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

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

UD’s invitation to Le Clézio was made possible by professor of French Bruno Thibault, widely recognized as the world’s leading expert on his work. The author of over twenty articles, a 250-page scholarly monograph, and editor of numerous volumes on Le Clézio, Thibault is editor-in-chief of the Paris-based journal Les Cahiers Le Clézio.

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

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

—continued on page 3
Greetings, Alumni and Friends!

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

Learning to share the past with you. I have much good news to share with you. Dr. Rachael Hutchinson, who chairs our program in Japanese, was promoted to the rank of associate professor with tenure, effective September 1, 2012. Also, we hired a new tenure-track Assistant Professor of Spanish, Jesús Botello (PhD, University of Chicago). Dr. Botello, whose research focuses mainly on Cervantes, is a specialist on Golden Age Spanish literature.

Last spring, Dr. Gary Ferguson was named Elias Ahuja Professor of French; this professorship was previously held by Professor of French Richard Zipser, who graced our Department in 2011. In addition, Associate Professor of Spanish Golden Age Spanish literature. Under the direction of Professor of French Bruno Thibault, the world’s leading expert on Le Clézio, the faculty in the French section of our Department organized and hosted four events involving our distinguished guest, a keynote address on the topic “Transnational Encounters,” two readings from his prose works (one in French, the other in English), a gathering with members of the Ud English Department, and the publication of a French-speaking community. More information on Le Clézio’s Ud visit—the first ever by a Nobel Laureate in literature—and the “Transnational Encounters: World-Renowned Authors at Ud” series is available on the lead article.

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

I am pleased to report that our study abroad programs continue to flourish and, with the help of our alumni and other friends, FLL is able to offer a large number of scholarships that support our students’ participation. I want to especially thank our students who have gone to the Department of Foreign Languages and Literatures to thank our donors for their generous support of our scholarships. The FLL continues to support our students as they strive to become citizens of the world. They and we need and welcome your support.

You and I live in a place and country where most people have and regular access to basic education, books and libraries, cultural events, etc. But in Mauritius and in many places on this planet, it is not that simple. Few people have computers and most people live in remote rural areas where there are no libraries. Books and textbooks are also too expensive for families to purchase. That is why Monsieur Le Clézio created his foundations: to support education and intercultural dialogues, to provide books free of charge in local schools and small villages, and to foster peaceful relations among Mauritius’ ethnic and linguistic communities.

In his address, Le Clézio examined the significance and value of “interculturality.” In France, he noted, uniquely has long prevailed, within his beloved Mauritius the long history of Dutch, Spanish, and English colonization and the culture of slavery and indentured migrants have given rise to one uniquely intercultural, multilingual society: with English as the official language, Mauritians use Creole for the street and French for culture; Indian creole, Tamil, Chinese dialects, and others add to this linguistic diversity. Le Clézio challenged not only national culture and "global" culture as defined by the US and Europe; arguing that "culture is like water,” a continual in which "we need the others to understand ourselves." Literature helps us to navigate this flow. It is a product of cultural identification rooted to local stories and national history, but not reducible to these: it escapes this narrow territory in a universal quest for meaning. In literature, as in our intercultural world, he concluded. "Each element, each sentence, has its role, and has a right to exist."

Jin wrote: "I am a Chinese American writer. Ha Jin came to the United States almost thirty years ago as neither immigrant nor exile, but he has experienced elements of both as he struggled to establish a personal identity and carry on a place for himself and his family. In his works, Jin captured the paradox that the exile of the world is shaped by an important moment in the past, while the immigrant is focused on creating a better life for himself and his family on the farther side of the sea. Jin’s work has been the people’s Army," Jin said, "and suddenly everything was reversed. I could never accept that the same Army was now suppressing the citizens." He continued to stay in America to protect his son from the pointless violence, to be able to care for his aging parents, and to ensure his own safety. He continued to publish his work. But in 1999, he became a member of the People’s Liberation Army at the age of fourteen. In 1986, he came to the US to study at Brandeis University, fully intending to stay in the States almost thirty years ago as neither immigrant nor exile, but he has experienced elements of both as he struggled to establish a personal identity and carry on a place for himself and his family. In his works, Jin captured the paradox that the exile of the world is shaped by an important moment in the past, while the immigrant is focused on creating a better life for himself and his family on the farther side of the sea. Jin’s work has been the people’s Army," Jin said, "and suddenly everything was reversed. I could never accept that the same Army was now suppressing the citizens.”

