

the polyglot

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A MESSAGE FROM THE CHAIR



Drs. David Winkler, Gladys Ilarregui, Rafaella Santucci, Cornel West, Annette Giesecke, and Ikram Masmoudi at the Ecce Homo! Human Rights Symposium sponsored by the DLLC

Learning one or more new languages has undisputed, significant benefits, but Department of Languages, Literatures and Cultures (DLLC) faculty and the programs they support have historically fostered more than linguistic competence. Our aim is to provide a transformational, holistic cultural experience, whereby our students are exposed to larger linguistic and cultural issues in the world. The same is true of lectures and other special programming that are open to the public—such as our four-day April

symposium on human rights, ECCE HOMO! (This is a Human!) Ethics, Engagement, and Human Rights—which featured activist, author, and Harvard professor Dr. Cornel West as keynote.

This year's *Polyglot* focuses on a range of DLLC initiatives founded on intercultural communication and competency and focused on community engagement both locally and abroad. As always, we are profoundly grateful to

those individuals who have supported these initiatives and others. Please consider helping us to engage more deeply and to remain at the forefront of intercultural pedagogy.

Annette Giesecke
*Chair of the Department
of Languages, Literatures and Cultures
and Elias Ahuja Professor of Classics*

community connections



Dr. Steinberger's class working on the translation project in the DLLC Media Center

Community Engagement has become a top priority for the University of Delaware in recent years. In the spring of 2015, Provost Grasso launched the UD Community Engagement Initiative with the goal of enhancing the university's identity and contributions as an engaged university. In the same year, the Carnegie Foundation for the Advancement of Teaching designated UD as a "community engaged university." UD's Community Engagement Initiative specifically focuses on "improving public education, health, and environmental quality; encouraging economic development; and expanding arts and cultural programs that enrich quality of life." The Department of Languages, Literatures and Cultures has been an active participant in the goals of community engagement, not only in the local Delaware community,

but also abroad. From organizing a Journée de la Francophonie to promote French cultural dialogue between local high school students, teachers, and members of the UD community (see <http://www.dllc.udel.edu/2017journedelafrancophonie/>) to arranging a US-China Student Forum in which student delegates from both countries met at Xiamen University and East China Normal University to discuss and debate a variety of topics of social and cultural significance relating to globalization and global higher education (see <http://www.dllc.udel.edu/us-china-forum/>), our faculty members have worked to establish community connections. Below you will find the descriptions of several of the outreach projects by our faculty and students. Let us know if you would like to get involved!

DR. DEBORAH STEINBERGER *Global Outreach in French Theater and Translation Class*

In spring 2017, students in Dr. Deborah Steinberger's FREN 405/605, French Translation and Stylistics, put their linguistic skills to use to translate the website of Graines de Joie (Seeds of Joy), a humanitarian organization based in France. Dr. Steinberger's first contact with Graines de Joie came in 2016, when her French Theater Workshop students presented a comedy by Paul Côte, *Drapeau rouge et tasse de thé*, as their final class project. Steinberger had read that Mr. Côte, a playwright based in France, generally refuses royalties, but asks that proceeds from the performance of his works be donated to fund educational projects for needy youth in Burkina Faso. It was at that point that Steinberger learned of the association Graines de Joie, which funds health care and

educational projects to benefit children in Burkina Faso, Romania, and Brazil. Her French Theater Workshop students collected goodwill donations in lieu of admission fees at their performance, and through Graines de Joie, the class's donation was used to purchase backpacks filled with school supplies for high school students in Guimgtenga, a neighborhood on the outskirts of Ouagadougou.



The thank you message from the Guimgtenga students to the 2016 UD Workshop Class

When the organization's president, Laurent Fabri, expressed the desire to reach a greater public by making the organization's website available in English as well as French, Steinberger enlisted the help of her FREN405/605 students, who worked in groups to translate different portions of the website. MAFL student Quentin Bouvier says of the endeavor, *"Working on a class project in order to help Graines de Joie has been a wonderful experience. It reminds us that languages are truly important in our modern world, to communicate, but also to help those who need it the most. More than just a final project for a class, this translation has been a way to gather men and women around one goal that truly matters: helping children."*

For more photos of the Workshop performance, see
<http://www.udel.edu/udaily/2016/may/french-comedy-052016/>

MS. STACEY HENDRIX, DR. CYNTHIA PARIS

Community School Outreach to Create Dual-Language Immersion Programs

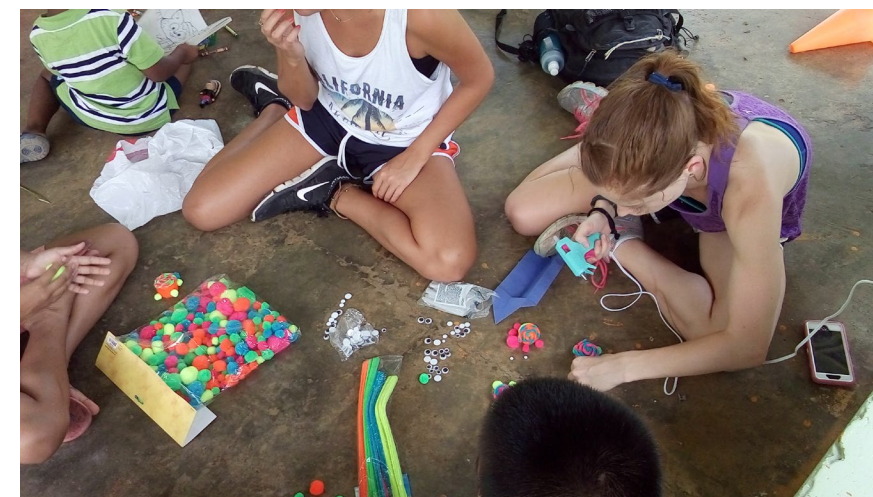
DLLC students Patrick McGowan (Spanish Education major), Ashley Torres (BA Early Childhood Education 2017), and Katherine Leirey (BA International Business, Spanish Minor 2017) have established community connections with Delaware schools through the guidance of current and previous UD faculty members. Patrick McGowan worked with Ms. Stacey Hendrix, former DLLC Spanish instructor who now teaches at Sanford School, and Dr. Cynthia Paris, of the UD Laboratory Preschool, to set up an afterschool Spanish/English play group at Newark Day Nursery. While working there, Patrick commented: *"The Lab School placement is something I look forward to every week because it is so refreshing to be around such innocent, happy, and eager-to-learn kids. Through the experience, I have learned how to teach Spanish in its simplest form. By working with the kids, I learned to be very patient; especially in this setting because you have to let the Spanish come to them and not force anything. It is an excellent experience, and the kids seem to love it too."*

