

A full-page background image showing a scuba diver in a blue underwater environment. The diver is holding a small, colorful fish (likely a Surge wrasse) next to a large, weathered stone sculpture of a human face. The scene is set on a coral reef.

the polyglot

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on languages, literatures and cultures

A MESSAGE FROM THE INTERIM CHAIRPERSON

The Department of Languages, Literatures and Cultures (DLLC) annual end-of-year convocation is an event that we faculty cherish. It is at this event that we, together with their family and friends, celebrate the achievements of our graduates. It is also an occasion upon which to reflect on the meaning of the programs that we offer and the degree that our graduates have earned. In May 2016, DLLC was proud to welcome Dr. Babatunde Ogunnaike, William L. Friend Professor of Chemical and Biomolecular Engineering and Dean of the College of Engineering, as keynote speaker. The audience hung on his every word.

In Dean Ogunnaike's words, reproduced in part here by his generous permission: "Our technological achievements as a human race have been truly breathtaking in their audacity, awe inspiring in their sophistication, and are eminently worthy of celebration. And many of the grand challenges we face today demand even more daring feats of engineering. However, in the midst of what could well be the golden age of human technological achievement, what has happened to the bonds of our humanity? Have they not been strained nearly to the breaking point? What technological invention is there



Annette Giesecke and Michael Curran in the Wyoming Mountains

to restore these bonds and to make us whole again? Alas, there is no app for that! As an engineer concerned with problem solving and invention, I have come to the conclusion that language, as a conceptual entity, may very well be the most important of mankind's inventions. Think about it: nothing we have achieved as humans is possible without communication, and language lies at the core of what makes us human. There is nothing more fundamental than language."

Dean Ogunnaike went on to observe that "language is, of course, intimately linked with culture.... Students working on our Engineers Without Borders projects learn this when they discover that construction cannot begin on water systems and bridges in developing countries until cultural wells have been dug and cultural bridges built—in other words,

until our students understand the culture of the community in which they are working and until they build relationships in these communities.... If you remember nothing else that I say today, remember this (a Yoruba proverb): A tree will not grow taller than its root system will support.... At the root of the tree of civilization is the richness of our cultures, our literatures and, our languages. This is what nurtures the mind, informs our ethics, and ultimately determines our collective humanity."

The truth of these statements is embedded in the word "culture" itself, which is derived from the Latin "colo," meaning "to live, inhabit, dwell, cultivate, till." Having "culture," then, is synonymous with what it means to be human, to inhabit the world and establish relationships both with each other and with the rest of Nature. Whether it is ancient or modern languages that we master, all of these offer critical insights into Earth's various peoples and places.

Annette Giesecke

Interim Chair of the Department of Languages, Literatures and Cultures and Professor of Classics



our alums explore cultural horizons

Our alumni have had extraordinary careers: from CIA personnel to medical translators, their paths have led them in diverse directions, but many have been able to foster or even expand their language and cultural knowledge even after graduation. Below you find the stories of three of our memorable alumni: Michael Curran (BAFL Ancient Greek and Roman Studies 2008), Lori Goldson (BAFL Spanish 2007), and Suzanne Tierney (BAFL Spanish 1989, MAFL Spanish 1992).

Michael Curran, a Classics major, used the skills he developed in our department to pursue a graduate degree in Restoration Ecology. Lori Goldson, a Spanish major, found inspiration in her experiences at UD studying Spanish for her novel on the experiences of "Irene," a UD college student. Finally, Suzanne Tierney, who both studied at UD and taught as a Spanish instructor here, used her study abroad experience to begin her journey with the Fulbright Association. *For more alumni news, please view our "Alumni Updates."*

MICHAEL CURRAN

My days at the University of Delaware have played an instrumental role in shaping my career goals and current path. In 2008, I graduated from UD with a minor in Religious Studies and BAs in Biological Science, Geography, and Foreign Languages and Literature (concentration: Ancient Greek and Roman Studies). Upon entering the University of Delaware, I had a strong interest in ecology and the environment and initially decided to pursue a degree in Biology Education. After taking a couple of Latin courses and elective courses in mythology and philosophy, I decided



Michael Curran actively engaged in a horse-staring competition

to drop the education portion of my major and pursue an additional degree in Ancient Greek and Roman Studies. My degree in Ancient Greek and Roman Studies helped me learn to think clearly, write effectively, and gave me a new view to analyze environmental challenges.

After graduating from UD, I spent some time traveling and working in a plant nursery while I tried to figure out what exactly I wanted in a career. After much thought, I decided I needed to be in the field of Restoration Ecology. While researching graduate school, I found University of Wyoming and their College of Agriculture's Wyoming Reclamation and Restoration Center to have one of the best programs in the country. In 2014, I graduated from UW with an MS degree in Rangeland Ecology and Watershed Management and have since been working on a PhD in Ecology. The foci of my master's degree work involved land reclamation and ecosystem restoration associated with oil and natural gas development through a research grant from BP America Production Company. In 2013, I was contacted by the US Fish and Wildlife Service to discuss my research with BP in relation to a pending Endangered Species Act listing decision for the Greater sage-grouse, a

bird whose habitat spans eleven western states. I was subsequently offered a Research Assistant position as a PhD student and have been working with twenty-one oil and natural gas operating companies throughout the state of Wyoming to track disturbance and reclamation efforts and to conduct research improving reclamation techniques.

While it may seem odd that my PhD focused on Restoration Ecology is tightly linked to my bachelor's degree in Ancient Greek and Roman Studies, I feel the skills and knowledge gained at UD proved critical to my success as a graduate student. Aside from learning to think and communicate clearly and effectively, I gained knowledge on a variety of other topics during my training in Classics that are still quite relevant to my research today. Many of the basic principles of Western Law, which were touched upon during my undergraduate experience, are still relevant to my research and its connection with the Endangered Species Act. Additionally, ethical and philosophical questions in regard to finding a balanced usage of the earth to extract natural resources and sustain wildlife populations, the aesthetic beauty of landscapes, and recreation opportunities for humans are deeply embedded in Restoration

Ecology. Perhaps the class from my undergraduate experience which sticks with me most today is a seminar in Latin, taught by Dr. Annette Giesecke, in which a small group and I were tasked with translating and analyzing Lucretius' *De Rerum Natura*. Many principles covered by Lucretius in ancient times are at the forefront of humans' relationship with our planet to this very day. As an aspiring scientist, it is my opinion that ethical, moral, and philosophical values be accounted for in conducting research which influences society and policy. I am quite confident I would not be where I am today without having earned a degree in Ancient Greek and Roman Studies almost a decade ago.



Lori Goldson

LORI GOLDSON

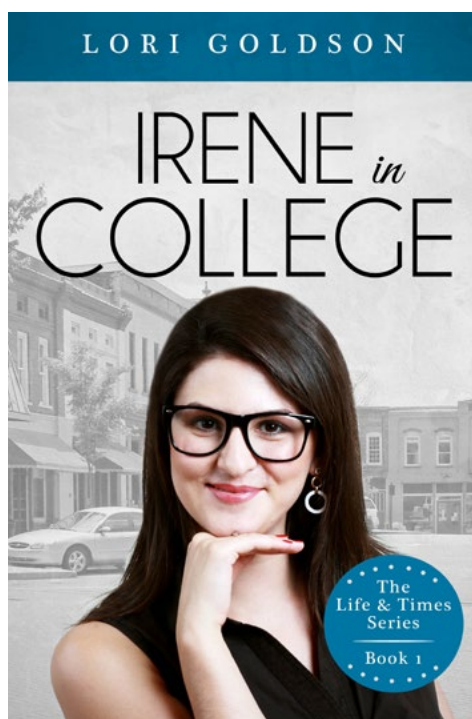
UD made a tremendous impact on me and my life, so much so that it's the setting of my first novel, *Irene in College*. During my years there, I was lucky enough to major in English and Spanish, write for *The Review*, study in Mexico for a semester, and meet a host of people who would later become parts of my first published novel.

Irene in College is a novel that I conceptualized in 2010. The book focuses on a young Latina from New Jersey who is making her way through the growing pains of young adulthood along with her best friend, Michaela. The two explore their friendship, facets of relationships, and deal with the mental illness of Irene's

mother through this novel. It was published by Tate Publishing on March 10, 2015 and received acclaim from blogger Samantha March from Chicklitplus.com. It currently has four stars on Amazon.com. The sequel, *The Adulthood*, is currently being revised for an independent release.

When I began writing this novel, I was twenty-six, about five years after graduation. It wasn't until then when I was teaching college students as an adjunct professor in Philadelphia that I began to reflect and understand the complexities of being in the middle again as I observed my students and interacted with them. My time at UD, as that of the protagonist, Irene, was during the young adult equivalent to being in junior high again. While one is desperately trying to prove oneself as an adult, life is constantly offering reminders in some fashion that one is still just a child. We're not as mature as we might wish to be or even think we are, especially when dealing with hard decisions.

In my mid-twenties, I found myself thinking back to how the decisions of which major to choose and which classes to take were significantly easier than weighing some of the harder choices, such as supporting a friend's decision to date someone who isn't good for their mental or physical health, or helping a friend cope with the loss of a parent. During those years, young adults are often introduced to things that they may have never experienced before, such as mental health issues, homelessness, or homosexuality because they are no longer in an overly-protected environment. I remember back to when I first stepped foot on campus, and like many of my comrades, the expectations and the reality of being a college student are not one in the same. There's an assumption that life will become easier because one is no longer under such strict supervision, but instead, the expectation to supervise oneself leaves many showing just



how immature, unprepared, and irresponsible they are. Finding a balance between freedom and responsibility with trying to balance a social life and scholastics is one of the hardest lessons learned early on as a college student.