The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute. The Transnational Encounters project aims to engage the UD community and general public with renowned writers whose works showcase rich diversity and cultural productivity. In addition to the Le Clézio and Ha Jin events, various films, readings, and other events will be organized and prepared by the Department of Foreign Languages and Literatures and the Confucius Institute.
"Spanish got interesting when I reached college, in part because I could argue a point, disagree violently over, and express a love for what I read with my family. Perhaps more than influence my decision to become a Spanish professor, they fostered an ability to communicate—and to communicate—with another through literature.

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

I think the idea for the book started with a chapter from my dissertation on the chivalric romance. As part of the dissertation, I studied a fantastic biography of Joan of Arc called the *Ponselle de Frances*. It was a beautiful piece of medieval literature, a beautiful genre of the time (of course, romance), with biography and miracle-stories under the text. The *Ponselle* was dedicated to Isabel, who-along with Joan-seemed to be a heroic, monstrous figure, a woman, a warrior, a saint. These issues of gender and power seemed particularly important to me, especially when I was writing during a time in Castilian history that called for moral and political regrouping. So it’s not as strange that at a time where Isabel appears as the saving monarch of her country, her unprecedented power provokes anxieties about female sovereignty. Isabel’s sovereignty propped up that of her English counterpart, Elizabeth I, by half a century. My book, *Legitimizing the Queen*, shows how literature was a forum for political propaganda at the castle of Madrid’s Middle Ages. It focuses on the ways works dedicated to the queen were used to promote certain political ideals and agendas through ostensibly engaging conflicts of female sovereignty.

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

Medieval Spanish literature is hard because the language found in these texts is, obviously, not how people speak today. The language of the Middle Ages wasn’t codified by a grammar until the 15th century. It’s an old, obscure, evocative, and a search for truth and knowledge are a few. I try to choose works that also resonate with the climate of today’s problems and desires. If the students of today can’t understand yesterday’s past, they lose the roots that tie them to culture.

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

My book deals with the growth of the comedic branch of medicine in the medieval and early modern world. It’s an old, obscure, and a search for truth and knowledge. One of the aims of medieval literature is to make the reader think about our own society, and I think the medieval and early modern world was no different. I’ve been researching how medical literature portrays the role of women and the court. Medieval literature, of course, is not the same as modern medicine, but what I find really interesting is that the story of the woman who sought help from modern medicine; one that reflects the slow withdrawal of women from scientific and medical communities in medieval and early modern Europe. The professors, and I think the general public, is often the one who is underrepresented in the profession of medicine, the rise of hospitals and clinics, is shaped by the social groups and individuals who serve the interests of the society. The focus is on the public interest in the growth of the comedic branch of medicine, which promoted the aesthetic and medicinal roles of medicine while at the same time condemning, on both moral and medicinal grounds, the women who participated in this industry. I’ve been fortunate in my semester to be able to study the unorganized traditions of women from a public sphere with their loss of literary voice; at the same time I show how this loss of public agency may have been undermined through the visual artistry of makeup.

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

I volunteer at my children’s school in both Spanish and French. And I like to run outdoors, although I’m not as good at it. I’m looking forward to getting back outside this spring and enjoying the trails around Lump Pond, the C&D canal, and especially Creek Road north of Main Campus.

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

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

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

I have a tremendous amount of support both at home and in the Department. Many people know that this job doesn’t end at 5:00 pm. My parents, husband and children have been extremely supportive. In the Department, the chair, the staff, and my colleagues are a constant source of tremendous help. Their camaraderie here that results in open exchanges, productive dialogue. I’m very lucky. I’m part of a great department where I can go to any one of my colleagues, talk through it and walk away with a plan for the classroom. Finally, the students are generally eager to learn and are spontaneous and exciting. I love it when something lights the fire in them and I find that engaging.

