about social and political issues of those

times. Many of those issues are similar to issues of our present time. This has helped me in my current field, as a goal of mine is to bring the scientific community together with private industry and government in order to improve practice and policy.

Finally, some of the greatest things that I have taken away from my Ancient Greek and Roman studies degree are writing skills (from Latin classes) and critical thinking skills (from philosophy classes). In fact, the co-chair of my graduate committee told me that a major reason I was awarded my position as a research assistant over other candidates was because I had a degree in Ancient Greek and Roman studies and he thought that my writing skills would be an asset to his research group.

## AUF DEUTSCH

According to a recent press release of the German Foreign Service, Germany has one of the highest concentrations of UNESCO world heritage sites: thirty-seven in all, including castles, churches, parks, and picturesque town centers. Our students learn about this rich cultural tradition in all their classes, and this past year fourteen UD students saw some of these famed places first-hand. They were the lucky participants in a winter session in Leipzig under the expert guidance of Dr. Robert Brandt, an assistant professor of Music. For the first time the German section partnered with InterDAF, a division of the University of Leipzig which teaches winter and summer German language courses to students from around the world. This winter session focused on Germany’s classical music tradition, and students attended concerts in Berlin, at the world-famous *Berliner Philharmonie* and Leipzig’s equally famous *Gewandhaus* and *Thomaskirche*. Brandt also arranged for an evening of German *Lieder*, during which he sang songs by Mendelssohn and Schuman. Excursions included trips to Dresden with its beautiful baroque architecture and to Weimar, topping off five unforgettable weeks.

Another highlight of the year was a lecture by Christine Becker, who presented a talk on her late husband’s life and literary legacy. Jurek Becker was one of the foremost authors of the former GDR, and Christine delivered a moving tribute and an insightful look at a key literary figure and the manner in which his work reflects twentieth-century German and European history.

Throughout the year, the German Club sponsors activities celebrating major German holidays. In honor of October 3rd, the Day of German Unity, students held a German food fest which featured *Spätzle*, *Geschnitzeltes* and *Hackbällchen*. In December, they hosted their tradi-



Students on the 2013 Leipzig program outside of the Thomaskirche in front of the Bach statue





2013 Leipzig program participants enjoy their farewell meal

tional Nikolausparty offering, of course, lots of German Christmas cookies. The Club also raised \$1,300 through a raffle at the annual Oktoberfest held by the German Saengerbund; the money was used for scholarships for the Leipzig winter session.

Another festive event was the annual induction ceremony of the German honor society, *Delta Phi Alpha*, held in May at the Delaware Saengerbund. Dr. Iris Busch, faculty advisor to the German club and the honor society, organized a beautiful and truly elegant ceremony. Eight students were initiated and several students received awards. Molly Boland won the Sepp Hilsenrath Memorial Award given annually by the Saengerbund for outstanding performance by an advanced student, and Michale Ghidiu received the Marion E. Wiley Memorial Prize, which recognizes superior performance in courses beyond the intermediate level by a non-major student. Marianna Huber and Schuyler Bisbee each won a German-American Federation scholarship, which enables them to study at a German university for a full year, and Brianna Bartheld and Karol Oviedo won competitive fellowships for the 2012 international summer course held at the Fachhochschule Fulda, Germany. Their reports describing their stay in Fulda made it amply clear that they had the time of their lives!

In May 2012, two graduate students, Molly Boland and Alex Lang, successfully completed their MA degrees. After having worked so closely with them, it is always bittersweet to see them leave. The German faculty is tremendously proud of their accomplishments and we hope that they and all of our other students will stay in touch.

## ITALIANISSIMO

UD Italian had a great year in 2012–2013! On campus, students had many opportunities to learn about Italian language, literature, and culture. Students in Dr. Meredith Ray’s new course, “To Hell and Back: Dante’s *Divine Comedy*,” enjoyed reading this cornerstone of Western literature in its original form, while Dr. Giorgio Melloni’s “The Modern Italian Novel: From Manzoni to Svevo,” introduced students to more great Italian writers. Together with upper-level courses offered by Dr. Riccarda Saggese and Dr. Laura Salsini on modern and contemporary literature and culture, students had a lot to choose from when planning their semesters. As always, in the beginning and intermediate language sequences, Ms. Giuseppina Fazzone, Ms. Jennifer Mathe, Ms. Roberta Morrione, Dr. Saggese, Ms. Angela Trani, and Ms. Vincenza Pastecchi continued to make Italian language classes fun, challenging, and inspiring.

