

# FLL *newsletter*

Fall 2002  
Vol. 7, No. 1

Keeping in touch with the Alumni, Students, Friends and Faculty of  
the Department of Foreign Languages and Literatures of Iowa State University



## Department dedicates new computer classroom

The Department of Foreign Languages and Literatures at Iowa State University hosted an open house and held dedication ceremonies on Friday, Sept. 20, for the new Cargill Foreign Language Digitally-Enhanced Classroom.

The event featured College of Liberal Arts and Sciences (LAS) Dean Peter Rabideau, Gary Hicks of Cargill, Inc., and a member of the LAS Dean's Council; Dawn Bratsch-Prince, professor and chair of the Department of Foreign Languages and Literatures; and John Thomas, assistant professor, and director of the Foreign Language Learning Resource Center.

*Continued on page 3*

## *The Inside Story*

Program Development	2
Reader Response Form	4
National FL Resource Center	6
Classical Studies Update	6
New Faculty	7
Faculty Spotlight	8
Faculty News	9
Study Abroad	10
Alumni News	11
Student Clubs & Activities	11

## Bratsch-Prince named FLL chair

**Dawn Bratsch-Prince**, newly promoted professor of Spanish, has been named chair of the Department of Foreign Languages and Literatures effective July 1, 2002.

She replaces Madeleine Henry who has completed her five-year term, but remains on the Iowa State faculty.

A member of the Iowa State faculty since 1990, Bratsch-Prince served as the department's assistant chair from 1997-2000. The Spanish professor has also served as the chair of the cross-disciplinary program in linguistics (1996-97) and as the assistant director for the Iowa Regents' Summer Program in Valladolid, Spain (1992).



Bratsch-Prince's scholarly specialty is medieval Iberia, focusing primarily on 14<sup>th</sup>-century Aragonese and Catalan prose writing. With the conclusion and publication of a critical edition and study of *The Aragonese Version of Brunetto Latini's Li livres dou tresor*, she has chosen to focus on women's writing of the period, particularly women's use of letters as a means of private and public communication.

Her current research project is a study of the life and letters of Violant de Bar (1365-1431), the Queen of Aragon, whose 45 volumes of correspondence are housed in the Archive of the Crown of Aragon, Barcelona. Her most recent monograph is *Vida y epistolario de Violante de Bar* (Madrid, 2001).

Bratsch-Prince is currently under contract with Palgrave/St. Martin's Publisher's for an English language study of self representation in and the historical reconstruction of Violant de Bar.

## An Update from the Department Chair

As I stepped into the role of department chair on July 1st, I looked forward to a period of calm during the summer months as I was introduced to university bureaucracy and budgets. However, the level of noise and activity in Pearson was astonishing! Our conference room (302 Pearson) was remodeled, the Cargill Classroom (303 Pearson) was under construction, the main office reception area was given a new look, and the elevator was taken out of service for semester-long repairs.

Thankfully, the start of the fall semester has been smooth.

On September 20, FLL hosted an open house to celebrate the dedication of our Cargill Foreign Language Digitally Enhanced Classroom (FLDEC). Our dean, the dean's advisory council, Cargill representatives, and friends from across campus visited the

*Continued on page 2*

## From the Chair

*Continued from page 1*

classroom and talked with faculty.

Our faculty was out in force again earlier this month at the Iowa World Language Association, where we presented six sessions and met elementary and secondary school teachers from across the state.

Curricular developments this year include our partnership in the Russian, East European, and Eurasian Studies (REEES) Distance Learning Consortium, together with the University of Northern Iowa and the University of Iowa. Through the RDLC, the three regents universities share faculty and student resources to teach via distance learning methods English-language courses on REEES topics, e.g., Jewish Identity in Russian Literature, Imagining Yugoslavia, Russian Health Care, and Modern Central and Eastern Europe. Instruction in three REEES languages—Polish, Czech, and Serbo-Croatian—will complement the area-studies courses. The RDLC is supported by a generous grant from the U.S. Department of Education's Undergraduate International Studies and Foreign Languages project.