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

I love to garden and I find it very relaxing. Also, I enjoy sports of almost every kind. I stopped playing basketball a few years ago, so I mostly spectate now. I especially enjoy watching baseball and making an occasional trip to the batting cages. How fun would it be to have batting cages right next door in the Carpentier Center!
The experience was enriching, and led me to confirm that research and teaching definitely complement each other. Although my research mainly focuses on Cervantes, my scholarly interests range from medieval chivalric romance and literature to epic verse works and Renaissance poetry. I am currently working on how Don Quixote appropriates, challenges, and problematizes several Spanish chivalric novels, in particular, Amadis of Gaul. During fall semester 2012 I taught a new course dedicated to Don Quixote, and now academic year 2013 I will offer two new courses: "Spanish Golden Age Theater" and "The Other Cervantes," on Cervantes' Exemplary Novels and Extravaganzas. I am delighted to be part of the Department of Foreign Languages and Literatures at the University of Delaware, and my experience here has been truly rewarding, intellectually and socially. I greatly look forward to continuing to teach, work, and collaborate with my colleagues and UD's students.

FACULTY/STAFF NOTES

FACULTY/STUDENT EXCHANGES

AWARDS/RECOGNITIONS

Dr. Gary Ferguson was named Elius Aloja Professor of French. He also was Visiting Professor (Professor invitado) at the Universidad de Granada – Saint-Étienne, France.

Dr. América Martínez receives two advisement awards

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

PROMOTIONS

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

GRANTS

Dr. Jianguo Chen received a grant of $335,500 from the US State Department to host the 2012 summer National Security Language Initiative for Youth (NSLI-Y) in Shangahi. Dr. Chen also received a presti- gious "Research Grant" from the Fulbright Commission.

Dr. Cristina Guardiola received a GUR Grant of $5000 for her project "Beauty Matters: The Disenfranchisement of Women and the Cosmelogical Field of Medicine."

Dr. Rachael Hutchinson and Phillip Penix-Tudsen received a joint IHRHC grant of $5000 in support of their Game Studies Research Group.

Dr. Asima Saeed-Moosa received an IT Transformation grant of $3250 for her project "Multimedia for Multi-talents on the Go: Short Audiovisual Lectures for Twenty-first Century Spanish Students."

Dr. Alexander Selimov received an AYA Studies research grant of $5000 for his interdisciplinary research project "The Immortal, Sickle, and the Palm Tree: Latin American Culture and the Revolutionary Imaginaries in the Soviet Union." He also received a GUR Grant of $5000 for his proj- ects "The Enlightenment and Romantic Drama in Spain."

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

BOOKS PUBLISHED BY FACULTY IN 2012

Dr. Annette Giescke with Dr. Naomi Jacob, Earth Perfect?: Nature, Utopia and the Garden, critical edition (London, UK: Black Dog Publishing, 2012), Earth Perfect? is a lushly illustrated, 303-page volume that brings together essays from writers and experts across disciplines to study the relationship—historical, present and future—between human-
In April 2012, student teachers in our Foreign Language Education program traveled to Baltimore to attend the sixty-fifth annual Northeast Conference on the Teaching of Foreign Languages (NECTFL). Ten student teachers of French, Italian, and Spanish, accompanied by program co-ordinator Dr. Bonnie Robb, made the trip thanks to a College of Arts and Sciences Teacher Education grant and additional support from FLL. Studying the conference program before departure, each student selected in advance the sessions he or she would attend, including identifying a core of sessions that belonged to one of the research "strands" featured at the conference — curriculum, diversity, instructional strategies, technology, assessment, and advocacy. The "strand" represented an area in which the student teacher was particularly interested and might research in the early stages of his or her career. The conference engaged these young teachers in the compelling issues and challenges of our profession and heightened their awareness of the importance of research, critical thinking, innovation, diverse views, and creative professional partnerships.

**FACULTY RESEARCH WORKSHOP**

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

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

Dr. Phillip Pennis-Tadros, Assistant Professor of Spanish, “The Poisonous PlayStation: Political Posturing and the Productive Potential of Paolo Pasolini.”

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

**ARTISTIC DONATION TO JASTAK-BURGESS HALL**

Email Hermida, a Syrian artist from Damascus who has been living in the United States since 2010, donated his work “Damascus Yesterday” to FLL in February 2012. The painting depicts church spiers clustered alongside mosques and minarets, celebrating the historic coexistence of Christians and Muslims.