The Italian program also hosted a number of exciting cultural events for our students over the past year. In spring 2012, Ellen Weissbrod and Melissa Powell, directors of the 2009 documentary *A Woman Like That* about the life of seventeenth-century Italian painter Artemisia Gentileschi,



Summer 2012 group learns how to make gnocchi alla sorrentina

screened their film for a packed audience of students and faculty from FLL, Art History, and English. In the fall, Alberto Sironi, director of the popular television adaptations of Andrea Camilleri’s “Inspector Montalbano” mystery novels, gave a lecture and answered questions from an enthusiastic crowd. Dr. Luca Bonomi of the Dante Alighieri School in Siena gave an informative presentation about the history of that city’s ancient Palio tradition. *Circolo Italiano*, UD’s student-run Italian club, sponsored Italian conversation tables on campus, bocce ball games, and many other educational and entertaining events open to all those with an interest in Italian language and culture.

Students in the Italian program took advantage of an array of study-abroad choices this year. Several chose to spend a semester at John Cabot University, our partner program located in the beautiful Trastevere neighborhood in Rome. Others spent their summer in Sorrento with Ms. Fazzone, where they perfected their language skills while attending classes at the Sorrento Lingue International Language Center. Excursions included visits to Naples, Capri, Pompeii, and Rome. One of the highlights of the program was a culinary experience where the students learned about the cultural importance of food in Italy, and specifically in the region of Campania, by preparing and later enjoying a four-course meal. In the winter, Saggese took a group of eighteen students to Italy. They spent five days in Rome, two in Naples (with a stop in Pompeii), and three weeks in Siena where they studied at the Dante Alighieri School and were hosted by local families. During one weekend the group traveled to Venice where, in addition to visiting the beautiful churches and monuments, they had the opportunity to tour a glass



The summer 2012 group survived the climb up Mt. Vesuvius

factory and see a glass blowing demonstration. Another weekend was spent in Florence. Students liked this city so much that they went back a couple of times. In Siena students experienced real Italian life, tasting the food, talking with the people in their host family, engaging in conversation with Italian students, visiting a ceramic factory, admiring the museum and the church of the *La Torre contrada*, and discovering this quaint and mysterious city for themselves. This trip was such a unique experience that many of these students are already plotting their return to Italy.

As we do each year, the Italian program celebrated our students’ academic excellence at our annual Honors Day ceremony and banquet in May. Fifteen students were inducted into Gamma Kappa Alpha, the national Italian honor society, and Danielle Paltrineri was awarded the top honor for her outstanding academic achievements. We had a particularly special guest speaker this year: our own Dr. Gabriella Finizio, who recently retired from teaching but returned to give a fascinating presentation on “The Journey of Filippo Mazzei.”

Each year our students in Italian go on to graduate study in Italian, education, and many other fields; and to jobs in business, finance, hospitality, teaching, and more. If you are a former Italian student, we want to hear from you! Please send us your news!

## 日本語

2012 saw Japan gradually recovering from the devastating earthquake, tsunami, and lingering aftereffects of the Fukushima nuclear power plant meltdown in 2011. In addition, the citizens of Japan voted out yet another prime minister and brought the Liberal Democratic Party back into power—the sixth change in five years. In contrast to Japan, however, our Japanese program remained stable and now offers even more learning opportunities for our students.

Japanese now has more total students declared as majors and minors than at any previous time in Department history. Our faculty of Dr. Rachael Hutchinson, Dr. Mark Miller, Ms. Chika Inoue, and Ms. Mutsuko Sato has been together with no changes for longer than any period in our program’s history. And we continue to profit from having Mr. Eric VanLuvanee on our team, teaching everything from first- to fourth-year literature and translation courses. Hutchinson returned from maternity leave with a bang, offering the extremely popular honors colloquium “Japanese Visual Culture” and continues to attract students to our program with popular, cutting edge courses in literature, gaming, film, and *anime*.

Last year we were able to resume our popular summer program in Kobe, Japan with twenty-four eager participants under the directorship



Osaka 2012 students displaying their Japanese calligraphy works with Hanada-sensei, a renowned calligraphy master in Japan



Osaka 2012 participants on a side street in a shopping district in Osaka

of Sato and VanLuvanee. Students Megan Kelley and Nora Casper received one-year scholarships to study at Soka University in the suburbs of Tokyo. We have developed a new semester program at Akita International University. This program deserves special mention because unlike our exchanges with Soka and Seinan universities, the Akita program is not an exchange and, therefore, does not depend on equal numbers of reciprocal students from institutions in Japan. Now, thanks to herculean efforts by Dr. Lisa Chieffo of the Institute for Global Studies, who spent many hours of her time helping us establish this new program, and Miller and Inoue, who vetted the course offerings, we can send an almost unlimited number of students to Japan for a semester.

