

the polyglot

/ FALL 2015 // ISSUE 22 /



Say hello to our new name
and our new design!

the polyglot



ON LANGUAGES, LITERATURES AND CULTURES: A MESSAGE FROM THE INTERIM CHAIRPERSON	2
NEW RESEARCH: CULTURAL EXPLORATIONS BY OUR FACULTY	3
STUDENT FEATURE: DOUBLE NATURE	7
Exploring Languages through the Connections that Unite Them by Brenda Savelski A New Culture—Help Me, I’m Drowning! by Karim Rebiaï	
FACULTY/STAFF NOTES	10
Awards/Recognitions Grants Promotions Books Published by Faculty in the 2014-2015 Academic Year	
STUDENT NEWS	12
NOTEWORTHY	13
Dr. Richard Zipser Receives UD’s Lifetime Service Award and Dr. Zipser’s <i>Von Oberlin nach Ostberlin</i> : A Review and an Appreciation	
VISIT BY AWARD-WINNING NOVELIST AMARA LAKHOUS	14
DISTINGUISHED SCHOLARS	15
Elias Khoury Anthony Tamburri	
ALUMNI NEWS	16
Alumni Column: Cross-cultural Reflections by Courtney Olsen, Greg Gillespie, Matthew Werth, and Darina Stamova	
THANKS TO OUR DONORS	20
STUDY ABROAD GALLERY	23

on languages, literatures and cultures

A MESSAGE FROM THE INTERIM CHAIRPERSON

The importance of language in shaping and defining human civilization and culture has long been understood. Among those who, millennia ago, remarked on the power of language was Sophocles, the most distinguished of ancient Greek tragedians (5th century BCE). In the play *Antigone*, Sophocles notes what makes humans “wondrous”—that is, makes them at the same time awe-inspiring, clever, versatile, but also potentially dangerous. Chief among the attributes that makes them so is language, ‘*phthegma*’, followed by the capacity for wind-swift thought (*‘anemoen phronema*’).

Language and its workings are, of course, fundamental to human communication through speech and literary expression. Both language and literature, in turn, provide critical insights into the workings and evolution of the earth’s diverse but increasingly interconnected cultures and social groupings, however they may be defined: geographically, spiritually, ethnically, and so forth. The Department of Foreign Languages and Literatures has now officially changed its name to the Department of Languages, Literatures and Cultures. The change is



a meaningful and timely one, and it is marked by an evolution of *the Polyglot* itself in both design and content. I invite you to browse its contents, which each in their own way, demonstrate the inextricable link between language, literature, and culture. For instance, in the pages that follow, featured literary texts are shown to shed light on scientific inquiry on the part of women in the Renaissance, corruption and crime in Latin America, and the effects of war on the contemporary population of Iraq; graduate student Karim Rebiai reflects on language barriers and their impact on personal and cultural expression; and recent graduates from our BA

programs recount their transformative cultural experiences while working and traveling abroad.

I invite you, too, to visit our new Departmental website, where further DLLC news items, alumni news, academic program requirements, special events information, and an expanded version of *the Polyglot* are gathered. See: www.dllc.udel.edu.

Annette Giesecke
*Interim Chair of the Department
of Languages, Literatures and Cul-
tures and Professor of Classics*

new research

CULTURAL EXPLORATIONS BY OUR FACULTY

Our faculty members' research has taken them all over the world, and their projects highlight the interconnected nature of language, literature, and cultural studies. These range from fiction authored during the Iran-Iraq war era, to women in science in early modern Italy, and to the contemporary detective novel in Argentina.

DR. IKRAM MASMOUDI

War and Occupation in Iraqi Fiction

A few years after the end of the military occupation in Iraq, the Iraqi landscape is a place where death, bloodshed, madness, and loss seem to proliferate. More than ever before, Iraq continues to monopolize the world's attention with raging sectarian violence and the rise of non-state groups such as the Islamic State (IS). My interest in the literary reflection of what is happening in Iraq started with the 2003 invasion and the military occupation of that country. These events incited many Iraqi fiction authors to chronicle the ills of their country during the last three decades of raw power, murderous internal wars, sanctions, and, more recently, a war of occupation. Reading this fiction coming from Iraq, I was particularly drawn to the overarching theme of the

devaluation of human life, whether in the representation of the era of Saddam's regime or in the promised democracy of the US's involvement in Iraq.

The representation of Iraq in fiction depicts the gruesome and omnipresent reality of thanatopolitics (the mobilization of entire populations "for the purpose of wholesale slaughter in the name of life necessity"), war, and lawlessness. My investigation has been to examine how fictional Iraqi war subjects—such as the soldier, the war deserter, the suicide bomber, and the camp detainee—have coped with and withstood the subjugation of their lives to death and bloodshed during the last thirty years.

In my investigation, I have been particularly struck by the experience of the deserter in novels about the Iran-Iraq War. One of the characters I studied was "Issa," a young marginal poet and artist portrayed in Ali Badr's novel *Asātithat al-wahm (The Professors of Illusion)* who was ultimately killed for his desertion. In this work, desertion is presented as a strategy for survival under the totalitarian regime, a



Dr. Ikram Masmoudi

strategy revived and reenacted in the context of the occupation and the sectarian war.

Three decades after the Iran-Iraq war and more than a decade after the fall of Saddam's regime, it is perplexing to see the persistence of the pattern of the deserter in the post-occupation novel, with Iraqis still fleeing their only option: death. For example, in Baghdad Marlboro by Najm Wali, the deserter becomes a trope in Iraqi culture by reflecting



Screams by Syrian artist Wissam al-Jazairy

and symbolizing the unprotected condition of an entire people. The unnamed narrator must choose between killing an American, or being killed himself by members of Iraq’s militia. Persecuted and threatened by militia in occupied Iraq, the narrator of this novel compares his situation as an outlaw fleeing the militia to that of the war deserter. The revelation of this full circle between the Iran-Iraq war and the post-occupation novel suggests that the awful face of the past is still living with the Iraqi people, connecting a dehumanized past to a present no-less dehumanizing.

While a few of the texts I examine can be found in translation, most are unknown to the English-speaking world. By examining a wide range of authors and texts revolving around the theme of war and occupation, *War and Occupation in Iraqi Fiction* introduces the English-speaking reader to Iraqi soul-searching in contemporary fiction.

Dr. Ikram Masmoudi
Dr. Masmoudi’s book War and Occupation in Iraqi Fiction is forthcoming from Edinburgh University Press, 2015.

DR. MEREDITH K. RAY

Daughters of Alchemy: Women and Scientific Culture in Early Modern Italy

In the story of early modern science, canonical figures loom large, threatening to eclipse the participation of lesser-known actors in this dynamic intellectual and historical moment. In my new book, *Daughters of Alchemy: Women and Scientific Culture in Early Modern Italy* (Harvard University Press, 2015), I argue that we need to reformulate our existing paradigms of scientific culture, specifically by reintroducing the integral work of women. Less visible in historical accounts than Galileo, but no less essential to the processes of cultural and epistemological change, women contributed to the evolution of scientific knowledge in crucial ways on the cusp of the Scientific Revolution.

While *Daughters of Alchemy* covers a range of territory, from women’s involvement with alchemy and medicine to their studies in astronomy and meteorology, the idea for the book was first sparked by an intriguing footnote I encountered while researching Caterina Sforza (1463-1509). The countess of Imola and Forlì, and one of few women rulers in Renaissance Italy, Sforza—who treated with figures such as Lorenzo de’ Medici and Machiavelli—was famed for her political acumen and military exploits.



A medicinal garden in Florence where Dr. Ray performed some of her research

Even today, she is remembered for her political significance (and is even featured as a character in the popular videogame *Assassin’s Creed II*). But the footnote I came upon, buried in a hefty tome written by her nineteenth-century biographer, suggested a different side to Sforza, one even more compelling than her political activity. Sforza—the note suggested—had a keen interest in science and medicine, and had compiled a manuscript record of her experiments in these areas. Although the note was vague with respect to the whereabouts of this manuscript, I decided to start digging.