Ms. Hendrix and Dr. Paris paired Patrick with a bilingual early childhood education HDFs student, Ashley Torres. On the work of Patrick and Ashley, Debbie Torbert, Master Teacher & Special Programs Coordinator at the UD Laboratory Preschool observed: *"The UD students collaboratively planned and implemented a program that takes place one hour per week, operating for five weeks. This unique program used a play-based environment, and introduced English and Spanish vocabulary to children who spoke primarily English, and were interested in learning Spanish. Two of the children were Spanish speaking, and so using English more comfortably was a goal for them. As the weeks progressed, we observed the two Spanish-speaking children begin to embrace their ability to speak two languages, supporting the other children in the class as they translated words for their friends! Due to the success of the pilot in the fall, we have continued to offer Spanish/English to our children and families three more times."*



Ashley Torres, Master Teacher Debbie Torbert, and Patrick McGowan

Katherine Leirey also worked with Ms. Hendrix and Marie Cowgill, a kindergarten teacher at Newark Charter School, to develop a program to offer home English language support for kindergarten students. Katherine and Ms. Hendrix assisted Ms. Cowgill in creating "Bilingual Butterflies" a program to teach English through art and the use of the word "hello" in both English and the home language.



UD students working with the children at the Aldeas Infantiles SOS

DR. JORGE CUBILLOS

Spanish Learning in Panama: The Story of a Transformational Experience Abroad

Study Spanish in Panama? Why? Why not go to Spain, Mexico or Argentina? Well, while the University of Delaware does offer study abroad opportunities in all those countries (and more than fifty other destinations around the world), since 2006, the Department of Languages, Literatures and Cultures has been sponsoring a unique study abroad program in the heart of Panama City, Panama at the Universidad Tecnológica de Panama (the country's MIT). The winter program in Panama City originated as a cultural exchange in the "Partners for the Americas" program inspired

by President Kennedy back in 1964 to promote cooperation and mutual understanding throughout the Americas. Initially, this study abroad program sought to help Spanish education majors reach the elusive Advanced Level of proficiency required for teaching certification, while assisting with English language instruction at various high schools throughout Panama City. Over the years, however, the scope of the program was expanded to include all Spanish majors and minors, always with a focus on the development of advanced oral skills. Because of this emphasis on oral communication, DLLC's study abroad program in Panama has a specialized curriculum, a strict oral proficiency admission standard, a Spanish-only policy at

school and at the home-stays, and a required service-learning component, in which students give back to the local community by leading educational and recreational activities for at risk children at the Aldeas Infantiles SOS.

At the Aldeas, UD students get to use not only their Spanish skills, but also their artistic and/or sport interests with children ages two to eighteen in the afternoon, after their regular academic classes at the Universidad Tecnológica. Much can be said about the linguistic and personal impact of this service-learning task. It is probably best to let two recent program participants describe their experience in their own words:



Caitlin Blades
(BAFL Spanish 2017)

During my study-abroad experience in Panama City this winter, I had the incredible opportunity to participate in a service-learning course at the SOS Children Village orphanage. There are SOS Children's Villages in more than 130 countries, supporting families and helping at-risk children grow up in a protective home, away from abusive parents, poverty, and unsafe conditions. The service-learning projects increased my interaction with Panamanian culture and social inequities, allowed me to practice and strengthen my communication skills, and ultimately had a positive impact on the community through volunteer work.

At SOS Children's Village in Panama, I had the choice of many hands-on service-learning projects, ranging from coloring and painting, swimming, playground activities, and soccer. Naturally, I chose soccer because I had six years of experience to pass along to the children. When I would arrive each day, the children would run out of their small concrete yellow and pink houses to play. This was one of the most rewarding feelings, knowing that I spent with them the hour out of each day that they looked forward to the most. Even though they were living in an orphanage, away from their families, the children made a community there, one that I was able to join.

I had my own soccer team that met on the farthest soccer field each day. By the third week, I was officially on the team of Captain Alex who had the best control

of a soccer ball that I have ever seen. All the boys wanted to play professionally, to be just like the men in the FIFA soccer posters hanging above their beds. I was astonished by the skill that Alex possessed, so I asked him if he had ever played on a team. He told me that he had taught himself everything he knew playing late at the orphanage and that he wanted to play on a team, but it was hard to while living there. He then told me that he was waiting for a call back for a boy's youth team. His response took me aback for a moment. I could not grasp how someone with such potential would never have the opportunity to fulfill it.

During the first day of my soccer service learning, I recognized my own weaknesses. I went to go say, "Shoot!" and "Pass it wide!" and I was lost for words. I didn't know these words in Spanish and the children didn't comprehend English so I had to improve. I wrote all the sayings down that I knew I needed during the game, and studied them each night at home. By the end of the first week, I was a professional soccer player and communicated very well with my team. With my communication skills constantly being challenged both during soccer and water breaks, I felt a change in myself. By the end of the trip, I had improved six points on my Versant test, and I know that I owe the majority of my improvement to the children of the orphanage.

Throughout this experience, I was able to interact positively with the local community and make a lasting impact on the future generation of Panama citizens. Through my encouragement, I hope that the children realize that they have so much potential; they just have to look forward and not behind at their difficult pasts. I have learned that I, myself, have many opportunities that I have been taking for granted in addition to the power that I have to make a difference in someone's life. The day I left, as my eyes began to tear up, I remember wishing that someone else would come and fill my space when I was gone. Someone to play soccer with them, to be their role models and use their ears to listen to their struggles. I know today that I used to be on the outside looking

in, but now I feel like I am on the inside. I finally understand that it is the little things in life that matter, an hour a day playing soccer, a donation of shoes and towels to a family without, and a joke every now and then. In my daily life now, I take nothing for granted and I will continue to leave my heart on my sleeve... well, the parts of it that I did not leave behind in the SOS Children's Village.



Niko Herrera
(Spanish, Marketing major)

Working with the children of the orphanage was both a meaningful and humbling experience. In my opinion, this project was about finding something greater than myself, something to devote my time to that will make a difference. It was about making a difference in the lives of children who are much less fortunate. I believe that as students, we played an important role in this project. We needed to be there for the kids and to some way, or somehow, make their day a little better. I also feel that our role was to brighten each child's view of the future, to show them that there is something better to look forward to once they leave the orphanage.

I came in with an open mind and with the desire to make an impact on at least one of the child's lives. Although we prepared for our time at the orphanage, at times obstacles came up that required us to make quick decisions. For instance, the child that I connected with best often felt disconnected from the group and at times I would get up and do my best to make him happy and get him back into the activity.

