



NEWSLETTER OF THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

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## THE END OF AN ERA: RICHARD ZIPSER, DORIE GALLOWAY, AND BONNIE ROBB RETIRE FROM FLL

In the 1970s and 80s the FLL Department welcomed three new hires who would transform its future: Ms. Dorie Galloway, Dr. Bonnie Robb, and Dr. Richard Zipser.

Ms. Dorie Galloway came to FLL via the Business Administration Department, where she was hired in 1986 after working at Lincoln University for seven years. She transferred to the University Development Office and realized that she missed the academic side of the University. Ms. Galloway jumped at the chance to apply for the position of Office Coordinator in the newly renamed FLL. She was chosen for the position by Dr. Zipser and his Associate Chair, Dr. Gerald Culley, and joined the Department in 1987.

Dr. Bonnie Robb joined the Department after attending UD as an undergraduate and MA student of French. As an undergrad, she spent her senior year in Caen and witnessed the student protests of '68. After petitioning with the other foreign students to be given their final exams, she returned to UD in the fall to begin her MA in French. It was then that she began her teaching career at the University as a French TA. She stayed on in the Department as an instructor while she finished her PhD in French literature at nearby Bryn Mawr College and then secured a tenure-track position in FLL.

Dr. Richard Zipser joined FLL in 1986 to fill the position of Chair in the newly inaugurated "Foreign Languages and Literature Department" after the Linguistics program formed its own department under the direction of Dr. Robert DiPietro. He came to the University from Oberlin College where he taught from 1969-1986 and served as Chair of the German and Russian Department.

After years of outstanding service to FLL, Ms. Galloway retired in August 2013 and Dr. Zipser and Dr. Robb will take their leave in August 2014. It is both fitting and sad that the three should depart jointly from the University as they formed an effective team in leading our Department for many years. Ms. Galloway has left a lasting mark on the Department as Assistant to the Chair by streamlining the administrative tasks of the office staff and contributing to the modernization of the business end of Department matters. During her time at UD, Dr. Robb was instrumental in molding the French section and was equally important in the development of the pedagogy program and the assessment process. She was also invaluable to the Department as Associate Chair from 2003-2013. During his time as Chair, Dr. Zipser oversaw and promoted dramatic changes in policy to convert the Department into a mainstream and, as he terms it, "full-service" one. Under his stewardship, the Foreign Language Media Center was established to help students



*Dr. Richard Zipser, Ms. Dorie Galloway, and Dr. Bonnie Robb*

learn through the use of technology, and study abroad was not only reestablished but has burgeoned with programs in all of the languages. From establishing the first FLL-sponsored study abroad programs to doubling the number of course enrollments from his year of hire, Dr. Zipser has guided the successful growth and development of the Department.

The three colleagues share the strong support and appreciation of the FLL staff and faculty. In the remainder of the article, the retirees speak of their service to the Department, their research, and their future plans.



*Ms. Dorie Galloway*

### MS. DORIE GALLOWAY

**How has the Department grown since you began working in FLL and what has been your favorite aspect of your position?**

When I came in 1987, the Department of Foreign Languages and Literature had just split from the Department of Linguistics. The 105, 106, and 107 sequence of courses was being developed to replace the 101, 102, 111, and 112 sequence. At that time there were approximately fifty-three members of our Department, including our staff and graduate teaching assistants; Dr. Culley, with the able assistance of Bill Walk-

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## the Polyglot

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## MESSAGE FROM THE INTERIM CHAIRPERSON

Greetings, Alumni and Friends!

The 2013-2014 academic year ushered in a period of transition in the life of the Department, described in this year's *Polyglot* cover story. Dr. Richard Zipser, Professor of German and Chair for twenty-seven years, and Dr. Bonnie Robb, Associate Professor of French and Associate Chair, have both been on pre-retirement leave. Dr. Robb's retirement was celebrated by her colleagues, students, and friends, at the end of the Fall semester. The end of the



Dr. Gary Ferguson

spring semester will see a reception in honor of Dr. Zipser and his long and distinguished career at the helm of FLL. Last year also marked the departure of Ms. Dorie Galloway, the Department's Business Administrator for twenty-six years. We are all extremely sad to see these valued colleagues and friends leave but offer them every good wish for health and happiness in a long, rich, and rewarding retirement. At the same time, the Department has been delighted to welcome a new Business Administrator, Ms. Jissell Martinez. Thanks to the generosity, dedication, and professionalism of the outgoing, incoming, and continuing office staff, the transition could not possibly have been smoother.

In 2013, the Department underwent an Academic Program Review by a team of visiting foreign language experts, coming out of that exercise with glowing colors. Curricular innovation continued with the addition of a minor in Arabic. Two faculty members were promoted to the rank of full professor with tenure: Dr. Jorge Cubillos (Spanish and Pedagogy) and Dr. Laura Salsini (Italian). In July, Professor of Classics Annette Giesecke directed the symposium "Earth Perfect? Nature, Utopia and the Garden," which combined themed tours of some of the area's renowned gardens with lectures, panel discussions, and papers on topics related to the meanings and uses of the garden. In November, Dr. Rachael Hutchinson organized the annual conference of the Association for Asian Studies/Mid-Atlantic Region. Sadly, the Department also lost two distinguished former colleagues, Professors Emeriti of Spanish A. Julian Valbuena and Thomas A. Lathrop; their obituaries are included in this issue.

A highlight of the fall semester was the final event in the series "Transnational Encounters: World-Renowned Authors at the University of Delaware," which brought to campus the noted Peruvian writer and Nobel Prize Laureate, Mario Vargas Llosa. Mr. Vargas Llosa lectured and read from his works, in Spanish and in English, and answered questions and engaged in discussion with students, faculty, and community members. All events were to packed audiences and offered two unforgettable days of reflection and exchange on the nature and role of fiction and of the novelist under the guidance of a literary master.

2013 marked the ninetieth anniversary of the beginning of study abroad programs at UD, America's first junior year abroad, directed in France by Raymond W. Kirkbride, a young assistant professor in the Department. Our study abroad programs continue to flourish, thanks both to the dedication of faculty directors and to the generosity of donors whose gifts enable us to offer financial aid to many students on the basis of need and merit. We and they are deeply grateful for the continued support of our alumni and friends, which allows us to award these life-transforming scholarships and sustains numerous other special programs.

In the pages that follow, you can read more about these topics and many others. You will also be able to catch up with some former students in an expanded section of alumni news. If you are in the vicinity of Jastak-Burgess Hall, please come in and visit us on any weekday outside vacation before 5:00 p.m. Alternatively, visit us online at <http://www.fllt.udel.edu>. Our website is currently undergoing a complete redesign, with the new site due to be launched over the summer. We hope that you will like it and find it a great way to stay in touch with all that's going on in *your* Department.

RGFerguson

*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-Dominguez, Department of Foreign Languages and Literatures, Jastak-Burgess Hall, University of Delaware, Newark, DE 19716-2550; via e-mail: [mmd@udel.edu](mailto:mmd@udel.edu).

er, was converting the media center from a listening lab into a modern media center; and there were no FLL sponsored study abroad programs. During January 1988, several FLL faculty made exploratory trips that resulted in exchange agreements with the Universities of Caen, Bayreuth, and Granada. Our first winter session programs at these universities were offered in January 1989. We had students in Germany in January 1990, who experienced Berlin while the infamous wall was being breeched!

Being part of FLL during these events has been exciting; it has been rewarding to assist faculty with administrative and advising issues, and to learn about their interests and areas of expertise. Another rewarding part of being in this Department has been watching students evolve from curious freshmen to learned graduate students.

**When you began working in FLL in 1987, computers were not a standard feature. How has technology changed the Department and what do you see as its benefits and limitations?**

When I came to the Business Administration Department everyone was using personal computers – the kind with two disks: a system disk and a disk onto which we could save our documents. When I transferred to the Development Office, I spent my first two and a half days being trained on the use of the Syntrex word processor. You can only imagine my reaction when I came to FLL to find an IBM Selectric typewriter on my desk. However, what was a bigger surprise was that faculty handouts were being made on a ditto machine! (I hadn't seen one of these since the early 1960s).

In the 1980s, correspondence between departments was done by a typed letter or memorandum that was then sent through campus mail, or if there was extreme urgency a telephone call was made that was then followed up with typed correspondence. Once this correspondence was sent there was a period of several days before a response would be received. As slow as this system sounds in light of today's technology, much did get done. At that time there were also a number of UD forms that were carbon sets on which information had to be typed on multiple pages. (Correcting "typos" on these forms was considered an art form!)

Today we take for granted email, online resources, Web Forms, and UD credit cards to name a few advances. These are all amazing resources. Being able to locate and contact former students and faculty through the internet and Facebook, having my pay directly deposited into my bank account, being able to retrieve online demographic information about Department employees, submission of Web Forms for almost any departmental need including the submission of contracts for supplemental faculty, ordering departmental supplies, and having the cost charged to a departmental credit card are all benefits that twenty-five years ago no one ever expected.

The fact that senders expect a detailed reply to their email inquiry in minutes, not days, has definitely created stress that was not felt in the office of the 1980s. Due to everything being done online from accepting admission to providing funding, to course registration, to degree conferral, we find that we interact personally less with our graduate students.

**How has being on staff benefited you?**

In order to meet the expectations of our senior faculty and the needs of the Department, I enrolled in workshops offered by both IT and HR, where I learned things that were not necessarily part of my job description. To provide answers to many questions, I developed a network of people across campus who could provide current, accurate information on a number of issues. Dr. Zipser has allowed a feeling of family to develop within the Department. That has allowed me not only to develop respect for many faculty for their knowledge but also to consider them true friends. Over the past several years, I also had the pleasure of working with a staff of three very dedicated and talented women. I will miss all of these people but hope to stay in touch with them.

**What do you plan to do in retirement?**

I have no definite plans but one thing I hope to do is become a volunteer historical interpreter at Hagley Museum. I own a home so will have gardening to do as well

as interior painting that needs to be redone. With my large family, I should be able to find much to do with and for them. Perhaps I will help my brothers on the family farm. In five years, I hope that I will have learned from the experiences of several of our retired faculty, and will be busy with so many things that I will wonder how I ever had time to work in the office.

**What advice can you give for your colleagues upon your departure?**

It will be ok! I am certain that some things will change but FLL will go on. Do not lose sight of the fact that we are here for the students. Without students there is no need for any of us so make their learning experiences the best part of their lives.

## DR. BONNIE ROBB

**You have actively pursued your research interests in eighteenth-century French literature while coordinating the Foreign Language Education (FLE) program. How have you balanced these two areas?**

We all strive to balance different facets of our career. That balancing act makes a career rich and challenging. I was initially asked to coordinate the Foreign Language Education program on an interim basis, after the departure of the previous coordinator. One of my first tasks was to produce a major report for the national teacher accreditation agency, and I learned a great deal through the process of preparing that report. At the same time, I began working closely with student teachers in the FLE program and found that immensely fulfilling. I had done student teaching myself as an undergraduate (thanks to my father's practical suggestion), and drew on that experience. When asked to become permanent coordinator, I felt ready. In the years since, I've always loved working with student teachers, cooperating teachers, and university colleagues on this vital educational endeavor. I've also enjoyed collaborating with colleagues on both articles and conference presentations on foreign language pedagogy.

My literary research has been focused on eighteenth-century writers. I suspect, however, that I was particularly drawn to study and examine the eighteenth-century writer Félicité de Genlis because she was an educator, as well as an author. This remarkable woman oversaw the education of royal children in an era when the education of princes was not ordinarily entrusted to a woman; she was extremely innovative in her teaching, and also wrote treatises on public education and women's education at a time when those were often neglected. Biological mother to three and adoptive mother to over twenty children, her experience and her literary exploration of the role of mother were extraordinary. She survived exile during the revolution and negotiated her return to Napoleonic France, where she supported herself through writing novels that found a wide readership. Although an *anti-philosophe* in the age of *philosophie*, she was a daughter of the Enlightenment in many respects. I came to see the Enlightenment in new ways through her eyes and, indeed, to see life in new ways through her. As we all know, the perspectives gained from the writers we study are life changing.

**How has the pedagogy program evolved during your time here?**

Our undergraduate Foreign Language Education program has developed a curriculum that is stronger and more demanding than ever. Over the years, we have significantly expanded course offerings and field experiences; our majors' teaching portfolios have evolved from paper to electronic form, of course, and we have recently added an early-start ePortfolio for our freshmen. Beginning last year,



Dr. Bonnie Robb



thanks to grants from the college and support from our Department, I've been able to take our student teachers to the Northeast Conference on the Teaching of Foreign Languages, an exciting step in their professional development. We also have a graduate-level teacher preparation program, our MA program in Foreign Languages and Pedagogy. Although it has been well established for some years now, it did not always exist, and it's very satisfying to me to have been instrumental in its creation. Both the FLE and the MAFLP programs are subject to professional review, and are approved by the American Council on the Teaching of Foreign Languages and accredited by the National Council for the Accreditation of Teacher Education. We are immensely proud of our graduates, who are extremely well-prepared new teachers and in high demand by schools across the region – and across the country.

**You have taken a very active role in your service to the Department and the University, particularly in your role as Associate Chair of FLL. Please describe some of those contributions.**

As Associate Chair, I co-chaired a committee that prepared a comprehensive report on our Department for external review purposes. Although a large undertaking, it is an important opportunity for us to present the many accomplishments of our Department, to show the strength of our programs and the prominent role that we have played in internationalizing the university.

Preparing big reports has also been part of my work as coordinator of Foreign Language Education, since teacher accreditation requires regular examination of our programs by both national and state agencies. I've prepared four more major reports since the first one mentioned above, in addition to the usual annual reporting of data. Here again, the perspective gained over the years is rewarding! However, it is not the reporting but rather the day-to-day interactions with FL teacher candidates and with faculty colleagues, both in our Department and across the University, that make the work so gratifying. It was also a privilege, along the way, to serve as co-chair of the Delaware DOE's Curriculum Frameworks Committee for Foreign

Languages, collaborating with teachers across the state on setting goals and standards for Delaware students. Preparing new teachers is an enormous responsibility – and a challenging one, in the midst of impassioned national debate on educational issues.

Another challenging domain is assessment – defining our goals for our students and developing rubrics that help us to track and assess students' progress. As chair of our Department's assessment committee for several years, I had the opportunity to work with colleagues on this important task. One of our most "fun" activities was the creation of a colorful departmental book-mark (now widely disseminated at informational events, freshman orientation, and convocation) on which we inscribed our vision of the FLL graduate: "Global citizens with linguistic proficiency, communication skills, appreciation of world literatures, cultural understanding and international experience."