Dr. Meredith Ray speaking about her research at NYU in Florence

It took a little detective work, but eventually I located Sforza's manuscript in a private archive in Italy. With research support from a National Endowment for the Humanities Fellowship, I traveled there to study it in person. The beautifully preserved manuscript—titled *Experimenti*—contains detailed and fascinating descriptions of Sforza's alchemical experiments, along with her efforts to produce a wide range of medicinal and cosmetic products (such as remedies for headache, stomachache, and even plague; toothpaste, lipstick, and hair color). Richly reflective of the heterogenous nature of early modern science, Sforza's manuscript became the inspiration for my monograph. By the early sixteenth century, empirical culture was in full flower, and women were at its vanguard. Some, like Sforza, interacted with science through direct experience, growing medicinal herbs and plants in carefully designed gardens (such as the one in this photograph, taken in Florence) and conducting experiments in workshop or court settings. Others studied and wrote about science in epic poetry, treatises, and dialogues. By the early seventeenth century, the Rome-based poet Margherita Sarrocchi—as widely renowned for her erudition in natural philosophy as in literature—was corresponding with Galileo and defending his discoveries of Jupiter's "Medicean stars" to intellectual communities throughout Italy.

Women were, in many respects, at the forefront of the new science with which Galileo is so closely associated. As I show in *Daughters of Alchemy*, it is not women who are missing from the picture: it is our lens that must be adjusted to perceive them.

Dr. Meredith K. Ray

Dr. Ray's book *Daughters of Alchemy: Women and Scientific Culture*

in *Early Modern Italy* was published by *Harvard University Press* in 2015.

DR. CYNTHIA SCHMIDT-CRUZ

Buenos Aires Noir: Crime, Politics, and Society in the Argentine Novela Negra of the New Millennium

On October 27, 2002 María Marta García Belsunce met her death in her spacious home in one of the exclusive gated communities, known as "countries," in the outskirts of Buenos Aires. María Marta's family members and doctor said that she had suffered a domestic accident; they held a wake and interred her. But five weeks later a district attorney called for an autopsy: it revealed that five bullets had penetrated her cranium. Writer Raúl Argemí, appalled by the brazen conspiracy to cover up her murder, penned a novel inspired by the actual crime: *Retrato de familia con muerta* (*Family Portrait with a Dead Woman*). Based on the premise that the execution was linked to the family's involvement in money launder-

ing for a Mexican drug cartel, it is a searing criticism of a corrupt society. With its focus on the crime and its grotesque cover-up, the novel highlights the ironic contrast between the idyllic lifestyle that the "country" purportedly offers its privileged residents, and the violent and shameless behavior to which they resort to preserve their status. *Retrato* shares socio-political concerns with other recent Argentine *novelas negras* (crime novels) that critique the effects of globalization and neoliberal economic reforms. The premise of my current book project, entitled *Buenos Aires Noir: Crime, Politics, and Society in the Argentine Novela Negra of the New Millennium*, is that the *novela negra* is the perfect genre to register the social malaise brought on by changes linked to market-driven economic programs. Noir sensibility captures the notion of widespread corruption and intractable socio-political problems. My study examines very recent novels—many of them heretofore unstudied—that paint a portrait of Argentine and Latin American reality through the lens of crime. Some thematic issues I address include organized crime and



Dr. Cynthia Schmidt-Cruz in Madrid

institutional complicity, political scandals during the presidency of Carlos Menem (1989-1999), terrorist attacks on Jewish institutions in Buenos Aires, and the “winners” and the “losers” of market-based structural changes.

My analysis highlights major tendencies in contemporary Argentine and Latin American crime fiction. Unlike the classic version of the detective genre—think Sherlock Holmes and Agatha Christie—in which the crime is always solved and justice is done, in the Latin American crime novel the wrongdoers invariably go unpunished. The absence of the detective is the norm and frequently an investigative journalist carries out the detective function. While some novels reiterate hard-boiled fiction’s typical misogynist representation of women with its requisite *femme fatale*, others reverse patriarchal ideology by portraying smart and savvy female journalists. The mapping of Buenos Aires is an integral part of the novels; frequent mention of streets, neighborhoods, and other points of reference in the city produce schemes of meaning such as the marking of social class and uneven modernization. Another finding is surprising and illuminating and has to do with the dual conclusions of several novels. While crime and chaos prevail on a societal level, sentimentality wins out on a personal level as the world-weary investigators are rewarded for their diligence with a fresh chance at love. Thus in the face of societal anomie, the writers envision human bonding as a type of antidote, or at least a consolation.

Dr. Cynthia Schmidt-Cruz

Dr. Schmidt-Cruz is currently working on her book project Buenos Aires Noir: Crime, Politics, and Society in the Argentine Novela Negra of the New Millennium.



Retrato de familia con muerta (*Family Portrait with a Dead Woman*) by Raúl Argemí

double nature

OUR TWO FEATURED INTERNATIONAL STUDENTS DISCUSS THE DOUBLE NATURE OF THE LANGUAGE-LEARNING PROCESS AS BOTH AN INTERNAL (PERSONAL) AND EXTERNAL (SOCIO-CULTURAL) GROWTH PROCESSES



EXPLORING LANGUAGES THROUGH THE CONNECTIONS THAT UNITE THEM

By **Brenda Savelski**
(BA Three Languages 2015)

Although I was not sure what to expect when beginning my studies as a Three Languages major, I certainly did not anticipate the way in which my foreign language education would impact my relationship with both the world around me and my own self development. In May of 2015, I graduated with an intimate connection to four different languages and the cultures behind them—French, Russian, Japanese, and Spanish. My experiences in each of these four language sections have been unique due to the cultural differences that define them and my varied relationships with each one.

Having spent the first few years of my life in Argentina, Spanish is my first language. Therefore, I decided to take upper-level Spanish classes to become exposed to literature in my native language for the first time. One day in my first Spanish course, we opened the textbook to an old Spanish *romance*. As we began to read it, I slowly realized that I knew all of the words by heart; this poem was one of many songs that my mother had sung to me in my childhood. At that moment, seeing a treasured childhood memory printed in a textbook,

I realized the inherent intimacy of language study. The languages and literatures of the world are not an esoteric field of study, but rather the expressions of everyone's humanity. Learning foreign languages makes the people who speak them less "foreign" and emphasizes the interconnectedness we feel as people. I have not only become more aware of what defines my own culture, but learning to appreciate the beauty of other languages and literatures has, in turn, also made me more sensitive to the eloquence and workings of the English language.

Learning foreign languages makes the people who speak them less "foreign" and emphasizes the interconnectedness we feel as people

Studying French and Russian in addition to Spanish has provided me with a unique opportunity to learn about how different cultures influence one another. In particular, I am fascinated by the varied influences of French culture and literature on Russia and Latin America. Through my studies of the literatures of multiple cultures, I have gained insight into the relationships that define today's global environment and the ability to view history from the perspectives of other nations. This perspective has

instilled in me a deep respect for the cultures of the world, and as empowering as it is to be able to express myself in multiple languages, foreign language study is also extremely humbling. My peers and I often joke that, no matter how much we study our target language,

a small child from that country could talk circles around us. Even at the advanced levels, it is impossible to learn every phrase or read every great work of literature.

In my Japanese classes in particular, this sentiment fuels a sense of community amongst us as we struggle

together to express ourselves in a language wildly different from our own. In the process, we learn how to work with our thoughts on an abstract level. There is no way to translate English word for word and come up with a coherent thought in any language, particularly one as linguistically distant as Japanese. This learning process fosters an intimate relationship with the target language. Even though I began my studies with personal connections to Spanish and French and very little understanding of Russian and Japanese cultures, semester after semester, I have found myself in classrooms full of individuals devoted to the understanding of these languages and cultures, and I am developing unique relationships with all four thanks to these experiences. It is impossible to categorize what I have gained from my foreign languages degree; languages are inextricable from the people who speak them. I have graduated with a richer understanding of the world and my place in it, and I hope that my learning has only just begun.



A NEW CULTURE—HELP ME, I'M DROWNING!