Throughout this project I had to tap into some of the skills I have acquired throughout my life. For starters, I had to incorporate my knowledge of Spanish to be able to communicate with the kids and make connections with them. This was something new and challenging to me as I have never spoken to children in Spanish, but could understand them without a problem. Secondly, I had to bring down my shield of being shy. Normally I'm not very social in situations with new people, but for this, I wanted to make as great an impact as possible, therefore I took that shield down and came out strong. At the end of the day, no matter what I knew or didn't know, I had to step out of my comfort zone to make a positive impact and use everything I've learned.

This project has enabled me not only to learn about the kids, but to learn about myself. Through the kids, I could see a side of myself that is giving, compassionate and caring. Normally I don't exhibit those characteristics daily, but with the

kids I felt like it was necessary to connect with them and to make a difference. Children every day would come up to me and call me by name, ask to do our handshake and ask me to play soccer with them. If I hadn't established a connection with them, they wouldn't remember my name, let alone ask me to interact and play with them. It meant the world to me when kids like Álvaro, would come up to me running and give me a hug.

One might wonder how this project can be applied to the life of a college student. This project has forever changed me for the better and will have a long-lasting impact on my life. First off, it has shown me that my problems aren't as big as they may seem. Every day I would look at these children and think about how they didn't have parents to go home to every day, or to take care of them, or to love them. It would break my heart to think about that considering how close I am with my parents and how much they mean to me and how much they do for me. Secondly, I have learned that even

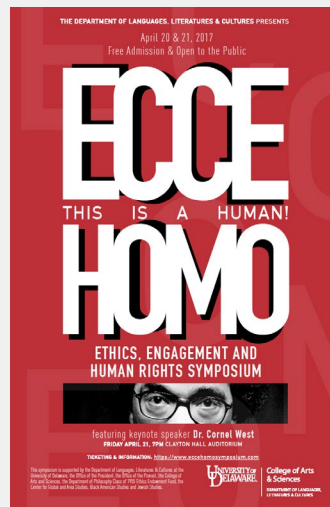
people who have so little and don't have much to be happy about, are usually the ones who are the happiest. These kids with little hope of ever getting adopted into a family are still happy and are never without a smile on their face. At the end of the day, this whole project was eye-opening to me and something I will never forget. I learned not only about the kids but about myself. It was an experience that will positively affect me for the rest of my life and hopefully shape me into a better person.

For more student comments, please view the URL for week "two" of the program, which is a good example of what the "self-driven" cultural component the Panama program is all about: <http://sites.udel.edu/panama17w/category/segunda-semana-en-panama/> These comments are in Spanish; to view the final English assessments of the program by the program participants, view the "Uncategorized" link.



Children at the Aldeas playing basketball with UD Volunteers

ECCE HOMO (THIS IS A HUMAN!): ETHICS, ENGAGEMENT, AND HUMAN RIGHTS



In this historical moment charged with humanitarian crises and xenophobic nationalism, the DLLC hosted a four-day symposium on ethics, engagement and human rights in April, 2017. The principal theme of the symposium was learning from the past to combat present and future atrocity. The event opened with a keynote address by activist and author Dr. Cornel West of Harvard University entitled, “Justice Matters: What Love Looks Like in Public.” The provocative keynote was followed by a screening of the award-winning documentary *Fire at Sea*. Filmmaker Luca Giberti offered an introduction and commentary on the film about the Sicilian island of Lampedusa, a port of call for hundreds of thousands of African and Middle Eastern migrants. The next two days featured experts in the field of human rights, who fostered a lively dialogue between academics, the public, and the broader University community. Areas of focus were:

Human Rights in Antiquity, Lessons from the Holocaust, A Middle East in Crisis and the Failure of Ethics, and Human Rights in Latin America.

Drs. Annette Giesecke, David Winkler, Gladys Ilarregui, and Ikram Masmoudi organized the event. Panelists included Drs. Benjamin Brey Rubin (archeologist and co-director of the Omrit Settlement Excavations in Northern Israel), Miriam Cooke (Duke University), Kai Draper (University of Delaware), Noura Erakat (George Mason University), Luca Giberti (Independent Filmmaker), Campbell A. Grey (University of Pennsylvania), Sandra Joshel (University of Washington, Emerita), Bernardita Llanos (Brooklyn College, CUNY), Silvia Tandeciarz (College of William and Mary), Emily Wilson (University of Pennsylvania), and Polly

Zavadivker (University of Delaware). The event was sponsored by the Department of Languages, Literatures and Cultures in partnership with the Office of the President, the Office of the Provost, the College of Arts and Sciences, the Department of Philosophy, the Center for Global and Area Studies, Black American Studies, and Jewish Studies at the University of Delaware.

Additional details and photos of the event can be found on the Polyglot website:
<http://www.dllc.edu/ecce-homo-symposium-2/>

(top left) Drs. Luca Giberti and David Winkler discuss Gianfranco Rosi's documentary, Fire at Sea
(bottom left) Daugherty Hall

(right) A collaborative student piece from Dr. Gladys Ilarregui's SPAN 415 art installation that accompanied the symposium



Cornel West Featured as Keynote Speaker in Symposium Series

In an age of “spiritual blackout,” rediscovering the light can prove difficult, said philosopher, author and Harvard professor **Cornel West**. Delivering a lecture to a full Clayton Hall crowd, Dr. West confronted this struggle, emphasizing the need for “soul-craft” during trying times.

West gradually revealed the meaning of “soul-craft” throughout the talk, beginning with an allusion to Socrates’ saying that “an unexamined life is not worth living.” To West, this examination requires an honest awareness and location of oneself in both social and historical contexts, oftentimes having a humbling effect.

“What does it mean to be a featherless, two-legged, linguistically conscious creature born between urine and feces?” West asked. “That’s who we are. It gets a little deeper than skin pigmentation and gender and sexual orientation and ethnic identity.”

West continued to prod at the human condition, emphasizing the importance of integrity in times of oppression and the need to resist the capitalization of culture, noting a distinction between “soul-craft” and “market-driven soul-craft.” He identified various influences throughout his life, with his Christian upbringing and figures such as Martin Luther King Jr. instilling lessons within him about the need to respect human rights and love others.

West expanded on the role of love, discussing how musicians such as the “love-warrior” John Coltrane conveyed spirit and soul through

their music. To West, this music and culture creates a tradition founded on love, which he considers a crucial element of justice. He also spoke of truth as an essential component of a just world, requiring a realization that many neglect to entertain.