Like most of my FLL colleagues, I have treasured the opportunity

to serve as a study abroad director. It is thrilling to travel with students as they enthusiastically take on the challenge of living in another culture and exercising their language skills 24/7! As Foreign Language teachers, we have the opportunity to open up the world to our students; our mission is to foster linguistic and cultural fluency. It's a mission that allows us to make the world a better place, while doing what we love. We're very fortunate!

**What are your plans for retirement?**

I have plans both here and abroad. Here at home, I foresee study, research, reflection, time with family and friends, and service in the community.

My imminent travel plans include visits to Madrid and to Athens; also a return soon to Paris libraries, of course! I hope to make a pilgrimage in the next year or two, walking the Camino de Santiago de Compostela – or a significant portion of it. I'm contemplating other destinations and projects as well, and looking forward to the linguistic preparation that will enhance those journeys!



*Dr. Richard Zipser*

## DR. RICHARD ZIPSER

**What drew you to the position of Chair of FLL?**

From 1982 to 1986, the year I came to UD, I was Chair of the Department of German and Russian at Oberlin College in Ohio. In that position I discovered that I enjoyed most aspects of departmental administration, especially the different kinds of interactions with faculty and also the challenges associated with the creation and implementation of new programs. During my first three years as Chair, I made many mistakes and learned a lot from them. I was promoted to full professor in the fall of 1985 and, at age forty-two and in my sev-

enteenth year at Oberlin, I decided that the time was right to look for a new job at a larger institution. I had "done" Oberlin, which is to say that there was little left for me to accomplish there, except in the area of scholarship, and it was time to move on. In *The Chronicle of Higher Education*, I saw that UD was searching for a Chair of its Foreign Languages and Literatures Department. I decided to apply and the rest is history. I should add that I never, not for one moment, regretted coming to UD. There have been some difficult times, of course, but all in all it has been a great run.

**What have been the most notable changes in the Department during your twenty-seven years as Chair?**

There have been many, many important changes during that time period. For example, all but two of our more than sixty faculty and staff members were hired while I was chairing FLL, and the tenured and tenure-track faculty are much stronger as a group in the area of scholarship. We added new language programs: Arabic, Chinese, Hebrew, Japanese, and Portuguese. We also created new majors in Chinese, Italian, Japanese, and Russian, also interdepartmental majors with the Departments of History and Political Science, and we helped design the major in International Business Studies in partnership with the Department of Business Administration. The graduate programs in French, German, and Spanish were strengthened and expanded, and we added a MA in FL and Pedagogy as an alternative to the MA in FL and Literature. Several of our faculty began teaching FL pedagogy courses at the undergraduate and graduate levels. FLL developed UD's first foreign-language-based study abroad programs (in Bayreuth, Germany; Caen, France; and Granada, Spain), which were launched in the 1988 winter session, and then came semester programs in the same locations. By the end of the 1990s, the number of FLL-sponsored study abroad programs had grown to thirty with more than 500 UD students participating. With funding from a major Unidel grant, we

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replaced an antiquated language lab with a state-of-the-art FL media center. Our faculty developed new literature-in-translation courses and film courses taught in English, which enabled us to reach out to a much larger segment of the undergraduate student body. The size of our continuing faculty and our course enrollments more than doubled during my tenure as Chair. We were rewarded for our success ten years ago, when President David Roselle decided to move our entire faculty and staff into beautiful Jastak-Burgess Hall.

**What has been the most gratifying aspect of this position?**

As Department Chair, one is able to help faculty, students, staff, and others in various ways. For me, this aspect of the job was always the most rewarding. When someone I helped achieved her/his goal, I participated directly or indirectly in that success and felt immense joy. There are many other gratifying aspects – for example, recruiting and hiring outstanding faculty, but helping people achieve their goals and be successful is at the top of the list.

**Your field of specialization, as a Germanist, is literature of the former German Democratic Republic. What are your major publications in this area?**

I have published three books that focus on different and very important aspects of GDR literature and cultural politics. In 2013 I published *Von Oberlin nach Ostberlin. Als Amerikaner unterwegs in der DDR-Literaturszene*, a documentary memoir based on experiences I had with writers and the secret police (*Stasi*) while doing research and travelling in communist East Germany in the 1970s and 1980s. The memoir draws heavily on a 344-page file the secret police compiled on me with the help of informants, sections of which are incorporated into the book along with appropriate commentary. In 1995 I published *Fragebogen: Zensur. Zur Literatur vor und nach dem Ende der DDR*, a documentary with a critical introduction and interviews with seventy former GDR writers on the topic of literary censorship. In 1985 I published, with the collaboration of Dr. Karl-Heinz Schoeps, *DDR-Literatur im Tauwetter: Wandel-Wunsch-Wirklichkeit*. This three-volume book contains a critical introduction, literary texts by forty-five GDR writers, interviews with these writers, their statements on writing, and bio-bibliographical sketches. It documents in a comprehensive way the short-lived period of “thaw” in GDR cultural politics, from 1971 to 1977, when ideological restrictions on literature and the arts were relaxed. Since the GDR no longer exists, these books will continue to be indispensable sources of information for persons interested in various aspects of literary life in the GDR.

**What are your plans for retirement?**

I have several scholarly projects in mind, each of which focuses on a topic related to East German literature. The first is to produce an English translation of the book I published last year, *Von Oberlin nach Ostberlin. Als Amerikaner unterwegs in der DDR-Literaturszene*. I enjoy translating texts from German into English, and that will be an interesting challenge for me. I have not done much travelling in recent years, so I look forward to doing more of that with my wife, Ulrike. Finally, I have some health issues that need attention, what I refer to as deferred maintenance; I have begun and will continue addressing these issues.

My retirement date is August 31, 2014. When I retire, I will have been a full-time faculty member for forty-five years. I have had a long and extremely rewarding career.

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We wish Dorie, Bonnie, and Richard a relaxing and fruitful retirement! We invite readers to view the farewell messages by our colleagues to these beloved members of the Department:

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

Please leave your own message for Dorie, Bonnie,  
and Richard as well!



I am thrilled to introduce myself as the new Business Administrator for FLL. As Business Administrator, I serve as Assistant to Interim Chairperson Gary Ferguson and am responsible for managing the fiscal and human resources aspects of the department. My interest in working for FLL has been fueled by my desire to work in a culturally diverse environment where I can have a direct impact on managing the operations of a unit while supporting higher learning.

I was born in New York City, raised in Delaware, and I have ancestral roots in the Dominican Republic. I earned a BA in International Relations with a minor in Spanish and a Master of Public Administration with a specialization in Community Development and Nonprofit Leadership from the University of Delaware. While at UD, I had the pleasure of participating in a study abroad program in Puebla, Mexico, directed by Dr. América Martínez, and took a number of on-campus courses with FLL faculty including Dr. Alexander Selimov, Dr. Gladys Ilarregui, and Ms. Crista Johnson. As a student at UD, I conducted research through the Ronald E. McNair Scholars program, served as a Resident Assistant and Hall Director, and participated in various leadership councils and student organizations including the Latino Leadership Council, Campus Alliance de La Raza, and Chi Upsilon Sigma National Latin Sorority, Inc. Upon graduating from UD and prior to working for FLL, I served as Senior Fiscal and Policy Analyst at the State of Delaware’s Office of Management and Budget, where I provided budgetary recommendations to Governor Jack A. Markell, Cabinet Secretary Ann Visalli, and the legislature regarding the Judiciary Branch, Department of Correction, and other criminal justice agencies.

Currently, I volunteer at the Saturday academy sessions that are held on UD’s campus, hosted by Aspira of Delaware. As a coach I provide weekly career, academic and college counseling to high-school seniors, predominately of Latino descent. I have volunteered for Aspira of Delaware since 2005 and previously served on the Board of Directors of Las Americas Aspira Academy. I truly enjoy mentoring youth and am particularly interested in increasing the number of non-traditional students pursuing higher education. In my spare time I also like to read, watch House Hunters International, travel to Florida and New York to visit family, and spend time with my five younger siblings.

What I have enjoyed most about my experience thus far is the people and culture of FLL. The unconditional support I have received and unfailing commitment I have seen from both current and former FLL faculty, staff, and students is unlike anything I have ever experienced. It has truly been an honor and a pleasure to work alongside such wonderful staff, faculty, and students.

# FOCUS on Faculty

## INTERVIEW WITH DR. RACHAEL HUTCHINSON



Dr. Rachael Hutchinson

**How did you first become interested in Japanese Studies?**

Japanese language was taught at my junior high school as a pilot program in the 1980s. Every student had to try four languages

in their first year – French, German, Latin, and Japanese. We all saw the potential of using Japanese script to write secret notes in math class, so it was pretty popular! I continued with French and Japanese through high school, and we had the same teacher for both languages. As a French specialist, she was also learning Japanese for the first time – she was literally one chapter ahead of us in the Japanese textbook and if she couldn't answer a question, she would go and ask her native Japanese friend. Her hard work and honesty about the teaching process was a real inspiration.

**You received your BA from the University of Newcastle in Australia and your doctorate from the University of Oxford in England. What drew you to seek a faculty position in the US?**

I actually applied for jobs all over the world when I finished my doctorate, but my first teaching position was at the University of Leeds in Yorkshire, England. It was a very vibrant East Asian Studies program and I taught everything from first-year grammar to graduate-level translation theory. I might have stayed there if it weren't for romance! I took a position at Colgate University to be closer to my fiancé in Philadelphia. When the University of Delaware had a job opening it was like a miracle. The foreign language and study abroad offerings here are incredible, with a strong Asian Studies program as well.

The US is a very dynamic place to work as an academic, with a great deal of collaboration and a lively

conference circuit. I've also been able to involve my undergraduates in conference presentations, fielding three panels for the Geis Undergraduate Research on Women conference, the Mid-Atlantic Region Association for Asian Studies, and the Greater Philadelphia Asian Studies Consortium. Undergraduate research is really valued here.

**In 2011 you published the monograph:**

*Nagai Kafu's Occidentalism: Defining the*

*Japanese Self: Could you tell us about that book and its relationship to your more recent edited volume *Negotiating Censorship in Modern Japan*?*

Nagai Kafu is a fascinating writer who travelled to America and France in the early twentieth century, a time when very few Japanese people went abroad. His experience in America is interesting in that he really wanted to go to France instead, so he created a bubble of French culture around him in New York. Even so, his observations of American life are detailed and moving, written in the Naturalistic style. The collections "Tales of America" (1908) and "Tales of France" (1909) show us a highly intelligent person working through cultural contrasts in his mind and coming to the conclusion that Japan was going about modernization the wrong way – if Japan continued to confuse modernization with superficial "Westernization," Kafu feared that the original Japanese culture would be destroyed. He advocated a return to the Japanese sense of self, which is where the title of the book comes from. I think you can see Kafu's argument for Japanese identity running through all of his later work. He was also highly critical of the Japanese government, and he encountered a great deal of censorship both in his lifetime and posthumously. This is what sparked my interest in censorship studies.

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*"The foreign language and study abroad offerings here are incredible, with a strong Asian Studies program as well."*

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The edited volume grew out of a conference panel I attended on censorship in Japanese literature and film. As commissioning editor for *Japan Forum*, the premier British journal on Japanese Studies, I thought it would make a great special issue. I edited the issue myself and as I was doing a lot of research on Kurosawa Akira's films at that time, my own contribution was a re-reading of his *One Wonderful Sunday* from 1947. I was honored to win the Toshiba International Prize for best essay in the 2007 journal with this work. The journal issue as a whole got such great feedback I decided to make a book out of it, and Routledge was very supportive. I'm very proud of this volume as it argues against a simplistic "top-down" model of censorship as mere oppression, exploring censorship as a much more complex process of negotiation between

creator, artist, and audience. While the case studies are all Japanese, spanning kabuki and newspapers to film, poetry and prose, I am hoping that the book will reach a wide audience of scholars interested in Censorship Studies as a growing field of inquiry.

**In 2009 and 2011 you received grants to organize and teach a summer seminar at UD to help K-12 teachers incorporate more Asia-related materials into their curriculums. Could you tell us about that project?**

I was asked by the National Consortium for Teaching about Asia to set up a seminar site in Delaware. Outreach to schools is something I have been involved in since my undergraduate days, when my kendo club used to travel around the Hunter Valley giving martial arts demonstrations. This seminar was a lot of hard work, recruiting teachers, designing a three-week intensive syllabus, and delivering the course material in hybrid form with a mix of online work and face-to-face meetings. I really drew on my undergraduate degree in Chinese history, as I had to lecture on the history and culture of China, Japan, and Korea as well. I learned a lot!

**You have also established a games studies lab in the University's library and have received an IHRC grant to continue your project. How have you incorporated your work with games studies into your courses?**

I teach Japanese culture, which for me means literature, film, manga, anime, and videogames. The same themes run through all these narrative forms, and my research focuses on how different artists have constructed their own vision of Japanese identity in their chosen medium. Japan in particular has a very interconnected sense of narrative media, where a manga will be adapted into an anime and a feature film or a videogame will inspire new novels in a very dynamic cultural mix. I don't think it makes sense to study any of these media in isolation, as the way that Japanese people represent themselves and others can be seen as continuous across all artistic forms. This is one reason why I developed my course "Japanese Visual Culture: Manga, Anime, Games" to supplement my other course offerings in Japanese literature and film. Also, many students come to UD with a great working knowledge of manga, anime, or games – just look at the dynamic student clubs we have on campus! The UD Manga and Anime Club, the Genshiken Gaming Club, and the UD Video Tournament Club have members who are truly passionate about these artistic forms. So I developed some courses to take advantage of this great student resource. Many students take up Japanese so they can experience these works in the original languages, and others bring a great deal of cultural knowledge to the critical studies courses. I am currently working on a book manuscript studying the representation of Japanese culture in games. Without my students and course teaching, I would not have half the inspiration to write my research.



# Interview *with* DR. GIORGIO MELLONI

**You studied Classics at the University of Bologna. What inspired you to move to the US and pursue your graduate degree in Italian Studies?**

There are two sources of inspiration for my decision to move to the US and pursue a PhD in Italian Studies. The first is my professor and *primo maestro* of Italian literature in Bologna, Dr. Ezio Raimondi [1924-2014], one of the most important and influential Italian critics and intellectuals of the twentieth century. Dr. Raimondi taught me to read texts through a rigorous intertextual, interdisciplinary, and hermeneutical approach. This method is based on the close reading of literary works in which the act of reading becomes a way to become acquainted with the author. Similarly, reading a new book is like meeting a new friend who, through time, becomes more intimate, despite our differences in perspective, ideology, etc.