Like myself and many I know, Irene is experiencing many firsts in this novel as a college student. My times at UD taught me a lot about the various walks of life that people come from, and how not everyone is fortunate enough to have loving parents, supportive friends, or a strong sense of self. Some were considered "lucky" if they just had to take classes while others might've had to work full time and only attend school part time. Some of these assumptions are easily made as a high school student, especially if many of your schoolmates are from similar backgrounds. What makes college so special and so important is that it gives a new life experience and various perspectives, which is why I associate it with being in junior high again. Sadly enough, only life can teach the lessons that come with being college age. There are no classes to prepare you for some of the facets of life that come with the time period.

SUZANNE TIERNEY

The former FLL Department was home to me for twenty years, from 1989-2009. After completing my BA and MA in Spanish, I became a Spanish instructor at UD. I loved how UD supported us in our desire to enrich our language program with the creation of teaching materials and service-learning classes, among other things. My SL project was a language-exchange program between UD students who learned Spanish and Hispanic community members who learned English. While teaching Spanish on campus was my primary responsibility, I also led and created study abroad programs, including a trip to Chile in 2008 during which I visited Rapa Nui (Easter Island) and I had the opportunity to see and learn about the giant Moai statues on Anakena Beach (*see photo on front cover*).

"*Iorana*" ("Hello") was the first word I heard during my visit to the island. The language is somewhat similar to Tahitian, but is rapidly changing, and linguists fear it will be extinct within a few generations. This is due to the increasing number of tourists who visit, bringing with them their language and modern customs. When Chile acquired the territory in the 1960's, there was no specific plan on how to deal with this polemic situation and the advantages and disadvantages of tourism.

Yet it's likely that the "right" kind of tourism, such as the UD's study abroad immersion programs, is advantageous. Students learn to value other cultures and speak their languages, and these experiences might be just the catalyst that a student needs to join in extended programs, such as the Fulbright experience.

A highlight of my career occurred shortly after my trip to Rapa Nui in 2008, when I myself was awarded a Fulbright Scholar Grant. Current chair Dr. Richard Zipser was extremely supportive of my project, entitled "Enhancing the Instruction of English in Panama." This country

was a perfect fit for me, and from August 2008 – July 2009, I lived in Panama City. At my host university, “la Tecnológica,” I taught a wide range of both English language and FL Pedagogy courses. Outside of the University, I collaborated with the Peace Corps, local NGOs, and the US Embassy Outreach Department. I directed language-training seminars in different provinces, including the Darien, which is the most remote. The Panamanian people always impressed me with their incredible sense of adventure, and their ability to roll with the punches. For example, one day the electricity cut out when I was giving an exam, and rather than quit, my students simply moved their chairs next to the window to use the sunlight to read. One of my most challenging projects was serving as an Interpreter for the USS Comfort, a humanitarian “hospital ship” which offered medical care to underserved communities. Working alongside doctors and nurses, we provided treatment and health education clinics in the Darien Province.

On a personal note, my family also benefitted from Fulbright experience. My sons Allen and Marcus accompanied me throughout most of my program. They tutored English, hiked jungle trails, and prepared food with Guna Yala Indigenous friends in the San Blas Islands. One of my favorite memories is when we cooked a traditional Thanksgiving dinner at a boys’ home outside of Panama City.

Although my Fulbright year has long ended, I’m still involved with the organization in many ways. After

It’s likely that the “right” kind of tourism, such as UD’s study abroad immersion programs, is advantageous



Suzanne Tierney with her students in Panama

resigning from UD in 2009 to move to Seattle, I joined the Fulbright Association. As the VP of our local chapter in Greater Puget Sound, I plan events for visiting students and

scholars. One of my favorite outings has been to the Pilchuck School of Glass, of which Dale Chihuly, a famous blown-glass artist and former Fulbrighter, is a co-founder.

Recently, the Association has been implementing exciting programs which allow Fulbrighters to continue their en-

gagement in international communities. In August of 2015, I was selected to participate in “Envision Fulbright,” a ten-day program designed to distrib-

ute reading glasses in countries such as the Dominican Republic. I was a member of a twenty-person Medical Brigade, which consisted of doctors, nurses, and medical students from all over the US. We traveled to the Haitian Bateys, on the north coast of the DR, and provided basic medical services to the community.

Home to me now is downtown Seattle, a vibrant city rich with natural beauty. My daily commute to the University of Washington, where I teach classes in Spanish and ESL, includes views of Mount Rainier and Lake Washington. It seems fitting that I will spend the Fall Quarter of 2016 in Leon, Spain with my UW students, who will benefit from the superior study abroad training that began for me at UD.

faculty feature

FOCUS ON INTERDISCIPLINARY RESEARCH

In a department that embraces cross-cultural dialogue, our faculty members have been engaging in research that explores the connections between the study of languages and other disciplines at the University of Delaware. In our focus on faculty this year, we highlight the interdisciplinary research of three of our colleagues: Dr. Persephone Braham, Associate Professor of Spanish, Dr. Rachael Hutchinson, Associate Professor of Japanese, and Dr. Phillip Penix-Tadsen, Associate Professor of Spanish.

THE AFRICAN AMERICAS PROJECT: INTERDISCIPLINARY VISIONS OF DIASPORA

The African Americas Project was inspired by the 2011 exhibition *Keith Morrison: Middle Passage* in the University Museums' Paul R. Jones Collection for African American Art. The notorious "middle" leg of the triangular route of commerce between Europe, Africa, and the Americas placed human beings squarely at the center of the capitalist enterprise, as a commodity to be acquired, transported, and distributed for investors' profit. Diaspora describes this dispersion and deracination, but also the sowing of seeds of culture in new environments. A Jamaican who now resides in the United States, painter Keith Morrison (b. 1947) explores the diasporic experience of transnationalism, as well as a persistent "in-between-ness." The Atlantic and Caribbean waters of the Middle Pas-



Dr. Persephone Braham

sage provide Morrison with a flexible metaphor for death and suffering, as well as salvation and rebirth.

The exhibition coincided with the fortieth anniversary of UD's Black American Studies program, newly designated a department, and the thirty-fifth anniversary of the Center for Black Culture. With the collaboration of Dr. Julie McGee, Curator of African American Art at the University Museums, Dr. Colette Gaiter of Art, and Dr. Carol Henderson of Black American Studies, we proposed a radically multidisciplinary gathering to reflect on the impact of the Middle Passage in multiple modes of cultural expression. We effected a long-overdue collaboration between Black intersecting perspectives on the diaspora, and invited artists, musicians, filmmakers, historians, and

other scholars from Latin America, the United Kingdom, the United States, and the Caribbean to join us over several days of activities which we captured on video and in an edited volume, *African Diaspora in the United States, Latin America and the Caribbean* (UD, 2014). The book demonstrates the enormous diversity and depth of intellectual and artistic production arising from the Middle Passage, calling for new collaborative approaches to the subject. The works explored reflect on loss and dispersal, offering expansive and dynamic perspectives which are neither wholly African nor wholly American.

The title of our project, "The African Americas" was intended to communicate—and override—the limitations imposed by specific disciplinary approaches, which themselves reflect divisions arising from linguistic, geographical, and economic difference. The experience described by the great French Martiniquais writers is quite distinct from that of the painters of the Anglophone Caribbean or revolutionary Cuba, and yet they are radically united by the historical fact of the Middle Passage. Scholars of the African Americas are likewise segregated by region or period, by language, and by discipline, but our expertise can be enormously enriched by eliding such differences, juxtaposing and recontextualizing disparate vocabularies of image, word, and thought. "The African Americas" insists on the transcendent interconnectedness of histories, stories, and cultural and disciplinary expression, and the centrality of the Middle Passage in connecting Harlem and Brooklyn to Havana, Kingston, and Rio de Janeiro. This framework urges

the reader to consider the Americas as a locus of African encounters that contain and regulate “white” history, rather than the reverse.

The African Americas Project was made possible through generous grants from The Delaware Humanities Forum, a state program of the National Endowment for the Humanities, the University Museums’ Paul R. Jones Initiative for African American Art, the University of Delaware College of Arts and Sciences’ Interdisciplinary Humanities Research Center, headed by then-Associate Dean Ann Ardis, and numerous programs including Latin American & Iberian Studies, Black American Studies, the Center for Global and Area Studies, Anthropology, Art History, Art, Music, Languages Literatures and Cultures, History, Women and Gender Studies, and the University of Delaware’s Office of Equity and Inclusion.

—Dr. Persephone Braham

JAPANESE CULTURE IN VIDEOGAMES: AN EXERCISE IN INTERDISCIPLINARITY

To me, ‘interdisciplinary’ means crossing boundaries, drawing comparisons and contrasts between and across different areas of study. I work in Japanese Studies, analyzing Japanese literature, film, manga (comics), and videogames, to discover how the Japanese people have historically represented themselves and others. The idea of a national ‘Japanese Self’ has been explored by artists in all these different fields of creative endeavor. I enjoy drawing comparisons between specific films, games, novels, and manga, to shed more light on Japanese perceptions of identity. Thematically, Japanese videogames have much in common with other Japanese narrative media. Videogames of all genres, from role-playing games like *Final Fantasy* to fighting games like



Dr. Rachael Hutchinson (Photo by Ambre Alexander Payne)

Soul Calibur, explore serious issues like childhood abandonment, the fear of nuclear power, and ambivalence towards Japan’s colonial history. I am writing a book titled *Japanese Culture in Videogames* to explore these ideas in more depth.