A new joint major in History and Japanese will be available as of this fall. Our gratitude goes to Dr. Jesús Cruz of the History Department, who, noting an increase in student demand for the study of Japanese history and language, helped us bring this new joint major into being.

Also still thriving are our Japan-related clubs and societies. We offer our students the Nihongo Table, an anime club, martial arts, and more. Our annual Yotsukura award was presented to Miles Thomas for his outstanding achievements, and we will resume offering our students membership in the Japanese National Honor Society this year. Building on our recent success, we look forward to bucking the trend of political turmoil in Japan and continuing with more stable growth in the years to come.

## NOTICIERO ESPAÑOL

The Spanish faculty designed innovative study abroad programs for the 2012-2013 summer and winter sessions. Dr. Alexander Selimov directed the 2013 winter program in Granada, Spain, following the immersion-centered abroad format established by Dr. Jorge Cubillos in Panama (see Technology Abroad). Selimov notes, “I decided to change the format in order to provide a true discovery experience, promote independent learning, and facilitate a stronger language immersion. In order to achieve that I eliminated the excursions component, while including several course-related field trips within Granada. All weekends were free weekends. Students had the opportunity to communicate with travel agents and to organize their own travel around Spain. I did provide some advice when asked, but did not intervene directly in their decisions or negotiations. Some students chose to travel more, and others less. Some students traveled around Andalusia, and also went to Barcelona, Madrid, and Portugal, while others focused on Madrid, Sevilla, Cordoba, and Malaga. All wrote enthusiastically about their experiences.” The Spanish section now offers a variety of different study abroad experiences depending on the interests and linguistic level of our students.

Our programs to Spain, Panama, Argentina, Costa Rica, and Chile





The 2013 Granada group enjoys the view from the Alhambra

were also very successful this year. Ms. Krystyna Musik, with TA Sarah Elliott, directed twenty-five students on the program in Chile. Besides the traditional literature, conversation, and culture courses, students learned to dance la cueca and the Polynesian dances of Easter Island. They also enjoyed a cooking class where they prepared a delicious meal of Chilean dishes. The program's excursions took them from the arid Atacama Desert to the spectacular coastline in the colorful city of Valparaiso.

Fostering the appreciation of the cultural treasures of Spain and Latin America is one of the goals of Sigma Delta Pi, the Spanish honor society. The society welcomed twenty-one new members at its annual ceremony in May. As part of a solemn initiation ritual, inductees and their family, friends, and faculty enjoyed powerful poetry readings including the original work of Spanish visiting faculty member and new initiate, Dr. Milena Rodríguez Gutierrez. A musical interlude presented the original music of the Mosaic Duo: Christopher Braddock on oud and mandolin and Douglas Seth on guitar. The ceremony concluded with the distribution of awards for academic excellence. Christine McGrath earned the Sigma Delta Pi book award for the undergraduate with the highest GPA. Miguel Ángel Martos Maldonado received the award for best graduate student essay for his paper entitled "Religión y opresión en *Réquiem por un campesino español* de Ramón J. Sender," written under the direction of Dr. Joan Brown. Rebecca Penix-Tadsen was also recognized for writing the best essay in an upper-division Hispanic literature course for her essay "Las fotos mienten: contradicciones, revelaciones y poderes en las fotos del fondo" written for Dr. Asima Saad Maura's class. Finally, Lindsey McHale was named "Outstanding Student in Hispanic Literary Courses" for her paper "Sepúlveda y fray Bartolomé de las Casas: su visión de la población nativa" written under the direction of Dr. América Martínez.



The 2013 Chile group experiences the beauty of the Atacama Desert

Martínez, who serves as faculty advisor to hundreds of Spanish minors, received two prestigious advising awards this year: the Arts and Sciences Outstanding Advising Award and UD's Excellence in Advising Award. ¡*Enhorabuena*, América!