In class, Dr. Raimondi presented the relationships between Italian literature and the literatures of the world within an historical perspective and made reference to the importance of the time he spent in the US as a visiting professor at UCLA, Berkeley, CUNY Graduate Center, and Johns Hopkins, in his formation as a professor.

The second source of inspiration is my parents. My father, now a retired university professor of organic chemistry in Italy, spent two years at Brown University at the beginning of his career. My mother and I lived with him in Providence, RI and my brother Lorenzo was born there in 1968. I have some vague memories of that time, but I know clearly that over the years my parents contributed to nurture my intellectual curiosity in a positive way. For me, the US was a magical land that I needed to rediscover, sooner or later.

**You have published extensively on the works of Alessandro Manzoni. Tell us about your work in relation to this author.**

Alessandro Manzoni [1785-1873] is a central figure of Italian Romanticism. I was first attracted to his work because

he was a convert to Catholicism after many years of enjoying a libertine lifestyle, thus embodying the paradox of a liberal Catholic. My approach stems from a “wisdom-hermeneutics” that has its roots in the Bible and in the Platonic-Aristotelian philosophical model of interpretation. According to this perspective, the act of reading always implies a search for knowledge or, even better, a desire for wisdom. In the case of Manzoni’s *I Promessi Sposi* (*The Betrothed*), this desire becomes identified with a quest for justice, the underlying motivation that drives the protagonist’s “journey” throughout the novel, and can likewise be considered a “lens” for the interpretation of other characters or of Manzoni’s poetics as a whole. In other words, the *raison d’être* of a character, of a scene, or of a type of narration produces an effect upon the reader whose own life, whose own “desire for wisdom,” is then transformed in turn. This transformation, this interplay of old and new experiences, influences subsequent readings of the text, imbuing them with personalized interpretations and a renewed existence which is given shape by the reader’s own growth.

In one of my published essays, I investigate the importance of justice in Manzoni’s works, especially in *I Promessi Sposi*. In an ongoing project, I elaborate a new approach to *In morte di Carlo Imbonati* (*On the Death of Count Carlo Imbonati*), revealing several important components of artistic continuity between Manzoni’s pre- and post-conversion work, against the backdrop of Gottfried Wilhelm Leibniz’s concept of Justice as *caritas sapientis* [charity of the wise] and the biblical notion of maternal wisdom. I have also published a chapter that analyzes the review that Edgar Allan Poe wrote of Manzoni’s *Betrothed*.

**What are your plans for your next scholarly project?**

Among my short-term projects is a book-length study of Federigo Tozzi’s [1883-1920] fiction. In this manuscript, I analyze the recurrent sensation of dizziness in the male characters of Tozzi’s

*“Students learn from each other just as they learn from the teacher, and the teacher becomes one of the students in the process of understanding.”*

groundbreaking novel, *Con Gli Occhi Chiusi* (*With Eyes Shut*) and come to the conclusion that fear of heights is at the center of the psychological angst of the author’s characters as a whole. I also examine the indissoluble bond between Tozzi’s sensitivity to the visual aspects of reality and his theatrical, dramatic sensibilities in “La Casa Venduta” (“The Sold House”) and other works. Finally, I analyze the short story entitled “La matta” (“The Crazy Woman”) in terms of the “right” vs. “wrong” ethical opposition which lies at the root of Tozzi’s works.

**How would you describe your teaching philosophy? What is your favorite course to teach and why?**

My teaching style and philosophy are based on the idea of “collaborative learning,” a method of teaching/learning that relies on the collaboration and interaction of everyone in the classroom, the teacher included. The main principle of the collaborative learning philosophy is that every form of knowledge, and thus of learning, is social in character. This pedagogical approach urges the teacher and the students to constantly switch and interchange their traditional roles: students learn from each other just as they learn from the teacher, and the teacher becomes one of the students in the process of understanding.

As a teacher who adheres to the principles of collaborative learning, I always work on three levels. First, I recognize the limitations of my “assumptions” regarding students and learning; therefore I work very hard to address the specific needs of each student. Second, I help

the students achieve a conscious awareness of their particular assumptions, patterns of thought, behaviors, and limitations of learning. Third, students are encouraged to work together in their acquisition of knowledge and, as a consequence, gain a deeper understanding of others (regarding differences of culture, race, sexual orientation, religious and/or ethical values, and social status). I have found that students of language, literature, and cinema learn most effectively in this environment.

Even though I have enjoyed teaching all levels of Italian language, culture, literature, society, and cinema, it is in literature and cinema classes that (I believe) I am able to give my best. These courses give me the opportunity to adopt the new technologies offered by the World Wide Web and to share my experiences as a member of both the philological-hermeneutical Pico-Project and the Editorial Board of the Decameron Web, a pedagogical hypertext project.

**What do you do when you are not engaged in activities related to Italian studies?**

I love to spend time with my family and with my friends, both in the US and Europe. Moreover, when my wife and I are able to find a babysitter, I immensely enjoy going to the movies and the theater. In terms of physical activities, well, I adore playing soccer and skiing, but since the birth of my second daughter two years ago, I have neglected these two pastimes and have relied heavily on the services of the recently renovated Bob Carpenter athletic center.



## VISITING KOREAN FACULTY FEATURE

In 2013 two visiting faculty members from Korea joined FLL for a year. Here are their thoughts on the connections and differences between their experience as researchers and professors in Korea as compared to the US.

### Dr. Jaeuk Kim (Visiting Scholar)

I am Jaeuk Kim, a professor of Korean as a second language in the Graduate School of Education at the Hankuk University of Foreign Studies, Korea. Before I came here, I was the Dean of the Center for Korean Language and Culture, therefore I had many opportunities to meet foreign students.

Hankuk University of Foreign Studies (HUFS) is the best university in Korea for foreign language education, and forty-five languages and foreign studies are taught there currently. The Center for Korean Language and Culture is an educational institution where 2,500 foreign students from fifty-two countries come to learn Korean language and culture.

The University of Delaware is the first university in the United States with which the HUFS set up a sister-school relationship. Since many professors from HUFS, such as current president and UD graduate Dr. Inchul Kim, have spent their research year at UD, I, too, have come here to conduct research.

While UD has no Korean major, I have been able to examine various courses of the English Language Institute (ELI). I have also been able to talk with Dr. Scott Stevens, the director of ELI, about foreign-language education. While there are many students from Asia and Europe in my university, UD has many Arabic and Latin American students, so I can say it's an interesting chance to see the strengths of the students from various language areas.

In addition to this, it has been beneficial to me to meet teachers and visit educational facilities that are members of the National Association for Korean Schools (NAKS). I have examined research results from foreign language conferences, such as the American Council on the Teaching of Foreign Languages (ACTFL), to better understand the trends in foreign language studies in the United States.

I have been quite surprised at the research trends in the United States because there is a lot of active research about foreign-language teachers, while in Korea the field has focused on foreign students. I have found that the research about foreign teachers indicates that when the teachers can understand the strengths of each student, they can also teach the foreign language more effectively. These new research trends have

stimulated my curiosity. I hope to present a paper in August, if possible, which will focus on Korean language teachers in the United States.

### Dr. Seungwook Baik (Visiting Professor of Spanish)

Being a senior researcher in the Research Institute of Korean Studies, Korea University during recent years, I have worked toward the development of the literary and cultural relationship between the Hispanic World and Korea. I have

participated in the organization of academic conferences about world literature as well as the literary canon. Also, I have worked to invite many significant humanities professors and scholars from the Hispanic world to Korea.

In Korea, students generally begin to learn English at a young age. In the case of other languages, however, many begin their language studies once at university. At Korean University, there are seven departments of Foreign Languages: English, Chinese, French, Japanese, German, Russian, and Spanish. In the languages other than English, there is quite a variety of levels of fluency, from true beginners to those with advanced proficiency.

Regarding the teaching of Spanish in the US as compared to Korea, I have not noticed great differences in pedagogical approach between the two. In fact, we use the same texts and critical studies in Korea that professors use here. Nevertheless, the focus of study in the two countries is somewhat different. I have observed that in the US, students study all possible themes found in a particular work. In Korea, we tend to study fewer themes, but with a focus on the universal and Korean implications and connections.

In my own scholarly investigation, I am currently undertaking a comparative study about the transmission of oriental collections of parables and short stories to Spain. My research is focused on the transmission of parable texts and their genre transformation in works such as the Buddha's life story entitled *Lalitavistara*, the *Panchatantra*, and the *Arabian Nights*.

I hope that during my time at the University of Delaware I will be able to focus on teaching and enhance my teaching methodology in the language classroom. Similarly, I would like to interact with the professors of the Department of Foreign Languages and Literatures to discuss compelling topics about the literary and cultural interchange between the West and the East.

Both Dr. Kim and Dr. Baik would like to express their gratitude to the FLL Department for affording them the opportunity to teach and research in the US.



Dr. Jaeuk Kim and Dr. Seungwook Baik

## FACULTY/STAFF NOTES

### Faculty/Student Exchanges



Dr. Eduardo Segura of the Universidad de Granada



Dr. Ángel Esteban of the Universidad de Granada



Gaelle LeDiuzet of the Université de Caen and Dario Lizancos Robles of the Universidad de Granada





# Books Published by Faculty in 2013



Dr. Joan Brown

**Dr. Joan Brown**, *Approaches to Teaching the Works of Carmen Martín Gaité*, edited (New York: Modern Language Association of America, 2013). This MLA volume is a guide to the multifaceted works of Spain's celebrated author Carmen Martín Gaité, whose life spanned the Spanish Civil War, Franco's dictatorship, and the nation's transition to democracy. Part I is by Brown; Part II includes essays by her and by scholars from the United States, Spain, England, Ireland, and Puerto Rico.



Dr. Rachael Hutchinson

**Dr. Rachael Hutchinson**, *Negotiating Censorship in Modern Japan*, edited (London and New York: Routledge, 2013. Routledge Contemporary Japan series no. 45). This book revisits the question of censorship in Japan's tumultuous modern period. By exploring censorship in a number of different art forms – from popular music and kabuki performance through fiction, poetry, and film – the book provides a striking picture of the pervasiveness and continuity of censorship regulations across different periods of time; the similar tactics used by artists of different media to negotiate censorship boundaries; and how censors from different systems and time periods faced many of the same problems and questions in their work.



Dr. Gary Ferguson

**Dr. Gary Ferguson**, *A Companion to Marguerite de Navarre*, coedited with Mary B. McKinley (Leiden (Netherlands) and Boston: Brill, 2013). Sister of the King of France and wife of the King of Navarre, Marguerite de Navarre (1492-1549) was an important political figure; she was also a prolific writer during the early years of the Reformation and the first Frenchwoman to publish a work during her own lifetime. This volume presents essays by eleven experts on Marguerite's rich and varied oeuvre and on her unique and fascinating religious beliefs.



Dr. Richard A. Zipser

**Dr. Richard A. Zipser**, *Von Oberlin nach Ostberlin. Als Amerikaner unterwegs in der DDR-Literaturszene* (Berlin: Ch. Links, 2013). A documentary memoir based on experiences the author had with writers and the secret police (Stasi) while doing research and travelling in communist East Germany in the 1970s and 1980s. The memoir draws heavily on a 344-page file the secret police compiled on Dr. Zipser with the help of informants, sections of which are incorporated into the book with appropriate commentary.

## Awards/Recognitions

**Dr. Theodore E.D. Braun** was inducted as a Chevalier into the Association des Membres de l'Ordre des Palmes Académiques (AMOPA).

**Dr. Joan L. Brown**, Elias Ahuja Chair of Spanish, delivered a keynote address at a conference on Spanish author Carmen Martín Gaité in Madrid on April 26, 2013. Her talk was widely covered in the Spanish press, with articles in *El País*, *El Mundo*, and other print and electronic media.

**Dr. Jianguo Chen** was invited as Distinguished Speaker to give the Nanqiang Lecture on the impact of religions on American political, cultural, and social values at Xiamen University.

**Dr. Gary Ferguson**, Elias Ahuja Professor of French, made a presentation of his new co-edited book *A Companion to Marguerite de Navarre* at the Sorbonne, V. L. Saulnier Center for Renaissance Studies in June.

**Dr. Annette Giesecke** was named Jashemski Lecturer on ancient Roman Gardens for 2013-14 by the Archaeological Institute of America. This is an endowed lectureship for which she will be traveling nationally to lecture.

**Dr. Rachael Hutchinson** was elected Member at

Large of the Executive Committee of the Mid-Atlantic Region Association of Asian Studies.

## Promotions:

Congratulations to **Dr. Laura Salsini** and **Dr. Jorge Cubillos** for being promoted to full professor with tenure.

## Grants:

**Dr. Persephone Braham** received a CAS Faculty Research Grant of \$450 to support her conference presentation at the International Association of the Fantastic in the Arts.

**Dr. Renee Dong** received a CAS Faculty Research Grant of \$750 with matching funds from FLL in support of her ongoing research on late language learners of Chinese.

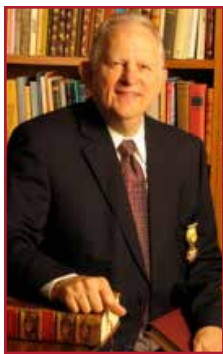
**Dr. Gladys Ilarregui** received a GUR grant of \$6,300 for her project "Poetry and Violence in Latin America," in which she interviewed and gathered poetry of a former prisoner from the Pinochet regime in Chile.

**Dr. Susan McKenna** received an IGS grant of \$2,500 for her research project "Barrie Stavis and Representations of the Spanish Civil War."

**Dr. Meredith Ray** received a CGAS award for \$4,600 for her project entitled "Celestial Exchanges: Galileo's Correspondence with Margherita Sarrocchi."

**Dr. Cynthia Schmidt-Cruz** received a CAS Faculty Research Grant (\$400) and an IGS International Travel Award (\$1,000) to support her participation in the 2013 Congress of the European Council of Social Investigations of Latin America (CEISAL) in Porto, Portugal, in June 2013. Dr. Schmidt-Cruz also received a GUR grant (\$4,690) to support a research trip to Argentina for her project "The Argentine *Novela Negra* in the Neoliberal Era: Crime, Politics, and Society, 1989-2012." As part of this trip, she attended BAN! (Buenos Aires Negra), the international festival of crime fiction held in Buenos Aires in August 2013 where she interviewed novelist Ernesto Mallo, the festival organizer. She also received a CGAS Small Research Grant (\$4,800) to support travel to Spain to research the trans-Atlantic crime novel.