Using different approaches from Film Studies or Game Studies, I analyze the various texts to see how the audience experiences the narrative through different modes of sensory input. The idea of ‘interacting’ with a text can mean watching a film and actively empathizing with the hero, or playing a game and controlling the movements of the avatar in a 3D graphic environment. An author, illustrator, film director, or game developer also have various methods by which they can convey their own opinions about political issues, creating an underlying ideology of the text. Where an author may use specific words, imagery, or narrative development to suggest their ideology, a film director may use camera placement and editing, a manga artist may use different sized panels and free-floating text, or a game developer may use specific programming rules to enforce what is allowed and what is

forbidden in the virtual environment. Comparing media in this way can illuminate various thematic readings of the text, as artists will get the same point across in very different ways depending on the art form.

Lately I have been looking at the concept of bioethics in Japanese videogames, and how it is connected to a deep-seated unease with nuclear power. The scientific manipulation of genes to make a human body stronger, for example, appears in many games from the mid-1990s onward. Similarly, many games from this period deal with the issue of nuclear power, arguing that the use of atomic weaponry and atomic energy is irresponsible, even immoral. I think the two ideas are related, because both stem from experimenting with the core of an atom—either cloning or splitting the nucleus. The mid-1990s in Japan saw many minor accidents at nuclear power plants, and public protest succeeded in blocking the construction of nuclear plants at two sites. The relationship between text and historical context is therefore very clear, but the relationship between bioethics and nuclear fears may not be so clear to readers. Drawing new con-

nections between prevalent themes is an exciting challenge.

I have logged many hours playing various videogames, and I am fortunate to be able to use this experience in my teaching and research. Since establishing the Games Lab in Morris Library in 2009, hundreds of students have experienced the joys and frustrations of *Final Fantasy*, *Soul Calibur*, *Metal Gear Solid*, and *The Legend of Zelda*. Playing games for course teaching, I have experienced the ups and downs of gameplay in real time with my class. Like reading a short story and discussing it afterward, or watching a film together with a room full of students, playing games together allows us to explore our own reactions to the narrative while getting to know each other and ourselves. Interdisciplinary work has broadened and enriched my research and teaching, and the students benefit from drawing new connections between texts, genres, and different fields of study.

—Dr. Rachael Hutchinson

VIDEO GAMES, LATIN AMERICA, AND INTERDISCIPLINARITY

Over the past several decades, video games have become an enormous social, cultural, and economic phenomenon worldwide, one whose impact on society goes far beyond the entertainment they provide for their players. As I argue in my new book *Cultural Code: Video Games and Latin America* (MIT Press, 2016), games are not just used for leisure, but rather are being referenced, reviled and regaled, polemicized and politicized, monetized and monumentalized, and otherwise converted into cultural currency with increasing frequency.

My analysis focuses both on how culture uses games and on how games use culture. On one hand, this means looking at the ways society uses games not only as a form of leisure whose popularity and profits have eclipsed those of other types of media, but also the ways games are used for purposes like education, advertising, political activism, artistic expression

and economic production. On the other hand, it means focusing on the ways video game designers use signs, symbols, and environmental elements to create cultural context in their products.

Like all gamers, Latin Americans approach games first and foremost as players, and my investigation points to unique local practices, playing habits, and software and hardware adaptations throughout the region that reflect a diverse and expanding population of gamers that crosses all socioeconomic sectors of society. At the same time, Latin America is home to a host of cultural contexts that have been portrayed throughout the history of video games, from the ancient ruins explored in *Pitfall!*, *Tomb Raider*, and the *Uncharted* series to the paramilitary warzones of *Contra*, *Just Cause* or *Call of Duty*, making the region key to understanding the history of in-game cultural representation.

Examining the complex relationship between video games and culture requires a fundamentally interdisciplinary approach. When examining



Dr. Phillip Penix-Tadsen presenting on Latin American culture in *Grand Theft Auto V* at the UD Library's International Games Day



Game Studies faculty Troy Richards (Chair of the Dept. of Art and Design), Dr. Rachael Hutchinson, Dr. Phillip Penix-Tadsen (DLLC), Dr. Juliet Dee (Communications), Meghann Matwchuk (Associate Librarian, Morris Library) and Dr. Daniel Chester (Associate Chair of Computer and Information Sciences) at the Southwest Popular American Culture Association Conference in Albuquerque, 2015

how culture is represented in games, for example, I draw on my background in literature, analyzing the role of narrative in games' meaning and how elements such as realism, verisimilitude, parody, and irony affect the messages they transmit. Likewise, film studies, media studies and aesthetics all make important contributions to the way I examine games' use of culture. When analyzing the ways Latin American cultures use games, I draw on a different disciplinary toolbox, turning to economics, political science and history to examine the real-world effects of games on society.

Bringing all of these different disciplinary perspectives into harmony has been one of the greatest challenges as well as one of the greatest rewards for my research. My colleagues in the Game Studies Research Group at the University of Delaware have assisted by helping me understand perspectives on games from their own disciplines and departments, which include Computer Science, Art, English, Japanese, and Communications. With the support of the Interdisciplinary Humanities Research Center, our group has developed a new Game Studies minor, which accepted its first enrollments in fall of 2015. As

part of that minor, I developed a new undergraduate course, Video Games and Latin American Culture, which I taught in English this past fall to my own largest class students ever, some seventy-five students from a broad range of majors, cultural backgrounds, and academic perspectives. These experiences have allowed me to form relationships with colleagues and students from outside of my usual range of experiences, connecting to a population that, like my own work, is interdisciplinary in nature.

—Dr. Phillip Penix-Tadsen

student feature

COMING HOME THROUGH STUDY ABROAD

Our featured graduate and undergraduate students, Kevin Murphy and Kyla Dickens, discuss how study abroad impacted their journeys to language learning, literary and cultural appreciation, and how they have shared their experiences with others.

MY JOURNEY WITH LANGUAGES AND LITERATURE

By Kevin Murphy
(MAFL Spanish 2017)

Have you ever felt like you needed to just get away? I'm sure you have. We all feel overwhelmed at times, and most people develop coping mechanisms that reduce the stresses of academic, professional or family life. One of my favorite coping mechanisms is reading literature, especially from Latin America. You might be thinking: "What?! You actually like to read? I have so much reading to do for my classes that the last thing I want to do in my free time is read!" Well, I understand your point of view. Actually, I felt like that for a long time, but let me tell you how literature came to be an outlet for stress instead of a source of stress in my life.

I started studying Spanish as an eighth-grader in a US public school. Spanish immediately became my favorite subject after learning just the alphabet and some basic greetings during the first class. For some people, hearing phrases in a language they don't understand just sounds like useless gibberish. For me, on the other hand, I was instantly mesmerized by the flamboyant nature of Span-

ish pronunciation. Hearing the teacher roll the "r" in *carro* and pronounce the "j" from the back of her throat in *José* was an experience that left me grinning from ear to ear. Like many young boys who gasp when they get excited or put their hand on their hip when they're waiting in the cafeteria line, I felt constant pressure from my classmates to "act like a man." That pressure didn't exist in Spanish class. The stronger I rolled my "r's" and the more I exaggerated my vowel sounds, the better.

My love-at-first-listen romance with Spanish lasted all the way through high school and into college, where I decided to major in Spanish and Education. What I learned to love about literature is that it contains universal themes that absolutely anyone can relate to on some level. My favorite books were those that dealt with human rights issues. Some examples are *Aves sin nido*, by Clorinda Matto de Turner, which sheds light on the situation of indigenous communities in South America; *Sab*, by Gertrudis Gómez de Avellaneda, which deals with slavery and racism; as well as *Adiós a mamá*, by Reinaldo Arenas, which is a collection of short stories that offer insights on the repression of human sexuality and life in exile.

I have always developed a personal relationship with characters when I



Kevin Murphy in Rio de Janeiro

read their stories. These relationships motivated me to go out and explore the Spanish and Portuguese-speaking world. I studied abroad in the Basque Country, a region of northern Spain in the summer of 2010, and after graduation in 2011, I moved to São Paulo, Brazil to teach English. I ended up living in Brazil for almost four years and had the opportunity to travel to Argentina, Bolivia, Colombia, Peru, Portugal, and Spain. As I visited each country, I thought about the literary characters I had already met from my couch back home, and they guided me to understand each culture in a way that wouldn't have been possible just by visiting museums and monuments. After four years in South America, I'm back in the United States pursuing my MA in Spanish and Latin American Literature at UD.

You can see that languages and literature have taken me places I never imagined as an eighth-grader in Spanish class. At first, Spanish offered me

a way to express my more vibrant side without fear of bullying. Eventually, I learned how to read and comprehend novels in Spanish, which gave me the opportunity to understand myself and others through the characters I read about. To wrap up, the next time you feel overwhelmed or stressed, why not learn some phrases in a foreign language or pick up a book and start reading? You never know where that first step will take you.

STUDY ABROAD: EDUCATING THE EDUCATOR

By Kayla Dickens

(4+1 Joint French BA/MAFLP
2016)

The benefits of study abroad programs for students of all majors abound, but especially for students of language. As a French Education major, study abroad experience was not only recommended but required, so I applied for the semester program in Paris to start off my junior year. I knew that studying abroad would increase my language proficiency and help me build the cultural knowledge necessary to pass the exams required for certification, such as the Oral Proficiency Interview and the Praxis World Language exam. But how would studying abroad help me become a better teacher? As I was preparing to start my experience as a Student Teacher at Alfred G. Waters Middle School, this question was weighing heavily on my mind.

The first day of the third marking period was my first day as a teacher. The plan for the day: introduce myself to the students in French using a Prezi and ask them what language comprehension strategies they used. I would then go over a “Useful Expressions” worksheet I had prepared so that they



*Kayla Dickens student teaching at
Alfred G. Waters Middle School*

would understand simple commands such as “repeat” and “work in partners” in French. I started class with “*Bonjour classe, ça va bien?*” and a student called out almost immediately, “How are we supposed to understand you if we don’t speak any French?” In that moment, the first image that came to mind was the night I tried to order dinner in Munich. I spoke three words of German at the time: “hello,” “no,” and “thank you.” No one working at the pizza shop spoke English. Somehow, though, I still managed to eat dinner; I do not remember how I communicated that I needed the plainest type of pizza they had, but I did eat dinner.