Dr. Cornel West giving the Ecce Homo keynote speech

“The condition of truth is always to allow suffering to speak,” West said. **“When you learn how to die by calling into question some of the assumptions and presuppositions that you have, when you let some of those go — that’s a form of death.”**

Another central question raised by West considered the role of virtue when faced with attack. He returned to a concept stressed early in the lecture — fortitude — with true compassion for struggling people

requiring a spiritual audacity that defies injustice. He cited pacifistic protesters Jane Addams and Martin Luther King Jr. as individuals who, despite facing hateful criticism and being labeled as “dangerous,” persevered with a spiritual fortitude in their commitment to the preservation of human dignity.

West’s message about love resonated with senior Sara Gilbert, prompting her to look for the ways in which love resides in the world around her. She said that a recognition of the basic commonality of love in the student body could help ignite social and political progress.

Senior Daniel Farmer said that West’s lecture led him to contemplate the importance of music and its traditions in making sense of the world, particularly as he is currently pursuing music as a “side-career.”

“Seeing how ingrained music is in struggle and justice meant a lot to me and reinforced the value of music to me,” Farmer said.

West closed the lecture by reiterating the need for justice-driven action on social, economic, political and artistic levels, generating change by means that are “in the world but not of the world.” But this justice, West cautioned, is not guaranteed.

“It depends on what we do,” West said. “Let’s see.”

This article originally appeared in The Review by Managing News Editor Caleb Owens

student feature

BECOMING GLOBAL CITIZENS THROUGH STUDY ABROAD

Our featured graduate student, Enzo Le Doze, and undergraduate students, Mark Acosta and Micah Petersen, reflect on the impact of studying, teaching and performing research abroad on their formation as citizens of the world.

IT HAS NEVER BEEN ABOUT THE DESTINATION

By Enzo Le Doze
(MAFLP French 2017)

For me, learning a language has never been about passing a class, graduating, or getting a job. I know it will probably sound a bit cheesy, but please allow me: I am French, I know a lot about cheeses... Here it goes: learning a language has always been a journey to me. One that actually started as a silly rivalry between two kids, my cousin and me.

I believe I was probably around eight, so he must have been four years old. He knew how to count in English when I could not. I remember being impressed, as in France it is not something we expect from a four-year-old. It seemed to me like he had access to a whole new world, just by being able to count in this language that was so foreign to me. So, at first, learning a language, English, was about seeing this world as well. And I discovered it was more than a world, it was a whole universe, filled with galaxies, intertwined, dancing, playing. Discovering that English was merely a small planet in one of those many galaxies contained in that infinite universe didn't seem too discouraging at that time. I embarked on the journey and set foot on a few of those planets: Hindi, Arabic, Swedish,

and Chinese. I spent more time on others, such as Japanese and Spanish. And I would say I became a citizen of English, without having a passport from any English-speaking country.

Imagining those planets as an empty space would be a mistake. All of them have a population, part of which have seen other planets as well. I have never been alone on my journey across this universe, nor will I ever be, as there will always be someone on the next planet, ready to share a good conversation between a native speaker and a beginner: "Name my is Enzo, name your is what?" "Close enough kid, keep it up." And those welcoming no-longer strangers in a welcoming no-longer strange land soon become neighbors.

Indeed, I have surprised myself by creating a home on every one of those planets. My new domicile has always ended up being very different from any I built before, and not similar in any way to the one I would build thereafter. But what has amazed me most have not been the homes I have created with the help of my new neighbors, nor has it been it my new-found ability to let those neighbors help me. At the same time it has not been my eagerness to leave those homes to find brand new worlds to explore. Instead, what has amazed me most is that as I have been colonizing these places, they have, in a way, colonized me as well. While still being myself, while still being French, I have become more Japanese, more



Enzo Le Doze after the 2017 French Honor Society's ceremony

Spanish, more English (both British and American, the Australian one still being a mystery to me).

How did I end up in the US teaching French? I couldn't say. I guess I turned right after Swedish, then left after Arabic, continued right through Spanish, and ended up here, somehow. So, as you can see, even though I certainly intend to do all three, languages have never been about passing a class, graduating, or getting a job. They have never been only about reading a certain book, playing a certain game, or watching a particular movie. Instead, they have been all about connecting with people, sharing, growing. And doing it all over again every time I have the chance. And well... Learning English has also been the best way for me to avoid spoilers, as I can watch TV shows without delays. Trust me, that is a nice plus. In France, nobody messes with you when you can tell them who dies next on Game of Thrones.



Mark Acosta (far right) performing at the Soka University School festival

SELF-DISCOVERY IN A FOREIGN COUNTRY

By Mark Acosta
(BA Japanese,
BS Computer Science 2017)

Having only seen and interacted with Japanese culture through classes, media, and the few Japanese students on campus, you can only imagine the overwhelming feelings I had standing atop Mt. Fuji, during midnight excursions around the temples in Kyoto, and seeing the Sakura cherry blossoms in the spring. The images I had only seen on television had suddenly become reality, and the three years of studying Japanese prior to going on this study abroad program had finally paid off.

I began studying Japanese during my second semester of freshman year at UD. I was very passionate about learning the language; in the three years leading up to studying abroad, I had skipped many classes up to the 400 level, and acquired JLPT N2 certification (the second highest language proficiency certificate) right before embarking on my journey to Japan. Therefore, my ultimate goal in Japan was not to just raise my language fluency, but to integrate into the Japanese society to learn and understand their perspective.

As a result, alongside taking regular classes for Japanese university students, I worked two part-time jobs, participated in many volunteer activities, and joined university club activities.

“Often, when people learn a new language they find it difficult to be themselves when communicating.”

The initial transition to Japanese lifestyle was not simple, despite being able to speak the language. I quickly learned that just knowing how to speak would not entail perfect communication; there are many unspoken customs, and the overall expression of content in Japanese is very, very different from American English. Living in a dorm filled with primarily Japanese students, I was essentially communicating in Japanese 24/7. During the first few months, having not yet accustomed to the social norms in Japanese culture, I was frustrated by not being able to understand the feeling and

thought process that Japanese people have when they speak. Often, when people learn a new language they find it difficult to be themselves when communicating. For example, many American jokes or sarcasm simply do not translate into Japanese and may actually be more offensive than humorous. With patience, constant engagement with all kinds of people and a desire to learn more, I was able to discover myself in the Japanese language.

Working at an English Language School as a private teacher was a great experience which helped me piece together the life and perspective that Japanese people have. At the school I taught many individual and group lessons. The students in my group lessons included students from age five to fourteen, and the individual lessons were often with a working adult or high school student. Depending on their language abilities, I taught in both English and Japanese, and we often conversed about our lives and their views on various topics. I learned about their day-to-day lives, what they were learning in school, their ambitions for learning English, and the difference between growing up in America as opposed to Japan. Often, the parents of the students would come to pick them up, giving me the opportunity to talk with them as well. I felt fulfillment every day being able to apply my language ability and knowledge to become a teacher and friend to the students.