**Dr. Haihong Yang** received a GUR grant of \$6,410 for her project "Female Recluses: the Trope of *Yin* and Self-Representation in Poems by Two Ming Loyalist Women Writers." She also received a CAS Faculty Research Grant of \$750 in support of her presentation on "New Wine in an Old Bottle? Women's Classical Poetry in Newspapers and Journals in Late Imperial China" at the annual conference of the Association of Asian Studies.



## IN MEMORIAM

Dr. Thomas Albert Lathrop, well-respected Cervantes specialist and Spanish and Portuguese linguist, died on Monday, February 17, 2014, while vacationing in Anaheim, California. He was seventy-two years old.

*Dr. Thomas A. Lathrop*

Born in Los Angeles, he received a scholarship from the Scholastic Sports-writers Association to attend Pepperdine College, but transferred to the University of California, Los Angeles in his sophomore year. At UCLA, he participated in the university's first Study Abroad Program in Bordeaux, France, earned a bachelor of arts degree in Spanish and French, a master's degree in Spanish Literature, and a PhD in Romance Linguistics. While earning his PhD, Dr. Lathrop worked as a teaching assistant at UCLA and as an instructor at the University of Wyoming. During that time, he began writing Spanish textbooks.

While at UCLA, he met French graduate student Connie Cook. The couple married in Silver Spring, Maryland in 1969, and lived in Los Angeles for two years while Dr. Lathrop taught Spanish at Mount Saint Mary's College.

In 1971, Dr. Lathrop received a year-long grant from the Del Amo Foundation to study in Spain. The couple moved to Madrid, where he wrote *The Evolution of Spanish*. The book was later translated into Spanish and was the first on the subject ever published in Spain by a non-native Spanish speaker. He subsequently received a Gulbenkian Foundation grant to work on a Portuguese philological project, and the couple moved to Lisbon, Portugal for half a year.

In 1973, the couple moved to Lexington, Kentucky where Dr. Lathrop taught at Transylvania College, and their daughter, Aline, was born. In 1976 the family moved to Pennsylvania where he taught at Lafayette College, before settling in Newark, Delaware in 1980, where he was Professor of Romance Languages at UD until his retirement in 2006.

While at UD, Dr. Lathrop led study abroad programs to Spain, and initiated and led study abroad programs to Paris and Brazil. He chaired and served on numerous committees and produced an impressive body of scholarship as well as a number of textbooks. In all he authored nineteen books and edited a number of editions of Spanish and French classics for English speaking readers, including Cervantes' *Don Quixote* with a companion dictionary. He wrote numerous articles, created an illustrated children's edition of *Don Quixote* with Jack Davis, and produced a new translation of *Don Quixote* in English. Other projects were in the works.

In addition to his university career, Dr. Lathrop founded and was editor of two publishing companies: Juan de la Cuesta Hispanic Monographs (est. 1978) which has published more than 300 works in Hispanic language, literature, and linguistics, and Linguatext Ltd. (est. 1974) which has published manuals for students of Portuguese, Spanish, and Dutch. In addition, he served as editor of two scholarly journals and as consulting editor of three others.

He was the recipient of numerous awards including the prestigious Order of Don Quixote, given by the Spanish National Honor Society, and was named Oficial en la Orden de Isabel la Católica by the King of Spain.

Dr. Lathrop was fascinated by language, but he was also an avid sports fan, lover of music, and enthusiastic traveler. With all of his accomplishments, he valued his family most. He is survived by his wife, Connie Lathrop, his daughter, Aline Glick, with her husband, Ben, and granddaughters Viviana and Isadora, and brother Charles Lathrop of Prescott, Ariz.

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*Dr. A. Julian Valbuena*

A memorial service was held Thursday, February 20, 2014 for **A. Julian Valbuena**, an internationally known scholar and long-time member of the University of Delaware faculty. He died February 5, 2014 at the age of eighty-six.

Dr. Valbuena served as Elias Ahuja Professor of Spanish in the Department of Foreign Languages and Literatures from 1960-99 and was given emeritus status after he retired. A well-known author, professor, and lecturer in Spanish and Spanish American literatures, he wrote under the pen name of Angel Valbuena-Briones.

Born in Madrid, Spain, Dr. Valbuena became a U.S. citizen in 1963 in Wilmington, Del.

Dr. Valbuena received his Licenciatura, summa cum laude, from the University of Murcia in 1949, and his doctorado, *cum laude*, in Romance Philology, from the University of Madrid in 1952.

He taught at the universities of Murcia and Madrid in Spain, Oxford University in England, the University of Wisconsin at Madison, and Yale University. He was a visiting professor at New York University, University of Madrid, University of Mexico at Aragon, and the Instituto Caro y Cuervo in Bogota, Colombia.

Dr. Valbuena received postdoctoral fellowships from the University of Wisconsin, the Consejo Superior de Investigaciones Científicas (Madrid), and the National Endowment for the Humanities. He was a member of Phi Kappa Phi, Sigma Delta Pi, the Modern Language Association of America, the American

Association of Teachers of Spanish and Portuguese, the International Association of Hispanists, the Anglo-German Association of Calderonists, the Comediantes, the Philological Association of the Pacific Coast, the Marquis Biographical Library Society, and the University of Delaware Library Associates.

Dr. Valbuena was on the editorial board of *Arbor*, *Bulletin of the Comediantes*, *Hispanic Journal*, Juan de la Cuesta, Editions Reichenberger, and Chadwyck-Healey. He served on the Fulbright national screening board for awards in Spain, Portugal, Greece, Turkey, and Cyprus, the National Endowment for the Humanities Research project, and the Consejo Superior de Investigaciones Científicas (Madrid). He chaired the Division of Sixteenth and Seventeenth-Century Spanish Drama of the Modern Language Association of America and was vice president of the national Sigma Delta Pi honor society. He founded the University of Delaware Kappa Upsilon Chapter of Sigma Delta Pi in 1974.

Dr. Valbuena is the author or editor of nineteen books on Spanish and Spanish American literatures, including *Obras Completas de Calderón* (Madrid, Aguilar), *Literatura Hispanoamericana* (Barcelona, Gustavo Gili), *Calderón y la comedia nueva* (Madrid, Espasa-Calpe), and *Calderón's La Dama Duende and El alcalde de Zalamea* (Madrid, Catedra). He was an editor of Teatro Español del Siglo de Oro, three CD-ROM discs of Spain's Golden Age playwrights issued by Chadwyck-Healey.

The University of Delaware presented him with the Excellence in Teaching Award in 1988, and the College of Arts and Sciences named him Outstanding Scholar in 1996. The national honor society, Sigma Delta Pi, honored him with the Don Quijote Distinguished Scholar Award in 1999. His edition of Calderón's *La Dama Duende* was presented at the Library of Congress in 1965 and at the National Theatre in Madrid in 1990 and 1991.

Dr. Valbuena was a member of the Greenville Country Club in Wilmington, Del., St. Francis Xavier Church of the Old Bohemia Historical Society in Warwick, Md., and St. Mary of the Assumption Church in Hockessin. He enjoyed book collecting, researching special collections in famous libraries, travel, theatre, opera, tennis, and walking at Longwood Gardens.

Dr. Valbuena is survived by his wife of fifty-seven years, the former Barbara Northrup Hobart; two daughters: Teresa Hobart Duke and her husband, Harry Max Duke II, of Fort Washington, MD, and Vivian Hobart Valbuena and her husband, David W. Buxbaum, of Sydney, Australia, and Carmel, NY; three brothers in Spain: Francisco Valbuena-Briones and his wife, Maribel Medina Carles, Carlos Valbuena-Briones and his wife, Elena Diaz Breijo, and Agustin Valbuena-Briones, and his wife, Maria Lina Vicente Hernanz. He was predeceased by his brother, Rafael Valbuena-Briones of Madrid.

# CURRICULAR NEWS:

## NEW ARABIC MINOR

Arabic is fast growing in the Department of Foreign Languages and Literatures. The recently formed Arabic Program has established a minor in Arabic, responding to the increased number of students studying Arabic and to the need to go beyond introductory-level courses in the language. The minor includes Arabic courses at the 200- and 300-levels focused on conversation, grammar, reading, and writing. Additionally, students may receive credit toward the minor with courses on Arabic literature and culture taught at home or on the Tunisia and Morocco Study abroad programs, such as "Contemporary North Africa" and "Art and Architecture in Context." The minor is the first step towards building a major in Arabic, that the program hopes to establish in the next two years.

## SPECIAL EVENTS

### NOBEL LAUREATE MARIO VARGAS LLOSA: A WRITER AND HIS DEMONS

The great Peruvian writer and 2010 Nobel Laureate in Literature, Mario Vargas Llosa visited the UD campus for a series of high-profile events in fall 2013. His visit was the final part of the "Transnational Encounters" visiting authors series, made possible through a cornerstone grant from the College of Arts & Sciences' Interdisciplinary Humanities Research Center. In May 2012, FLL hosted the first Nobel Laureate in Literature ever to visit the University, renowned French writer Jean-Marie Gustave Le Clézio, under the auspices of the same series.



Mario Vargas Llosa

On October 31, Vargas Llosa's keynote speech in Clayton Hall Auditorium was attended by hundreds of students, faculty, and community members. He participated in readings in English and Spanish at smaller events during his two day visit, which was facilitated by Dr. Ángel Esteban, a noted Vargas Llosa authority and regular visiting faculty member in FLL from the University of Granada.

Mario Vargas Llosa is one of the preeminent literary figures in the world. With more than 150 literary prizes and nearly fifty honorary doctorates, he is the

author of over sixty works including novels, essays, short story collections, and dramatic works.

In his keynote address, Vargas Llosa reflected on his development as a writer and critic through his early works. Cautioning that he was not to be taken for a reliable narrator, he suggested that his lived experiences have always motivated his fiction. As a writer, he said, he is "willing to take advantage of the best and worst of himself and the people around him." However, he believes that literature must transcend and reframe the real.

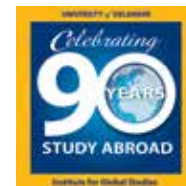
Vargas Llosa spoke of his early novels as bringing together elements from his youthful reading of adventure stories, as well as his experience in the Leoncio Prado military academy and Lima society. *The Time of the Hero* (*La ciudad de los perros*, 1963) was inspired by the military academy's culture of violence, and was widely condemned by Peru's military classes. His second novel, *The Green House* (*La casa verde*, 1965) was shaped by his readings of William Faulkner and grounded in his peripatetic childhood in northern Peru. 1969's monumental, audacious *Conversation in the Cathedral* (*Conversación en la catedral*), which confirmed Vargas Llosa's preeminence among the writers of the Latin American boom, embedded personal and historical observation in a critique of identity under the conditions of dictatorship. Neighborhood rumors, stories, and gossip also fed Vargas Llosa's creativity, as in his novela *The Cubs* (*Los cachorros*, 1967), considered a companion to the 1969 work.

Vargas Llosa has always been a passionate observer and critic of his political and aesthetic environment. *Captain Pantoja and the Special Service* (*Capitán Pantoja y las visitadoras*, 1973), a hilarious exposé of military corruption was his first foray into humor; in general, Vargas Llosa remarked, he finds writing an arduous and solitary activity: "a type of 'suctionary' (sic) device" that feeds on the author's emotions and experience and requires numerous rewritings to reach its final form. *Aunt Julia and the Scriptwriter* (*La tía Julia y el escribidor*, 1977) satirizes the ubiquitous radio novelas or soap operas, also taking form from the author's first marriage.

He is an indefatigable critic, with numerous articles and volumes of literary analysis (Gustave Flaubert, Gabriel García Márquez, and Ernest Hemingway) as well as regular editorial contributions to noted newspapers such as *The New York Times*, *Spain's El País*, and the UK's *The Guardian*. When

the Swedish Academy announced Vargas Llosa's 2010 award, they cited "his cartography of the structures of power and his trenchant images of the individual's resistance, revolt and defeat." An early critic of censorship under the Cuban revolution and candidate for Peru's presidency in the early 1990s, Vargas Llosa has consistently advocated for literature as a potent weapon against hypocrisy and injustice. As he said at the conclusion of his keynote, "novels help us to live but perhaps don't make us happier": they show us how impoverished are our lives, but offer interpretations and elaborations that nourish our understanding, not only of our own experience, but that of many others in the world.

The Vargas Llosa events were organized and hosted by the Department of Foreign Languages and Literatures and the Department of English, with additional sponsorship from the Center for Global and Area Studies, the Institute for Global Studies, the English Language Institute, the Department of Political Science and International Relations, the Department of History, Student Life, and the Center for Black Culture.



### STUDY ABROAD ANNIVERSARY

Throughout 2013, the University of Delaware celebrated the ninetieth anniversary of the genesis of its study abroad program, an innovation that rapidly entered into international education practice.

"The University of Delaware made an important mark on international education ninety years ago that has since benefited countless students across the United States and overseas," said Nancy Guerra, Associate Provost for International Programs and Director of the Institute for Global Studies (IGS).

The University of Delaware launched America's first study abroad program on July 7, 1923, when a group of eight Delaware students set sail for France aboard the ocean liner *Rochambeau*.



Because few colleges were willing to set up a program like UD's, the American Council on Education asked the University to expand its Junior Year Abroad to include as many students as possible from other institutions. The 1926-1927 group, shown here, included forty-three students from nineteen colleges.





*The inaugural group and their professor, Raymond Kirkbride, are shown in Nancy, France, at the historic Fountain of Amphitrite, the gateway to Place Stanislas, a large public square.*

That inaugural class spent its junior year in France immersed in learning the French language and culture – in the classroom, on travels to historic sites, and in the homes of the gracious French families with whom they stayed. All of the students successfully completed their studies, and two would even win the Sorbonne's coveted diploma of French civilization.

The program was the brainchild of Dr. Raymond W. Kirkbride, a young professor in the modern languages department and a World War I veteran, who presented the idea to Dr. Walter Hullihen, then-UD president, who enlisted the support of private donors, including Pierre S. du Pont, to finance it.

The University of Delaware's program was hailed nationally and internationally for its success in promoting cross-cultural education, and soon other colleges and universities began sending students to UD to participate, including Wellesley, Columbia, the University of Pennsylvania, Brown, Smith, Harvard, and Princeton.