Due, in part, to the hard work of Spanish program advisers like Martínez, many of our alumni pursue advanced study. Alumna Josefina Ayllón Ayllón (BA 2012) completed her MA in Hispanic studies at Boston College. Natalie Ginnetti (BA 2010) and Matthew John Przybylek (BA 2009) also completed MA programs: Ginnetti in social work at Rutgers, and Przybylek in the Erasmus Mundus MA program in Euroculture in Leipzig. Antoinette Yost (BA 2010) spent two years in the Peace Corps and this fall will attend the University of Texas at Austin, pursuing a master's in library sciences with a concentration in Archives and Preservation. Sandy Cos (BA 2011) is beginning a master's program in education at the University of Pennsylvania this fall; Danielle Gambogi (BA 2010) is also at Penn, in her second year of a master's program in environmental studies. Dan Ettinger (BA 2009) has been teaching in Chile since 2011, inspiring Nathan Herbert (BA 2012) to follow—Nathan is now teaching in Santiago at the Pontificia Universidad Católica de Chile. Another successful graduate is Katy Moriarty (BA 2012), currently finishing her master's in interpreting and translation studies at Wake Forest University.

# РУССКИЕ ИЗВЕСТИЯ

The highlight of 2012 was our involvement in Music professor Dr. Marian Lee's vision of an evening of Russian music and poetry. Entitled "Moscow Nights," the March show was dedicated to the late Dr. Alexander Lehrman, the original intended reciter of the chosen verses. "I think he was here in spirit," Lee said afterwards, "I could definitely feel something." Dr. Julia Hulings and two students of Russian, Amanda Tindall and Deanna Gardas, performed a Cossack lullaby *a capella* with five voice majors. Natallia Cherashneva and Hulings also contributed to the production by reciting poetry followed by the music of Tchaikovsky, Rachmaninoff, and Arensky with vocals by two music faculty members. Dr. Susan Amert, accompanied by family and friends, was in attendance, as were many FLL faculty who came to honor Lehrman. The evening was declared a rousing success by the packed house that overflowed into the lobby of the Roselle Center. The Russian program certainly looks forward to further collaborative projects showcasing the riches of the Russian arts.

Our chapter of the National Slavic Honor Society welcomed five new initiates in May. Dr. Marian Lee graciously accepted the request to speak at our ceremony where she described her Fulbright experience. The audience enjoyed her sometimes harrowing, sometimes funny tales of being a Korean-American in Soviet Moscow where she spent three years at a conservatory. She followed up by playing a piece from the March show and a few folk songs. Our annual Eugenia Slavov Award for excellence, given in honor of Dr. Slavov who led the Russian program for twenty-five years, was awarded to senior Russian major Rebecca Trexler. Ms. Trexler is now headed to law school.



Finale of "Moscow Nights"



Dylan Lecce, Kara Martin, and Emma Pearson at Spring Cultural Expo

The Russian Club continues to help and inspire Russophiles university-wide, with membership increasing this past year. The weekly study table at Brew Ha Ha has evolved into a place to simply hang out and discuss anything Russian. To add to the fun this year, Russian-born club president Max Levites taught members how to play *Дурак* [Fool], a Russian card game. Club frequenters appreciate members like Max and Sara Munkhtur, another native speaker, who convey all kinds of interesting facts that they would not otherwise know. The fall semester included the screening of *Стиляги* (Hipsters) during the foreign film series and the Club's own screening of *9 Poma* (The Ninth Company) about the Soviet war in Afghanistan.

And what about news of majors and minors? Greg "Grisha" Gillespie (BAFL 2009) earned his MA in East European studies and a Certificate in Intelligence & Security Policy studies from La Salle University while also using his skills as a Russian/Chinese translator and interpreter for the National Language Service Corps. Kathleen "Katya" Westmoreland (BAFL 2011) finished a year of volunteer work in Russia in May and has entered an MBA program at the University of Texas of the Permian Basin. Jeff Bell (BAFL 2011) began a year in Vladivostok in September where he is living with a very non-typical Russian family—they have six boys! He'll be sticking around into the summer to work as a pre-departure orientation teacher for the Department of State FLEX program. In December Kara Martin (BS 2013, Russian minor) made it past the first round of her Fulbright proposal to do research in Russia, so we hope to have GREAT news to include in next year's *Polyglot*!

# 中文

2012, the year of Dragon, has been a busy and exciting year for Chinese students and faculty. Members of our faculty gave engaging presentations at home and abroad on various topics. To name just a few: Dr. Jianguo Chen was invited to present on the "Politics of Sinology: Past, Present, and Future" at Peking University and Ninxia University in China. Ms. Renee Dong discussed tense violations by Chinese learners of English at the annual meeting of the Society for Psychophysiological Research, and Dr. Haihong Yang spoke on women's friendship poetry in seventeenth- and eighteenth-century China and Britain at the annual conference of the American Comparative Literature Association.