As I thought about that student’s question throughout the days that followed, I was reminded that I experienced a communicative disadvantage not only when I traveled outside France to countries where I did not speak the native language, but also when I was in France communicating with native speakers of French. Even though I had been practicing the language for years, after the Welcome

Dinner for my group on our first night out in Paris, I found myself alone at the metro station unsure of how to get home because of some construction work that was rerouting trains. I had to use my meager French skills to ask the attendant how to get home, and I was terrified. The seemingly simple question turned out to be a lot more difficult to answer than I thought, but I rode the train home feeling confident that night. The attendant had been patient and seemed truly committed to understanding my message and to assisting me in understanding his.

I remind myself of that night every day. I think of how anxious I felt about speaking a language I had been learning for years, and I think about how the attendant put me at ease. Then, I remind myself that my students have just begun to learn French, and I try to be that metro attendant for my students: patient and committed to helping them “get home.” I remind myself of that moment when I’m trying to teach in the target language and modeling an activity for the fourth time, and when I’m waiting for a student to search through their notes for the phrase they want to answer my question. Those moments, I have found, are how studying abroad has helped me to become a better teacher. There is no doubt that study abroad increases students’ communication skills in their native and secondary languages, but experiencing linguistic difficulties abroad has also helped me to develop the patience and commitment to teaching language skills that my students need in the classroom. And for that, I am forever indebted to my semester abroad in Paris.

faculty & staff notes

AWARDS/RECOGNITIONS

Dr. Rachael Hutchinson was elected Vice President of the Mid-Atlantic Region Association of Asian Studies.

Crista Johnson was named 2016 IGS Study Abroad Director of the Year.



Crista Johnson

Dr. Asima Saad Maura was elected to the Board of Directors of the Society of Renaissance and Baroque Hispanic Poetry.

Dr. Maria Tu was the recipient of an NEH Summer Institute Seminar Award for "Confucian Asia."

Khalil Masmoudi and **Krystyna Musik** were honored by IGS for their work as study abroad directors in 2015



Pictured from the left are Maryann Rapposelli, Study Abroad Coordinator; Krystyna Musik, DLLC Instructor and 2015 Faculty Director of the Year; Lisa Chieffo, Associate Director for Study Abroad; DLLC Instructor of Arabic, Khalil Masmoudi, 2015 Honorable Mention Honoree; and Matt Drexler, Study Abroad Coordinator. (Photo by Nikki Laws)

GRANTS

Dr. Persephone Braham was awarded a \$5,000 CORE Pilot course, "The Art of Citizenship" to be co-taught with Collette Gaiter from the Department of Art and Design.

Dr. Cristina Guardiola was awarded a \$2,000 Center for Global and Area Studies Faculty Grant for an investigation of the female saints featured in the Santa Ana chapel in the Burgos, Spain cathedral for an upcoming book project.

Dr. Rachael Hutchinson received a \$6,274 GUR grant for proposal entitled "Japanese Culture in Video Games."

Dr. Gladys Ilarregui was awarded a \$2,100 Globex Award to support her trip to France to present at the

Alexander Von Humboldt conference in July 2016.

Dr. Ikram Masmoudi was awarded a \$5,700 GUR grant to support her project titled "The Iraq War in the Short Story."

Dr. Phillip Penix-Tadsen received a \$6,000 GUR grant for proposal entitled "Cultural Code."

Dr. Asima Saad Maura received a \$1,000 Faculty Learning Community Grant (UD Transformation Grant) from the Center for Teaching and Assessment of Learning.

Dr. Deborah Steinberger was awarded a \$6,000 GUR grant for proposal titled "The Origins of Modern Journalism: Women's Stories in the Mercure Galant."

Dr. Meredith Ray Receives NEH Grant to Support Her Research on Seventeenth-Century Feminist Nun

Dr. Meredith Ray, Associate Professor of Italian and her longtime collaborator, **Dr. Lynn Lara Westwater** of George Washington University, received a grant from the National Endowment for the Humanities (NEH) to support their work on a book about Arcangela Tarabotti, a seventeenth-century feminist nun. Arcangela Tarabotti wrote and published extensively about the subjugation of women and condemned the practice of forcing girls into convents, is considered an early feminist who is best known today for her secular writing. But Tarabotti also wrote about religion, and Dr. Ray hopes a new translation of the nun's devotional works will give scholars an additional perspective on her life and her writing.

"She [Tarabotti] is truly an amazing figure, and we were so thrilled to have the NEH recognize that," said Dr. Ray, who has collaborated with Dr. Westwater for almost two decades. "Ironically, although she was a nun, the least studied aspect of her writing has been her devotional work. With this grant, we're going to translate and contextualize those writings, and we hope to fill in some of this missing piece of her."

The \$190,000 grant began in January, when Drs. Ray and Westwater began archival research in Venice to learn more about Tarabotti and then begin work on the translation of selected writings. The resulting book is to be part of the series "The Other Voice in Early Modern Europe," now co-pub-



Dr. Meredith Ray (Photo by Kathy F. Atkinson)

lished by Iter Academic Press and the Arizona Center for Medieval and Renaissance Studies.

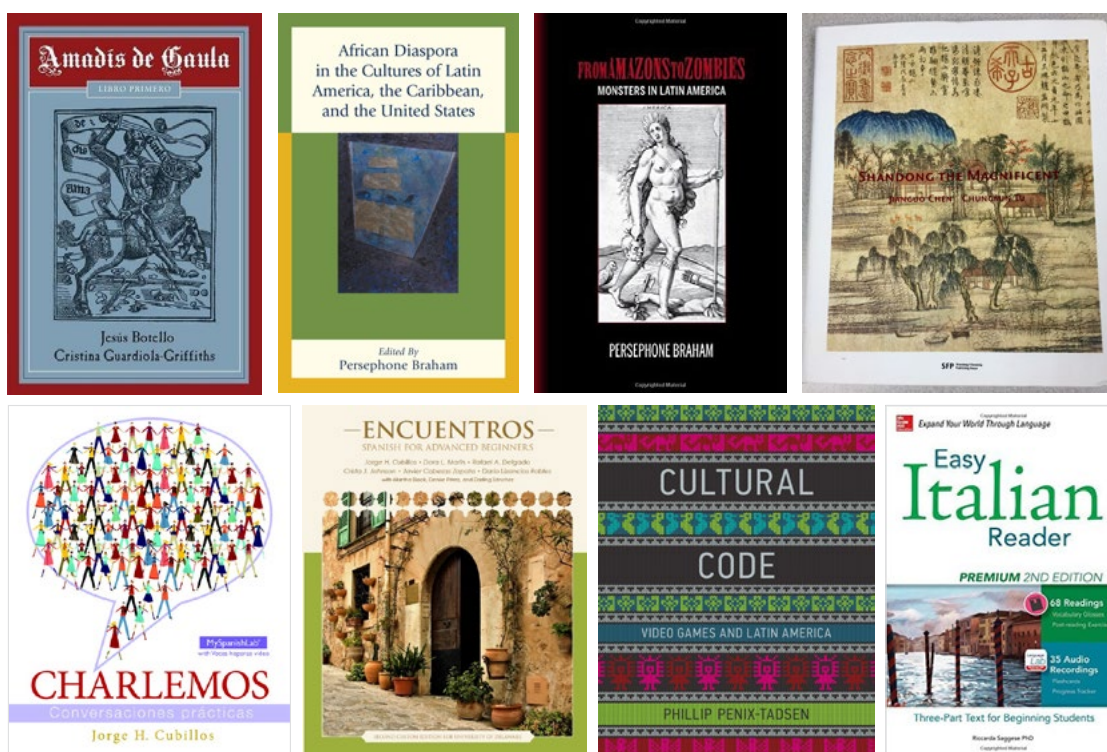
Tarabotti was not well-known until the last few decades, Dr. Ray said, but she is now studied in a range of disciplines, from political science to women and gender studies.

According to the NEH, its Scholarly Editions and Translations grants support the preparation of editions and translations of pre-existing texts and documents of value to the humanities that are currently inaccessible or available in inadequate editions.

Dr. Ray said that description reflects a goal that she and Westwater have. "We hope to make Tarabotti better known and her writings more accessible," she said. "We'd like to see her studied and taught more widely."

Drs. Ray and Westwater have also received a \$20,000 grant from the Gladys Krieble Delmas Foundation that will support their initial archival work in Venice.

*—Adapted from a UDaily article
by Ann Manser*



PROMOTIONS

Dr. Persephone Braham was promoted to Associate Professor of Spanish and Latin American and Iberian Studies with Tenure.

Dr. Phillip Penix-Tadsen was promoted to Associate Professor of Spanish and Latin American and Iberian Studies with Tenure.

Dr. Meredith Ray was promoted to Professor of Italian with Tenure.