Today, UD remains a national leader in study abroad, ranking third among doctoral institutions in student participation, at nearly thirty-five percent. Currently, fifty study abroad programs are offered regularly, from Costa Rica to Cambodia, led by faculty directors from all seven UD colleges. FLL has contributed to the success of study abroad at UD, with twenty-one programs in thirteen countries.

An exciting array of activities and events celebrated the anniversary, including an iMusic concert performed by UD's Xiang Gao, which featured languages of the world, and a visit by Rick Steves, noted travel author and host of the PBS program *Rick Steves' Europe*.

To create "iMusic 6 – Languages of the World," which he described as the "most organic and powerful iMusic ever," Gao, UD Trustees Distinguished Pro-

fessor and MPCS artistic director, spent six months collaborating with many accomplished international language educators, artists, and linguists. Gao, an internationally acclaimed violinist, and guest artists, including twenty-two UD student performers from various departments and faculty pianist Marie-Christine Delbeau, performed at the event. The concert highlighted the inner connection between music and languages from many regions of the world and the excellent foreign language education offered at UD.

In his talk, Steves shared anecdotes accumulated from more than thirty years of traveling Europe and expressed his belief that traveling is a transformative experience. He discussed the difference between hedonism and travel, the difference between lying on the beach with a cocktail and traveling to promote peace and understanding. His travels have shown him that every country faces tribulations that impact the way its citizens live: "I'm fascinated with the baggage people live with," he said. "It's important for us to at least recognize where they are coming from."



## **EARTH PERFECT? NATURE, UTOPIA, AND THE GARDEN CONFERENCE**

"EARTH PERFECT? Nature, Utopia, and the Garden," organized by Classics Professor Annette Giesecke, was a four-day

symposium that considered the garden as an emblem of the ideal human relation with nature. Designed to provide a venue at which to further questions raised in *EARTH PERFECT? Nature, Utopia, and the Garden* (a collection of seventeen provocative essays published by Black Dog Publishing, London, 2012), the symposium was aimed at an academic audience, garden professionals, as well as a general public interested in the importance and meaning of gardens.

Event Locations were the University of Delaware; Longwood Gardens, Pennsylvania; Winterthur Estate Gardens, Delaware; Chanticleer Garden, Pennsylvania; Mount Cuba Center, Delaware; and the Delaware Center for Horticulture.

Symposium events and activities were diverse, comprising garden tours and exhibitions as well as lectures and academic paper sessions focusing on topics such as wellness and the garden, environment and society, historic preservation and land use, green textiles, CSAs, the garden in the visual arts, the garden in literature, the meaning and function of domestic and public gardens, architecture and the garden, gardening the planet in the face of ecological decline, political aspects of gardening, and economies of the garden.

Among the invited speakers were: Jane Knight, landscape architect of The Eden Project, Cornwall UK; Stephen Forbes, Director of the Adelaide Botanic Garden, South Australia; Rick Darke, landscape ethicist and author of *The American Woodland Garden*; McKay Jenkins, author of *What's Gotten Into Us: Staying Healthy in a Toxic World*; Emma Marris, author of *Rambunctious Garden: Saving Nature in a Post-Wild World*; Margaret Morton, photographer and co-author of *Transitory Gardens, Uprooted Lives*; and Douglas Tallamy, author of *Bringing Nature Home: How Native Plants Sustain Wildlife in Our Gardens*.

The symposium has spawned another collection of essays to be released in the fall of 2014: *THE GOOD GARDENER? Nature, Humanity, and the Garden* (A. Giesecke and N. Jacobs, eds., London: Artifice Books on Architecture).

## **MID-ATLANTIC REGION ASSOCIATION FOR ASIAN STUDIES CONFERENCE**

The forty-second annual conference of MAR/AAS, organized by FLL's Dr. Rachael Hutchinson, was held in Clayton Hall at the University of Delaware, from Nov. 1-3. The weekend kicked off with the Teaching Asia Workshop for K-12 educators on Friday, co-organized by Dr. Alan Fox and Ms. Chika Inoue from the UD Asian Studies program. The theme was "Providing Strategies and Resources," and presenters included the 2013 Distinguished Asianist Dr. David Pong; UD faculty members Dr. Alan Fox, Ms. Chika Inoue, and Dr. Patricia Sloane-White; as well as Dr. Jianguo Chen, Director of our Confucius Institute.



*Dr. David Pong*

Samurai to Soldier: Japanese Prints of War." Deputy Provost Nancy Brickhouse attended to welcome all the attendees to UD.

Turnout for the conference itself was excellent, with over 250 people attending various events. The theme of the conference was "Asia's Global Intersections," with twenty-three panels (six of which were undergraduate student panels) and two workshops. The program covered Asian intersections in everything from geography and the environment to economy and society, government and foreign affairs, culture and religion, art, literature, and videogames.

A highlight of the conference was the Saturday luncheon, featuring past president of the Association for Asian Studies, Dr. Theodore C. Bestor, Director of the Edwin O. Reischauer Institute of Japanese Studies at Harvard University. This talk attracted much interest from UD faculty and students, and the room was packed for Dr. Bestor's presentation on Fukushima and Japan's reaction to the disasters of March 11, 2011.

Sunday featured the Presidential Roundtable where three specialists in documentary film – filmmakers Pankaj Kumar and Dai Sil Kim-Gibson, and Dr. Jiwei Xiao – presented on the work of Jia Zhangke. Thanks largely to the generous funding provided by its many sponsors, the conference was a great success. Dr. Rachael Hutchinson and her colleagues from the Asian Studies program raised over \$18,000 in internal funding, supplemented by generous external support from the University of Pittsburgh, the Association for Asian Studies, the Delaware Teachers Institute, the Greater Philadelphia Asian Studies Consortium, and the NCTA.

### **DISTINGUISHED SCHOLAR ADVISES ON HOW TO HELP STUDENTS ACHIEVE ADVANCED-LEVEL PROFICIENCY**

In March 2013, Dr. Eileen Glisan, Professor of Spanish and Foreign Language Education at Indiana University of Pennsylvania, spoke to a captivated audience on exploring avenues for helping university language majors to reach the Advanced-Low level of oral proficiency.

Dr. Glisan is past president of the American Council on the Teaching of Foreign Languages (ACTFL) and recipient of the 2008 Stephen A. Freeman Award for the best published article on language teaching techniques. She currently directs the ACTFL



*Dr. Eileen Glisan*

Research Priorities Project, designed to develop a national research agenda in foreign language education. Certified by ACTFL as an oral proficiency tester of Spanish, Dr. Glisan is co-author of *Teacher's Handbook: Contextualized Language Instruction*, a leading methodology text now in its fourth edition.

In her talk, Dr. Glisan discussed the characteristics of advanced-level speech as described in the *ACTFL Proficiency Guidelines for Speaking* (2012) and presented ways in which coursework and other experiences can provide the venue for practicing advanced-level functions. She discussed the pivotal role of advanced-level content courses, such as those in literature and culture, in developing oral proficiency

at the advanced level, offering useful guidelines for FLL faculty.

## **OTHER NEWS:**



### **SPANISH GRADUATE STUDENT SPRING CONFERENCE SHOWCASE**

Sara Jamison, former MA student in Spanish and President of FLLAGS, organized the 2013 Spanish Graduate Student Spring Conference Showcase to provide her fellow students with an opportunity to practice presenting their papers prior to attending an academic conference. Among the participants were Elisa Tellez Pérez, who presented a paper on “La interrogación en *Los cachorros* de Vargas Llosa: Tensión en una sociedad cerrada a la diversidad y el cambio.” The second presentation, “La novela totalizadora de Fuentes: el juego de estructura y su signo en *La muerte de Artemio Cruz*,” was given by MA student Rebecca Penix-Tadsen. Two more papers followed: Emilia Illana Mahiques spoke about “Identidad: Evolución del concepto e impacto en la novela totalizadora *Cien años de soledad*,” and Sara Jamison discussed “La cultura del miedo en la novela negra latinoamericana: desarticulaciones de la violencia en *77 y Abril rojo*.”

Jamison notes: “Taking into consideration that many FLLT graduate students had little experience presenting papers in a professional setting, I felt it was important to create a forum in which students could share their work as well as receive feedback from peers and professors. The showcase proved valuable not only in the sense of building preparedness, but also in building camaraderie among graduate students.

As graduate students we often become so engulfed in our individual coursework and TA responsibilities that we don't take time to share our accomplishments and academic interests with one another.

One of the major benefits of holding the showcase was that, in mimicking the atmosphere of a professional conference, it allowed students to reflect on their own work, make connections to the work of their peers, and open a conversation regarding relevant topics in literature and language studies.”

Attendee Dr. Asima Saad Maura agreed: “While I was unable to attend all of the presentations, I was able to feel the positive energy among all who were there on that Friday afternoon: professors, classmates, co-presenters, and even the few passers-by like me. As a doctoral student at the University of Pennsylvania, we did not get an opportunity remotely similar to the one at the Spanish Graduate Student Spring Conference; instead, we shared our papers with our friends in the same class, reading them aloud to each other in pure camaraderie. That our FLL Department held this colloquium for its Spanish MA students shows a transcendental commitment. An activity like this deserves to be applauded and continued because it is geared not just toward providing students with practice lecturing in front of an audience; it also exposes their teachers and mentors to ever-new approaches to “old” texts.”

### **TWO FLL/ LATIN AMERICAN STUDIES STUDENTS HONORED**

The Greater Philadelphia Consortium of Latin American Studies Programs (GPCLASP) annually asks affiliated colleges with a Latin American Studies Program to nominate one student for each of their prestigious award categories. In 2013, two outstanding University of Delaware students, Omar Duran and Jeremi Poindexter, received awards.

Duran, a senior who majors in Art History and Spanish with a minor in Latin American and Iberian Studies, received the Pan American Association of



*Ms. Rebecca Penix-Tadsen presenting at the Spanish Graduate Student Spring Conference Showcase*



Philadelphia's Alejandro Reyes Scholarship award. The award, given to a junior with a proven record of academic excellence and Latin American community involvement, recognized Duran's hard work and dedication in his field.

"It's gratifying to be recognized for working hard and doing what you care about, and this scholarship will help me to achieve more goals," Duran remarked.

Poindexter, an Honors Program student and triple



*Jeremi Poindexter (left) and Omar Duran with their awards for excellence.*

major who studied Art History, Spanish, and Latin American and Iberian Studies, received a Janice Bond Award plaque from the Pan American Association, also signifying excellence in Latin American studies and community efforts as a graduating senior.

"I was excited and surprised to be chosen out of everyone involved in Latin American studies at UD. It's a nice feeling to know they thought of me first for such an honor," Poindexter said.

Dr. Mónica Domínguez Torres, Associate Professor in the Department of Art History, nominated both students. She noted: "They are exceptional students. It was a no-brainer, and I think Omar and Remi's dedication really got the attention of the judges."

Dr. Domínguez Torres taught multiple classes in which Poindexter and Duran were enrolled, sometimes at the same time. She recalls that Poindexter demonstrated an exceptional interest and perseverance in researching Zumbi dos Palmares, a famous seventeenth-century Afro-Brazilian warrior for whom sources were in Portuguese and limited in number.

Fluent in both French and Spanish, Poindexter spent the summer as a curatorial intern at the Philadelphia Museum of Art. During the next academic year he worked in the Communications Department at Winterthur Museum, Garden & Library. In fall 2014 Poindexter will be starting a doctoral program in Art History at CUNY.

Duran immediately stood out to Dr. Domínguez Torres, as well. "Omar constantly shone with his insightful comments in class. For my seminar 'Art and Warfare in Latin America' he conducted research on a number of performance pieces by the Guatemalan artist Regina José Galindo, denouncing the brutal violence against women that occurred in Guatemala during the decades of civil war and military dictatorship," Dr. Domínguez Torres explained.

As the first in his family to attend college, Duran participated in the McNair Scholars Program in 2012 and he hopes to earn his doctorate. To that end, he will be pursuing a PhD in Latin American and Iberian Cultures at Columbia University beginning in the fall of 2014.

Both students were honored at an awards ceremony in Philadelphia on April 24, 2013, during which they met with Carmen Lomellin, US ambassador to the Organization of American States (OAS). The OAS is a government organization dedicated to promoting peace, democracy, and cultural diplomacy.

### 2013 FLL FACULTY RESEARCH WORKSHOP SERIES

The Faculty Research Workshop series, under the direction of Dr. Deborah Steinberger, continued to offer a venue for professors to present their current research and receive feedback from their colleagues and students, with the following presentations:

**Dr. Jesús Botello**, "Knighthood Denied, Knighthood Defeated: The Oblivion and Destruction of Don Quixote."

**Drs. Gladys Ilarregui and América Martinez**, "*El Libro de Vidrio*: A Bilingual Reading."

**Dr. Eduardo Segura** (Universidad de Granada), "Fantasy, Pride, and Prejudice: Tolkien and Romantic Imagination."

**Dr. Jorge Cubillos**, "Flipping the Traditional Language Classroom: Researching the Effectiveness of Hybrid Instruction for Introductory Foreign Language Courses."



*Winter 2014 Caen group at Deauville*

### NEWS FROM THE LANGUAGE PROGRAMS À LA FRANÇAISE

Our first major event of the year, La Journée de la Francophonie, was held last March in the Trabant Center. Intermediate students prepared exhibits on French-speaking countries and elementary classes were invited to attend. Our emphasis this year was on French and the job market. Guest speaker Ms. Robin Marks, from UD's Bank of America Career Services Center, gave a presentation on career paths where French language skills are in demand.

Under the enthusiastic guidance of French Club president Kevin Costa and officers Alison Rasmussen, Taylor Jayne, Suzanne Clark, and Cindy Weng, the Club has had a very successful year, with a wide array of events that have promoted French culture around campus. In both the spring and fall semesters, the group visited the Nemours Mansion and Gardens. During the fall semester, the Club hosted a crêpe-making night as well as several movie nights, and held a "pique-nique" for Club members and community members alike. In November, Dr. Edy Feinberg, a communications expert from the University of Lausanne, was invited to speak about the cultural ties between France and Switzerland. The presentation and the question-and-answer period that followed were a great way for French Club members to learn more about the Francophone world.