**TECHNOLOGY ABROAD**

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

**FLL STUDENT TEACHERS ATTEND NECTFL 2012**

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

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

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

Dr. Monika Shafi Dr. Meredith Ray

Dr. Jorge Cubillos

Connecting study abroad students through Facebook groups gives them the opportunity to get to know one another before the trip. “It is a tool I use in my study abroad program in Panama as a way of bringing the group together and increasing cohesion,” said Dr. Cubillos. At the same time, Dr. Cubillos refines from participating in the group himself to allow the students to network freely. Once abroad, students demonstrate their language proficiency by posting multimedia projects to a blog. The blog uses WordPress, an online program (Panama blog address: http://sites.udel.edu/panama12w/). Projects consist of videos, pictures, and written recounts of students’ experiences in Panama. “We can encourage the development of oral skills with multimedia production. Students create multimedia projects by filming themselves presenting monologues, recording conversations or demonstrating something they are particularly good at,” said Dr. Cubillos. These projects showcase the students’ speaking about their living arrangements with their host family and include interviews with native speakers. They also recommend certain experiences they had in Panama. Another way is in which students develop proficiency via their participation in a service-learning experience in an orphanage in Panama. “It is very important for me to replicate the use of language in the real world in our language classes,” Dr. Cubillos explains. “Students interact with each other on a daily basis; in many cases they do this with technology. So I wanted to incorporate those technologies into those daily interactions.” Journal entries are another way of promoting the use of their language skills, particularly in the area of writing. Every week, students post a summary of their activities, along with photos. “Students have found a way to write consistently on topics that are of interest to them. When you write about something that is interesting to you, you pay more attention to it and do it with more enthusiasm, which is beneficial in the long run for their grades as well.”

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

**NEWS FROM THE LANGUAGE PROGRAMS**

**À LA FRANÇAISE**

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

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

In May, the students of the French Theater Workshop course performed a farce by Georges Feydeau, Le Français de Levee, at the Harrodsom Theatre. The twenty student actors, under the direction of Dr. Deborah Steinberger, presented their work before an audience of family, friends, and FLL faculty. In rehearsal, they enjoyed expert coaching sessions with Resident Ensemble Piarre Carrier-Membermont. The production also benefited from custom lighting designed by Theatre Professor Bill Browning and effective costume design by Theatre Professor John F. Underwood.

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

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

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

**NEW HISTORY/FLL MAJORS**

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

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Monica Shah

Dr. Meredith Ray

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye

Dr. Ursula Martinez, Brittany Embold, Dora Miketa, Melinda Danowitz, and Hannah Blye
ANCIENT GREEK AND ROMAN STUDIES

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

KAREN DIGANGI

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

One of my favorite parts of the program was that the staff understood the importance of experiencing the culture of the host country. Over the summer we had two wine tastings, two pig roasts with the local Italians, and even got time off to go see the famous Palio horse race in Siena. Seeing the Palio was a fantastic experience, and I had earlier spent a winter session in Siena and learned so much about its history and the Palio. My second favorite aspect of the summer was our actual discoveries while digging. I have loved history for as long as I can remember. At UD I had the chance to focus my attention on ancient history. Yet it was always studying, reading, or looking at ancient artifacts that I loved the most. For the field trips in Italy I could touch history. I could feel what the Etruscans created and held.

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

M I C H A E L C U RR A N ( B A 2 0 0 8 )

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

For a long time, I have been interested in the relationship between humans and the environment, and many of the courses that I was able to take with my Ancient Greek and Roman studies degree at UD dealt with this interaction to some extent. In particular, students of mythol- ogy and art history courses al- lowed me to better understand how the ancients dealt with their environment, it also allowed me to see that a lot of current issues are not all that different from issues dealt with by those in ancient Greece and Rome. Not only did my Ancient Greek and Roman studies degree allow me to better my understanding of how the ancients dealt with their environment, it also al- lowed me to learn about social and political issues of those times. Many of those issues are similar to issues of our present time. This has helped me in my current field, as a goal of mine is to bring the scientific commu- nity together with private industry and government in order to improve practice and policy.