By **Karim Rebiaï**
(MA French Literature 2015)

Essay dedicated to M. Pierard & A. Ogunnaike

Beyond the obvious educational and career-broadening aspects, I

find that living and studying abroad is an intrinsically transforming experience. The intellectual challenge of life outside of the “cultural cocoon”—that is, outside of the home environment—can be socially and inwardly alienating. On the one hand, the cultural demands of life in a different country, the “outside” world, entails the learning of a completely different language, the “reworking” of your own habits and a dire desire to fit in. On the other hand, the intellectual aspect of the journey, the “inside” world, is characterized by frustration born out of naturally-hindered communication. This overwhelming frustration leads to a natural self-refashioning and to the slow solitary confinement of our personality. However, after the necessary period of adjustment and the achievement of inner balance, the true adventure begins; we grow smarter, more open, more confident and, in many cases, wiser.

The outside world that we have to explore is one of different habits, and the surrounding culture in which we land can be so unsettling that we feel lost and somewhat out of place at the beginning of our “odyssey.” As a Belgian, I am personally accustomed to kissing acquaintances on the cheek as a form of greeting or leave-taking, whereas in the United States, it is seen as an invasion of privacy. Our natural European (dare I say of French origin?) proclivity for physical contact as a form of greeting is regarded as some sort of idiosyncratic behavior that breaches the boundaries of Americans’ personal comfort zone and after a few uncomfortable situations, I learned to keep my distance. This “distance” seemed to contradict

with the American habit of literally flashing a broad grin at complete strangers when making eye contact. Habits such as these are part of a larger and more complex social code of conduct to which we need to grow accustomed, all the while facing the more laborious challenge: the communicative one. Indeed, the prime objective of an experience abroad is to learn a foreign language and to have a full immersion experience in the target culture. I quickly realized how different the communicative challenges of being a UD student were from those I faced in my English classes in Belgium. Throughout our linguistic education, we are trying not to drown in this ocean of cultural twists and

turns, but to stay afloat and, if feasible, to “swim” or to “fit into” a new culture.

Nonetheless, “fitting in” is a much more convoluted task than merely understanding a new culture

and slowly learning a new language. Indeed, while educating ourselves in the ways of the host community, we literally have to change on the inside and compromise. One of the greatest challenges of this experience is undeniably to try to cope with a limited knowledge of the target language. Lacking the linguistic skills to express our own thought patterns is an incredibly frustrating and demoralizing feeling that many of us experience. With a personality constrained by the language barrier, international students have to settle for expressing basic ideas and adopt a somewhat shallow discourse. These linguistic constraints lead to the emergence of some sort of “new personality” and thus to a “self-refashioning” brought about by a craving to communicate in the foreign language. Moreover,

Speaking a different language is an extremely strenuous task; a genuine intellectual workout

speaking a different language is an extremely strenuous task; a genuine intellectual workout. Using only the foreign language all day long is exhausting. As a graduate student who also serves as a Teaching Assistant, I find myself completely “wiped out” on Tuesday nights after having taught three classes and attending my three-hour literature seminar. The combined outcome of the two aforementioned factors may lead to the solitary confinement of our personality. We feel trapped inside of our own mind with a “self” that we cannot share and, even if we try, it is utterly exhausting. This state of mind, this deep and undisclosed desire to be understood, is called “homesickness”: drawn into the new

////////////////////

We feel trapped inside of our own mind with a ‘self’ that we cannot share

culture, unable to be ourselves and tired of trying, we feel nostalgic for “home,” a familiar place where everything is easier and more instinctive.

Fortunately, this difficult period is not the apex of the journey; quite the contrary! After the rapturous feeling of starting a new adventure and the ineluctable, yet short-lived despondency following the realization of cultural and linguistic constraints—i.e. homesickness—we are ready to fashion a better version of ourselves. Enriched by our adaptability and our newly gained confidence, most of our apprehensions slowly melt away leaving our mind open to the vastness of the world we live in. Indeed, instead of missing our old

habits, we learn about new ones that complete our “self” and we “grow up” culturally. Moreover, we transcend our need to unilaterally learn from others and actually start sharing our home culture with them, helping our hosts see their culture in a new light. In this spirit of cultural exchange, the learning of a foreign language becomes considerably more effective, and as we expand our linguistic knowledge, our latent (native) personality slowly reemerges and fuses with the new mature version of ourselves: we have become a citizen of the world.

For the extended version of this article, please visit the article on our website: www.dllc.udel.edu/a-new-culture/

OLD & NEW



*The mix of the old and the new is manifest in this picture taken Salamanca, Spain, one of the 2015 summer program locations. It depicts the Puente Romano (Roman Bridge), built in the first century (AD) under the auspices of the Roman Emperor Trajan. The toro-verraco (granite bull megalith), quoted in the 16th century picaresque novel, *Lazarillo de Tormes*, is even older. This stone megalith is pre-roman and was built sometime between the fourth and the first century BC. But right next to yet outside of the scope of this picture is a twelfth-century Romanesque church... and a twentieth-century skate park!*

faculty & staff notes



AWARDS/RECOGNITIONS

Dr. Iris Busch (pictured above), Assistant Professor of German, received the University Faculty Senate Excellence in Teaching Award in 2014. This is one of the most competitive and prestigious honors bestowed by the University of Delaware. A University-wide award based on nominations from current and former students, it recognizes faculty members who offer exciting, creative, and demanding courses, and who are also extremely supportive of individual students. Not surprisingly, students admire and respect Dr. Busch, and their success is a testimony to her tireless efforts both inside and outside of the classroom.

Dr. Jianguo Chen won the prestigious award for “Outstanding Confucius Institute Director of the

Year” at the tenth-annual Global Confucius Institute Conference held at Xiamen University in December 2014.

Dr. Jorge Cubillos received an IGS Global Scholars Award of \$5,455 for his proposal for a Spanish textbook series in immersion settings.

GRANTS

Dr. Jesús Botello received a GUR grant of \$6,130 to support his research proposal entitled “Cervantes, Philip II and the Dynamics of Power.”

Dr. Jianguo Chen was the recipient of a CGAS-IGS grant of \$3,350 to conduct research on issues in contemporary China regarding societal transformation and changes in foreign policies. He also received a federal grant of \$316,460 from the US Department of State and the American Councils for International Education and served as principal investigator for National Security Language Initiative for Youth (NSLI-Y)’s Summer Institute in China. The NSLI-Y program was co-directed by **Dr. Maria Tu**.

Dr. Haihong Yang was awarded a GUR grant of \$6,200 for her research on Chinese women’s classical poetry in early journals and newspapers.

PROMOTIONS

Dr. Persephone Braham Dr. Persephone Braham was promoted to Associate Professor of Spanish and Latin American and Iberian Studies, Continuing Track.

Dr. Hans-Jörg Busch was promoted to Associate Professor of Spanish, Continuing Track.

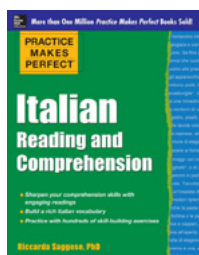
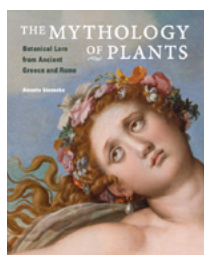
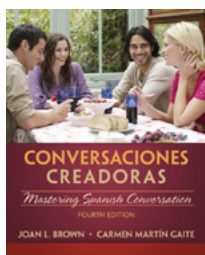
Dr. Ikram Masmoudi was promoted to Associate Professor of Arabic with Tenure.

Dr. Asima F.X. Saad-Maura was promoted to Associate Professor of Spanish, Continuing Track.

Dr. Riccarda Saggese was promoted to Associate Professor of Italian, Continuing Track.

BOOKS PUBLISHED

Dr. Joan L. Brown and **Carmen Martín Gaité**, *Conversaciones creadoras: Mastering Spanish Conversation*, fourth edition with Premium Website and Instructor Companion Website (Boston: Cengage, 2015). This textbook implements a dynamic, learner-centered approach that encourages students to resolve meaningful and emotionally charged conflicts. Through action learning, students have the same kinds of experiences that they might have while living abroad.