Ms. Corine Lesnes, Washington correspondent for *Le Monde*, visited the Department in May and participated in a brown-bag discussion with a group of our students. Later that day, she was the featured speaker at the French Honors ceremony. Pi Delta Phi president Anna Ogunnaiké led the initiation ceremony, during which eleven outstanding students were inducted into Pi Delta Phi: Milagros Chiri-Zapata, Jessica Cordova, Margaret Gammie, Rosemary Green, Isabelle Marquez, Jorge McConnie-Saad, Alison McIntyre, Nicholas O'Brien, Julia Stout, Andrew



Timmick, and Kevin Zhang. Kevin, a concert pianist, performed a dazzling rendition of an excerpt from Messaien's *Vingt Regards sur l'Enfant Jésus*. Thien-Chan Vu received the Theodore E.D. Braun Undergraduate Prize in French. Later that month, at convocation, graduating MAFL student Marie Paillard received a citation for excellence in teaching, as well as the Theodore E.D. Braun Graduate Prize.

The winter 2014 study abroad program in Caen, France was nothing short of a huge success! Under the guidance of faculty director Dr. Karen Quandt, all twenty-one students made great strides honing their language skills, and gained rich knowledge of the culture of Normandy and the region's important role in French history. The busy but rewarding month started with a three-day visit to Paris. Favorite moments included visiting Notre-Dame cathedral, seeing the Eiffel Tower sparkle at night, and braving the steep hill at Montmartre to contemplate the panoramic view of Paris below. The collections of Impressionist art at the Musée d'Orsay, particularly the Normandy coasts and landscapes of Gustave Courbet and Claude Monet, created excitement for the group excursions

to Honfleur and

Etretat. Once

in Caen, the

students quickly

adapted to life in

a French home,

and benefitted a

great deal from

conversing in

French with their

host families.

The group visited

numerous sites in

Caen and Nor-

mandy, from medieval abbeys to modern reconstruct-

ed buildings erected after the devastation wrought by

World War II. The tour of the D-Day Beaches and the

American Cemetery was overall the most powerful ex-

perience of the trip, and brought a mix of emotions as

tears for the fallen soldiers merged with a strong sense

of pride for the significant role that the US played at

such a critical moment in modern history.

The group was sad to leave Caen, but thankful for the experience. As one student put it: "It is impossible to take this trip and not be inspired!"



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

script or consult for films such as *Pompeii*, *300: Rise*

## ANCIENT GREEK AND ROMAN STUDIES

What can you do with a major in Ancient Greek and Roman Studies? For starters, you can write the



*Holding a reconstructed bison antiquus humerus from the Carter/Kerr-McGee site in northeast Wyoming*

of an Empire, and *The Hunger Games*. It is ironic that some declare the Classics dead or dying, though the literature of ancient Greece and Rome, together with the material culture of antiquity, has never ceased to be inspirational to later generations.

Another thing you might do is become an Osteoarchaeologist like alumna Allison Grunwald (BA 2005 – Anthropology and Ancient Greek and Roman Studies). In Allison's words:

"My double major in Anthropology and Ancient Greek and Roman Studies has greatly benefited me throughout my academic career. While at UD, I chose to concentrate my AGRS major in Latin Language and Literature because I knew no matter where I went and what I did for a career, being able to read Latin would come in handy (particularly when I finally got the chance to visit Rome and various provincial sites). Directly out of my undergraduate program I began a masters in Osteoarchaeology at the University of Southampton, England, and for my thesis examined the faunal remains of a pre-Roman Iron Age farmstead. Because there are no written records from this period, research often requires comparative studies with early Romano-British sites in regards to cultural activity such as feasting and potentially ritual deposits, something I was prepared for thanks to my AGRS major. My last involvement with Iron Age or Classical archaeology was to catalogue the faunal remains from a Roman fort along the Danube, where I again used my knowledge of the Latin language to learn a bit of Romanian (ce faci?).

My dissertation research at the University of Wyoming primarily involved creating a comparative collection of marrow-cracked cattle humeri and femora while they were frozen or thawed. This experimental assemblage will be applicable to studies of frozen meat caching, and also to studying scavenging of frozen carcasses by pre-modern humans. Now, I am analyzing a 9,000 year-old bison bone bed from the Powder River Basin of Wyoming. Based on its formation, the Carter/Kerr-McGee site is thought to have contained a frozen meat cache used for food storage over the cold season. My analysis will determine if this hypothesis can be affirmed by examining fragmentation patterns on hammerstone-impacted marrow bones at the site and comparing them to those of my experimental assemblage.

Today, my education in the Latin language has proved most useful in regards to grammar and syntax. Latin is one of those languages that teaches English speakers certain rules, such as when to use 'whom,' what the actual plural of 'femur' is and why, and why the correct phrase is actually 'data are.' I am currently an Associate Editor for the Plains Anthropologist journal, and have frequently applied this knowledge during the copyediting process. A major way I was influenced by my AGRS concentration shows in my love of both language structure and etymology, and also with creative writing. Official academic work aside, my hobbies lately involve some scribbles of fiction, and even helping a group of uber-nerds to expand the lexicon of a fictive language from a popular video game. I know exactly which classes inspired me to write (and helped me prove to myself that I was a decent writer), and one of those classes was the Society and Spectacle course, for which the final assignment was a diary or short story. (My better half is convinced I should write archaeologically-themed children's books, but we'll see...)"



*Walking Hadrian's Wall at Vercovicium (Housesteads Fort), northern England, summer 2013.*



*Leipzig 2014 group at the East Side Gallery*

## Auf Deutsch

Throughout 2013, German students had many wonderful extra-curricular opportunities to deepen their knowledge of German language, history, and culture. The German Club played a key role celebrating major events on the German calendar, such as the Day of German Unity (October 3), the fall of the Berlin Wall (November 9), and they closed the year with a festive Nikolausparty. The German Club also held a raffle to support study-abroad scholarships raising \$1250 for the winter session 2014 participants.

In January 2014, eighteen lucky students traveled with Dr. Iris Busch to Leipzig where they took courses at the Herder Institute. There they met students from all over the world. They made friends with fellow classmates from New Zealand, Chile, and Zimbabwe while perfecting their German pronunciation and grammar. Undisputed highlights of their stay were a six-hour cooking class held at a well-known Leipzig studio and a Mardi Gras party at one of Leipzig's oldest student clubs. Weekends were spent visiting



*Leipzig 2014 group at the Wall-Bernauer Strasse*

Dresden, with its world-famous *Frauenkirche*, and exploring the capital, Berlin. Most of the students traveled to Germany for the first time, and their experience certainly confirmed their enthusiasm for all things German.

Another highlight of the academic year was the German Honor Society event held in May. During the event faculty celebrated their students' academic success, inducting eleven students into the German Honor Society Delta Phi Alpha. Students received prizes for top performance in the three 100-level classes, as well as Embassy Book Awards which recognize excellence at all academic levels. Nicole Demers received the prestigious Sepp Hilsenrad Memorial Award, an award of \$1,000 given to an outstanding advanced student, and Stephanie Restifo was the recipient of the Marion E. Wiley Memorial Award which honors the accomplishments of a non-major. Following tradition, the event was held at the German Saengerbund, concluding with an authentic German dinner served by our gracious hosts to a large crowd of happy faculty, students, and parents.

In May the faculty said goodbye to Douglas Campbell, Emma Crosby, and Marie Hempel, who graduated from our MA program. We are so proud of their achievements, yet after working closely with them for two years, it is always a bittersweet moment to see them leave. Fortunately, many of our students stay in touch and we are always thrilled to receive news about their endeavors and accomplishments.

## Italianissimo

Italian students, faculty, and the UD community enjoyed cultural activities this past year that focused on theater and music. Director Paolo Landi spoke on "Commedia dell'Arte: Comedy Italian Style," in October, as part of his work with the UD Repertory Theater's production of Carlo Goldoni's play *The Servant of Two Masters*. Fabio Mangolini, an expert on Commedia dell'arte, demonstrated various characters at this event. Our own Dr. Giorgio Melloni introduced Landi, and served as general interpreter during the preparations for the play. In April, Italian musicians from the Abruzzo region presented a lively concert of traditional southern Italian music.



*A scene from the Goldoni comedy  
The Servant of Two Masters*

Italian cultural history was the topic of our annual Honors Day ceremony in May, as Dr. Gabriella Romani, Associate Professor at Seton Hall University, spoke on "Postal Culture: How the Post Office Modernized the Italian Nation." At the event, sixteen students were inducted into Gamma Kappa Alpha, the national Italian honors society. Christina Brown received the top honor for her excellence in academics. She is currently pursuing a master's degree in Italian studies at New York University.

The Italian faculty is proud to announce that Emily Bellotti, who is completing her BA degree in Italian Education, won a regional contest sponsored by the Italian Consulate in Philadelphia on "Research, Discovery and Innovation." She won a two-week, all-expense paid scholarship at the Scuola Dante Alighieri of Camerino.

Students studying abroad in Siena over the winter session took advantage of even more cultural opportunities. According to program director Dr. Riccarda Saggese, the students were thrilled by the beauty of the cities, along with the magnificence and the majesty of the monuments and the affability of the Italian people. The short trips to the spectacular sites changed the students' perspective on life, highlighting the importance of such experiences. After visiting Rome, Pompeii, Naples, Caserta, and Assisi, the group settled down in Siena for three weeks. The students lived with host families and studied at the Dante Alighieri school with native instructors. The highlights of this program were the periodic meetings with students





*Siena winter 2014 students on the Grand Canal in Venice*

from the Università di Siena. These encounters allowed UD students to meet people of their age, learn more about Italian culture, and improve their ability to speak Italian. During the first two weekends the group visited Florence and Venice.

On campus, students were able to add a new course to their studies, the 300-level "The Art of Translation," taught by Dr. Laura Salsini. The class focused on polishing students' linguistic skills while exploring different varieties of Italian cultural production, ranging from poetry, songs, tourist information, web sites, and advertising.

## 日本語

This past year the Japanese program mirrored the political and economic trends seen in Japan, a country recovering from the devastating earthquake, tsunami, and lingering after-effects of the Fukushima nuclear power plant meltdown in 2011. Japanese Prime Minister Abe stayed in office, bucking the trend of rapid political turnover. Similarly, our Japanese faculty of Dr. Rachael Hutchinson, Dr. Mark Miller, Ms. Chika Inoue, Ms. Mutsuko Sato, and Mr. Eric VanLuvanee enjoyed yet another year of a period of stability together. The hard work of this group has resulted in the development of new programs and popular courses in literature, gaming, film, anime, and calligraphy for the benefit of our students. As for notable achievements, our Faculty Chair, Dr. Hutchinson, organized and helped our University host the Mid-Atlantic Region Association for Asian Studies (MAR AAS) conference last November.



*2013 Kobe participants with a home-stay family in Nara*

The Japanese program had another fruitful year of providing students with opportunities to study abroad. In spring 2013 we sent Ryo Kojitani and Cory Kimball to Seinan University as part of our continuing exchange program, the latter for one semester and the former for two. Last summer, Mr. Eric VanLuvanee led our highly acclaimed summer study abroad program to Kobe, Japan, with twelve eager participants. In September, we awarded two students, Fangyu Cai and Patricia Mace, our prestigious one-year scholarships to Soka University in the suburbs of Tokyo. Finally, our premier fall semester study abroad program to Akita International University attracted six students – the most we have ever sent abroad on a semester program. The Akita program deserves special mention because it is unlike our exchanges with Soka and Seinan Universities and does not depend on equal numbers of reciprocal students from institutions in Japan. In the past, we could not always accommodate every student who wanted to experience the many benefits of living, studying, and earning UD credits in Japan. Now, thanks to the creation of this program, we are able to send almost unlimited numbers of students to Japan for a semester.



*2013 Kobe participants and their language partners explore a small shrine in Kyoto*

In an attempt to provide our students with more options, the Japanese program initiated a new joint major in history and Japanese last fall. We are following this up with a revision to our major for the fall of 2014 that will enable our students to graduate more quickly while still receiving an equal amount of Japanese-language instruction. Still unchanged and thriving, however, are our Japan-related clubs and societies. We offer our students the Nihongo Table, an Anime Club, marital arts, Japanese National Honors Society membership, and more. And, each year we present our \$200 Yotsukura award to a deserving student. The 2013 award was bestowed upon Megan Czerwinski for her outstanding achievements in our upper-level Japanese courses and her subsequent acceptance into graduate school.

Just as Japan's recovery and political stability has benefited its citizens, we hope that the Japanese program and its faculty will also continue to thrive and pass along benefits to our students for years to come.

## Noticiero español

As 2013 marked the ninetieth anniversary of study abroad at UD, the Spanish and Portuguese sections celebrated by leading students on programs to six countries during the summer and winter sessions.

After being dormant for a number of years, the Granada summer program was revived and has been a complete success for the last two years. The directors, Mr. Alberto Delgado and Ms. Dora Marin, made significant changes favoring the cultural and language immersion experience of all participants during the most vibrant month of the year, June. Thanks to a very caring, loving and committed group of host families, students have been able to appreciate many aspects of Spanish life, including the siesta, tapas, flamenco, soccer, and much more.



*Political graffiti at favela Santa Marta*

The eighteen advanced Spanish students on the summer program to Salamanca were able to hone their Spanish skills while living with Spanish families and attending classes in the center of the oldest university in Europe. Along with director Dr. Meghan McInnis-Domínguez, the students enjoyed excursions to San Sebastián, Barcelona, and Madrid where they ate some of the best food in Europe, absorbed the culture of the Palacio Real and the Sagrada Familia church, and experienced both old and new art in museums like the Prado and the Reina Sofía.

The winter 2014 Brazil study-abroad program focused on exposing students to Brazil's contrasting beauty as well as its complex nature. The fifteen students who traveled to Rio de Janeiro with Dr. Carla Guerrón Montero (Anthropology/Latin American and Iberian Studies) studied Brazil's cultural, economic, social and cultural histories, and focused on understanding how these histories contribute to today's disparities. One of the most interesting activities carried out by the group included a visit to favela Santa Marta in the neighborhood of Botafogo, led by local tour guide and landscape artist Vitor Lira.

In neighboring Argentina, students had the opportunity to enjoy the rich and vibrant culture of Buenos Aires with director Dr. Jesús Botello and TA Tara Greateorex. The group took classes on literature and politics, conversation, and Argentine culture,



which they paired with tango lessons and excursions to beautiful places such as El Tigre (the “Venetian Buenos Aires”), El Calafate (where the famous Perito Glacier is located), and the incredible Iguazú falls.