BOOKS PUBLISHED BY FACULTY IN 2015-2016

Drs. Jesús Botello and **Cristina Guardiola**. *Amadis de Gaula, Libro Primero* (Newark: Juan de la Cuesta—Hispanic monographs). *Amadis de Gaula* is a beautiful tale of the chivalric exploits of the legendary knight of the same name. It is also the most famous example of the literary genre of the *Libros de caballerías* (books of chivalry) in Spain. It would be difficult to exaggerate the popularity and diffusion of *Amadis de Gaula*. An au-

thentic Golden Age best-seller (it had at least nineteen editions in Spanish), this work was read by all social classes, from aristocrats and kings to peasants without any formal education at all. Its protagonist soon inspired the creation of ballads, romances, and plays, and it was translated into French, English, Italian, German, Dutch, and Hebrew, demonstrating an unprecedented editorial success in the panorama of European literature. *Amadis* was the principal model upon which Don Quijote built his identity in Cervantes' *Don Quijote de la Mancha*, and various adventures of the protagonist are burlesque rewritings of specific episodes of *Amadis*. Cervantes was right: without any doubt, *Amadis the Gaula* is a timeless masterpiece of chivalric literature.

Dr. Persephone Braham, *African Diaspora in the Cultures of Latin America, the Caribbean, and the United States* (Newark: University of Delaware Press, 2014). Developed from "The African Americas Project," a symposium Dr. Braham organized with colleagues Dr. Carole Henderson and Dr. Julie McGee at UD in fall

2011, *African Diaspora in the Cultures of Latin America* is an edited volume on the cultural expressions of African diasporic experience in the Americas. The object of the volume is to communicate—and override—the limitations imposed by specific disciplinary approaches, which themselves reflect divisions arising from linguistic, geographical, and economic diversity. Presenting art, music, and other cultural production through multiple disciplinary lenses, the volume insists on the interconnectedness of histories, stories, and cultural and disciplinary expression, and the centrality of the Middle Passage in connecting Harlem and Brooklyn to Havana, Kingston, and Rio de Janeiro. This framework urges the reader to consider the Americas as a locus of African encounters that contain and regulate "white" history.

Dr. Persephone Braham, *From Amazons to Zombies: Monsters in Latin America* (Lewisburg: Bucknell Studies in Latin American Literature and Theory, 2015). How did it happen that whole regions of Latin America—Amazonia, Patagonia, the Caribbe-

an—are named for monstrous races of women warriors, big-footed giants and cannibals? Through history, monsters inhabit human imaginings of discovery and creation, and also degeneration, chaos, and death. Latin America's most dynamic monsters can be traced to archetypes that are found in virtually all of the world's sacred traditions, but only in Latin America did Amazons, cannibals, zombies, and other monsters become enduring symbols of regional history, character, and identity. *From Amazons to Zombies* presents a comprehensive account of the qualities of monstrosity, the ways in which monsters function within and among cultures, and theories and genres of the monstrous. It describes the genesis and evolution of monsters in the construction and representation of Latin America from the Ancient world and early modern Iberia to the present.

Dr. Jianguo Chen and **Dr. Maria Tu**, *Shandong the Magnificent* (Shandong Province: Shandong Friendship Press, 2015). People may not know a lot about China, but many have heard the name of Confucius, the greatest Chinese philosopher and educator. *Shandong the Magnificent* is about the rich cultural and philosophical tradition of the province of Shandong, which is the birthplace of Chinese civilization. It also is the location of the hometown of Confucius, Qufu, which has become a kind of “Mecca” for Chinese specialists, Chinese studies scholars, and study abroad students. It is among the most visited places in China. This book was written with students in mind and can be used as a resource book for study abroad programs in China. It focuses on the cultural traditions of Shandong, Confucius and his major ideas, as well as some of his most important successors and disciples.

Dr. Jorge H. Cubillos, *Charlemos: Conversaciones prácticas* (New York: Pearson, 2015). This technology-rich, content-oriented Spanish conversation program has been designed to help students reach the Intermediate-High

level of oral proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL). Appropriate for one semester courses taught at most colleges and universities, *Charlemos: Conversaciones prácticas* consolidates Intermediate-level communication skills and introduces students to the features of the Advanced level through input processing and abundant contextualized speaking practice. The program makes extensive use of multi-media and web technologies to deliver a dynamic and up-to-date learning experience that fosters language acquisition and oral skill development.

Dr. Jorge H. Cubillos, Dora L. Marin, Rafael A. Delgado, Crista J. Johnson, Javier Cabezas Zapata, Darío Lizancos Robles, with **Martha Black, Denise Pérez** and **Darling Sánchez**, *Encuentros: Spanish for Advanced Beginners* (New York: Pearson, 2015). This book was designed by a UD team of professors, instructors and teaching assistants, specifically for the third semester of the basic Spanish sequence (SPAN107). The goal of this book is to help students reach the Intermediate-Low level of proficiency as defined by ACTFL (the American Council on the Teaching of Foreign Languages). Culminating tasks in *Encuentros* (such as videos, personal websites, blogs, etc.) follow a process approach (one that is implemented in stages, with multiple opportunities for feedback and improvement). These real-life tasks provide an innovative multimedia platform for students to document their progress throughout the course. This textbook also has an online supplement powered by Pearson's *MySpanishLab* which allows students to take advantage of state-of-the-art language learning resources.

Dr. Phillip Penix-Tadsen, *Cultural Code: Video Games and Latin America* (Cambridge: MIT Press, 2016). Video games are becoming an ever more ubiquitous element of daily life, played by millions on devices that range from smart phones to desktop

computers. An examination of this phenomenon reveals that video games are increasingly being converted into cultural currency. For video game designers, culture is a resource that can be incorporated into games; for players, local gaming practices and specific social contexts can affect their playing experiences. In *Cultural Code*, Dr. Phillip Penix-Tadsen shows how culture uses games and how games use culture, looking at examples related to Latin America. Both static code and subjective play have been shown to contribute to the meaning of games; Dr. Penix-Tadsen introduces culture as a third level of creating meaning. *Cultural Code* brings together the critical vocabularies of game studies and Latin American studies to offer a synthetic theorization of the relationship between video games and culture, based on analysis of both in-game cultural representation and the real-life economic, political, and social impact of games.

Dr. Riccarda Saggese, *Easy Italian Reader; Premium Second Edition: A Three-Part Text for Beginning Readers* (New York: McGraw-Hill, 2015). *Easy Italian Reader* begins with the story of Christine, an American girl whose family moves to Italy. She acclimates to her new home with help from a Roman friend, Antonio. As students read about her experiences, they discover the nuances of language and culture right along with Christine. The second section provides a colorful history of Italy, from the founding of Rome to the present. The third section contains materials from contemporary literature, giving learners the thrill of reading authentic Italian. The Bonus App that accompanies this book provides:

- Flashcards to aid memorization of all vocabulary terms.
- Audio recording of 35 passages and numerous exercises
- Auto-fill glossary for quick reference
- Progress tracker to assess learner's progress

student news

STUDENT AWARDS

Mark Acosta and **Boxi Liu** (Japanese Studies majors) both received 2015-2016 Soka Scholarships which provided them with one year of tuition at Soka University in Tokyo.

Dean Arnold (German Studies major) and **Davis Braun** (BA-FLL German 2016) received the Seep Hilsenrad Memorial Award of \$500 to two outstanding students in advanced German given by the Delaware Saengerbund and Library Association, Inc.

Conor Bock (BAFLL Three Languages 2016), **Davis Braun**, **Nadia Cumming** (English Education major), **Jacqueline Mattie** (BA-FLL German 2015), and **Samantha Serratore** (BA Environmental Engineering, German minor 2016) were awarded comprehensive German-American Federation Scholarships in 2015 and 2016 which allowed them to spend a year at a German university.

Benjamin Carleton (Spanish Studies major) won the Sigma Delta Pi Book award for the Spanish Honor Society's initiate with the highest GPA.

Shawn Conroy (BAFLL Russian 2016) won the Eugenia Slavov Memorial Award for excellence in Russian.

Michael D'Antonio (BA History, German minor 2016) received the Marion E. Wiley Memorial Award of \$500 to a non-major student of German who demonstrates superior scholarship, appreciation, and skill in courses beyond the intermediate level. The recipient's name is inscribed

on a plaque in the Department of Languages, Literatures and Cultures' office.

Kimani DeShields (BAFLL Three Languages 2016) won an AATF (American Association of Teachers of French) study abroad scholarship for study in Québec.

Kayla Dickens (4+1 Joint BA/MA-FLP 2016) earned the Dr. Theodore E.D. Braun Undergraduate Prize in French for distinguished performance in French Studies.

Kathleen Dubis and **Jeel Oza** (Spanish minors) earned the Janet Murdock Prize which is awarded to participants in semester-long study abroad programs to Spanish-speaking countries with the highest cumulative grade point average.

Sharon Hollenbach (German major) received the Richard A. Zipser study abroad scholarship for fall 2016.

Jackson Mitchell (International Relations major) and **Rachel Smith** (German minor) received Fulda Scholarships to participate in a summer language program in Fulda, Germany.

Edward Murillo (BAFLL French and Japanese 2016) earned the Dr. Theodore E.D. Braun Undergraduate Prize in French for distinguished performance in French Studies. He also received the Italo-Americans United Robert J. Di Pietro Memorial Plaque at the annual Italian Honors ceremony. In addition, he was granted the Yotsukura Memorial Award (\$200) for outstanding graduating senior in Japanese.

Shane Sanders (French MAFLP student) won the Dr. Theodore E.D. Braun Graduate Prize in French Teaching and Pedagogy.

THREE CURRENT AND PAST DLLC STUDENTS WIN 2016 FULBRIGHT AWARDS!

Rebecca Jaeger, a Spanish Studies major who will graduate in May, received a Fulbright English Teaching Assistantship award to teach English in Spain next year.

Shane Sanders, a current French MAFLP student, received a Fulbright award to serve in Senegal in 2016 as an English Teaching Assistant.

Finally, **Brighid Scanlon** (BA Spanish 2010, MAFLP Spanish 2012) will teach English in Brazil with her award.