Assimilation into a new culture and society was a long journey, with many ups and downs. Throughout my one-year study abroad, I made life-long friends from all different countries. I will never forget the moments we shared and obstacles we overcame together in our journey for growth as individuals.

LANGUAGE-LEARNING: A DOORWAY TO EMPATHY, TRUST, AND CULTURAL SENSITIVITY

By Micah Petersen
(BA Chinese 2017)

In winter 2017 I travelled to South Africa to interview Chinese migrants for my senior thesis. As I approached a Chinese store owner to make conversation, I tried to think of a question to ask him. When nothing came to mind, I blurted out in Chinese, “Do you have any peanut butter I can buy?” His response was anything but welcoming as he began shooing me out of his store, telling me he didn’t need my patronage. As I stood outside the store in embarrassment, I realized that I had mispronounced the Chinese word for “buy” and used the wrong tone, thus asking if I could sell peanut butter, not buy it.

Embarrassed was the feeling. Growth was the result.

Over the past five years, as I have struggled, and at times succeeded, in learning the Chinese language, I have become comfortable with being embarrassed. Whenever anyone asks what studying Chinese is like, embarrassment is the first word that comes to mind. I cannot recall how many instances I have spoken in error, said something I did not intend to, or stood speechless because I did not have the vocabulary to respond in Chinese. And I would not change any of it.

The embarrassment experienced while learning a language has inculcated within me the ability to “get comfortable being uncomfortable” as the personal trainer from the Biggest Loser, Jillian Michaels says. During my time at UD, I have started a non-profit, run across the country three times, jumped out of airplanes at US Army Airborne school, travelled alone to Zimbabwe and Mozambique, hiked some alps in Switzerland, and been lost in China.

Through it all, I never worried, and I attribute that calmness to the lessons learned while studying a language and the understanding that I am not always going to know quite what to say.

A language is not merely a different way to talk; it is the doorway to empathy, the path to understanding how another culture thinks, feels, communicates, and functions. Learning a language is not simply memorization, it’s a journey into the historical intricacies of a people group; it’s an opportunity to make another feel welcome because you took the time to understand how they speak. Learning a language is vulnerability. As I often struggled to express my feelings and thoughts in Chinese, I displayed my ignorance to native speakers, and as a result, opened my desire to learn from them. Most importantly, my struggle to understand the language forced me to listen, and not just listen to respond, but listen to understand.



Micah Petersen (center) with employees and interpreters he interviewed in Chinese for his thesis work in Mazambique

When I listen to a native Chinese speaker, I concentrate on every word and facial expression in hopes of deciphering everything being said, and it makes me think: what if I listened to everyone I spoke to with the same intensity? What if I gave my friends the same undivided attention when they spoke instead of glancing at my phone? What if people focused on every word said by someone they disagreed with, not to refute their statement, but to understand their point of view?

It would drastically impact the space between us. Two people and cultures do not have to be geographically distant to feel separate, and in the same manner, two cities that are geographically close are not necessarily close friends. That is because the distance we feel between other humans is not bound by geography, but by empathy. Those who empathize with us, and relate to us, are those we hold in the highest regard. Most importantly, they are the people we trust the most.

As I move into my career, trust is of the utmost importance. On the day I graduated this year I commissioned as a Second Lieutenant into the US Army. As an infantry officer, I will serve as the forward-most ambassadorial arm of the United States. Decisions made by US leaders will have an impact, but the relationships I and my platoon create with the locals where I am deployed will leave lasting impressions about how the US is perceived. I chose to study language because I will fail as an Army officer if I do not understand empathy, trust, and cultural diversity. I could understand the most intricate math or the newest scientific development, but at the end of the day, the interaction between people, and the legacy left by people, are what remains engrained in our minds. That interaction is driven by language and the ability to communicate, and the ability to be vulnerable and create an opportunity for trust to be built is discovered through studying a foreign language.

After that shop owner in South Africa shooed me out of his store, I took a deep breath and walked right back in. I tried again. With a bit of struggle, I explained the confusion and the experience resulted in an hour-long discussion about his journey from Taiwan to South Africa thirty years ago. The study of language gave me the ability to accept embarrassment and turn it into an opportunity for growth.

faculty & staff notes



PROMOTIONS AND NAMED PROFESSORSHIPS

Dr. Annette Giesecke became the new **Elias Ahuja Professor of Classics** and **Chair of the Department of Languages, Literatures and Cultures**

Dr. Aurelia Rio was promoted to **Assistant Professor of Spanish**, Continuing Track.

Dr. Bruno Thibault was named **Edward F. and Elizabeth Goodman Rosenberg Professor of French Literature**.

Dr. Haihong Yang was promoted to **Associate Professor of Chinese** with Tenure.

BOOKS PUBLISHED BY FACULTY IN 2016-2017

Dr. Jesús Botello. *Cervantes, Felipe II y la España del Siglo de Oro* (Madrid: Iberoamericana Vervuert, 2016). In his monograph, Dr. Botello examines how Philip II’s strategic priorities and his decision-making style influenced Cervantes’s *Don Quixote* in concrete and meaningful ways. The monarch’s emphasis on written communication, the messianic character of his kingship, and his obsession with collecting (particularly relics) serve to critically reevaluate Cervantes’s masterpiece. Botello argues that Don Quixote’s obsession with books of chivalry and his faith in the written word can be read as a subtle criticism towards the process of bureaucratization of Spain

that peaked during the reign of “The Prudent King.” Botello also studies the opposing way of communication in *Don Quixote*, through the spoken word. He examines how the illiterate Sancho Panza and his good judgment in Barataria represent Cervantes’s idealization of the spoken word, and his desire to return to a utopian Golden Age based on morality. Finally, Dr. Botello compares the space of the cave of Montesinos in the second part of the novel and the monastery of the Escorial. He suggests that in this episode Cervantes is parodying Philip II’s vast collection of relics in the Escorial, as well as creating his own literary *Wunderkammer* (cabinet of curiosities), as an attempt to emulate and compete with the royal collections installed by Philip II in the Escorial.



Bill Gates Enjoying The Analects of Confucius Revisited

Cervantes, Felipe II y la España del Siglo de Oro is the first book that studies the impact of Philip II's policies on Cervantes' novel.