Chapters are set in many different countries and their practical themes include travel, relationships, food, housing, entertainment, and employment. The central mini-dramas for the textbook were written by renowned Spanish novelist Carmen Martín Gaité. New to the fourth edition is a Student Premium Website that extends each chapter with vocabulary flashcards and games, an award-winning short film, pronunciation practice, interviews with young people from throughout the Spanish-speaking world, and web links for cultural research.

Dr. Annette Giesecke, *The Mythology of Plants: Botanical Lore from Ancient Greece and Rome* (Los Angeles: J. Paul Getty Museum, 2014). *The Mythology of Plants* focuses on the fascinating topic of plants in Greek and Roman myth. The author, an authority on the gardens, art, and literature of the classical world, introduces the book's main themes with a discussion of gods and heroes in ancient Greek and Roman gardens. The following chapters recount the everyday uses and broader cultural meaning of plants with particularly strong mythological associations. These include common garden plants such as narcissus and hyacinth; pomegranate and apple, which were potent symbols of fertility; and sources of precious incense including frankincense and myrrh. Following the sweeping botanical commentary are the myths themselves, told in the original voice of Ovid, classical antiquity's most colorful mythographer.

Dr. Annette Giesecke and Naomi Jacobs (editors and contributors), *THE GOOD GARDENER? Nature, Humanity, and the Garden* (London: Artifice books on architecture, 2015). *THE GOOD GARDENER?* illuminates both the foundations and after-effects of humanity's deep-rooted impulse to manipulate the natural environment and create garden spaces of diverse kinds. Gardens range from subsistence plots to sites of philosophical speculation, refuge, and self-expression. Gardens may serve as projections of personal or national identity. They may result from individual or collective enterprises. They may shape the fabric of the dwelling house or city. They may be real or imagined, literary constructs or visions of paradise rendered in paint. Some result from a delicate negotiation between creator and medium. Others, in turn, readily reveal the underlying paradox of every garden's creation: the garden, so often viewed as a kinder, gentler, 'second nature,' results from violence done to what was once wilderness. Designed as a companion volume to *EARTH PERFECT? Nature, Utopia, and the Garden*, this richly illustrated collection of provocative essays is edited by Annette Giesecke, Professor of Classics at the University of Delaware, and Naomi Jacobs, Professor of English at the University of Maine. Contributors to this wide-ranging volume include photographer Margaret Morton, landscape ethicist Rick Darke, philosopher David Cooper, environmental journalist Emma Marris, and food historian William Rubel.

Dr. Meredith Ray, *Daughters of Alchemy: Women and Scientific Culture in Early Modern Italy* (Cambridge: Harvard University Press, 2015). The era of the Scientific Revolution has long been epitomized by Galileo. Yet many women were at its vanguard, deeply invested in empirical culture. They experimented with medicine and practical alchemy at home, at court, and through collaborative networks of practitioners. In academies, salons, and correspondence, they debated cosmological discoveries; in their literary production, they used their knowledge of natural philosophy to argue for their intellectual equality to men. Combining literary and cultural analysis, *Daughters of Alchemy: Women and Scientific Culture in Early Modern Italy* (Harvard University Press, 2015), rethinks early modern science, properly reintroducing the integral and essential work of women.

Dr. Riccarda Saggese, *Italian Reading and Comprehension* (New York: McGraw-Hill, 2014). This textbook is a great tool to introduce students to Italian life, festivities, traditions, and contemporary literature. It enables them to enhance their reading and comprehension skills while enriching their vocabulary with hundreds of new terms and expressions. Each unit features authentic Italian-language material, giving a real taste of how the language is used, as well as insights into Italian culture. Word lists and grammar sections specific to the readings support the process of language acquisition along the way.

student news



MA STUDENT ABIGAIL MCCALLISTER-GUERRERO PRESENTS HER POETRY TO THE SALVADORAN AMBASSADOR TO THE ORGANIZATION OF AMERICAN STATES

Abigail McCallister-Guerrero was invited to meet with the Ambassador of El Salvador to the Organization of American States in November 2014. The purpose of her meeting was to discuss her recent literary production, the bilingual version of her poetry, *Cuentos para beber con un huacal de atol shuco* (*Stories to Drink with a Bowl of Shuko*) as well as to brainstorm new approaches for future work. These ideas included the possibility of working with the Salvadoran cinematographer André Gutfreund, of authoring a testimonial novel on the journey of undocumented Salvadorans to the United States, as well as the possibility of putting Ms. McCallister-Guerrero in contact with other Salvadoran writers and artists who reside in the Washington area and the rest of the United States.

Others present included her husband Dr. Richard McCallister, whose recent book on Central American women poets was well received by the Embassy due to its use of cutting-edge literary theory and its emphasis on viewing Central America as a unified yet diverse cultural region.

STUDENT AWARDS

Alexandra Baruch and **Melissa Sterner**, German Studies majors, won comprehensive scholarships to participate in the 2014 summer language program at the Fachhochschule Fulda in Germany.

Charles Cheung and **Tyler Golt**, Japanese Studies majors, were awarded one-year scholarships to study in Japan at Soka University through our exchange program.

Brielle Gerry, a Spanish Studies major, was the recipient of the CAS Warner Award, which goes to the senior woman who most exemplifies leadership, academic success, and community service.

Holly Malloy, a French Education major, won a Marandon Scholarship from the Société des Professeurs Français et Francophones d'Amérique for summer language study in Québec at the Université Laval.

Gabriel Menoscal and **Fernando Rodriguez-Barberet**, Three Languages majors, received the prestigious Confucius Institute Scholarship to study Chinese at Xiamen University.

Matthew Werth, a Three Languages major, won a Fulbright scholarship to teach in Taiwan.

noteworthy

RICHARD ZIPSER RECEIVES THE LIFETIME SERVICE AWARD AND
*VON OBERLIN NACH OSTBERLIN: ALS AMERIKANER UNTERWEGS IN DER DDR-
 LITERATURSZENE: A REVIEW AND AN APPRECIATION*

Dr. Richard A. Zipser, who recently retired from the University of Delaware as Professor and chair of the Foreign Languages and Literatures Department, received the College of Arts and Sciences 2014 Lifetime Service Award.

Dr. Zipser earned his doctorate from Johns Hopkins University in 1972 and then served on the faculty of Oberlin College until 1986, when he came to UD as a Professor of German and Department chair. He has received numerous awards from the University and from Delaware education officials and has served in such capacities as CAS special adviser for international affairs and acting associate provost for international programs and special sessions. His scholarship focuses on literature of the German Democratic Republic, nineteenth-century German literature, and Anglo-German literary relations.

Most recently, he published *Von Oberlin nach Ostberlin: Als Amerikaner unterwegs in der DDR-Literaturszene* (Berlin: Ch. Links Verlag, 2013). About this book, Elizabeth C. Hamilton, a 1991 graduate of the German MA program at UD, writes the following:

Rarely do students follow so neatly in their professors' footsteps as I have been able to do. I took my first graduate independent study with Dr. Richard Zipser in the fall of



1987. Dr. Zipser had only recently taken up his position as Chair of the Department of Foreign Languages and Literatures at UD. He had come to Newark from Ohio after earning tenure and chairing the German Department at Oberlin College. I was a first-year MA student, somewhat unsure of my own purpose for studying German literature, and moreover, I had not yet spent any extended time in Germany. Through mentoring and teaching, Dr. Zipser helped me to clarify and pursue my goals. His unwavering support for study abroad

made it possible for me to study and gain teaching experience in Bayreuth, both in winter-session programs and on a full-year's exchange.

Now, much later, I chair the German Department at Oberlin and can offer ample evidence that Richard Zipser's far-reaching scholarship, teaching, and administration have left a lasting mark on Oberlin, UD, and on our profession as a whole. Among his most outstanding legacies are the many East German authors whom he invited to Oberlin under

the auspices of the Max Kade German Writer-in-Residence program. The tradition of (now former) East German authors at Oberlin is going strong. In the past several years, we have welcomed Uwe Kolbe, Irina Liebmann, Peter Wawerzinek, Susanne Schädlich, and Barbara Köhler.