The department is also undertaking an academic initiative in Language and Cultures for Professions through which we hope to establish dual-degree programs with Engineering, Agriculture, and Business. In early April FLL will host a colloquium for ISU faculty and national leaders in professional communication in foreign languages. Alumni interested in participating in this event are welcome to contact me for more information. A visit to Pearson by alumnus Howard Kennedy (Spanish '62) has convinced me that our alumni can be an active force in moving the department towards its goal of excellence.

Spring semester will find us busy with our searches in French and Spanish & Portuguese, the LCP colloquium, and our departmental Awards Ceremony in April (all are welcome). I anticipate an exciting and productive year!

*Dawn Bratsch-Prince*



## Chinese Studies Minor

The Board of Regents, State of Iowa, approved the Chinese Studies minor in June 2002, making it the only such stand-alone minor in the state. The dedicated effort of the FLL Curriculum Committee, the generous suggestions and support from the LAS Representative Assembly and the University Faculty Senate have made the minor a reality.

The establishment of a Chinese Studies minor meets the needs and demand on campus at just the right time. This year the first-year enrollment capacity increased to fifty, the two sessions for CHIN 101 filled almost instantly. Our survey of students enrolled in Chinese 101 confirms that professional and career considerations are one of the primary motivations for enrollment. Students with clearly defined career goals recognize the importance of mastering the language and acquiring a solid grounding in the culture.

The elementary Mandarin Chinese courses (Chin 101 and 102) will serve as prerequisites for prospective students in the program. The Chinese Studies minor itself requires 22 semester credits. The language core consists of 13 credits in Chin 201, Chin 202, and Chin 301. The culture core consists of 9 credits, including at least 3 credits in courses indicated by an asterisk: Anthro 326, Arch 427, Chin 302, Chin 370, Chin 375\*, Chin 490, Hist 336, Hist 337\*, Pol S 342\*. By focusing on modern China, the minor emphasizes a curriculum relevant to the dynamic intercultural exchange that

students are likely to experience in their future professional careers.

As rigorous as the requirements are, the minor program has a very realistic policy that meets diverse needs. For students who pass the test-out for first-year Chinese (CHIN 101 and 102) and start from the 200 level, after their completion of CHIN 201 and 202 with a grade of C or higher, they can get credit for CHIN 101 and 102. For students who pass the test-out for second-year Chinese (CHIN 201 and 202) and start from the 300 level, after their completion of CHIN 301 and 302 with a grade of C or higher, they can get credit for CHIN 201 and 202.

If you would like to know more about the Chinese Studies minor, please contact Professor Aili Mu ([ailimu@iastate.edu](mailto:ailimu@iastate.edu)).

## Calendar of Events

### January

13 - Spring Semester begins

### March

18-22 - Spring Break

24 - Summer and Fall registration begins

### April

4-5 - LCP Colloquium

6 - FLL Awards Ceremony

11-13 - VEISHEA

### May

10 - Commencement

## Cargill Dedication

*Continued from page 1*

The \$73,000 classroom was funded in part through donations from Cargill, Incorporated through its Higher Education Initiative. Established in 1996, this initiative seeks to build mutually beneficial partnerships with select universities and academic programs relevant to the future of Cargill's businesses. Additional funding has been provided by LAS and the Department of Foreign Languages and Literatures.

The facility contains twenty-three student computer workstations and one instructor workstation hooked to the Internet, a SMART board, and an Internet-based video conferencing system (Polycom). The classroom is currently being utilized for language courses in Spanish, French, Chinese and German.

Courses offered through the new Iowa Russian, East European and Eurasian Studies (REEES) Distance Learning Consortium will also be taught in the Cargill classroom. REEES is jointly operated by Iowa State, the University of Iowa and Northern Iowa University and will offer language courses in Czech, Polish and Serbo-Croatian. These courses are being offered as a result of a grant from the U.S. Department of Education program in Undergraduate International Studies and Foreign Languages.