Ms. Crista Johnson directed the 2014 winter program to Costa Rica. Students on the program enjoyed a home stay experience in the city of Heredia and local excursions to sites such as the capital city of San José, the Irazu, and Poas volcanos while they took Spanish grammar and culture classes at the Universidad Latina Heredia (ULATINA).



*Chile 2014 group at the Sewell Mine*

Thirty-three students traveled to Santiago, Chile this year with director Ms. Krystyna Musik and TA Darío Lizancos Robles. Besides taking two courses on the culture and literature of Chile, students spent four days in the remote desert of Atacama, the driest place in the world. Among other excursions, students were fascinated by the landscape, especially El Salar de Atacama (the largest salt flat in Chile), and the history of the Sewell Mine.

The 2014 winter program in Granada, Spain, directed by Ms. Rebecca Penix-Tadsen and Dr. Phillip Penix-Tadsen, focused on the homestay experience and local excursions to the Alhambra, the cathedral and the Royal Chapel, while giving the students the option of staying in Granada during the weekends or travelling within Spain.

Finally, there were sixteen participants in this year’s winter session program in Panama, directed by Dr. Jorge Cubillos. Students in this advanced program (Intermediate-High level of proficiency in the Versant test is required for admission) completed seven academic credits, including a specialized advanced-oral communication course and sixteen hours of a service learning experience at a local orphanage. Students were able to organize their own weekend experiences exploring different corners of this Central American country, including time with native Cuna Indians in the San Blas islands. Upon return, 56% of participants achieved advanced-level scores in the Versant test of Spanish.

Study abroad continues to make our program strong and will continue to grow as UD’s students become global citizens. On campus, the success of our students was recognized at the Sigma Delta Pi ceremony. Seventeen new members were inducted alongside two honorary faculty inductees, Dr. Jesús Botello and Dr. Eduardo Segura. During the ceremony, Caroline Ruppert received the Sigma Delta Pi book award for the undergraduate with the highest GPA. Jamie Martin and Sara Jamison earned the award for best graduate student essay. Additionally, Chris Micale was recognized for writing the best essay in a Hispanic literature survey class and Rachel Dorfman received recognition for writing the best essay in an upper-division Hispanic literature course. Rachel also earned the Delta Kappa Gamma Education Award for her outstanding scholarship and active participation in educationally related activities. Finally, Rebecca Jaeger won the 2014 Janet Murdock Prize for Study Abroad (\$400). She travelled to Granada, Spain in fall 2013.

## РУССКИЕ ИЗВЕСТИЯ

Spring 2013 brought the annual iMusic project directed by music professor Xiang Gao. The “i” in the title this time stood for international, so we joined in the festivities. Seniors Kathleen Murphy and Becky Haggerty recited famous lines about the ill-fated lovers of Pasternak’s Doctor Zhivago, followed by a beautiful Rachmaninov violin solo performed by the renowned Dr. Gao. Our performers thoroughly enjoyed the opportunity to share the beauty of Russian literature and music with the appreciative audience.



*At the RUSS 305 final exam Eleni Roustopoulos, Dylan Lecce, and Brenda Savelski as hipsters.*

The annual induction of new members into the National Slavic Honor Society took place in May. We welcomed six new members and surprised our speaker, Dr. Stuart Kaufman of the UD Department of Political Science and International Relations, with an honorary membership. His entertaining talk, “Adventures in Soviet- and Russian-American Relations,” was full of hilarious anecdotes about working and studying in Soviet Leningrad and about later dealings with Russian politicians and generals while working for the National Security Council.



*2013 Graduates: Three-language major “Katya” Murphy, and Russian majors Jared Clough, Becky Haggerty, and Emma Pearson*

The Russian Club reports another well-attended year of language table at Brew Ha-Ha. Students of Russian, and even those not taking Russian formally, come to chat and practice. Club President Dylan Lecce says, “It’s all good fun!” This year, that fun included a trip to see the Russian metal band *Аркона* play in Frederick, Maryland. Everyone who went had a blast despite the fact that no one besides former club president Max Levites was really into metal. Plans are in the works for a repeat trip to a “banya” in Philadelphia and to Brighton Beach, New York.

## 中文

2013 was the year of the snake. As the earliest totem worshiped by the ancient Chinese, the snake symbolizes vigor and prosperity. It is appropriate, then, that the Chinese program enjoyed prosperous growth which was enthusiastically described by FLL external reviewers as “vibrant and rapid” in the major and minor. As of today, there are nineteen majors in Chinese Studies, making it one of the fastest growing programs in the Department.

Chinese faculty members were actively involved in academic activities in addition to their busy teaching schedules. We congratulate Dr. Renee Dong on earning her doctorate in Linguistics and Cognitive Science from UD’s Department of Linguistics. This year Dr. Dong continued to teach as one of the lead instructors at the StarTalk Delaware Lighthouse Chinese Teacher Training Program. Our colleague, Dr. Maria Tu, was invited to give a talk on comparative philosophies at Xiamen University. In addition to the Nanqiang lecture at Xiamen University mentioned earlier, Dr. Jianguo Chen gave lectures and performed research activities at East China Normal University as visiting professor, and delivered invited talks at four other Chinese research universities. In the US, Dr. Chen organized “Cross-Cultural Programming for the National Security Language Initiative for Youth (NSLIY),” sponsored by the US State Department’s Bureau for Educational Affairs and American Council for International Education.

In 2013 five students of Chinese – Benjamin Esender, Matthew Werth, Hilary Conway, Isaacs Blake, and Edward Ree – received the prestigious Confucius Institute Scholarship to study Chinese at Xiamen University. Students of Chinese at all levels also actively participated in extra-curricular activities co-sponsored by the Language Partners Program and the Chinese Language and Culture Society, both directed by Dr. Yang. The Chinese Language Partner program hosted parties at the beginning of the fall and spring semesters to help students become acquainted with their partners. Following this initial meeting, participants met regularly to practice their language skills and reported their progress to their language instructors.



*Dr. Jianguo Chen was recognized for his work in a meeting with Vice President Joe Biden*

The Chinese Language and Culture Society held its second recruitment meeting in fall, 2013.

Thanks to the collective effort of the Chinese faculty with the technical support of Dr. Thomas Mc-

Cone, the Chinese program launched its new website: <http://www.udel.edu/flt/Chinese/index.html>.

Additionally, the Chinese faculty was instrumental in establishing the Delaware Chinese Teacher Association (DCTA), which has now a membership of over fifty Chinese teachers across the state. Dr. Chen was elected as the founding President of the Association and Chair of DCTA's Board of Directors.

# STELLAR ★ STUDENTS

## Marie Hempel, Master of German Pedagogy, Literature, and Language Acquisition

The story of Marie Hempel is a classic example of how small things, such as a probing question by a professor, can influence and even change an entire life's course. In 2011, Marie, a native of Germany, was concluding her BA in German as a



Second Language from the Chemnitz University of Technology. Quite by chance, her professor, Dr. Mona Körte, inquired about her future plans and suggested that she might wish to apply to the MAFLP program at the University of Delaware. Up until then, Marie had never considered studying abroad. Encouraged by Dr. Körte, she completed her application in record time and found herself in Newark in fall 2011. She discovered that the MAFLP program perfectly matched her interests in German literature, foreign language pedagogy, and second language acquisition, and she immersed herself in her studies. An outstanding student, Marie completed both the pedagogy and the literature exam with honors, and she also received a "Woman of Promise" Award.

Looking back, Marie credits the graduate seminars in German literature and Dr. Cubillos's course on "Second Language Acquisition Research" for inspiring her to pursue an academic career. Marie celebrated her successful completion of the MAFLP degree with her parents during the graduation ceremony in May, 2013. She then returned to Germany where she is currently pursuing a second master's degree in German and Foreign Language Acquisition at the renowned University of Jena. As luck would have it, Marie did not have to give up on her profound interest in German literature. On the contrary, she became involved in organizing a lecture series on contemporary German migration literature and was subsequently invited to contribute to a new edition of a textbook on this topic, which, it turns out, she had first studied at UD! Moreover, Marie has been asked to teach a seminar on contemporary German literature next fall, and she has also been selected for a two-week summer program organized by the Goethe Institut in Istanbul, Turkey. These experiences and all of her

training will definitely help prepare Marie for her next step, attending a PhD program in language acquisition. In the long term, she hopes to secure a faculty position training future teachers of German as a Foreign Language.

Marie credits her graduate studies in FLL for guiding her to a career path while allowing her to grow and get to know herself better. Before entering the program, she would not have considered studying abroad, but now she feels well prepared for living and working abroad and for confronting any other challenges that might come her way. Marie is well on her way to accomplishing her academic goals, and it is deeply satisfying to know that FLL faculty members have played a critical role in the journey of this stellar student.



*Ms. Thien-Chan Vu*

## Thien-Chan Vu: BA in International Relations and Three Languages

The prestigious Chinese Government Scholarship and the highly competitive Huayu Enrichment Scholarship, both from

the Chinese Ministry of Education, and FLL's Theodore E.D. Braun French Undergraduate Student Award: these marks of distinction certainly speak to the excellent academic performance of Thien-Chan Vu, a 2013 UD graduate who double-majored in International Relations and Three Languages. Nevertheless, they cannot adequately reflect her passion for pursuing a career in the relatively new field of city management known as "Urban Slum Management."

In her first year at UD, Thien-Chan chose a Chinese foreign language class on a whim. Although initially overwhelmed, she was soon taken in by the intricacies and complexities of Chinese. The incomprehensible characters that had plagued her at the start began to acquire meaning in her mind. She unexpectedly fell in love with both Chinese and the acquisition of language. At the same time, she became fascinated with East Asian and Southeast Asian development. Studying Chinese gave her the opportunity to visit Asia multiple times with various scholarships. She spent a summer in Beijing working with "Compassion for Migrant Children," an NGO that focuses on building community centers in the heart of slums. Working with the children of migrant



workers, her understanding of urbanization and slum development drastically affected her choice to focus on education and urban development.

Thien-Chan next spent a year studying Mandarin at Central South University in Changsha, China on her Chinese government scholarship. The following summer she continued her Mandarin studies at National Taiwan Normal University in Taipei, Taiwan. These experiences, along with a senior thesis that focused on NGO development in China as it relates to urban communities and the migrant population, prepared her for a future in international development.

In Changsha, Thien-Chan gained the linguistic means with which to train volunteers, communicate with migrant workers, teach workshops and English classes, interpret and translate, and give presentations to staff meetings, in both Mandarin and English. Just as importantly, she was able to interact with the children at the community center. Paper-chain hearts, chalkboard professions of love, and the “chicken-dance” were highlights of her summer.

Studying Mandarin led her to travel through China, Singapore, Indonesia, Malaysia, Brunei, and Thailand as a nineteen-year old, five-foot three, Vietnamese-American woman armed with nothing but a rucksack and the money she had saved from her scholarship stipend. She ate overly-salted scorpions on a side street in Bangkok, woke up before sunrise to climb the tallest peak in Southeast Asia, and haggled over the phone for hostel prices in Borneo. Twenty-four hour train rides to Beijing, river-rafting in Indonesia, hitchhiking through Malaysia, and lunch at the Sultan’s palace in Brunei were possible through careful planning, budgeting, and a network of friends or friends. This network was only possible because she was able to communicate in Mandarin.

Currently Thien-Chan works as a special projects coordinator at an educational nonprofit in Newark, New Jersey. She hopes to start her own nonprofit organization in the future in order to implement the appropriate infrastructure and provide communities with the necessary materials and resources to empower themselves. Working alongside policy makers and government officials, she wants to be able to formulate and propose city management plans to address the issues and problems of rapid urbanization in East Asia. To that end, Thien-Chan has secured a place in the MSc International Management program (China) at the School of Oriental and African Studies, University of London. With the skills and experience she has acquired, she is well on the way to making her dream a reality.

## ALUMNI COLUMN

### Dr. Lynn Palermo (MAFL French, 1992) Assoc. Professor of French at Susquehanna University in Selinsgrove, PA

Experiential learning, a current pedagogical buzzword, is nothing new to students who spend time abroad applying their language learning to real life. It has certainly been foundational to my own studies in French since the beginning – in fact, my introduction to languages through real-life experience is what led me to study French in the first place. Memories of those travels and the resulting wanderlust also sustained me through years of frustration over little apparent progress in my learning.

In 1969, when I was eleven, my family spent a year in Edinburgh, Scotland. Neither of my parents had ever been abroad and yet they hauled four children (aged ten to sixteen) off to a land we couldn’t even imagine. We didn’t go directly to Scotland. Instead, we hit the Continent in Le Havre where, armed only with their language-requirement French from two decades earlier, my parents claimed our new Volkswagen bus. We then spent a month working our way toward Norway and, in Bergen, took the overnight ferry to Britain. Enchanted by the surprises around every bend, I quickly developed a love for the open road. In the course of our wanderings, we met people from all walks of life who spoke two or three languages. I was mesmerized, and determined to do the same. By the time we reached Edinburgh where French was part of the basic curriculum, I was primed to learn.

Back home in Pennsylvania the next year, I was eager to continue studying French. However, after a strong start, I “plateaued” in high school. Too shy to speak, I hid in the back row behind my textbook for three years. College courses were torture, as I understood little of what was happening in class. It might seem strange that I never considered dropping French despite seven years of agony. But how could I forget that when our conversations with Europeans had deepened, it was because they spoke our language? I wanted to repay their kindness by learning how to communicate with them on their own terms. Finally, things clicked during my semester abroad.

When I undertook graduate studies at Delaware in 1988 after teaching K-8 French for three years, I enrolled in Linguistics, envisioning a career teaching

English as a second language. I also audited French for Business in the fall, and Introduction to French Literature II in the spring. Coming to realize that I loved those courses more than my linguistics classes, I transferred into the MA program the following year. From all of the members of the French faculty at UD I learned so much, both academically and about teaching. It’s difficult to express how much I appreciated these people, many of whom became friends. They helped me change my direction in life.

By now, I’ve spent at least five years in France, walking the back roads of half-a-dozen regions, working on the restoration of monasteries and castles, picking grapes, working on a farm, teaching high school and college-level English, doing research, singing in choirs, even playing on basketball and softball teams. Each new experience raises questions in my mind, inspiring me to study more to deepen my understanding. In the process, I learn about places that I ache to see firsthand – and dig out my backpack for the next trip.