By June of 2013, after 14 years at Oberlin, including six years of chairing, I was convinced that I had a pretty good handle on international literary research and knew how to create rich opportunities for students to learn from living authors. Yet Richard Zipser's "documentary memoir" humbled me and gave me an even greater sense of the risks and challenges he faced in building a bridge across hotly contested geopolitical borders. This unique book sheds light on the past and holds potential lessons for the future, offering valuable insights into Germanistik in the American academy and the enduring viability of academic and literary exchange.

Von Oberlin nach Ostberlin chronicles Dr. Zipser's scholarship on East German literature, research that, to Dr. Zipser's surprise, was monitored and scrutinized in over 400 pages of Stasi (secret police) files between 1973 and 1988. These secret records were made available to the public after 1991 by the Federal Commissioner for the Stasi Archives. Von Oberlin nach Ostberlin details the sweeping surveillance that pervaded East German life. Although this alone is not new information, it is nonetheless striking to learn that an American German professor was also so thoroughly targeted by intelligence operatives. Many entries reflect the efforts of informants to ascertain the purpose for Richard Zipser's work in East Germany and determine his credibility. At the time, Dr.

Zipser was an Assistant Professor at Oberlin. He was writing a survey of East German literature published during the cultural-political thaw following Erich Honecker's assumption of leadership of the Socialist Unity Party. For his three-volume work, DDR-Literatur im Tauwetter: Wandel, Wunsch, Wirklichkeit (New York, Peter Lang, 1985), Zipser traveled frequently to the GDR and interviewed over forty-five publishing authors. The Stasi reports on this project make up the largest portion of Von Oberlin nach Ostberlin.

In addition to contextualizing commentary, Dr. Zipser generally lets the Stasi files speak—or misspeak—for themselves. Stasi informants were apparently unconvinced that Dr. Zipser did not work for the CIA. The paranoia of the IM reports is palpable, for example, when Dr. Zipser's manuscript is deemed "äußerst brisant" 'utterly explosive' (100) or when Dr. Zipser himself is character-

ized as a "Staatsfeind" or 'enemy of the state' whose "subversive" activities should be stifled (119). Informants report much consternation about Dr. Zipser's funding sources and posit conflicting explanations for why he has taken more time than (they believe) American scholars typically receive to complete a book. Dr. Zipser surmises in retrospect that had he not received a prestigious IREX grant, he would likely not have received further visas to enter the GDR after 1978 (101).

His Stasi files detail his serious—and for the GDR, alarming—scholarship on such prominent writers as Christa Wolf, Sarah Kirsch, and Jurek Becker. Even early in his career, Zipser correctly judged that these GDR authors were producing works likely to earn a place in world literature.

Von Oberlin nach Ostberlin is a deeply personal book, a record of a notable career. The files testify to Richard Zipser's appreciation for and grasp of East German literature and accomplishments in bringing GDR authors to the United States. Dr. Zipser's scholarship in East Germany required courage and commitment on his part and now testifies to the strength of East German authors to create literature within the regime's oppressive confines. For these very reasons, the memoir sheds light on the security state in a world currently desperate for clear standards on privacy and the limits of surveillance.

Portions of this article appeared in UDaily.

For the extended version of Dr. Hamilton's review, please visit our website: www.dlhc.udel.edu/von-oberlin/



VISIT BY AWARD-WINNING NOVELIST AMARA LAKHOUS

Amara Lakhous, award-winning author of novels that explore the immigrant experience in contemporary Italy, visited UD in Spring 2015. Dr. Lakhous spoke to students in Professor Meredith Ray's "Italian Detective Fiction and Film" course, about his novel, *Clash of Civilizations Over an Elevator in Piazza Vittorio* and about his own experiences as a refugee. Dr. Lakhous also gave a public lecture on the theme of "Diversity and Suspicion in a Global World," co-sponsored by the Center for Global and Area Studies, the University Faculty Senate Committee On Cultural Activities and Public Events, and the English Depart-



ment. In this lecture he focused on his own experience coming to Italy in 1995 as an Algerian refugee, before eventually becoming an Italian citizen and moving, most recently, to New York City. He emphasized the enormous importance of learn-

ing new languages and experiencing new cultures and stressed how such study leads to greater understanding, empathy, and compassion among people in today's global society. Our students studying languages were impressed to hear Dr. Lakhous describe how he learned to master Italian, French, and English in addition to his native Arabic and Berber dialect, and to learn about his multi-lingual writing practice (he publishes in Arabic, Italian, and English). Most of all, students were energized and encouraged by Dr. Lakhous' positive, energetic attitude and his embrace of new languages and cultures as a way to connect with the "Other."

DISTINGUISHED SCHOLARS

Elias Khoury

"The Arab Intellectuals and the Revolution: A Missed Opportunity"

In his talk in March 2014, Lebanese writer Dr. Elias Khoury discussed the Arab Spring and subsequent regime change. The movement started as a spontaneous and popular phenomenon without intellectual theorization, yet today Arab societies are more than ever divided and polarized over the future. Dr. Khoury examined the role of the Arab intellectual and offered a critical approach to the cultural vacuum in the Middle East. Khoury is editor of the *Journal of Palestine Studies* and Global Distinguished Professor of Middle Eastern and Islamic Studies at New York University. The presentation was part of the Department of Languages, Literatures and Cultures' Distinguished Scholars Series. It was co-sponsored by the Department of English and the Office of the Deputy Provost, with additional support from the Department of Political Science and International Relations and the Center for Global and Areas Studies.

Anthony Tamburri

On the film "The Big Night" and Italian-American identity

In November 2014, the Italian Program was delighted to welcome Dr. Anthony Julian Tamburri as part of the DLLC's Distinguished Speakers Series. Dr. Tamburri is Distinguished Professor of European Languages and Literatures and Dean of the John D. Calandra Italian American Institute at Queens College, CUNY, and the author of numerous books and articles on Italian American literature and history. His presentation on the classic film *Big Night* (1996)—the story of two brothers who dream of opening an authentic restaurant—focused on the struggle for identity by Italian immigrants to the United States in the post-war era. Dr. Tamburri's comments resonated with the audience, giving rise to a lively discussion of Italian American history, culture, and experience. This event was co-sponsored by the Department of English, and the Center for Global and Area Studies.

alumni news

Courtney Olsen (BAFL Three Languages 2012)



Courtney during her travels in China

Three months after college ended, I woke up yet again far from home. This time, China captivated my present. Following graduation, I decided to really learn this tricky language called Mandarin and committed to a year teaching English in Shanghai. What a formative year it turned out to be, full of long nights spent studying and early days trying to convince five-year-olds that I, a foreigner, had something interesting to say.

My apartment and school stood walking-distance apart in a district called Xujiahui. Each morning I passed through a mélange of stinky tofu smells and baozi steam while walking to work, a sensory experience frequent in my Chinese life. I quickly settled into a comfortable routine, befriending local vegetable vendors and discovering the best Muslim noodle restaurant in the world's largest city. I even made

quite a few friends who helped me with my Chinese fluency and introduced me to Shanghai staples: KTV (karaoke “box” establishments) and soup dumplings.

During the Chinese New Year celebrations, I was fortunate enough to have a month off school to travel. Some fellow teachers and I journeyed to Southeast Asia for some spicy food and hot weather. Motorcycle rides, temple tours, and jungle trekking were a few of the many activities marking this experience. Other parts of China were also subject to exploration, from the Terracotta Warriors to the Great Wall. I avidly consumed as much Chinese culture as I could encounter. Hong Kong, though, stuck out more than the other adventures, a place that reminded me of my true home, New York. Huge skyscrapers sharply illuminated the harbor, as Hong Kong has no light pollution guidelines. The population seemed so diverse in comparison to mainland cities, consistently peppered with people of varying backgrounds.

Finishing up the year in China, I passed the HSK Level 4, a Chinese proficiency exam, took a last glance at sycamore lined streets, and considered staying longer. But I needed cheese, and I needed New York. After returning to the US, I immediately moved to Brooklyn, and started writing grants at PEN American Center and scripts for a foreign/domestic policy documentarian. Now I find myself at Rainforest Alliance, an international nonprofit striving to enforce

sustainable business and consumer practices. However, my fascination with China remains strong, and I plan to take an advanced Chinese oral proficiency exam this fall to complete applications for China-centric MBA programs. As someone who used to fear flying immensely, I appreciate the ability to change, for I would not have enjoyed such an enriching year without learning a language and without letting fear go.