Drs. Jianguo Chen and Chungmin Maria Tu. *The Analects of Confucius Revisited* (Shangong Province: Shangong Friendship Publishing House China via its international branch – Nishan Press, 2016). The *Analects* of Confucius, consisting of twenty chapters with a total of more than 15,000 characters, is unique in that it was written exclusively in the form of dialogue. The enthusiasm over this canonical text has reached its peak in recent years, yielding an unprecedented number of scholarly studies. While Drs. Chen and Tu are delighted with the reemergence of

interest in the book, they also realize the need to clarify misunderstandings about the interpretation of this classic text and to provide a historical context that would enable us to account for some of the inconsistencies in the work. The objective of their study is three-fold. First, they aim to introduce a real Confucius to English-language readers, particularly young readers who have no previous knowledge of the Confucian tradition that has profoundly shaped Chinese culture. To help these readers better understand this canonical Confucian text, they provide the original Chinese text with a well-informed English translation. Additionally, they also provide analytical commentaries and critical readings, thus presenting Confucius, the humanist thinker, both in his historical context and in

his contemporary relevance. Secondly, by preparing a new translation and critical connotation, Chen and Tu wish to bring Confucius into American classrooms and share with American students the profound wisdom and insights of Confucius with regard not only to philosophy and the art of governance, but to everyday life and happiness that relate to all of us as human beings. Most important, studying Confucianism helps make sense of daily routine activities and may help one to think of ways of dealing with whatever social and moral predicaments one experiences in life.

Dr. Ángel Esteban. *La estirpe de Babel* (Madrid: Verbum, 2016). On the same day that Palim VI turns fifteen, there is a universal upset of the languages in Babel's Tower. The young man, attracted by the musicality of the languages, tries to interpret what his own father and many others involved in the chaos are vocalizing. When he discovers that he is immortal during the fire of the Library of Babylon, he infers that his destiny will be tied to literature. He will travel with Virgil from Naples to Rome; will run into Cervantes in a Sevillian prison the year that the author conceives the idea for the *Quixote*; he will teach Hebrew to Kafka just as Hitler begins his political career; and he will come to the aid of a drunken, depressed, and irresponsible Faulkner after he has finished writing *The Sound and the Fury*. Thirteen encounters with thirteen great geniuses cause Palim VI to feel richer each day even though he lacks stable relationships, roots, and material possessions.

Drs. Rachael Hutchinson and Leith Morton, eds. *Routledge Handbook of Modern Japanese Literature* (London and New York: Routledge, 2016). The *Routledge Handbook of Modern Japanese Literature* provides a comprehensive overview of how we study Japanese literature today. Rather than taking a purely chronological approach to the content, the chapters survey the state of the field through a number of

pressing issues and themes, examining the ways in which it is possible to read modern Japanese literature and situate it in relation to critical theory. The *Handbook* examines various modes of literary production (such as fiction, poetry, and critical essays) as distinct forms of expression that nonetheless are closely interrelated. Attention is drawn to the idea of the *bunjin* as a 'person of letters' and a more realistic assessment is provided of how writers have engaged with ideas—not labelled a 'novelist' or 'poet,' but a 'writer' who may at one time or another choose to write in various forms. The book provides an overview of major authors and genres by situating them within broader themes that have defined the way writers have produced literature in modern Japan, as well as how those works have been read and understood by different readers in different time periods.

Dr. Meredith Ray. *Margherita Sarrocchi's Letters to Galileo: Astronomy, Astrology and Poetics in Seventeenth-Century Italy* (London: Palgrave Macmillan, 2016) examines a pivotal moment in the history of science and women's place in it. Dr. Ray offers the first in-depth study and complete English translation of this fascinating correspondence, which reveals the complex intersections of scientific and literary concerns among early modern intellectual communities. Sarrocchi (1560-1617), a polymath and author of the epic poem *Scanderbeide*, was also a natural philosopher, a member of a well-known salon in Rome, and an important ally of Galileo at the dawn of the Scientific Revolution. Their correspondence, undertaken soon after the publication of Galileo's *Starry Messenger*, reveals how Sarrocchi approached Galileo for his help revising her poem; offering, in return, her endorsement of his recent telescopic discoveries. Situated against the vibrant and often contentious backdrop of early modern intellectual and academic culture, their letters illustrate, in miniature, that the Scientific Revolution was, in fact, the product of a long evolution with roots in the deep connections between

literary and scientific exchanges.

Drs. Laura Salsini and Virginia Picchietti, eds. *Writing and Performing Female Identity in Italian Culture* (London: Palgrave Macmillan, 2017). This volume investigates the ways in which Italian women writers, filmmakers, and performers have represented female identity across genres from the immediate post-World War II period to the turn of the twenty-first century. Considering genres such as prose, poetry, drama, and film, these essays examine the vision of female agency and self-actualization arising from women artists' critique of female identity.

Dr. Edgard Sankara. *Récits de vie au Burkina Faso: Enjeux, rhétorique, réception* (Paris: L'Harmattan, 2016). This book is the first comprehensive study of life narratives from or about the Francophone West African country, Burkina Faso. It covers a variety of authors: colonial African civil servants, politicians, scholars, religious leaders, and everyday citizens. The study explores the rhetorical aspects and reception of selected autobiographies: how a Burkina Faso national living in the US writes a book (*Of Water and the Spirit*) and rhetorically uses traditional African knowledge as a substitute to Western knowledge in order to successfully conquer the American public, how the life story of a Burkina Faso prostitute is used by an American anthropologist in order to debunk Western stereotypes of misery about Africa (*Hustling is not Stealing/Exchange is not Robbery*), and how this rhetorical intention may deprive a female storyteller of authorship and thus challenge collaborative autobiography. The study also looks at the relevance of written life narratives as archives and as an alternative version of Burkina Faso history. In that vein, the author advocates that life narratives by other Africans who worked in Burkina Faso (as civil servants in the French administration) in colonial times should also be counted as part of the national archive for the history of that country.

Dr. Bruno Thibault. *Un Jésus postmoderne: Les recritures romanesques contemporaines des Évangiles* (Leiden/Boston: Brill Rodopi, 2017). *Un Jésus postmoderne* offers a discussion of some forty contemporary French novels depicting the life of Jesus within the framework of today's debate on fundamentalism and secularism. Focusing on the interplay of narrative viewpoints and (anti)theological perspectives, this study scrutinizes the postmodern representation of Jesus for contemporary readers. Drawing on Marcel Gauchet and Julia Kristeva, as well as René Girard's 'scapegoat theory,' among many others, this study examines Jesus as a 'problematic hero' and a 'conceptual character' on the threshold of the new millennium. It shows how these novels reflect recent advances in biblical exegesis, religious anthropology, psychoanalysis, and theology.