The Polycom video conferencing system will allow Iowa State students to interact through two-way audio and video sent over the Internet as the courses will actually be taught by professors in Iowa City and Cedar Falls.

Other aspects afforded to students utilizing the Cargill classroom include virtual tours of countries associated with the languages being taught via the Internet, software components or electronic learning supplements of language textbooks that now can be used in real classroom time, and a "SMART" board which allows a professor to write notes beforehand and call them up on a big screen during class.



## News from the Foreign Language Learning Resource Center (FLLRC)

The Language Learning Center (in Pearson 312) received a grant of \$34,155 through its director for equipment and operational expenses. Grant funding currently supplies about 40% of the total lab budget, the remainder of which is provided by student fees. The learning center serves the study and research needs of foreign language students outside of their normal classroom hours. With thousands of films and digital audio resources, texts, dictionaries, newspapers and magazines, and twenty student computer workstations, the learning center served over 13,000 student users in the academic year 2001-2002, an increase of 30% from the previous year.

The Foreign Languages Department has an entirely new look on the World Wide Web! Please visit our revised pages at [www.language.iastate.edu](http://www.language.iastate.edu), where you can find out information on our programs, faculty, majors and minors, our new collaborative online teaching project with the other Iowa Regents Institutions (see under "REEES Info"), and our new high-tech classroom, the Cargill FLDEC (Foreign Language Digitally Enhanced Classroom).

The new Cargill FLDEC room, located in Pearson 303, is equipped with twenty-four Pentium -4 computers, a Smart

Board, an Elmo Document camera, multi-region /format DVD and VHS and an Internet Video Conferencing Camera. The Smart Board is like an electronic chalkboard with a memory; lessons can be saved to CD or posted on the WWW.

The Cargill FLDEC project was initiated by LAS Dean Peter Rabideau, who put our department in touch with the Cargill Corporation. The project itself was designed by Madeleine Henry and John Thomas. Funding was provided by the Cargill Corporation, the LAS Foundation, and supplemented by a CAC grant and funding from the REEES Consortium grant project. The entire project – from initial ideas on paper until dedication day on September 20, 2002 – was finished in under one year. The majority of the work on the room was completed this summer, and overseen by our systems support specialist Keith Swanson along with the FLLRC director John Thomas, and a crew of dedicated student employees. See our own website under the "FLDEC" link, or <http://www.las.iastate.edu/newnews/cargillfl.shtml> for more information.

*John Thomas*

Assistant Professor of Classical Studies and Director of the FLLRC

# FLL Alumni and Friends Update

Where are you?

What are you doing?

Do you have any news to share?

Please help us to keep our database of alumni and friends current.

The information that you provide to us will be used to change the addresses on our departmental mailing list. We will include any other information in our newsletter's alumni and friends columns. Thank you for taking the time to keep in touch!

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

May we include your e-mail address in our newsletter with your other update news? \_\_\_\_\_

Are you an Iowa State alum? \_\_\_\_\_ FLL Friend? \_\_\_\_\_ Other? \_\_\_\_\_

Year(s) of graduation (please indicate the university, if other than Iowa State): \_\_\_\_\_

\_\_\_\_\_

Degree(s) received (please indicate your major/language studied): \_\_\_\_\_

Current employment (please indicate your current employer and position): \_\_\_\_\_

\_\_\_\_\_

Do you have any other information or news that you would like to share? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Favorite memory of Pearson Hall, FLL, classes in the department, friends, language club, etc.

\_\_\_\_\_

\_\_\_\_\_

Please complete and return to us by mail (fold this page in half, tape and mail), FAX the completed form to (515) 294-9914, or e-mail us at [flnews@iastate.edu](mailto:flnews@iastate.edu).

*Fold along dotted line*

U.S. Postage  
Required

ALUMNI SEARCH  
Iowa State University  
Department of Foreign Languages and Literatures  
300 Pearson Hall  
Ames, IA 50011-2205

# An Update from the Classical Studies Program

We would like to welcome our new colleagues in Classics, **Stephanie Budin** and **Rod Fitzsimons**. More about each of these instructors will appear in the next FLL newsletter.