Greg Gillespie (BAFL Three Languages 2009)



Greg at 168 meters in the air in the Rhine Tower in Düsseldorf, Germany

My studies at UD's Department of Foreign Languages & Literatures have brought me to many interesting places in the world and have allowed me to achieve my career goals. I majored in Three Languages—Russian, Chinese, and Spanish. Most people would react in the same way upon hearing this mix of languages: “But those are very different languages!” While they are

very different, representing various points on the globe, I have been able to use each one in both personal development and career advancement. Spanish has been useful in everyday life, Chinese has been useful in gaining business experience in the corporate world, and Russian has been useful in reaching the next level of my longtime career aspirations—working for the US government.

Ever since I can remember, I had always wanted to work at an embassy, and last year it finally happened. Upon graduation from UD in 2009, I became part of a federal volunteer corps as a Russian interpreter. During this time I was able to complete my master's degree, specializing in Russian and East European Studies. After years of language examinations, security clearances, paperwork, and interviews, I was offered a position at the US Embassy in Moscow, Russia. As an "Investigative Coordinator and Linguist" my days are filled with interviewing individuals from Russia and the former Soviet Union, translating and interpreting, and absorbing the world of diplomacy. My experiences in UD's Russian program have helped me get to where I am today. One of the most critical parts of my studies was my participation in UD's Study Abroad program in St. Petersburg, Russia in the summer of 2007. Even though learning the language was a key component of my major, learning about Russian culture and the contemporary way of life in a post-communist society has truly prepared me for some of the things I see on a daily basis.

And the best part of majoring in Three Languages? My next job assignment could be in China or Latin America—and I've got the skills and education ready to go.

Matthew Werth (BAFL Three Languages, Chinese Studies 2014)



Matthew with two of his students in Taiwan

Studying foreign languages at UD has led me to a lot of places I never expected to visit. It gave me the flexibility, cultural understanding, and language skills to be an effective cultural ambassador and it inspired me to push myself and follow my passion for foreign cultures and languages.

I've had the chance to street perform in Ecuador, study tai chi in a monastery, be the only foreigner in a Chinese production of *Hairspray*, hike thirty miles up and down a mountain while being pursued by monkeys, and, perhaps most importantly, get certified as, "at least moderately attractive or above" during a weekend of modeling in China. Right now I'm in Taiwan teaching English at two rural aboriginal elementary schools as a Fulbright English Teaching Assistant.

Aside from making sure they know Justin Bieber isn't from the US, one of my main goals has been making English come to life in the classroom and use it to accomplish real tasks. Students have found that learning songs, drawing comic books, and running a mock restaurant simulation have been

much more effective than passively learning lists of vocabulary and memorizing grammar rules. I'm especially proud of a "Guess the American" activity where we showed pictures of people from many different ethnicities and had the students guess which ones were from the United States. Trying to dispel some stereotypes about Americans and celebrate the diversity in the US has been difficult, but also some of the most meaningful work I've been able to do.

Often it's frustrating—I have fifth graders who don't know the alphabet and fourth graders who stare blankly when asked, "What's your name?" Whenever I start to get discouraged I try to remember that the goal of language learning isn't just being able to talk with people in a different language, it's about learning to put yourself in someone else's shoes. It's about seeing the world from another perspective; it's a step toward becoming a citizen of the world and not just a citizen of one country. More than anything else that I learned from my time at UD, was the discovery of a new way to view and interact with the world around me.

I hope to inspire my students to share my passion for languages but, more realistically, I think that in five years many of my students won't remember how to order food in English. At the same time, I am confident they will remember the connection they made with a foreign teacher. I'm confident they'll remember dancing, singing, and laughing in class. I'm confident that they will have more knowledge and cultural awareness because of the time we spent together.

Darina Stamova
(MAFL German 2009)



Darina at her wedding in India during the winter of 2015

Arriving in Newark, Delaware for a master's program in German was a turning point in my life. My experiences in American academia have made me confront reality in new ways which, I feel, have facilitated the greatest leap forward in my personal and professional development so far.

Coming from a small country in Eastern Europe, it was a big surprise to find out that in America not everyone is aware of the benefits of learning foreign languages. It is not a common belief here that one of the best ways to find out more about ourselves, the world, and our own language is to put ourselves in the situation where we are foreign, i.e. by learning a foreign language. I was surprised to discover that in America, German is widely seen as a rather exotic language spoken in some remote countries in Europe—despite Germany's present cultural, economic, and political prominence in the world. I learned that promoting the benefits of learning languages and German in particular is a central part of the duties of foreign language instructors. In my home country of Bulgaria, I had very motivated children in the classroom. In spite of these unforeseen difficulties of teaching foreign languages and cultures in the US, America offered me very intense and interesting learning experiences. For the first

time, I could learn while teaching and was confronted with questions and approaches that revolutionized my understanding of both German and American culture, and the process of learning itself.

After graduating from UD, I began a PhD program in German at Washington University in St. Louis. I learned to give lots of individual attention to my own students as the class sizes were very small. I went through rigorous pedagogical training and became interested in psychological approaches to teaching. American society is clearly more advanced than Bulgaria in terms of general psychological knowledge, and I became interested in finding out about students' motivations in order to teach more efficiently. America has proven to be the country of real opportunities for me. It has presented me both with funded opportunities to pursue my interests in literature and philosophy and with new perspectives on my field and the world in general.

ALUMNI UPDATES

Cassandra Baehler (MAFLP German 2014) is currently living and working in Austria.

Gorka Bilbao (MAFL Spanish 2006) and **Erin (Blackson) Bilbao** (BAFLP Spanish 2003, MAFL Spanish 2005) welcomed their first child, Ethan Alain Bilbao on December 9, 2014. Gorka currently teaches at Princeton University and Erin works at Padua Academy in Wilmington, Delaware where they reside.

Jonathan Brewster (BA East Asian Studies, Japanese minor 2007) completed his MBA at the University of Hawaii and was hired by the Fujitsu Corporation of Tokyo, Japan.

Christina Brown (BAFL Three Languages 2013) completed her MA degree in Italian at New York University.

Doug Campbell (MAFLP German 2013) is currently teaching AP German at Pennsbury High School in Fairless Hills, PA where he also serves as German-American Partnership Program coordinator. He organizes the outgoing portion of his school's longstanding exchange program with its sister school, the Caecilienschule in Oldenburg. He organized and will chaperone a month-long study trip for sixteen American students to Germany in summer 2015. The group will stay in Oldenburg but will also tour Bremen, Hamburg, Wolfsburg, Berlin,

Munich, Salzburg, and end the trip in Reykjavic, Iceland.

Antonio Cercena (BAFL Three Languages 2011) teaches theology at the Academy of the Holy Cross in Rockville, Maryland. He completed his MA degree at the Dominican House of Studies.

Jenna Crispo (BAFLP Italian 2014) is currently completing her MA degree in Italian at NYU.

Melinda Danowitz (BAFL French/Biology 2012) is currently a third-year medical student at New York Institute of Technology College of Osteopathic Medicine. She is participating in a year-long Academic Scholars program where

she is teaching first- and second-year students, doing anatomy research, and earning a master's degree in neuromusculoskeletal sciences. So far, she has two publications on mammalian anatomy, with several others in the process. She presented her research at the American Museum of Natural History last March, and at the Society of Vertebrate Paleontology conference in Berlin last November. She translated French for numerous Haitian patients while doing rotations in the hospitals, and went back to Paris last summer to celebrate after my Boards examination.

Karen DiGangi (BAFLC Classics, Italian minor 2014) works for Tenon Tours, an international travel company.

Suzanne Dilorio (BA in International Business, Minor in French 2010) worked for Nickelodeon as a marketing and sales executive for two years. Last fall she began a master's program in bilingual childhood education at Hunter College in New York City.