Our faculty's professional achievements this year also included grants, finished manuscripts, new courses, and active service to the community inside and outside of UD. Dr. Chen received a federal grant of \$303,500 from the US Department of State to direct the NSLIY Summer Institute in China. Dr. Chen delivered two speeches, one on China's economic growth at the Forum of Delaware Business Circle sponsored by UD's Institute for

Global Studies, and the other on how heroes are perceived across cultures, to an audience at the Delaware Academy of Public Safety and Security. Ms. Dong continued to serve as the lead instructor in the 2012 Cape Henlopen school district StarTalk Chinese teacher training program, and secured a 2013 College of Arts and Sciences faculty research grant for her project on how advanced learners process topic-comment structures in Mandarin Chinese. Dr. Maria Tu gave a lecture on Buddhism and the Modern



Thien-Chan Vu and Christopher Silvia, awardees of 2012 "Chinese Bridge" Chinese proficiency competition

Thien-Chan Vu and Christopher Silvia, two Chinese majors, competed with ten other students from seven universities at the 2012 Chinese Bridge Chinese proficiency competition organized by Chinese national Hanban. Vu's humorous speech and extraordinary communication skills in Chinese won her the third-place award, while Silvia won an award for excellence. Three Chinese majors, Christopher Silvia, Edward Rees, and Matthew Werth received Confucius Institute scholarships to pursue advanced studies in Chinese at Xiamen University.

Dr. Haihong Yang led eighteen students on our winter program in Shanghai, China. In addition to classes at East China Normal University, the group visited Xi'an and Beijing, and met their local ECNU language partners on a daily basis. One of the students said: "The exposure to the Chinese culture was more than adequate. We experienced the food, architecture, clothing, entertainment, and made many Chinese friends with whom I will continue to stay in contact."



2013 China study abroad group in Shanghai



# STELLAR STUDENTS

## MARIE PAILLARD, NORMANDE

As with many academics, Marie knew from a very young age that she wanted to teach. The French native tutored her first students at the tender age of fifteen while participating in an internship at an English school—an experience that not only helped awaken her passion for helping others understand and appreciate literature, but also whetted her appetite for international travel and meeting new people.

When Marie returned to France, she decided to focus her studies on American literature, eventually earning a master’s degree from the University of Caen in Normandy. Shortly thereafter, Marie decided to continue expanding her knowledge and improving her teaching skills by accepting an offer to study and teach in the US. Marie joined our family at UD, where she is currently a candidate for an MA in French literature.

Now in her third semester of teaching French, Marie finds the rigors of instruction very rewarding. She particularly enjoys developing creative ways to engage her students in francophone culture. Marie strives to provide an immersion experience for her students by encouraging them to speak in French at all times.

Marie’s effortless rapport with her students can be attributed to her caring, easy-going manner in the classroom. Marie is also humorous and refreshingly candid; she jokes that she prefers to teach 8:00 am “early bird” classes because students receive fewer text messages during this timeframe.

Marie’s passion for literature extends far beyond the classroom; in fact, Marie tells about the time she was watching the movie “Brokeback Mountain” with her mother only to have her mother interrupt the movie halfway through to ask why Marie was taking furious notes on a sheet of paper. “I couldn’t help myself,” said Marie. “I was analyzing every aspect of the film.”

Naturally, as Marie is French and further, from the province of Normandy, acclaimed for its cuisine, many people in the University community assume she is an accomplished cook. Marie insists that nothing could be further from the truth, citing her roommate’s penchant for inventing clever names for the dishes she presents from time to time. Her signature dish, “tiramisoup,” is a particular favorite at Marie’s house in Newark.

Marie misses France at times, but adds that she is able to fully appreciate her own culture “by being away from it.” She delights in rediscovering Renaissance French literature, Voltaire and other eighteenth-century French authors, and more recent twentieth-century French writers in her classes here.

Marie believes that to be both a teacher and a student is to remain in perfect harmony as a scholar. She sees herself as someone who has knowledge to share, but also a lifetime of learning ahead of her. Marie’s dedication to her craft, her relentless pursuit of knowledge, and her devotion to her students combine to make her a stellar student and instructor with a bright and rewarding future.