Finally, some of the greatest things that I have taken away from my Ancient Greek and Roman studies degree are writing skills (from Latin classes) and critical thinking skills (from philosophy classes). In fact, the ex- cape of my graduate committee told me that a major reason I was awarded classes) and critical thinking skills (from philosophy classes). In fact, the ex- cape of my graduate committee told me that a major reason I was awarded...
80th anniversary celebration of the annual induction ceremony of the German honor society, Delta Phi Alpha, held in May at the Delaware Saengerbund. Dr. Iris Busch, faculty advisor to the German club and the honor society, organized a beautiful and truly elegant ceremony. Eight students were initiated and several students received awards. Molly Boland won the Sphynx Memorial Award given annually by the Saengerbund for outstanding performance by an advanced student, and Michele Ghiduti received the Marion E. Willey Memorial Prize, which recognizes superior performance in courses beyond the intermediate level by a non-major student. Marzanna Mohler and Stephanie Beier each won a German-American Federation scholarship, which enables them to study at a German university for a full year, and Brianna Barfield and Kael Oviedo won competitive fellowships for the 2012 international summer course held at the Fachhochschule Fulda, Germany. Their reports describing their stay in Fulda made it amply clear that they had the time of their lives!

In May 2012, two graduate students, Molly Boland and Alex Lang, had a lot to choose from when planning their semesters. As always, in the hood in Rome. Others spent their summer in Sorrento with Ms. Fazzone, where they learned about the cultural importance of food in Italy, and specifically in the region of Campania, by preparing and later enjoying a four-course meal. In the winter, Saggese took a group of eighteen students to Italy. They spent five days in Rome, two in Naples (with a stop in Pompeii), and three weeks in Siena where they studied at the Dante Alighieri School and were hosted by local families. During one weekend the group traveled to Venice where, in addition to visiting the beautiful churches and monuments, they had the opportunity to tour a glass factory and see a glass blowing demonstration. Another weekend was spent in Florence. Students liked this city so much that they went back a couple of times. In Siena students experienced real Italian life, tasting the food, talking with the people in their host family, engaging in conversation with Italian students, visiting a ceramic factory, admiring the museum and the church of the Duomo, discovering this quaint and mysterious city for themselves. This trip was such a unique experience that many of these students are already plotting their return to Italy.

As we do each year, the Italian program celebrated our students’ academic excellence at our annual Honors Day ceremony and banquet in May. Fifteen students were inducted into Gamma Kappa Alpha, the national Italian honor society, and Danielle Patitano was awarded the top honor for her outstanding academic achievements. We had a particularly special guest speaker this year: our own Dr. Gabriella Finizio, who recently retired from teaching but remained to give a fascinating presentation on “The Journey of Filippo Muratori.” Each year our students in Italian go on to graduate study in Italian, education, and many other fields; and to jobs in business, finance, hospitality, teaching, and more. If you are a former Italian student, we want to hear from you! Please send us your news!

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

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

In May 2012, two graduate students, Molly Boland and Alex Lang, had a lot to choose from when planning their semesters. As always, in the hood in Rome. Others spent their summer in Sorrento with Ms. Fazzone, where they learned about the cultural importance of food in Italy, and specifically in the region of Campania, by preparing and later enjoying a four-course meal. In the winter, Saggese took a group of eighteen students to Italy. They spent five days in Rome, two in Naples (with a stop in Pompeii), and three weeks in Siena where they studied at the Dante Alighieri School and were hosted by local families. During one weekend the group traveled to Venice where, in addition to visiting the beautiful churches and monuments, they had the opportunity to tour a glass factory and see a glass blowing demonstration. Another weekend was spent in Florence. Students liked this city so much that they went back a couple of times. In Siena students experienced real Italian life, tasting the food, talking with the people in their host family, engaging in conversation with Italian students, visiting a ceramic factory, admiring the museum and the church of the Duomo, discovering this quaint and mysterious city for themselves. This trip was such a unique experience that many of these students are already plotting their return to Italy.