**Pete O'Neill**, an assistant professor in Classical Studies who joined FLL during the academic year 2001-2002, received a prestigious Andrew Heiskell/National Endowment for the Humanities Post-Doctoral Rome Prize Fellowship from the American Academy in Rome for 2002-2003. The Rome Prize is awarded to gifted artists and scholars who become part of a multidisciplinary residential community in Rome. Professor O'Neill will conduct research on the late Roman Republic, 133-44 B.C.

"The late period of the Roman Republic was a period with lots of turbulence and lots of rioting. Most people are interested in the Roman public forums and politics, but I want to concentrate on the neighborhoods." While in Rome, he will have access to one of the best Classics libraries in the world, the opportunity to discuss his work with members of the Italian and European scholarly communities, and the chance to explore the topographical features of ancient Roman neighborhoods first hand.

**Peggy Mook**, associate professor in Classical Studies, began a new archaeological excavation project on the island of Crete, Greece, this year. The site, called Azoria, was inhabited continuously from LM IIIC until the Late Orientalizing period (ca. 1200-700 BC). By the early sixth century BC the settlement was rebuilt, significantly transforming the plan of the site and its spatial and architectural organization. The site had become a city and its new foundations suggest an equally new conceptualization of urban space. Funding for the project was provided by the National Geographic Society, the National Endowment for the Humanities, the Wenner-Gren Foundation, and the Institute for Aegean

Prehistory, among others. Mook will be offering ISU students the opportunity to participate in the excavations during the summer of 2003 through Cl St 395, Study Abroad: the Archaeology of Greece. This year she has also been named a "Master Teacher" by the College of Liberal Arts and Sciences for offering students innovative learning opportunities outside the traditional classroom.

Classical Studies has expanded enrollments in two of its core courses, Cl St 273: Greek and Roman Mythology (taught by **Jim McGlew** to 250 students) and Cl St 275: The Ancient City (taught by **Peggy Mook** to 190 students). By doubling the size of these classes we are providing unparalleled opportunities for ISU students to explore aspects of ancient Greco-Roman cultures and pursue classical studies at more advanced levels.

In both classes, the professors are tapping the potential for power-point presentations and WebCT.

An anonymous gift to FLL has established the **Marcus Aurelius Scholarship** and will provide 1-4 renewable scholarships annually in amounts not less

than \$1000 to students enrolled in the Classical Studies Program. For additional information please contact the program chair, Peggy Mook ([msmook@iastate.edu](mailto:msmook@iastate.edu)).

*Peggy Mook*

Program Chair, Classical Studies



*Top photo: Peggy Mook and the Azoria Project team. Bottom photo: Peter O'Neill*

## NFLRC 2002 Institutes

The National Foreign Language Resource Center (NFLRC) offers summer institutes and workshops to prepare foreign language educators in effective teaching strategies, new technologies, and performance assessment. For more information contact Marcia Rosenbusch at 515-294-6699.

### Action Research in Foreign Language Education

The activity of teaching language is a highly personal endeavor. Understanding how we teach, how students learn, and how we can best assist this learning in our own local teaching situations is the purpose of the Action Research Institute.

### K-8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation

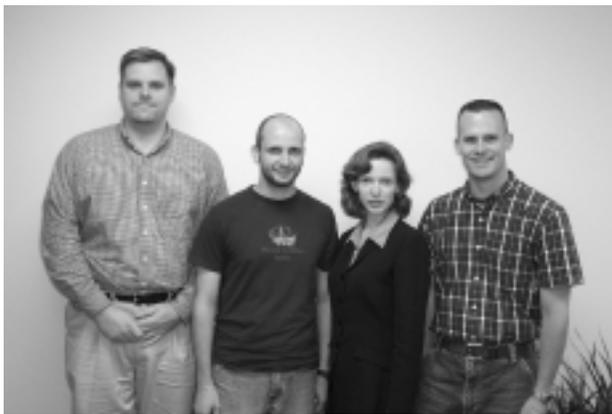
This institute enhanced the skills of teacher educators and supervisors who prepare pre-service and in-service Arabic, Chinese, Hebrew, and Japanese teachers for the K-8 level, especially those who have little or no personal experience with elementary school students.

### Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes

This summer institute is designed to give participants both a deep understanding of selected Latin American historical/cultural themes, as well as strategies for incorporating this information into thematic units for their classrooms. The institute includes a history/culture course, demonstrations of model lessons using children's literature, exploration of materials from Title VI National Resource Centers on Latin America, and strategies for writing standards-based thematic units.

### National Board Certification for Foreign Language Teachers

National Board Certification (NBC) for accomplished teachers was available for K-12 foreign language teachers for the first time in 2001. This institute is designed to help potential candidates for NBC certification understand the certification process and become familiar with the standards document.



*From the left, Lee L'Hote, Jean-Pierre Taoutel, Olga Mesropova and Kevin Amidon*

## FLL Welcomes New Faculty

**Kevin Amidon, assistant professor of German**, teaches all levels of German language and culture. After graduating from the University of Michigan in Economics and German, he completed his M.A. and Ph.D. degrees in German Studies at Princeton. He arrived at Iowa State in 2002 after lectureships at Princeton and Michigan in German, Politics, and Classical Studies/Great Books. In his research he works on two sets of ideas and institutions in 19th- and 20th-century German culture: music (especially opera) and the natural sciences (especially biology). His dissertation treated the position and significance of opera in German cultural life and identity formation during the 1920s, and he has begun a new project on evolution and human diversity in German biological thought. He also maintains research and teaching interests in the history and culture of technology, especially transportation technology in Germany and the United States. He spent 1997-1998 as DAAD Fellow at the University of Frankfurt (Main), and has been appointed Social Science Research Council Postdoctoral Fellow at the Free University of Berlin for 2003-2004. In his less academic moments he performs as a violinist in local ensembles, and enjoys repairing and restoring the (usually worn-out) European automobiles driven by family and friends.

**Olga Mesropova, lecturer in Russian**, is originally from St. Petersburg, Russia. She completed her B.A. and M.A. in the Methodology of Teaching Foreign Languages and Linguistics of Business Communication (1995) and a Ph.D. in Philology (2000) from Russian State Herten University. She was a graduate fellow at the University of Michigan and has been a visiting assistant professor of Russian at Colorado College. Her primary research fields are Pragmatics, Semantics, and Sociolinguistics of Russian humor. She is particularly interested in cultural, ethnic, and gender implications of popular humor and stand-up comedy. Her current research project is a study of distinctive linguistic features, interactional mechanisms, and strategic devices of contemporary Russian female stand-up comedy. This study is a part of a book-length project that will focus on the involvement of contemporary Russian women in humor production and will include an interdisciplinary analysis of female literary, journalistic, and popular "jokelore". She is also interested in cross-cultural mechanisms of translation and problems of cultural transfer. Several of her recent articles have focused on cross-cultural issues of "humor competence" and means of re-coding humorous texts across cultures. Her teaching interests include a variety of Russian language and culture courses. She particularly enjoys teaching courses on Russian culture, folklore, film, and Russian women's studies.

**Jean-Pierre Taoutel, lecturer in French**, came to the USA in the fall of 1998, with a one-year exchange program with Sorbonne Nouvelle University in Paris. After that year, he applied for a position at ISU and this is how he landed in Iowa. He enjoys teaching and living in Ames and recently was offered the three-year lectureship in French. He has completed his studies in Lebanon and France, and his research field in French literature focuses on Marcel Proust (*In Search of Lost Times*). He is particularly interested in the way Proust created his characters and his process in writing. Jean-Pierre enjoys sports (martial arts), reading, cinema and travels. This fall 2002, he is also teaching a short course in modern standard Arabic. This class will introduce students to basic communication in standard Arabic and the writing system. Students will also get a better understanding of the Arabic world through the cultural frame.