Sara Jamison (BAFLC Spanish/Communications 2009, MAFLC Spanish 2013) is currently living outside of Washington, DC. Her son, Henry Joseph Willard (Hank), was born on May 26, 2014. She recently started a blog, *Footsteps & Faith*, to document her experience as a new mother. She continues to use her foreign language skills, and just finished serving as a long-term Spanish substitute at a local Catholic school.

Stay in touch with your DLLC friends from the Department of Languages, Literatures and Cultures by joining our Facebook group, "UD FLL Grad Alumni!" News, events, and job postings are welcome.



Lindsay Mitchell (MAFLC Spanish 2009) and **Justin Greenberg** (MAFLC Spanish 2008) got married in Oaxaca, Mexico in June 2014.

Amber Money (BAFLC Spanish 2005, MAFLC Spanish 2007) has recently started a new program called *My Little Linguist* that teaches foreign language to children under six. She has illustrated children's picture stories that can be utilized to engage young learners in a second language through TPR (Total Physical Response) storytelling, songs, and movement activities. She currently works with several MAFLC Spanish alumni including **Therese (Cacciapaglia) Horning** (BAFLC French 2002, MAFLC French 2006), **Gina Zanella** (BAFLC Three Languages 2005), **Jennifer Loher** (BAFLC Spanish 2007, MAFLC Spanish 2009), and **Susan Fitzpatrick Burris** (BAFLC French, Italian minor 2004, MAFLC French 2005). You can learn more about the program at www.MyLittleLinguist.com.

Steven Reinhart (BA East Asian Studies, Japanese minor 2000) currently is working for Square Enix, a developer and owner of big-name games and anime/manga titles such as *Final Fantasy* and *Dragon Quest*. Steven and Dr. Rachael Hutchinson established formal ties between Square Enix and the UD in 2014, and in the future the Japanese program hopes to become a pipeline for majors who wish to become Japanese-English translators.



Dr. Alexandra Saum-Pascual (MAFLC Spanish 2009) is currently an Assistant Professor of Spanish at the University of California-Berkeley. She participated in MLA panel chaired by **Dr. Joan Brown**, Elias Ahuja Chair of Spanish, on the legacy of Spanish author Carmen Martín Gaité at the annual convention in Vancouver.

Brian Sousa (BA Political Science 1994) is now teaching Japanese at Middletown High School in Delaware.

Nancy Stevenson (BAFLC Spanish 1969). Nancy taught high school for several years then found her niche in publishing. She just retired after twenty-five years at Pearson Education, where she was program manager for the World Languages division. She specialized in Spanish textbooks (and digital products) for the higher-education market, and also handled French, Italian, and Chinese learning products.

Jennine Vari (BAFLC Three Languages 2011) is currently working in the USTA (US Teaching Assistantships at Austrian Secondary Schools) program in Feldkirch, Austria.

Jay Whittle (BA Criminal Justice, Spanish minor 2011) is now a York, PA criminal defense lawyer who works with issues involving immigration.

many thanks

THANK YOU TO ALL THE ALUMNI, PARENTS, AND FRIENDS—LISTED HERE—WHO HAVE MADE GENEROUS CONTRIBUTIONS TO THE DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES.



Our Department strives to provide a broad range of programs that build foreign language competence and enhance the understanding of foreign literatures and cultures, both ancient and modern, from all across the world. Your support will help students develop a global perspective and prepare them for careers in a variety of fields after graduation. Our graduates go on to become leaders in the areas of education, government, international trade, and much more. By making a gift today, you will help provide study

abroad scholarships, support the programs of our language clubs and honor societies as well as special events and other educational activities. Please make a difference in the lives of our students by supporting the Department of Languages, Literatures and Cultures.

The easiest way to make a gift is to visit <https://primus.nss.udel.edu/makeagift/?appealCode=15CEB> where you can directly donate via credit card or check to our Department. To mail in a check, please indicate “Department of Language-

es, Literatures and Cultures” in the check’s memo section and mail it to: Office of University Development 83 East Main Street, 3rd Floor Newark, DE 19716

For additional information on how to make a gift, please call the Development Office toll free at 866-535-4504 during normal business hours or email annualgiving@udel.edu.

Thank you again for supporting the Department of Languages, Literatures and Cultures!

GIFTS OF \$1,000 OR MORE

Anonymous
 Theodore E. and Anne W. Braun
 Lisa P. Chieffo '88 '91M '00EdD
 and Joachim Piprek
 Delaware Saengerbund & Library
 Association, Inc.
 Ingeborg Diedenhofen
 Ulrike Diedenhofen
 Ikram Masmoudi
 Christopher P. Nilo '79
 PNC Foundation
 Kristanne Connors Pond '78 and
 Nigel R. Pond
 Puglisi and Associates
 Donald J. Puglisi '12H and Mari-
 chu Valencia
 Alan L. Robb '69 and Bonnie Ar-
 den Robb '69 '72M
 Sister Cities of Wilmington, Inc.
 Societa Da Vinci, Inc.
 State of Delaware
 John J. Swain '73
 Desiree V. Toneatto '97 '12M
 George H. Watson Jr. '85PhD and
 Norine Brown Watson '93 '97M
 Richard A. Zipser

GIFTS OF \$500 - \$999

Joan L. and Mark J. Brown
 Thomas J. and Deborah E. Foley
 Clavel Albay Gempesaw '82M
 '91PhD and Conrado M. Gempesaw
 II
 Lars R. Hoidal '51
 In Memory of Otilia Arce-Salinas
 Hoidal '79 '85M
 E. M. Jantz
 Rose Mary Reilly-Schneider '77
 John C. Ruck

GIFTS OF \$100 - \$499

Roger M. and Mary D. Allen
 Seung Wook Baik
 Barbara Heinzl Becker '74 '77M

Ruth J. Bell
 Monica Stoll Bentley '99 and Brian
 Bentley
 Joel G. and Joan C. Best
 Regina Rockwell Bilton '70
 Jesus Botello
 Russell Brand '10M and Beth Grillet
 Brand '95
 Angela L. Breuer
 Hans-Joerg and Iris K. Busch
 Rolf N. Carlsten Jr. '66
 Alan H. and Christine M. Casper
 Sharon M. Chaffinch '69 '94M
 Justine Mataleno Clerc '51
 John D. Coughlin '85 and Virginia
 G. Mayer '69M
 Dawn Smith Davis '95 '01M
 Carl Dawson and Susan Goodman
 Mark A. Di Pietro '94 and Christie
 Galloway Di Pietro '93
 Mary P. and Lance K. Donaldson-Ev-
 ans
 Raymond F. Eid '59M and Veronica
 Matthews Eid '60 '88M
 David J. Fekete '02M
 R. Gary Ferguson
 Diane L. Ferry
 Gabriella Canna Finizio '87M and
 Michael Finizio
 Jon A. and Eileen Fredrikson
 Trudy E. Gilgenast '53
 William J. Jr. '71 and Maria D.
 Gilson
 Henry R. Glyde and Eva M. Daicar
 Sally Goldman '53
 Nicola and Anita E. Greco
 Nicolas P. and Janet S. Gross
 Eric J. Gustafson '96M and Megan
 K. Gustafson Jtwros
 Elizabeth C. Hamilton '90M
 Pamela Borden Heckert '83M
 John R. Hepola '69M and Susan
 Leach Hepola '67
 Howard B. and Joyce B. Johnson
 James A. Jones Jr. '76 '89M '95PhD
 and Ester Riehl '89 '91M
 Jaekuk Kim
 David A. '90 and Jennifer W. Mathe