As we do each year, the Italian program celebrated our students’ academic excellence at our annual Honors Day ceremony and banquet in May. Fifteen students were inducted into Gamma Kappa Alpha, the national Italian honor society, and Danielle Patitano was awarded the top honor for her outstanding academic achievements. We had a particularly special guest speaker this year: our own Dr. Gabriella Finizio, who recently retired from teaching but remained to give a fascinating presentation on “The Journey of Filippo Muratori.” Each year our students in Italian go on to graduate study in Italian, education, and many other fields; and to jobs in business, finance, hospitality, teaching, and more. If you are a former Italian student, we want to hear from you! Please send us your news!

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

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

Last year we were able to resume our popular summer program in Kobe, Japan with twenty-four eager participants under the directorship of Sato and VanLuvanee. Students Megan Kelly and Nora Capper received one-year scholarships to study at Soka University in the suburbs of Tokyo. We look forward to bucking the trend of political turmoil in Japan and continuing with more stable growth in the years to come.

NOTICIERO ESPAÑOL

The Spanish faculty designed innovative study abroad programs for the 2012-2013 winter and summer sessions. Dr. Alejandro Saldivar directed the 2013 winter program in Granada, Spain, following the immersion-centered abroad format established by Dr. Jorge Caballero in Panama (see Technology Abroad) and at a time of political uncertainty in Spain. In order to provide a true discovery experience, promote independent learning, and facilitate a stronger language immersion. In order to achieve that I eliminated the excursions component, while including several course-related field trips directly in their decisions or negotiations. Some students chose to travel more, and others less. Some students traveled around Andalusia, and also went to Barcelona, Madrid, and Portugal, while others focused on Madrid, Sevilla, Cordoba, and Malaga. All went enthusiastically about their experiences.” The Spanish section now offers a variety of different study abroad experiences depending on the interests and linguistic level of our students.

Our programs in Spain, Panama, Argentina, Costa Rica, and Chile
Martínez, who serves as faculty advisor to hundreds of Spanish minors, received two prestigious advising awards this year: the Arts and Sciences Outstanding Advising Award and UD’s Excellence in Advising Award, Enhorabuena, Amistad!

Due, in part, to the hard work of Spanish program advisors like Martínez, many of our alumni pursue advanced study. Alumna Josefina Ayllón Ayllón (BA 2012) completed her MA in Hispanic studies at Boston College, Natalie Gisneri (BA 2010) and Matthew John Pryzbielek (BA 2009) also completed MA programs. Gisneri in social work at Rutgers, and Pryzbielek in the Erasmus Mundus MA program in Euroculture in Leipzig. Aniessiette Yori (BA 2010) spent two years in the Peace Corps and this fall will attend the University of Texas at Austin, pursuing a master’s in library sciences with a concentration in Archives and Preservation. Sandy Cox (BA 2011) is beginning a master’s program in education at the University of Pennsylvania this fall; Danielle Gamborgo (BA 2010) is also at Penn, in her second year of a master’s program in environmental studies. Dan Emminger (BA 2009) has been teaching in Chile since 2011, inspiring Nathan in art education teaching in Santiago at the Pontificia Universidad Católica de Chile. Another successful graduate is Katy Moriarty (BA 2012), currently finishing her master’s in inter-continental translation studies at Wake Forest University.

**РУССКИЕ ИЗВЕСТИЯ**

The highlight of 2012 was our involvement in Music Professor Dr. Marian Let’s vision of an evening of Russian music and poetry. Entitled “Moscow Nights,” the March show was dedicated to the late Dr. Alexander Lehrman, the original interlocutor of the chosen verses. “I think he was here in spirits,” Lee said afterwards, “I could definitely feel something.” Dr. Julia Huhns and two students picked up Russian with Mordichay and Tandrale, and Arnykt and vociak with two music faculty members. Dr. Susan Amert, accompanied by family and friends, was in attendance, as were many FLL faculty who came to listen to Lehrman. The evening was ended with a reading of the packed house that overflowed into the lobby of the Roselle Center. The Russian program certainly looks forward to further collabora- tion projects showcasing the riches of the Russian arts.