Dr. Chungmin Maria Tu, editor and translator. *The Buddhist Voyage Beyond Death: Living Nirvana*. Author: Venerable Dharma Hsin Tao. (UK, Cambridge Scholars Publishing, 2016). *The Buddhist Voyage Beyond Death* comprehensively but concisely recapitulates the Three Turnings of the Dharma-Wheel—the central teachings of Buddha, of the Mahayana and of the Vajrayana—and in particular of the Mind-only tradition in relation to Buddhist cosmology, karma, and transmigration. With a foreword by Robert Magliola, specialist in comparative religion (Buddhism/Deconstruction and Buddhism/Christianity, author of *Derrida on the Mend, On Deconstructing Life-Worlds: Buddhism, Christianity, Culture, and Facing Up to Real Doctrinal Difference*), the book incorporates a modern scientific sensibility focusing on memory, time and space, matter and energy—using metaphors drawn from science and technology to illustrate spiritual concepts—and it provides an answer to those grappling with life difficulties amid emotions of fear, anxiety, anger, and insecurity.

student awards

Evangelista Barylski (Chinese major, German minor) received a one-year scholarship from the Confucius Institute to study at Xiamen University in China.

Iliana Burgos (BAFL Japanese, Comparative Literature 2017), **Kimberly Marcozzi** (BAFL Japanese, English 2016), and **Shaoqing Ni** (BFA Visual Communications, Japanese Minor 2017) received the Yotsukura Prize for excellence in Japanese.

Regine Erika Calaquian (BA Three Languages 2017) was awarded a one-semester scholarship from the Confucius Institute to study at Xiamen University in China.

Mackenzie Campbell (BA Italian, Three Languages, BS International Business 2017) received the Dr. Theodore E.D. Braun Undergraduate Prize in French.

Phoebe Hertler (German minor), **Nathan Springer** (German minor), and **Julie Tilley** (Three Languages major) were the recipients of the 2017 Fulda Awards, comprehensive scholarships for the international summer language program held at the Fachhochschule Fulda in Germany.

Sharon Rose Hollenbach (German major) was the recipient of the Richard A. Zipser study abroad scholarship award for fall 2016.

Andrew Jackson (German major) was awarded the \$100 Sepp Hilsenrad Memorial Award, which acknowledges outstanding work in German at the advanced level.

Julia Johansson (Spanish major) and **Eric Holleran** (Spanish minor) received awards for the Best Essay in Upper-division Hispanic Literature and Culture Courses. Ms. Johansson's paper, written under the direction of Dr. Cristina Guardiola-Griffiths, was titled "Magia: su significado en la Edad Media." Mr. Holleran received the award for his essay "Una Mirada al misterio de Los maravillosos olores de la vida" written under the direction of Dr. Cynthia Schmidt-Cruz.

Jacqueline King (Spanish major) received the Sigma Delta Pi Book Award for the initiate majoring in Spanish with the highest cumulative index.

Rebecca King (Russian major) has received a prestigious Boren Award for the 2017-18 academic year. The Boren Award, an initiative of the National Security Education Program, provides unique scholarship opportunities for a small group of undergraduate students to study in world regions critical to US interests. Rebecca will receive a \$20,000 scholarship to study the less commonly taught critical languages and cultures of Russian and Kyrgyz during her time in Kyrgyzstan.

Isabella Lurie (Three Languages major) received the award for Best Essay in Hispanic Literature Survey Courses for her essay "La naturaleza en "El hijo" por Horacio Quiroga y "No oyes ladrar los perros" por Juan Rulfo" written under the direction of Dr. Persephone Braham.

Enzo Le Doze (MAFLP French 2017) received the Dr. Theodore E.D. Braun Graduate Prize in French Teaching and Pedagogy.

Dylan Meredith (Public Policy, Public Health major) was the first-prize winner of the 2017 UD Japanese Haiku Contest. **Sean Hinton** (Communication major) was the JAPN105/106/107 winner, **Taylor Link** (Japanese major) received the award for JAPN 355, **Iliana Burgos** (BAFL Japanese 2017) was the JAPN 455/490 winner, and **Saori Tomatsu** received an honorable mention.

Kevin Murphy (MAFL Spanish 2017) received the Best Graduate Student Essay in Spanish for his paper: "Las mentiras del padre: Rebelión y memoria histórica en *El cuarto de atrás* y *La mitad del alma*" written under the direction of Dr. Joan Brown.

Rachel Smith (German minor) received the Marion E. Wiley Memorial Award, which recognizes the accomplishments of a non-major student in German beyond the intermediate level.

alumni column

CROSS-CULTURAL CONVERSATIONS: UPDATES FROM OUR RECENT FULBRIGHT AWARD WINNERS

After graduating from UD in May 2016, **Rebecca Jaeger** (BAFL Spanish, History, and Biology 2016) and **Shane Sanders** (MAFLP French 2016) completed one-year Fulbright experiences in Spain and Senegal, respectively. Below you will find their insightful comments on the unique opportunities afforded to them as teachers of English during their time abroad. We congratulate them on the success of their endeavors.



Rebecca Jaeger in Segovia, Spain

Rebecca Jaeger. In the middle of our conversation class, a student inquired if he could ask me a question. While I was unsure where it would lead, I agreed. He continued, "Rebecca, what do you think of the American Dream?" To put it simply, I was very surprised. This question had seemingly come out of nowhere and he was genuinely interested in hearing my opinion. I have grown up with the concept of the American Dream, but that was the first time that I had to define what I thought of it. What followed was an insightful discussion into the American Dream and my students' beliefs about the existence of a "Spanish Dream." And, all of it was part of a typical Tuesday night for me.

Interactions like this have become a weekly (and a favorite) part of my life. A little over a year ago, I received an email with life changing news: I had been awarded a Fulbright grant to teach English in Spain for an academic year. This was something I never anticipated

and it has had a tremendous impact on my life. I was placed at IE (Instituto de Empresa) University with campuses in Madrid and Segovia, where I work with undergraduate students as a writing tutor and lead a conversation class for the university staff.

I have used my conversation class as a place not only to teach my students English and reinforce grammar and pronunciation, but also as a platform to explore similarities and differences between the cultures of the United States and Spain. In fall 2016, the US presidential election was a hot topic of conversation. I used the election as an opportunity to explain how the electoral system works and to show my students what an American mail-in ballot looks like. They were fascinated to learn that there are, in fact, more than two political parties in the US and were greatly amused by the fact that my county still votes for a sheriff. I unfortunately had to inform my students that the sheriffs

in Hunterdon County, New Jersey are not the gun toting, cowboy-hat-wearing sheriffs of Western movies, but they nevertheless thought the concept was hilarious. In class we watched Super Bowl commercials and around every holiday I have talked about my family's traditions and showed pictures (they had a good laugh at some of my childhood Halloween costumes and were impressed by the spread of food on Thanksgiving). Similarly, I regularly ask my students about their traditions and their perceptions of Spain. We are able to have lively discussions about world affairs, the greatest issues facing our countries, and the meanings of American slang words. (Yes, one class involved me explaining what LOL means).