Congratulations to them all!

noteworthy

NEW STUDY ABROAD AWARDS

In 2016 the Department of Languages, Literatures and Cultures offered two new study abroad scholarships to our undergraduates in the spring of 2016: the Amanda Hagelstein travel awards and the Richard A. Zipser endowed study abroad scholarship. The first awards were generously organized by Caitlin Moon (BAFL in French, Italian, and German 2015) in honor of her friend Amanda Hagelstein (BAFL Three Languages 2014) who was tragically killed in a hit and run accident in March of 2015. To honor her friend, Caitlin raised funds for two study abroad awards that were given to **MacKenzie Campbell** (an International Business and Three Languages Major, 2017) who traveled to Rome, Italy, and **Sibel Tekman** (a History Major and Spanish Studies, German and European Studies Minor, 2016) who traveled to Granada, Spain in the spring of 2016.

In addition to the Hagelstein awards, during this semester the first Richard A. Zipser study abroad scholarship was given to **Danielle Leppo** (International Relations, German BA 2017) who traveled to Rome. Dr. Zipser retired in 2014 after serving as chair of the Department of Foreign Languages and Literatures for twenty-seven years. Under Dr. Zipser's stewardship, FLL established more than thirty study abroad programs. As a long-time proponent of study abroad, upon his retirement, Dr. Zipser established the endowed study-abroad scholarship fund to benefit future DLLC students. Below you

find an introduction to Amanda Hagelstein by Caitlin Moon as well as descriptions from the three awardees about their experiences while studying abroad in the spring of 2016.

ON AMANDA HAGELSTEIN

Amanda Hagelstein was a *tour de force*. Brilliant and winning, she first entered my life as a result of a 300-level German Conversation class with total population of four students.

One of the most unique and rewarding benefits of foreign language classes is that they offer an environment for students to get to know one another; you have to talk to each other in order to engage with the language. As everyone who had the pleasure of having class with her knows, Amanda was very engaging.

Amanda graduated in the spring of 2014 with a Triple Language Major in Spanish, French, and German. By virtue of the languages we both studied, she was one of only two friends that I would see in multiple language classes. Through class exercises, I was able to marvel at her adroitness in grammar in both French and German. In three languages, we discussed our shared love of travel, high heels, and yellow VW bugs, hers being named Felix. Through Amanda's willingness to share her family's heritage with me, I found myself well versed in German recipes and folk songs,



Amanda Hagelstein

as well as the proud owner of a very expensive dirndl that she relentlessly insisted I purchase.

In my opinion, Amanda's skill in Foreign Languages stemmed from her best talent, her ability to listen. She applied this skill both in and out of the classroom, making her the best confidant that anyone could ask for. As we were both only children from complicated families, she was able to understand and support me during some of the most difficult periods of my life. After I experienced a personal tragedy, Amanda told me to "Go and do some good for someone else. It will make you feel better and it will change the world a little bit."

After her sudden and untimely death, those words inspired me to channel my grief into positive action. Through our friends, many of whom are just out of college themselves, almost \$2000 was raised in order to create a scholarship in Amanda's honor that would help two promising students study abroad in Europe. Amanda credited her love of foreign languages to her German heritage and the multiple European trips that she was able to take with her family. These trips allowed her to interact directly with the cultures that she loved,



Caitlin Moon in her dirndl

while simultaneously honing her fluency. The recipients of the scholarship share Amanda's passion for foreign languages, literatures, and cultures, while embodying her good will and character. The funds are intended to help them travel on a study abroad program focusing on the language of their choice, which will allow Amanda's memory to endure through their continued progress and zeal.

I would like to thank everyone who helped to make this scholarship possible, including Frau Dr. Iris Busch, who was Amanda's favorite professor and inspiration.

—Caitlin Moon

MACKENZIE CAMPBELL, ROME, ITALY 2016

Studying abroad is everything it cracked up to be. As I write this I am studying in Rome, Italy at John Cabot University. I live in what is considered the heart of Rome: Trastevere. Cobblestone roads, yellow stucco buildings with balconies and flowerpots, gelaterias, pizzerias, cafés, Vespas, miniature cars that don't stop for you, freshly squeezed orange juice that is better than the orange itself. This is Italy. A different restaurant every night, a different Roman pasta dish: Carbonara, Cacio e Pepe, or Amatriciana. We spend every morning at a café by our apartment where the owner, who speaks no English, communicates with us through his smile and who knows our orders by heart. *"Un cappuccino e un cornetto semplice, per favore!"* ("A cappuccino and a plain croissant, please!")

Everyone speaks English in Rome; it will be hard to use your Italian.

This has turned out to be a pleasant falsehood. My Italian has proven to be very useful in my everyday interactions with storeowners and locals, thickening the Italian-ness that now runs through my veins. Rome now feels like home. After each weekend in a new place, I can't wait to get back to my small Viale di Trastevere



Mackenzie Campbell during a trip to Santorini

apartment and the familiarity of my Roman routine. It feels normal to pay for everything in cash, to drag around a basket on the floor at the grocery store, to specify if I want my water still or *frizzante*, to eat dinner at eight o'clock or later, to leave my laundry on a rack to dry, to take the tram to class.

As I write this, I'm more than halfway through this amazing experience, and I have traveled to three other places in Italy and seven other countries. Each place is different, and each place gives me unique reasons for feeling so grateful for this opportunity. Beyond the beauty of every town lies the warmth of the people I have met: a shop owner in Santorini whose husband told us how excited she was that people from Boston came into her store the previous day; a Pakistani cab driver in Prague who speaks Czech, Slovak, English, Punjabi, and Hindi fluently (among other languages) and who told us all about how he ended up there; a bus tour ticket seller from Zimbabwe who met his Austrian girlfriend in the UK and who now works in Vienna so that he can be with her; an eighteen-year-old Korean

girl living in Australia who is traveling around Europe for a month and a half alone; and finally, the owner of our hostel in Venice who used to play professional soccer in Lebanon and who is now a painter (he designed Carnevale masks for my friend and me). And I am only a little over halfway done. I cannot wait to see what France, Germany, the Amalfi Coast, and Florence have in store for me. I would not trade this opportunity for anything, for this experience is showing me an amazing part of the world.

SIBEL TEKMEK, GRANADA, SPAIN 2016

When I arrived in Spain in early January of this year, I had imagined that Granada would be a little town on the coast of the Mediterranean with white washed houses and palm trees. I imagined a rural yet exotic city filled with history and traditional Spanish culture. Although Granada is definitely an ancient city full of Christian, Jewish, and Muslim legacies, it is more cosmopolitan and busy than I had expected. I have been in Spain for nearly three months now,



Sibel Tekmen with her host mother in Granada

and I have noticed several differences in culture between Granada and the United States.

The most obvious cultural differences in Spain lie in the physical contrasts of the city. Granada is organized by winding and skinny cobblestone streets with endless rows of apartment buildings. Although this may be a typical European city layout, it is dissimilar to the layout of my home town, Rehoboth Beach, Delaware. Another aspect specifically unique to Granada is its most famous and dominating monument, the Alhambra. Modern roads that are a part of the city of Granada lead straight to the Alhambra, a massive fortress and palace left behind by the sultans of the Arab dynasties in Granada in the late fifteenth century. Granada is

a goldmine in a sense that there are countless vestiges of history dating back hundreds of years.

The Spanish lifestyle was actually another aspect of my experience thus far in Granada that I thought would have been easier to accustom myself to. The Spanish daily schedule, or more precisely, the Andalusian schedule, is completely different from a typical American schedule. The largest meal of the day is eaten at around 3:00 pm and then dinner is not served until late in the evening, around 9:00 pm. Furthermore, there is a break in the middle of the day to eat lunch and rest, which is between 2:00 pm and 5:00 pm in the afternoon. This change of pace was especially difficult to adapt to for me because I ended up napping after lunch and losing

several hours of the day! Nevertheless, the siesta serves as a time to reenergize to finish the day enthusiastically and efficiently.

I am most fascinated by the amount of Arabic culture still prevalent today in Granada. There is a genuine respect and appreciation for the accomplishments and culture of the Arabs in Andalucía in the centuries between 711 and 1492. Countless museums and organizations seek to preserve and understand the legacy left behind by the Umayyad and Nasrid dynasties of Andalucía. Many buildings still preserve the typical Arabic architecture and many new construction projects seek to perpetuate this specific style. In addition, there is a current curiosity for the Arabic culture as well. For example, I am fortunate enough to attend monthly meetings of the book club of the Euro-Arab Foundation of Granada with Amalia Pulgarin, the program director in Granada for GRIIS. In these meetings, members discussed literary works of contemporary Arab writers. Although I may not understand the entirety of the discussions, I use this time to listen and try to understand the different opinions.