Marie Paillard

## CHRISTINA BROWN: A PASSION FOR ITALIAN

An FLL summer program in Sorrento, Italy, was enough to convince Christina Brown to pursue her passion for language study. She credits program director Ms. Giuseppina Fazzone with extending the program deadline, an act of kindness that helped shape Christina’s academic career. That program and the encouragement she received from her instructors led to Christina’s decision to double major in European studies and Three Languages (Italian, Spanish, and Arabic). “My Italian heritage and passion for foreign languages combined with my interest in global affairs resulted in my unique major studying Italian as my primary language,” she says.

Ms. Fazzone recalls that Christina was an “outstanding language and culture student who was always so deeply interested in learning everything about Italy. She was an inspiration to her colleagues on campus, and in Sorrento and Rome during the study abroad program.”

Christina, who also has a minor in Political Science, said that early experience abroad fostered her love of Italy and Europe. After the 2010 program in Sorrento ended, Christina was able to stay in Italy an extra month to continue her studies with the host institution Sorrento Lingue. She has also participated in a summer program in Salamanca, Spain, and travelled to Florence, Rome, and the Cinque Terre with her family.

Studying and traveling in Italy has deepened her love of the country. “From the beautiful pronunciation of the Italian language to the fantastic food to the rich history, culture, and Italian pride, it’s becoming harder for me to find things that I don’t like about Italy,” Christina says.

That passion has paid off in her academic studies. Her instructors have nothing but praise for her. “Christina is a resourceful and enthusiastic person. She is also a very conscientious, energetic and creative student,” Dr. Riccarda Saggese says. “She is very focused on her goals and very determined to reach them. She shows intellectual ability, loyal dependability and emotional maturity on several levels.”

Dr. Meredith Ray agrees, adding, “Christina is a delight to have in class—she always has something thoughtful to contribute to the conversation, and she goes the extra mile in her presentations and research papers.”

It seems only fitting that a student so passionate about the Italian language and literature should want to impart some of that enthusiasm to others. Christina’s immediate plans call for her to get a master’s degree in Italian, preferably one that allows her to spend time in Italy. However, she adds, “my ultimate goal is to get a PhD and, like my teachers, inspire students to travel and fall in love with the Italian language and culture just as I have done here at UD.”



Christina Brown

# ALUMNI COLUMN

## JULLION COOPER (BAAS 2005): FROM SLOWER LOWER TO THE FOREIGN SERVICE

I never thought that one day I would have the illustrious honor of carrying around the coveted US diplomatic passport. I’m a first-generation college graduate originally from a small town in southern Delaware. Seven years after graduating from UD and four foreign languages later, however, I am immensely eager to soon be affiliated with the State Department.

While I had fluent Spanish before I attended UD thanks to the ability to practice with the sizable Hispanic population in southern Delaware, it wasn’t until I attended UD that I went abroad for the first time. I will never forget the sensation of studying in Granada and wanting to switch majors as a junior because of the tremendously positive experience I had living and studying there. Communicating in a foreign language, expe-



Jullion Cooper visiting Teotihuacán, Mexico

riencing a different culture first hand, moving outside of my comfort zone, and challenging my views of life “as it should be” coupled with the opportunity to be an ambassador (of sorts) on life in the US from the perspective of a black man—all of these things made it clear to me that being abroad was where I belonged.

Reflecting upon that experience, I find it humorous that I was in such a rush to travel to as many places as possible. Since it was my first (and what I mistakenly thought to be my last) time abroad, I was determined to see as much as possible. Thus, from August 2003 to January 2004 I visited France, the Netherlands, Portugal, the UK, Morocco, Mauritania, and Senegal! Who knew that the passion to live abroad would eventually propel me to move to Barcelona after graduation to teach English for three years and pick up Catalan? Or that I would start learning Mandarin and spend a summer in Beijing? Or that I would ultimately end up at Johns Hopkins’ School of Advanced International Studies (SAIS) as a Thomas Pickering Fellow to pursue a master’s in International Relations and Economics? Or that the first year of that master’s program would be in Italy (and that I would pick up Italian!)?

As a first-generation black, gay man from southern Delaware, so many things have shaped my perception of the world and the way I would like to impact it. Nothing, however, has impacted me more than studying abroad and traveling. The opportunity to travel abroad was not only an enriching experience for me, but it was truly life-changing. When I gradu-

ate I will be joining the Foreign Service as an economic officer and I will have the opportunity to change lives by helping US citizens in distress, helping implement good governance throughout the world, attracting foreign direct investment to the US, and a myriad of other activities. I will be able to protect US interests abroad to make life better for those here and everywhere to the extent possible through diplomacy.