John McCarthy
 Krista Schulte McCormack '88
 Steven M. and Michele B. Moon
 Frank H. Moore '67
 Roberta N. and Andrea Morrione
 Richard B. and Clella B. Murray
 Joan Cantwell Neikirk '62 and Har-
 old D. Neikirk
 Robert W. Norris Jr. '77 and Debra
 Hess Norris '77 '80M
 Cristin D. Novatkoski '93
 Kathryn M. Pancoast '66 and Paul F.
 Kacer
 Julia Ellegood Pfaff '86 and Charles
 A. Pfaff
 George Plerhoples '73 and Nancy
 Moore Plerhoples '68
 James L. Powell
 Daniel and Nancy S. Rich
 Mark A. and Monika S. Riely
 David P. Roselle '08H and Louise
 Dowling Roselle '08H
 Asima F. Saad Maura and Raymond
 J. McConnie
 Riccarda and Giuseppe R. Saggese
 Barbara Davis Scherbak '76
 Karl-Heinz J. Schoeps
 Tasha A. Seago-Ramaly '90M
 Carolyn Lubrani Sena '93 and Frank
 Sena
 Qaisar and Monika H. Shafi
 Christine Belford Siemientkowski '68
 and Arthur T. Siemientkowski
 Patricia L. Siner
 Stephen A. Spence '06
 Douglas A. Tobias and Laura A.
 Salsini
 Barbara M. and Rolando D. Tocca-
 fondi
 Ida Dolan Varon '67
 Norman J. and Sabine B. Wagner
 Vincenzina Fagan Walsh '74
 Shu-Han Chou Wang '94M
 Jonathan and Cecile C. Zorach

GIFTS OF \$50 - \$99

Stephen W. Adams '06
 Elisabeth Bell Bachman '85

Paul F. Bryk '82 and Holly Malek Bryk '85
 Alice K. and Benjamin J. Cataldi
 Anthony J. Ciuffetelli '93 '95M '06
 Christy Ludtke Cline '69 '75M
 Jacob R. Crum '12
 Jesus Cruz and Cynthia Schmidt-Cruz
 James R. DeJong '90M
 Diego M. Dominguez '98 and Meghan McInnis-Dominguez '99
 Ivo Dominguez
 Nicholas E. Dowse '13
 Esham Medical
 Charles A. Esham '81
 Giuseppina Fazzone '91 '95M
 Anthony M. Fierro '13
 GianClaudio Finizio '94 and Susan Morovati Finizio '94M
 Marta A. Folio '94 '96M
 Dorothy B. Galloway
 Deborah Parker Gary '70 and Robert A. Gary
 Stephen M. Gregg '82 '90M
 Benjamin D. Hankins '04
 Mark Harman and Anne H. Menke
 Laura M. Honig '10
 John J. and Joyce A. Hurt
 Martha Myers Jones '76
 Hierschel Kasper
 Colleen M. Kent '12 '14M
 Katharine Carter Kerrane '97M and Kevin J. Kerrane
 Constance Lathrop
 Ryan J. Lovdahl '08
 America Martinez
 Donald C. Jr. and Katherine L. Mell
 Patrick M. Morris '93
 Nekita R. and Michael B. Nesmith
 Diane W. and Richard J. Parke
 Tammy M. Pasterick '01
 Peter W. and Joan R. Rees
 Janelle Magee Richards '69
 R. Valery Roy and Deborah B. Steinberger

Salesforce Foundation
 Diana Rossi Sever '91
 Dorothy Engasser Sharkey '78 and Stuart J. Sharkey
 Carlos A. Solano '02
 Nancy Stevenson '69
 Mary Stoll
 Amy C. Stull '04
 Amalia Brunet Veitia '81 '84M
 Silvia M. Veitia
 Thien-Chan Vu '13
 Robert A. Young '64 and Penelope Layton Young '64

OTHER GIFTS

Ali Alalou and Elizabeth C. Letts
 Daina C. Andries '14M
 Deandra Batts
 Ilene Link Bornstein '65
 Susan Brynteson
 Martha L. Carothers and Bruce T. Bigatel
 Judy Celano Celli '84 '86M and David D. Celli
 Vincenza S. and Bryan Cockshutt
 Donna Swartz Coulet du Gard '89M
 Nicole L. Demers '14
 Frederick J. and Kristen L. DeMicco
 Karen DiGangi '13
 Merry Posey Dorean '73
 Dun & Bradstreet Foundation
 Madeline K. Dunleavy '14
 Rickey C. and Delores T. Etheredge
 Francis J. '59 '66M and Carolyn F. Fierro
 Dane R. Gilbert '12
 Jordan C. Gingery '06 and Devin M. Koscs '06
 Andrew N. Gorman '87
 Christina Guilla
 Julia Paller Hulings '90 '92M
 Steven B. James '91
 Joan Parker Johnson-Wedel '65 and Alfred R. Wedel

Helene Sandal Jouan '69 and Michel H. Jouan
 Margaret L. Ekstam '02
 Amanda Alicea Leto '08
 Joan Berrier Ligon '71
 Juliette A. Maas
 William L. and Jackie H. Maas
 Patricia Eggert Mangi '68
 Jissell Martinez '08 '10M
 Bernard J. McFadden '69 '76M and Kathleen Przybylek McFadden '69 '76M
 Giorgio Melloni and Olga Gorbachev
 Mark C. Miller '92PhD
 Ania D. Musik '97 '03M
 Alison Lubar Myers '07
 Doreen R. and William Neifert
 Babatunde A. and Anna M. Ogunnaike
 Nancy A. Picklo '90
 Caitlin K. Posillico '14
 Karen Quandt
 Aurelia Pinon Febles Rio '03M and Anarie Rio
 Eric W. Rise
 Richard M. Rosenfeld '66 and Margaret L. Andersen
 Michelle Deregibus Savini '93 and Joseph D. Savini
 G. Frederick and Karen R. Schueler
 Karen F. Stein '84PhD and Jerry Hyman
 Christina Marsiglio Stokes '94
 Monica Terrero
 Bruno and Elizabeth K. Thibault
 Barbara Valbuena
 Deborah Vetrano '97
 Radmila Zeljic Vuchic '93PhD and Vukan R. Vuchic
 Florence M. and Richard L. Waibel
 Haihong Yang
 Brian M. Zilberberg
 Nancy S. Zimmerman '94M

the polyglot

Newsletter of the Department of
Languages, Literatures and Cultures
University of Delaware
Fall 2015, Issue 22

EDITOR-IN-CHIEF

Meghan McInnis-Domínguez

CONTENT & IMAGE EDITOR

Annette Giesecke

ASSOCIATE EDITOR

Laura Salsini

CONTRIBUTORS

Elizabeth Hamilton
Julia Hulings
Greg Gillespie
Rachael Hutchinson
Ikram Masmoudi
Abigail McCallister-Guerrero
Mark Miller
Courtney Olsen
Meredith Ray
Karim Rebiaï
Laura Salsini
Brenda Savelski
Cynthia Schmidt-Cruz
Monika Shafi
Darina Stamova
Deborah Steinberger
Matthew Werth
Haihong Yang

DESIGN

Heather Harwood

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

The University of Delaware is an equal opportunity employer. For the University's complete non-discrimination statement, please visit www.udel.edu/aboutus/legalnotices.html



1



2



4



3



5



6



7

1. Winter 2015 Granada group at the Alhambra; 2. Leipzig 2015 winter group at cooking class; 3. Kobe 2014 excursion to the Yukata Festival in Himeji City; 4. 2015 winter Leipzig group at the Berlin Wall; 5. Kobe 2014 excursion to the Yukata Festival in Himeji City; 6. 2014 Kobe students doing Naginata practice at Shoin University campus; 7. Winter 2015 Granada group.



View from Jastak-Burgess Hall



Department of Languages, Literatures and Cultures
University of Delaware
Jastak-Burgess Hall
Newark, DE 19716-2550

Nonprofit
Organization
U.S. Postage
PAID
University of
Delaware

The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its employment, educational programs and activities, and admissions as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware prohibits sexual harassment, including sexual violence. Inquiries or complaints may be addressed to: Susan L. Groff, Ed. D., Director, Institutional Equity & Title IX Coordinator, 305 Hullihen Hall, Newark, DE 19716, (302) 831-3666. For complaints related to Section 504 of the Rehabilitation Act of 1973, please contact: Anne L. Jannarone, M.Ed., Ed.S., Director, Office of Disability Support Services, Alison Hall, Suite 130, Newark, DE 19716, (302) 831-4643, OR contact the U.S. Department of Education - Office for Civil Rights (<https://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm>).