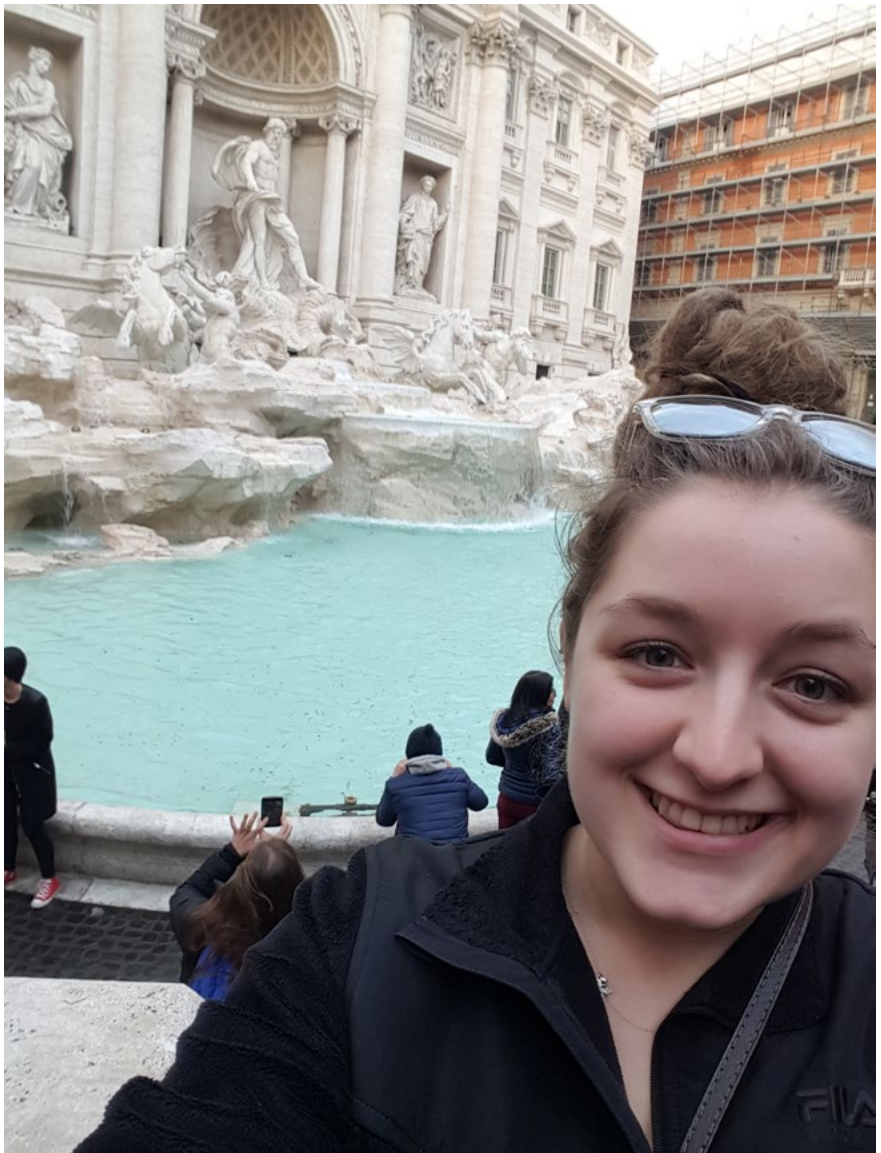
It has been an adventure and an enlightening experience in Spain during the past few months. I have learned so much, not only about Spanish and Andalusian culture, but also about the European lifestyle as well. Although my ideas of Granada were not accurate upon arrival, my experience thus far has still been a positive and educational journey.

DANIELLE LEPPA, ROME, ITALY 2016

My name is Danielle Leppo and I am a junior studying International Relations and German. It has always been a dream of mine to study abroad and learn as much as I can about the world and to travel as much as possible. Even though I am a German major, I thought studying in Italy would be helpful. Since I am also an International Relations major, I thought it would be beneficial to learn more about another culture to broaden my horizons on the international front.

I was thrusting myself into the unknown and I was anxious beyond belief when I was finally accepted to the study abroad program. Knowing the high cost of studying abroad I was so thankful when I received the email informing me that I had been awarded an additional scholarship from Dr. Richard A. Zipser for my trip abroad. This generous donation helped lift some of the monetary burdens of my semester in Rome off my parents' shoulders.

I am currently two months into my study abroad program. I am in love with Rome and would not trade this opportunity for anything else. I have already travelled to numerous other countries as well as other areas of Italy. I have made incredible friends and I have learned so much. The classroom setting alone is so different from back home. Even though I am attending an American university, there are huge differences between teaching styles. Some days professors will suggest we go for a walk outside while addressing the classroom material. I also went on a trip with a class to the Italian Parliament and the Italian Senate as well. All these excursions and "on site" classes are so much more beneficial for learning.



Danielle Leppo at the Trevi Fountain in Rome

This trip has been educational in ways I did not realize it would be. For example, living with four other girls has been quite the struggle. We all have very different definitions of cleanliness and it has been stressful trying to keep things taken care of while also staying positive and friendly. I have definitely had to learn how to compromise and adapt.

We have all had both good and bad experiences here in Rome but I

would say that the good far outweighs the bad. More than half the people I know have had phones, wallets, and even passports stolen from them; but at the same time, we also get to eat incredible food and see beautiful and historical sights all while living in the Eternal City. This is definitely the opportunity of a lifetime.

special events



Dr. Stephen Greenblatt speaking about Lucretius and the Toleration of Intolerable Ideas

VISIT BY CELEBRATED SCHOLAR DR. STEPHEN GREENBLATT

One of the world's most celebrated scholars, Harvard professor Stephen Greenblatt crafted both an innovative work of history and a thrilling story of discovery. In this work, entitled *The Swerve*, he recounts how one manuscript, plucked from a thousand years of neglect, changed the course of human thought and made possible the world as we know it.

In his public lecture on November 12, 2015 at the University of Delaware, Dr. Greenblatt discussed how nearly 600 years ago, a short, genial, cannily alert man in his late thirties took a very old manuscript off a library shelf, saw with excitement what he had discovered, and ordered that it be copied. That book was the last surviving manuscript of an ancient Roman philosophical epic, *On the*

Nature of Things, by Lucretius—a beautiful poem of the most dangerous ideas: that the universe functioned without the aid of gods, that religious fear was damaging to human life, and that matter was made up of very small particles in eternal motion, colliding and swerving in new directions.

The copying and translation of this ancient book—the greatest discovery of the greatest book-hunter of his age—fueled the Renaissance, inspiring artists such as Botticelli and thinkers such as Giordano Bruno; shaped the thought of Galileo and Freud, Darwin and Einstein; and had a revolutionary in-

fluence on writers such as Montaigne and Shakespeare and even Thomas Jefferson.

For his authorship of *The Swerve*, Professor Greenblatt was awarded the 2012 Pulitzer Prize for Non-Fiction, the 2011 National Book Award for Non-Fiction, and the 2011 MLA James Lowell Russell Prize.



Dr. Stephen Greenblatt and Dr. Annette Giesecke

This was the Department of Languages, Literatures and Cultures' Distinguished Lecture for fall 2015. The event was co-sponsored by The Office of the Provost; the Department of Philosophy, the Class of '55 Ethics Endowment Fund; the College of Arts and Sciences; Morris Library; the Center for Material Culture Studies; and the Department of English.

DISTINGUISHED SCHOLAR DR. MARINA BROWNLEE ON "THE AFTERLIVES OF CERVANTES ON THE ENGLISH STAGE"

On May 5, 2016, Dr. Marina Brownlee, Robert Schirmer Professor of Spanish and Portuguese Languages and Cultures and Comparative Literature, Princeton University gave a riveting lecture on "The Afterlives of Cervantes on the English Stage." In her talk, Dr. Brownlee argued that in the century of its publication, *El ingenioso hidalgo, Don Quijote de la Mancha* (1605, 1615) fascinated



Dr. Marina Brownlee speaking in Trabant University Center

not only Spain, but all of Europe. Multiple translations and adaptations of Cervantes' famous work emerged in the seventeenth century. In this context, she argued that England was a stunning case in point, producing a number of very diverse plays based on a wealth of episodes from the *Quijote*. Dr. Brownlee's talk examined three

intriguing English theatrical adaptations of one especially provocative Cervantine episode: *La novela del curioso impertinente* ('The novel of the curious impertinent'), comparing the original to the English adaptations of Thomas Middleton, Aphra Behn, and Thomas Southerne.



Dr. Marina Brownlee (third from left) with DLLC faculty and students

alumni updates

Stephen W. Adams (BAFL Italian 2007) reports that he loved his time learning from great professors such as Prof. Finizio and Fazzone and studying abroad twice in Italy. While he is not necessarily using his degree directly, he is enjoying his position as Assistant Principal of Christ the Teacher Catholic School (in Newark) and helping to oversee their total school program, including their new Spanish curriculum.

Christine (Typadis) Anastasia (BAFL Spanish 2005) is working in study abroad at Berklee College of Music and remembers fondly her experiences at UD in the FLL department and the courses that she took.

Christina Brown (BAFL Three Languages 2013) has completed her MA in Italian at New York University and accepted a full-time position as an Italian teacher at Delsea Regional High School in Franklinville, New Jersey.

Kaitlin Carter (BAFLP Italian 2006) started her journey with Italian language and culture at the University of Delaware. After her study abroad experience in Siena, Italy, Kaitlin knew she wanted to be an Italian teacher. Upon graduation from UD she attended the Middlebury College Italian Language School, and graduated in 2007 with an MA in Italian after a year abroad in Florence, Italy. Since returning to the states she has been teaching Italian in Stoneham, MA.

Jenna Crispo (BAFLP Italian 2014) teaches Italian in a high school in West Chester, NY.



Sarah Elliott

Sarah Elliott (BAFLP Spanish 2011, MAFLP Spanish 2014) writes: "Presently, I am out in St. Louis, Missouri teaching Spanish at MICDS as well as coaching their seventh and eighth grade FTC robotics team. This spring I will be traveling with a group of our high school students to Argentina as part of an exchange program, and I will also have other opportunities to travel to Spain and Peru with students in the future. At UD I was able to explore my interests in Spanish, Hispanic cultures, pedagogy and the sciences, all of which made it easier for me to market myself when going on the job hunt. Particularly important were my experiences living and studying abroad in Spain, Chile and Peru; as well as my experiences student teaching, TAing, and then part-time teaching at Wilmington Friends during my last year of graduate school. During my time studying Spanish education and second language pedagogy at UD, I was able to learn about theories of second language acquisition and best practices that I was then able to transfer to my lessons at Friends as well as my lessons at MICDS. I also had the pleasure and good fortune of seeing excellent teaching on a daily basis in my Spanish classes, and finding mentors and role models in Dr. Brown and Dr. Cubillos (whether they realized it or not!). This past year I presented a workshop at the Summit for Transformative Learning

in St. Louis, which drew teachers from Missouri, Illinois, and Ohio. My workshop focused on scaffolding readings, teaching students how to read and assessing students' reading abilities. To my surprise, my session was filled with teachers from a variety of disciplines, including foreign languages, history, English, and elementary education. I have no doubt that my education and the opportunities afforded to me through studying Spanish Education (BA) and Spanish and Pedagogy (MA) at University of Delaware were hugely important in helping get where I am today, and I am so grateful for that!