In Spanish they say *la vida da muchas vueltas* – that there are many twists and turns in life. I have no idea where this new adventure will take me, but I’m ready for the twists and turns ahead! I have a blue and gold lanyard that I got as a freshman at UD which reads DELAWARE (a handy tool while abroad since hardly anyone there knows where it is). It has been with me all over the globe and I carry it around with pride because I cannot express in words how privileged I feel to be affiliated with the University of Delaware.

## MARISSA (CERABONA) FABRIS (BAAS 1999): VENETO TRAVEL WRITER

Venice has long been regarded as one of the world’s most beloved travel destinations, with its spectacular labyrinth of canals, bridges, islands, and alleys that give the city a fascinating character unlike any other city of the world.

Beyond *La Serenissima*, the Veneto region is far less familiar to travelers, yet so richly diverse in both scope and beauty *dal mare alla montagna* (from sea to mountain) For centuries, its dramatic landscapes—from the low sandy coastline where the Veneto meets the Adriatic Sea, to the lagoon systems, thermal springs, rolling hills, and impressive alpine peaks—have been the inspiration of writers, artists, historians, and philosophers alike.

When I first discovered Venice on a study abroad trip in high school, I too was inspired by the floating city, but like many fellow travelers, didn’t venture to the surrounding region. A few short years later when, as an Italian major, I returned during a UD winter session, I had the opportunity to accompany my future husband (fellow FLL alumnus Lino Fabris) to visit his family in nearby Bassano del Grappa and explore the charming medieval towns of Asolo and Marostica—an experience that opened my eyes and heart to a place I’ve been drawn back to countless times since.

After graduating from UD in 1999, I received my MS in publishing from Pace University in New York City, and relocated to Germany for several years where I worked as a journalist and speech writer for the US Army, publishing a number of travel articles highlighting the Veneto region.



Marissa Fabris working on her book in Venice

My proximity to the Veneto made for frequent trips to the region where I celebrated holidays, discovered wineries, museums and markets, hiked in the Dolomites, and explored countryside villas, many of which were commissioned by aristocrats during Venice’s golden age and designed by sixteenth-century architect Andrea Palladio.

Dining everywhere from *Ristoranti del Buon Ricordo* and historic eateries to *agriturismi* (farmhouses) and family kitchens, I also grew passionate about the local cuisine and its history.



In 2005, several years of travel and research culminated in the publishing of my first travel guide, *Adventure Guide to Venice and the Veneto*. The comprehensive guidebook highlights the culture, history, geography, and cuisine of the Veneto, along with adventures—from mask-making workshops and rowing lessons in Venice to cooking lessons near Verona, a dairy tour on four wheelers and cycling in the Dolomites, and language classes in nearly every province of the region.

I have since authored several more guidebooks on the region that are available in ebook format, including *Northern Italy’s Wine Country: Prosecco, Soave, Valpolicella, Bardolino and Beyond*, a guide that focuses on northern Italy’s wine-growing zones including its wineries, wine trails, restaurants, accommodations, and festivals. Another of my guides, *Italy’s Dolomites: Cortina d’Ampezzo, Belluno, Asiago and Beyond*, offers an up-close look at year-round travel in the Dolomites including world-class skiing, spectacular hiking, and all manner of outdoor adventures.

With three young children who have surely redefined the essence of “adventure travel,” I have since expanded the focus of my travel writing to encompass family travel and my website *Ciao Veneto* (www.ciaoveneto.com) provides travelers of all ages with a resource to explore a region near and dear to my heart.

WHAT’S IN A WORD? IN SANSKRIT, MAYBE A WORLD! TERENCE COE (BAAS 1981)

As one of the world’s oldest languages in continuous use, and arguably the foundation for most modern European tongues, Sanskrit is a goldmine for any lover of language. Oddly, it remains a mystery to most people, perhaps because of its intimidating reputation. As a professional translator, I have given several presentations on Sanskrit at annual conferences of the American Translators Association, and I am always amazed at how little even language professionals know about this linguistic treasure. I was first introduced to Sanskrit some twenty-five years ago during a public lecture on Vedanta, the philosophical tradition of India that lies at the core of Hinduism, Buddhism, and other spiritual paths. Sanskrit is the language in which the Vedas, the ancient source texts for Vedanta, were written.