Teaching this conversation class has had the most profound impact on my experiences in Spain. I have learned that despite differences in ages and native languages, people are quite similar and are generally curious about other ways of life. I have seen that discussions, like the ones in my class, bring up unique aspects of cultures and traditions. This leads to greater mutual understanding, which brings people from different nations closer together. I have learned so much from my students about their lives in Spain, and have relished in the opportunity to teach them English and about my way of life in the US. While I had a tough time defining it at first, I can now say that this Fulbright experience has all been part of my American Dream.



Shane Sanders teaching English in Senegal

Shane Sanders. In the midst of my time in the DLLC, I didn't realize how well the varied experiences I had there would prepare me for a year in Senegal as a Fulbright ETA (English Teaching Assistant). I went into the MAFLP program with a simple desire to become a better language teacher, and while that was certainly the case, the other opportunities afforded to me while I was there did so much more than that! My time at UD not only prepared me for the classroom, but also for engaging with different communities outside of it.

Because of my advanced degree in pedagogy, I was placed at the Senegalese national teacher training college to train English teachers to teach communicatively. While going directly from finishing my masters in pedagogy to actually teaching seemed a bit premature, that is what was asked of me as the Fulbright ETA. Much to their annoyance, I constantly ask my students to justify *why* they are subjecting their students to a certain grammatical activity or another. When they comment "Ms. Sanders is always asking that *why* question!" I realize that I sound a bit like everyone's favorite pedagogy professor... I hope I am doing Dr. Jorge Cubillos's legacy justice!

While doing my masters I was able to teach French at the 100 level, and those experiences in the classroom helped me better prepare my Senegalese students for their own classroom teaching. Many of the examples of different fun and communicative activities they can use in their classes came from activities I used in my classes at UD; from simple warm-up activities with index cards, to semester-long projects like the reports done on the Tour de France in French 106 which we modified to be a "Great American Road Trip" for the English classroom. The next generation of English teachers in Senegal is changing the way English is taught and I'm proud to be a part of it.

My time in the DLLC also included the opportunity to be a TA for the 2016 Winter Session in Martinique with Mrs. Anna Ogunnaike (French Instructor), an experience that has given me a soft spot for American students studying abroad here in Dakar. I started out living with an amazing family who hosts many Americans coming for short-term study abroad programs. I have had the opportunity to be the "big sister" that helps them make the most of their time in Senegal; sharing what I've learned, showing them the best

spots, and helping them deal with culture shock and homesickness. I am thankful for the experiences I had with UD students in Martinique that have inspired my engagement with the American student community.

I also have the privilege of working with the internationally-minded Senegalese community through the Public Affairs Section of the US Embassy. After having worked for two summers as a Student Engagement Leader for the YALI Mandela Washington Fellowship at UD, I was motivated to be involved with YALI and similar programs on the other side of the Atlantic. I was able to take part in application screening and pre-departure orientations for both the YALI and ILEP (a program similar to YALI, but for teachers) programs, drawing from my experiences with the fellows at UD to help the new fellows prepare for their own life-changing experiences in the US.

As I consistently draw upon my experiences at UD in my daily life as a Fulbright ETA in Dakar, I am in awe as to how well they prepared me to represent the US as a Fulbright and UD graduate. I could not be more grateful to everyone at UD and in the DLLC who had an impact on my time there.

alumni updates



Arl Anselm

Arl Anselm (MAFL French 2010) was named Phenomenal Male Teacher 2016 at St. John's Academy in Dominica.



Dr. John Cunicelli

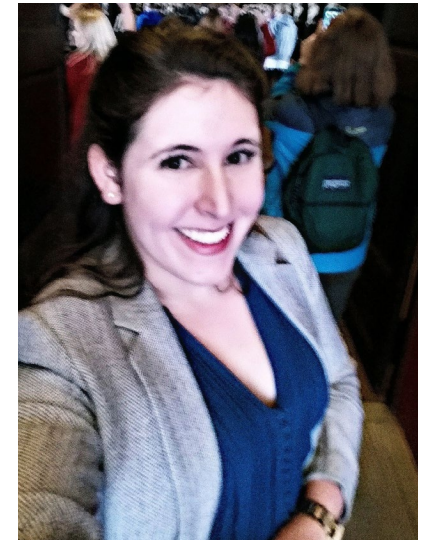
Dr. John Cunicelli (MAFL Spanish 2005), student of the Department of Spanish and Portuguese at Temple University, successfully defended his dissertation entitled "Donoso the Humorist: A Case of Entropy" in April 2017.

Emily Kuder (BAFLP Spanish 2007, MAFLP Spanish 2010), doctoral candidate in Spanish Linguistics, received the University of Madison,

Wisconsin Ray Harris Hispanic Linguistics Award in May, 2016. The award recognizes outstanding graduate students in or entering the MA or PhD program in Hispanic linguistics in the Department of Spanish & Portuguese. The department sustains that "Emily has consistently shown academic excellence as both a student and a researcher in the department, clearly demonstrating the scholarly achievement that the Ray Harris Hispanic Linguistics Award seeks to honor."

Kaitlin Magee (BAFL Spanish, Communications 2016) has been accepted into the MA in Communication program at the University of New Mexico with a teaching assistantship. She is happy to be living in New Mexico because of the opportunities it offers to use her knowledge of the Spanish language and to interact with Latino and Hispanic communities.

Alexis Mattio (Bachelor of Chemical Engineering, Italian Minor 2016) is currently working in North Carolina for a company called Prysmian (previously owned by Pirelli) that makes electrical cables. The headquarters are in Milan. She will stay in NC for one year and then will work internationally for two years.



Caitlin Moon

Caitlin Moon (BAFL French, German and Italian 2015) finished her MA in English at Villanova University in May 2017. Caitlin plans to attend Trinity College in Dublin to complete a PhD in Medieval Literature. On her time at the DLLC, Caitlin writes, "Completing three separate foreign language majors and taking classes in two others has provided me with a uniquely global perspective that has served as the foundation for my academic research. My experience in the department has opened the doors to an ivy league PhD program, which relies heavily on my foreign language experience and the critical thinking that the department provided."

This spot is for you! Please send any updates to mmd@udel.edu.

many thanks for your support!

Thank you to all the alumni, parents, and friends - listed here - who have made generous contributions to the Department of Languages, Literatures and Cultures.

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