CJ Gomolka (BAFL French 2004, MAFL French 2008) asserts that the professors and instructors in UD's Department of Languages, Literatures, and Cultures, and specifically in the French section, "literally changed my life. Through their example, I was inspired to become a teacher myself and learn more about the language and culture that I fell in love with because of them. Today, I'm an Assistant Professor of French at DePauw University and I would have never achieved this without their support, guidance and example. I will be forever grateful!"

Nicole Jacobson (BAFL Spanish 2009) decided to put her Spanish Studies degree to practical use and move to Colombia for a year to teach English in 2016. After spending the past six years in the Public Relations field, Nicole is thrilled to be making a career change that is more in line with her interests and passions. She was inspired after a recent four-month backpacking trip through Central and South America with fellow UD alumna Jenna Winn (BS Fashion



*Nicole Jacobson with Jenna Winn
in Colombia*

Merchandising 2009). Her love of foreign travel was the main catalyst for this change—a love that was sparked on her first study abroad experience in 2006 to Merida, Mexico her freshman year. She is excited to finally be using her Spanish (which she honed through additional UD's study abroad programs to Buenos Aires, Argentina and Granada, Spain) on a daily basis. Nicole began her English-teaching experience abroad in January 2016 with a program called Heart for Change. Her goal is to be bilingual eventually and work in a career where she can help immigrant communities in the US. Nicole adds, "UD's study abroad program was hands-down the most formative aspect of my college experience. Looking forward to the next chapter!"

Elana Metz (BA International Relations, Islamic Studies minor 2015) received the very competitive Critical Language Scholarship award (CLS) from the State Department, and studied Arabic language and Culture during the summer of 2016 in Madaaba, Jordan.

Marni Miller (BAFLP Spanish 1993) taught high school for five years in Bensalem, PA. She now teaches middle school Spanish in NJ. This is currently her twenty-fourth year teaching.

Gabrielle Mirasola (BAFLI Italian 2015) has been accepted to the MA program in Italian Studies at Georgetown University.

Richard Panadero (BAFLI Spanish and History 1967, MAFLI Spanish 1971) pursued a double major in History and Spanish, and he greatly enjoyed and benefitted from his Spanish language classes. Born in Cuba, which he left in 1958 at the age of thirteen, he found his Spanish-language studies at the University to be invaluable in expanding both his command of the language and his knowledge and understanding of Hispanic culture. He asserts that his experience at Delaware enriched his life immeasurably. He notes, "I thoroughly enjoyed my professors and obtained a greater appreciation of literary analysis in classes such as those of Professor Valbuena. My experience with the Language Department at Delaware continues to sustain me today, as I continue to read widely in Latin American literature of the "Boom" and beyond. Just as important was the advantage I possessed by being able to use my language skills in the Miami Dade Public School system, where I taught Social Studies for thirty-eight years. Dozens of trips to South America were made more enjoyable as a result of my facility with Spanish and familiarity with the culture. Additionally, lasting friendships in Ecuador and other nations resulted from my travels. I happily acknowledge my debt to the Language Department at the University of Delaware. I remain to this day a proud Blue Hen."



*Richard Panadero at Machu Picchu
in 1973 and 2012*

Christopher Polisano (BS International Business, Italian minor 2013) works for JP Morgan in Delaware.



Dr. Amy Shore

Amy Shore (BAFLI Spanish 1993) writes: "My commitment to the University of Delaware's Department of Languages, Literatures and Cultures (formerly FLL) began in my first semester (Fall 1989) when a representative of the department came to the entry level Spanish class that I was taking to recruit students 'new' to foreign language study in winter session study abroad programs. I was intrigued but knew my family couldn't afford to send me. But my professor reached out to me, suggested I apply and request a scholarship. That personal intervention changed my life dramatically. I received a scholarship and traveled to Granada, Spain, marking the first time I had left the tri-state area of Delaware-Pennsylvania-Maryland!

Two years later, Dr. Judy McInnis offered me another extraordinary opportunity: to participate in a summer scholar program sponsored by the Honors Program during which I was able to conduct original research with her. Again, the personal guidance from the faculty in the department took me onto a path that I didn't know existed: the wonder of original research in the humanities.

A year after that, Dr. McInnis encouraged me to apply to present at an international conference on foreign language and literatures. She then drove me across country to Cincinnati to make the presentation.

There's a theme here: As a first generation college student, I had the desire to succeed but had no idea how to navigate the world of college and beyond. UD's FLL guided me in ways that opened up futures I could never have imagined.

After graduation, I went on to earn my PhD in Cinema Studies at New York University where I focused on culture and media studies. Today, I'm Associate Professor of the Cinema and Screen Studies program at SUNY Oswego where we integrate world cinemas throughout our curriculum. The best part about my current position is that the majority of our students are first generation college students—just like I was at UD. Every day, I am guided by the genuine commitment, warmth and rigor that faculty at UD's FLL provided to me as I help the next generation learn to use cinema as their 'language' to engage and shape cultures worldwide."

Jessica (Litts) Staub (BAFLP German 2010), German Teacher and GAPP Coordinator at Downingtown STEM Academy, presented a talk in March 2016 for DLLC's foreign language education majors about her professional development. Jessica talked about professional activities at her school, in the district, and the profession at large, and she also shared valuable tips with our teacher candidates.

Amber Tamosaitis (BA East Asian Studies 2008) just published her first work of manga translation—from Japanese to English. (She does not want her photo used in publication). She is working in a school district now, but after June will concentrate on her work as a translator.

Desiree Toneatto (BAFLP German 1997, MAFLP German 2012), teacher of German in the Council Rock School District in Bucks County Pennsylvania, received the American Association of Teachers of German (AATG)'s highest honor, the Outstanding German Educator Award.

AATG recognizes teachers for their outstanding contributions to the teaching and learning of German in the US. The Outstanding German Educator Award was presented to Desiree in November, 2015 in recognition her excellence in teaching and outstanding contributions to the German teaching profession. The award was accompanied by a travel grant sponsored by Checkpoint Charlie Foundation in Berlin.

Raychel Vasseur (BAFLP Spanish 2009, MAFLP 2011) is currently a PhD student studying second language acquisition at the University of Iowa and a North American language and culture assistant living in Santander, Spain. She is working on her dissertation investigating students' willingness to communicate during short-term study abroad programs and teaching English to Spanish high school students. Her interest in second language acquisition research started in a class that Dr. Jorge Cubillos allowed her to audit during her MA at UD. Raychel's reports, "my dissertation topic comes directly from my experiences studying Spanish (both as an undergrad and MA student) and participating in several FANTASTIC study abroad experiences (both during winter sessions and for a semester). The programs that I participated in were amazing experiences led by FLL faculty and gave me the confidence to speak Spanish and the desire to keep traveling, studying, and learning!"

Chapman Wing (MAFLP French 2006) reflects fondly on his experiences as a MA student in French at UD: "The Master's program in French Studies at the University of Delaware was fundamental in preparing me for what would be my next steps—the PhD in French at Yale University, followed by a career as a college professor of French. Whereas many MA and PhD programs in languages focus rather narrowly on one's own research project, UD gave me a broad and deep exposure to the field of French literature as a whole without which I can't

imagine thriving as a PhD student or, now, as a French professor. I constantly draw upon what I learned in the Master's program in my research and teaching. The faculty were top notch, and I still keep in touch with many of them a decade later (in fact, they are now my colleagues). I cannot say enough about the program—from coursework to pedagogical training to study abroad opportunities (both for yourself and for the students you teach), to the fantastic staff in every corner of Jastak-Burgess Hall. I regularly recommend my own students to consider the Master's program at UD, and were I to wake up with amnesia one day, I would gladly do it all over again!"

Ariana Woodson (BA International Relations, Asian Studies and Japanese minors 2015) entered the University of Richmond School of Law as a first year JD candidate with the goal of becoming an international lawyer. In the summer of 2016 she worked as an intern at the International Center for Missing and Exploited children gathering information from abroad to affect laws concerning child exploitation. She also studied in England at Cambridge University's Emanuel College where had the opportunity to study various facets of international law, mostly pertaining to comparisons between American law and British/European Union law. While there, she had a chance to use her Japanese language skills to translate laws and apply her knowledge of the East Asian region when doing research.

Nicholas Wolters (BAFLP Spanish 2008, MAFLP Spanish and French 2011) went on to complete a PhD at Virginia. He recently accepted an offer from Wake Forest University for a position as tenure-track Assistant Professor of Spanish (18th-19th Century Peninsular Literature and Visual Culture). He is thrilled about this position and is excited to join the faculty at Wake Forest.

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.

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1. Winter 2016 Brazil participants at Favela Santa Marta with guide Tiao (a local member of the community); 2. On Feb. 2, 2016 the Siena, Italy winter session group attended the Rai 1 (Italian National television program): *La prova del cuoco*. The host mentioned the name of UD and thanked the students for being there. It was an exceptional experience!; 3. Winter 2016 Argentina participants in Patagonia; 4. Summer 2015 Kobe students at Kiyomizu Temple in Kyoto; 5. Summer 2015 Kobe students in traditional Japanese attire

the polyglot

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