In any language, the assignment of meaning to sound is ultimately arbitrary. Some languages are more systematic than others, however, and are capable of representing their assigned meanings with greater depth and precision. Sanskrit is one such highly systematic language, in part because of its root-based structure. Virtually all Sanskrit words are derived from some 2,200 verbal roots, single syllables denoting a general type of action. The idea behind this root system is that language essentially describes action—action in general and action in particular. For example, the root *br* describes the general action of “taking.” Who is taking, when and how they take, etc., are all particularizations of this one general action. Prefixes can be added to add further specificity, such as “bringing” and “leading,” or even “withdrawing,” “editing,” and other actions that involve taking something away from or toward something else. The formative process for turning roots into nouns, verbs, adjectives, etc., is very regular, transparent, and precise in Sanskrit. By learning a relatively small number of roots and morphological rules, one can gain insight into a large number of derived word forms.

To illustrate the depth and precision of Sanskrit, consider the English word “world.” This word can denote many things, from the Earth to the entire universe, a class of living beings (“the animal world”), human endeavors (“the world of the arts”), or even the space inside someone’s head (“he’s in his own little world”). Although we can say it is etymologi-



Terrence Coe at the Brihadeshwara Temple in Tanjore, India

cally derived from the Germanic *wer* (man) + *ald* (age), that information does little to help us to arrive at a commonly understood meaning. The corresponding word in Sanskrit is “*jagat*.” This word, by contrast, contains within itself a very concise and yet comprehensive definition of what it signifies.

In purely grammatical terms, *jagat* is derived from the root *gam*, which denotes “going.” In forming the noun, the final consonant is dropped and the root is reduplicated, with palatalization and vocalization of the initial *g* to *j* in the first syllable, hence *ja* + *ga* + *t*. The *t* is a nominal affix indicating the nature of a thing. The resulting meaning is “that which by its nature goes.” The idea of the world as something in perpetual motion instantly calls to mind the findings of modern physics, and the tireless dance of the subatomic particles that constitute our universe.

In Vedic philosophy, the purely grammatical derivation is supplemented slightly, albeit still using the rules of grammar. Here, the first syllable is taken not as a reduplication of *gam*, but is instead seen as referring to another root, *jan*, which denotes “being born.” So the final philosophical definition for *jagat* is “that which by its nature is born and goes.”

Could there be a better definition for the world? This one is comprehensive because it covers everything that can be perceived or even conceptualized. Every object in creation, either physical or mental, is born in time and will ultimately go in time. Being time-bound, the world is by implication space-bound as well. In this way, a single two-syllable word can encapsulate profound truths. The meaning of *jagat* covers not only the concept of a space-time continuum, but also the principle of causation; birth, being an effect, must have a corresponding cause. Yet another, even more subtle aspect addresses our typical emotional orientation towards the world, namely that it is something external to us (remember the old musical, “Stop the World, I Want to Get Off”?). The word *jagat*, however, also includes the individual with his or her body, mind, and senses—all of these being within space-time and causality. Seen in this way, the individual is an integral and inseparable element of the entire ongoing creation, rather than an isolated, insignificant “speck in the universe.” A very reassuring thought, indeed!

Thus, by its nature Sanskrit has the capacity to condense an enormous amount of meaning into very small packages, making it an ideal medium for philosophical and spiritual discourse. There are many other fascinating aspects of the language, such as the thoroughness of its phonetic and grammatical structures, with eight cases, ten tenses and moods, three number forms (singular, dual, and plural), and a staggering range of possibilities for the formation of compound words. With all this, it should be clear that Sanskrit is well worth a lifetime of study—not only to appreciate the beauty of the language itself, but also to seek the wisdom that can be unfolded through its words.



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The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The following person has been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, and related statutes and regulations: Tom Webb, Director, Office of Disabilities Support Services, 240 Academy Street, Alison Hall Suite 119, University of Delaware, Newark, DE 19716, 302-831-4643. The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall campus coordinator for purposes of Title IX compliance: Bindu Kolli, Chief Policy Advisor, Office of Equity and Inclusion, 305 Hulliher Hall, University of Delaware, Newark, DE 19716, 302-831-8063. The following individuals have been designated as deputy Title IX coordinators: for Athletics, Jennifer W. Davis, Vice President for Finance and Administration, 220 Hulliher Hall, University of Delaware, Newark, DE 19716, 302-831-2769; and for Student Life, Dawn Thompson, Dean of Students/AVP for Student Life, 101 Hulliher Hall, University of Delaware, Newark, DE 19716, 302-831-8939. Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481. • 226/6M/0513/T