Our chapter of the National Slavic Honor Society welcomed five new members at its annual ceremony where she described her Fulbright experience. The audience enjoyed our annual presentation teacher for the Department of State FLEX program. In December entered an MBA program at the University of Texas of the Permian Basin. Cos (BA 2011) is beginning a master’s program in education at the University of Pennsylvania this fall; Danielle Gamborgo (BA 2010) is also at Penn, in her second year of a master’s program in environmental studies. Dan Emminger (BA 2009) has been teaching in Chile since 2011, inspiring Nathan in art education teaching in Santiago at the Pontificia Universidad Católica de Chile. Another successful graduate is Katy Moriarty (BA 2012), currently finishing her master’s in inter-continental translation studies at Wake Forest University.

**中文**

2012, the year of Dragon, has been a busy and exciting year for Chinese students and faculty. Members of our faculty gave engaging pre- sentations at home and abroad on various topics. To name just a few: Dr. Jianguo Chen was invited to present on the “Politics of Sinology: Past, Present, and Future” at Peking University and NiuZha University in China, Ms. Rong Dong discussed some vitally the Chinese learners of English with ten other students from seven universities at the 2012 Chinese Bridge Chinese proficiency competition. China study abroad group in Shanghai. China. In addition to classes at East China Normal University, the group visited Xi’an and Beijing, and met their local ECNU language partners on a daily basis. One of the students said, “I think the Chinese culture was more than adequate. We experienced the food, architecture, clothing, entertainment, and made many Chinese friends with whom I will continue to stay in contact.”
CHRISTINA BROWN: A PASSION FOR ITALIAN

An FLL summer program in Sorento, Italy, was enough to convince Christina Brown to cultivate her passion for language study. She credits program director Ms. Giuseppina Fazzone with extending the program deadline, an act of kindness that helped shape Christina’s academic career. That early experience abroad inspired her to continue expanding her knowledge and understanding of Italian culture. Marie strives to provide an immersion experience for her students by encouraging them to speak in French at all times. Her students are often heard to say, “Maître, je ne parle que français.”

Studying and traveling in Italy has deepened her love of the country. “For me, Italy is synonymous with my primary language,” she says. Christina was an “outstanding student,” according to her instructors in Sorento, where she participated in a summer program and spent an extra month to continue her studies with the host institution Sorento Linguas. She has also participated in a summer program at the University of Siena, and traveled to Florence, Rome, and the Cinque Terre with her family.

“My passion for Italian extends far beyond the classroom; in fact, Marie tells me about the time she was watching the movie “Breakdutch Mountain” with her mother. He had to interrupt the movie halfway through to ask whether Marie was taking notes on a dearth of portraits. “I couldn’t help myself,” said Marie. “I was analyzing every aspect of the film.”

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

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

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

CHRISTINA BROWN

Marie Pallard, Normandie

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

Now in her third semester of teaching French, Marie finds the rigor of instruction very rewarding. She particularly enjoys developing creative ways to engage her students in francophone culture. Marie strives to provide an immersion experience for her students by encouraging them to speak in French at all times. Her students are often heard to say, “Maître, je ne parle que français.”

Studying and traveling in Italy has deepened her love of the country. “For me, Italy is synonymous with my primary language,” she says. Christina was an “outstanding student,” according to her instructors in Sorento, where she participated in a summer program and spent an extra month to continue her studies with the host institution Sorento Linguas. She has also participated in a summer program at the University of Siena, and traveled to Florence, Rome, and the Cinque Terre with her family.

“My passion for Italian extends far beyond the classroom; in fact, Marie tells me about the time she was watching the movie “Breakdutch Mountain” with her mother. He had to interrupt the movie halfway through to ask whether Marie was taking notes on a dearth of portraits. “I couldn’t help myself,” said Marie. “I was analyzing every aspect of the film.”

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

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

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

CHRISTINA BROWN

ALUMNI COLUMN

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

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

While I’d had Spanish before I attended UD thanks to the ability to practice with the sizable Hispanic population in southern Delaware, it wasn’t until I attended UD that I went abroad for the first time. I will never forget the sensation of studying in Granada and wanting to switch majors and teach because I had a tremendously positive experience living and studying there. Communicating in a foreign language, experiencing a different culture first hand, moving outside of my comfort zone, and challenging my views of life at “as it should be” was coupled with the opportunity to be an ambassador (of sorts) on life in the US from the perspective of a black man—all of those things made it clear to me that being abroad was where I belonged.