This ongoing interaction between experience and study has also shaped my teaching style. At Susquehanna University, I’m always looking for ways to turn learning into experience. Pronunciation? Let’s perform a play for local high schools! Grammar? Let’s write modern fairy tales, turn them into illustrated books, and donate them to schools. Translation skills? Let’s submit our work to the collaborative project to translate Diderot’s *Encyclopédie*, international citizen journalism sites, volunteer sites, undergraduate literary magazines... Even in beginning and intermediate courses, we perform skits, write magazines, make videos, hold debates, and interview visitors from abroad by Skype. In May, a group of us will spend three weeks in France helping to restore a fourteenth-century castle near Bordeaux, learning stone-cutting and masonry in the process. In rural central Pennsylvania, we don’t have a local French-speaking population, but there are rich opportunities for experiential learning. I want to see students hunger to use their French out in the world – then deepen their experience through more study and reflection in the classroom. Together, these complementary ways of learning enrich us in so many ways, and keep human understanding at the core of education.

### Graham Segroves (BAFL Four Languages, 1996; MAFLP French, 1998): Learning and Development for a Complex, Ever-Changing World

Where will you be twenty years from now? How will you be using what you are learning today? Which of the experiences that you value today will still matter an ounce to you then? What will you be grateful for after you’ve stumbled and soared across twenty more years and thousands more miles?

Nobody can know the answers to these questions, because such wisdom arrives only in hindsight. As I



*Dr. Lynn Palermo hard at work stone-cutting at the Château de Villandraut*



look back today, the remarkably motley fabric of my past twenty years sparkles frequently with the (blue and) golden fibers of three core values, experiences, and lessons learned inside classrooms and beyond:

• **UD and FLL encouraged me to pursue excellence and to achieve big, bold goals.**

Even before I arrived at UD in Tennessee as a freshman in 1992, I was, well, somewhat of an overachiever. High school Latin brought me to undergraduate Italian, the gateway drug for French and, later, German. I paired an international relations major with an obscure FLL concentration called “Four Languages,” which at one point saw me enrolled in three different languages’ courses in the same semester. I became closely familiar with many of the FLL faculty because I was the student of so many of them – all while helping start up a Ray Street community, writing for *The Review*, and being appointed by the governor to the Delaware Community Service Commission where I helped select and monitor AmeriCorps and other programs for my adopted state.

• **FLL also awakened my enthusiasm for the vocation of learning and development.** Inspired by now-retired FLL faculty Dr. Gabriella Finizio and Dr. Bonnie Robb, I decided to remain at UD for a master’s in the newly established foreign language pedagogy program. As a grad student, I taught Italian while studying French lit. (There is no fear like teaching an introductory section of Italian for the first time, solo, as a just-graduated twenty-one-year-old, and no sense of accomplishment afterward so satisfying, either). My students became my passion, and my instructor partners, my colleagues.

• **My FLL experience broadened my worldview and cultivated my passion for understanding human differences.** Two undergrad winters and an inaugural semester in Siena turned me into a travel junkie and xenophile. I chaperoned the Siena winter session a third time as an undergrad senior, then, as a grad student, I spent a winter in Bayreuth with undergrads. Finishing my MA in 1998, I had never spent much time in France; instead, I spent that summer cultivating a beautiful and distinctive Quebec *joual* at Université Laval. (I have willingly accepted being mistaken for Canadian while in Europe or North Africa as a fine compliment). Leading an excursion that connected the metaphoric lands of effective learning and social change, I presented the American Council on the Teaching of Foreign Language’s first-ever national conference session on “Understanding the Impact of Invisibility on Gay Foreign Language Learners.”

At the end of my time at UD, packed full of language ability, wanderlust, and passion for learning and teaching, I moved to Washington, DC, for a second MA in international affairs. I had been equally flattered and frustrated when the literature professors urged me to switch tracks and pursue a PhD in literature; instead, I felt compelled to examine and

celebrate the living language of the streets, jokes, subway systems, and workplaces of the world: I wanted to put the language to use. I also wanted to make the world a better place, first through civil rights advocacy at the National Gay and Lesbian Task Force, then through international development work at the National Democratic Institute for International Affairs, and later through a rewarding decade of service at the Central Intelligence Agency.

It was at the CIA where I put my UD FLL experience to most rigorous use – not only foreign language



*Graham Segroves (re)visiting Siena, Italy*

ability, but also the capacities I had developed there for achieving big goals, thinking critically, communicating effectively, and effectively navigating cross-cultural encounters. Entering on duty in the long shadow of the events of 9/11, I managed intelligence reporting related to counterterrorism, terrorism finance, and weapons of mass destruction for five challenging years. I supervised staff and contractors, helping them learn, grow, and succeed. I served as a legislative fellow supporting Congressman Keith Ellison, the first Member of Congress to be a person of Muslim faith. I led diversity and organizational change efforts within the Clandestine Service and elsewhere throughout the CIA.

Then I shifted my professional focus to executive leadership development and change management before leaving the CIA in 2012 to enter private practice as a coach and organizational effectiveness consultant. Many of my clients today are in global organizations like the World Bank, the International Monetary Fund, or the U.S. Intelligence Community, where cross-cultural agility is key, even when the common language is English. More concretely, designing learner outcomes and individual development plans today summons my experience in FLL creating lesson plans for Italian 105.

No, I don’t speak French, German, or Italian every day, twenty years later, nor do I stand before a classroom of language learners or publish papers about Calvino’s genius or Molière’s wit. Yet in many ways I’ve come unexpectedly full circle, back to my roots of learning about and embracing our human differences of expression and culture, beliefs and styles – and helping leaders and organizations face the challenges of effective performance in our complex and changing world.

**Dalit Wolfe (Dalit Gulak) (BAFL Spanish Studies, 2006)**

In 2006 I graduated from UD with a Dean’s Scholar major in Hispanic Culture and Medicine, which focused on Spanish and the sciences. My passion for the Spanish language and culture



*Dalit and a Guatemalan midwife during Dalit’s graduate school field work in Solola, Guatemala*

started in high school with an educational trip to Spain. It continued during a gap year when I lived with families in Costa Rica and Peru, volunteering in a school and hospital. During my time at UD, I was fortunate to have wonderful professors, including Dr. Susan McKenna, who educated me beyond the words of the Spanish language and encouraged me to learn all aspects of history and culture. I spent a semester in the Dominican Republic taking courses at a public health institute, and a winter session in Cuba, where I learned the language and literature of the Cuban culture.

During my time on campus and abroad I was inspired to pursue further studies in health care. I spent the summer after graduation learning from midwives in Nicaragua and watching them do so much with so little technology and few resources. Inspired to learn more, I moved to our nation’s capital and received my degree in nursing. Using my language skills, I volunteered as a doula throughout nursing school for Hispanic women who had no experience navigating the US health-care system and had no one to support them during their deliveries. After living in an El Salvadorian neighborhood and using my Spanish daily, I decided to stay in DC and work at a large public hospital as a labor and delivery nurse. Because of my fluency in Spanish and experience working with various Latin cultures, I had the honor to be the nurse for the Spanish-speaking patients who came to deliver their babies. While I loved working with women at this vulnerable time in their lives, I was eager to learn more about preventing the illnesses and barriers to health that challenged many of my patients and decided to pursue a degree in Public Health.

I received my Master’s in Public Health from Boston University in both International and Maternal Child Health. My field work took me to Guatemala for three months. There I worked in rural mountainous villages with local midwives to reduce the extremely high maternal and infant mortality rates. Learning as much from them as I hope I was able to impart, I brought home lessons on how to improve health with few resources but a lot of effort and perseverance.

One of my earliest influences to pursue a career in health care was my grandfather. During his sixty-eight-year career as a doctor, he ran a psych unit at an army hospital in Calcutta, India during WWII, had one of the first racially integrated waiting rooms in Cleveland, Ohio, and traveled to Haiti and Guatemala to run free vaccination clinics. When he moved to Maine, after retiring at almost ninety, I knew my next career move had to be back to my home state. I currently reside in Maine with my husband and fun-loving golden doodle and a room often occupied by my grandfather. I am working as the Tuberculosis Control Coordinator, running the State TB program. While I am not able to use my Spanish language skills too often, I do get the opportunity to work with patients from countries around the globe and continually learn about new cultures. I am currently preparing to participate in a medical mission to Guatemala City through the non-profit organization Rotaplast. For two weeks I will be part of a team performing surgeries to repair cleft lips and palates for 130 children. Offering my Spanish language and nursing skills is my small contribution to the big impact that giving these kids new smiles will have on their lives.

My years at UD not only provided me with valuable language skills but also the passion and desire to learn from those around me. I am fortunate to be able to offer something to others, but in every job I take on or team that I am a part of, I yearn to learn more than I can offer myself. Thank you UD for helping to educate and inspire me on this journey that started with a Spanish language class and continues today with a lifelong passion for learning the languages and cultures that surround me. ¡Muchas gracias!

## ALUMNI UPDATES

Our alumni are up to all sorts of exciting things. We congratulate them all!

**Jeff Bell (BAFL Russian, 2011)** has spent the past year working for Americorps VISTA in the Philadelphia Department of Commerce. He serves the Russian-speaking business community in Northeast Philly, where he uses his Russian nearly every day. When his term ends in August, he hopes to move to DC to work on democracy promotion and government transparency issues in the former Soviet Union.

**Theresa Brock (BAFL French Education, 2011)** writes, "I am happy to share two significant pieces of information from 2013. In January, I took the master's exam in Penn State's French and Francophone Studies Department and received notification after my oral defense that I had officially earned the master's degree. In addition, on June 8, I married Carl Cornell in State College, PA. Carl and I met during our college years because we were both French majors looking to strike up a French-language correspondence. In all respects, my studies in French have been

— and continue to be — highly rewarding, and I extend my sincerest thanks to all who helped and encouraged me along the way!"

**Molly Capriotti (BA Italian, 2013)** is working for an interpretation and translation company called Language Services Associates. The firm, which is near Philadelphia, coordinates and sources interpretation face to face, by telephone and by video, and provides translations and proficiency assessments.

**Becky Haggerty (BAFL Russian, 2013)** has begun her Air Force career in earnest. Recently accepted into USAF LEAP (Language Enabled Airmen Program), she will receive 3-5 hours of online Russian training each week, with a full immersion experience every few years. This bolsters her chances of a unique assignment later (i. e., a position at an embassy). She is soon heading to her first duty station in Air Force Special Operations Command in England. She hopes that her Russian will come into play as she interacts with foreigners on a daily basis.

**Lisa Lafferty (BAECON, 2011)** enjoyed a year of working abroad in Santiago, Chile after graduating from UD. She will be starting an MA program in Economy, Engineering and the Environment at Kings College, London in fall 2014.

**Quindara Lazenbury (BAPSY, FLL Spanish, 2013)** is currently living in DC where she is concluding a program in Strategic Communication.

**Loïc Marie-Magdeleine (MAFLP French, 2009)** received highest honors as he defended his doctoral dissertation in English, "Violence, sexuality and social struggles: the paradoxical destiny of dancehall music," at the Université Antilles-Guyane. Loïc and his wife, Yasmina Hadji (Caen Exchange 2008-2009) are living just outside Paris, France.

**Kara Martin (BSCHEM, Russian minor, 2013)** finds herself at UMass Amherst working on her doctorate in polymer science and engineering. Though she wishes that UMass had a Russian club, she plans on availing herself of the weekly Russian "chai" and film series offered by the Russian department.

**Nicole Mozee (BAPOSC, FLL Spanish, 2013)** is currently living in NYC where she attends New York Law School. This summer she will be working with a judge of the Court of Claims, Faviola Soto, the first Dominican judge to be appointed to a court in New York City. When she is not busy studying, Nicole finds the time to volunteer for the Street Law program at her school. Every Friday, she travels to the Bronx to teach middle school students (grades 6-8) about their fourth-amendment rights. She says that she loves the program and helping Spanish-speaking students to understand the law.

**Courtney Olsen (BAFL Three Languages, 2012)** spent a year teaching English in Shanghai, China after graduating. She had the opportunity to travel to southeast Asia while there and passed the HSK Level

Four Chinese proficiency exam. Now back at home in New York City, Courtney works at Rainforest Alliance, an international nonprofit striving to enforce sustainable business and consumer practices.

**Jonathan Saddler (BSCHEM, Russian minor, 2012)** replied to this call for news from Tbilisi, Georgia. He has been finding all sorts of adventures in Eastern Europe while working on his master's degree in East European Studies through the Freie Universität Berlin. His thesis centers on Russia's security interests in disputed Autonomous Republics like the Crimea, a topic that, he notes, is "suddenly extremely relevant." Though working in California, he travels periodically to Germany for in-house classes and does the rest through correspondence. Jonathan exclaims, "I can't imagine how different my life would have been had I not chosen to study Russian!"

**Kelsey Tanner (BAFL Spanish, 2013)** is currently teaching English in Cadiz Spain to children through the CIEE program. She thanks her professors such as Dr. Persephone Braham for their help in finding opportunities for living abroad after UD.

**Chapman Wing (MAFL French, 2006)** defended his doctoral dissertation, "The Future Looks Backward: Projection and the Historical Imagination in Nineteenth-Century France," at Yale University. His thesis won the Marguerite A. Peyre prize for the best dissertation in French at Yale. We congratulate Chapman who has recently accepted a tenure-track position in French at CUNY Staten Island.

**CJ Gomolka (BAMUSC, FLL French 2004; MAFL French 2008)** and **Vanessa Borilot (Christine) (MAFL French 2009)** have both secured tenure-track Assistant Professor positions for fall 2014, CJ at DePauw University, IN and Vanessa at Elizabethtown College, PA.

**Doug (Douglas) Campbell (BAFLP German, 2013)**, **Alexandra Lang (BAFL Three Languages, 2010; MAFL German and French, 2012)**, **Courtney Petchel (BAFLP French and German, 2007; MAFL German, 2011)**, and **Desiree Toneatto (BAFLP German, 2007; MAFL German, 2012)** currently teach German at high schools along the East Coast.

**Melda Baysal (MAFL German, 2008)**, **Claudia Mastriana (Biester) (MAFL German, 2009)**, **Danielle Pisechko (BAFL Three Languages, 2009; MAFL German, 2011)**, **Christy Wall (BAIR/FLL-Three Languages, 2003; MAFL German, 2005)**, and **Simone Willnath (MAFLP German, 2011)** are at various stages in their respective PhD careers. **Emma Crosby (MAFL German, 2013)** won a fellowship to spend 2013-14 in Austria teaching English at secondary schools. Luck had it that she was placed in Innsbruck, one of Austria's most beautiful cities.





## Many thanks for Your Support!

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