Reflecting upon that experience, I find it humbling that I was in such a rush to travel to as many places as possible. Since it was my first (and what I mistakenly thought to be my last) time abroad, I was determined to see as much as possible. Thus, from August 2003 to January 2004 I visited France, the Netherlands, Portugal, the UK, Morocco, Mauritania, and Senegal! Who knew that the passion for travel abroad would eventually propel me to move to Barcelona after graduation to teach English for three years and pick up Catalan? Or that I would start learning Mandarin and spend a summer in Beijing? Or that I would ultimately end up at Johns Hopkins’ School of Advanced International Studies (SAIS) as a Thomas Pickering Fellow to pursue a master’s in International Relations and Economics? Or that the first year of that master’s program would be in Italy (and that I would pick up Italian?!) As a first-generation black, gay man from southern Delaware, so many things have shaped my perception of the world and the way I would like to impact it. Nothing, however, has impacted me more than studying abroad and traveling. The opportunity to travel abroad was not only an enriching experience for me, but it was truly life-changing. When I gradu-
In 2005, several years of travel and research culminated in the publishing of my first travel guide, Adventurer’s Guide to Finale and the Dolomites. The comprehensive guidebook highlights the culture, history, geography, and cuisine of the Veneto, along with adventures—from mock-making workshops and rowing lessons in Venice to cooking lessons near Verona, a dairy tour on four wheelers and cycling in the Dolomites, and language classes in nearly every province of the region.

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

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

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

As one of the world’s oldest languages in continuous use, and arguably the foundation for most modern European tongues, Sanskrit is a guideline for the advent of the sciences of the ancient and modern worlds. It is safe to say that at how little even language professionals know about this linguistic treasure. I was first introduced to Sanskrit some twenty-five years ago during a public lecture on Vedanta, the philosophical tradition of India that lies at the core of Hinduism, Buddhism, and other spiritual paths. Sanskrit is the language in which the Vedas, the ancient sacred texts for Vedas, were written.

In any language, the assigning of meaning to sound is ultimately arbitrary. Some languages are more systematic than others, however, and are capable of representing their assigned meanings with greater depth and precision. Sanskrit is one such highly systematic language, in part because of its sound-based structure. Virtually all Sanskrit words are derived from some 2,200 root words, single syllables denoting a general type of action. The idea behind this root system is that language essentially describes action—in action and general in action, for example. For instance, we see root in the first syllable, hence j a g a t signifies “going.” It is a nominal affix indicating the nature of a thing. The resulting meaning is “that which by its nature goes.” The idea of the world as something in perpetual motion instantly calls to mind the findings of modern physics, and the timeless dance of the subatomic particles that constitute our universe.

In Vedic philosophy, the purely grammatical derivation is supplemented slightly, albeit still using the rules of grammar. Here, the first syllable takes on a new role as a reflection of behaviour, in contrast with another root, now, which denotes “beings.” To the final philosophical definition for j a g a t is “that which by its nature is born and goes.”

Could there be a better definition for the world? This one is surely the foundation for most modern European tongues, Sanskrit is a guideline for the advent of the sciences of the ancient and modern worlds. It is safe to say that at how little even language professionals know about this linguistic treasure.
The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The following person has been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, and related statutes and regulations: Tom Webb, Director, Office of Disabilities Support Services, 240 Academy Street, Alison Hall Suite 119, University of Delaware, Newark, DE 19716, 302-831-4644. The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall campus coordinator for purposes of Title IX compliance: Bindu Kolli, Chief Policy Advisor, Office of Equity and Inclusion, 305 Hullihen Hall, University of Delaware, Newark, DE 19716, 302-831-8063. The following individuals have been designated as deputy Title IX coordinators: for Athletics, Jennifer W. Davis, Vice President for Finance and Administration, 220 Hullihen Hall, University of Delaware, Newark, DE 19716, 302-831-2769; and for Student Life, Dawn Thompson, Dean of Students/AVP for Student Life, 101 Hullihen Hall, University of Delaware, Newark, DE 19716, 302-831-8939. Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of nondiscrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481. • 226/6M/0513/T