**Lee L'Hote, assistant professor of Spanish**, has joined the faculty at ISU, where he will teach all levels of Spanish language and culture. An Illinois native, he graduated from Washington University in St. Louis in 1990 with a B. A. in Comparative Literature and Spanish. After spending a couple years as co-owner of a downtown St. Louis restaurant, he completed his M.A. and Ph.D. (1999) at the University of Kentucky. Before his arrival at Iowa State he was an assistant professor of Spanish at Longwood College in Farmville, Virginia. His main research interests are contemporary Spanish narrative and film, focusing primarily on marginalization in the post-Franco novel. His current projects include a study of gay coming-of-age narratives by Alvaro Pombo and Eduardo Mendicutti. In his free time he enjoys refining his culinary skills and spending time with his dog, Javier.

FLL also has several new faculty members who will be with us for the academic year. To learn more about them, please check out this column in the Spring 2003 edition of the newsletter.

## Mark Rectanus Professor of German

When I was interviewing students for Fulbright scholarships in Germany, I was asked, “Why did you decide to get a Ph.D. in German?” My own answer was, “You probably aren’t going to jump out of bed one morning and say to yourself: ‘I think I’ll get a Ph.D.’ It’s a process and a commitment”. As an undergraduate, I was not that much different than many of our students in foreign languages classes at ISU. I was not a language major and was actually planning to go to law school. That changed when a faculty member in a German course I was taking encouraged me to study in Germany. At that time there were fewer study abroad options, but with some support and persistence I spent almost a year in Germany, primarily at the University of Tübingen. It was one of those pivotal experiences that changes one’s life, and when I returned I majored in German and then started course work in French and Russian. By the time I graduated, I wasn’t convinced I would be getting a Ph.D. in German, nor did I have a very precise idea of what graduate study and a career in academia entailed. Yet, I wanted to continue my contacts with the German language and culture in an M.A. program and I had thought I might look for jobs in book publishing or the non-profit sector when I completed the degree.

After about a year in the M.A. program in German at Washington University in St. Louis, I became increasingly intrigued by publishing and media. I was fascinated with the question of how books actually reach their readers (or in many cases don’t) and what role literary publishers and the media played in this process. However, I wasn’t sure how this could fit into graduate studies in German, nor was I confident that I wanted to make the commitment to a Ph.D. Like many of my fellow graduate students, I was also a bit “burned out” after six years of rather intensive study (undergraduate and graduate). After I received my M.A., I began working part-time for a

small publishing house, primarily in marketing. In the meantime, I began to realize that I might be able to combine my interest in publishing with a doctoral dissertation in German. When I proposed the idea to faculty in the German program at Washington University, they were very supportive. My dissertation, which was in many respects a sociological study of avant-garde literary series and their editors from 1960 to 1980, was fairly unorthodox at that time (i.e., the early 1980s). I received incredible support from my advisors, as



well as publishers and editors in Germany, whom I interviewed during a Fulbright dissertation research fellowship. At the same time, I continued to do some consulting work for U.S. and German publishers, including Suhrkamp, Max Hueber, and Langenscheidt. My own research in both German and U.S. publishing continued, but it also led me to a study of how other types of businesses produce and mediate culture e.g., in my latest book *Culture Incorporated: Museums,*

*Artists, and Corporate Sponsorships.*

Today, I encourage all of our majors in German to pursue a second major in another discipline. Of course there are pragmatic reasons to do so, particularly when German is combined with professional studies, but I also know that many of the most creative professionals in publishing, media, and in the corporate world at large have a strong background in the humanities and a sophisticated understanding of contemporary culture. From my own perspective, the step outside of disciplinary or professional boundaries has allowed me to explore fascinating areas which have expanded my own understanding of German and US society and culture. When I talk to students who voice their concerns about selecting a career path, I remind them that the process of discovery is actually one of the purposes of a liberal arts education – a fact they probably already really know.

# Faculty News

**Vera Aginsky, adjunct professor of Russian**, will present several papers this semester: at the Iowa World Language Association (IWLA) conference in October on the Study Abroad Programs at ISU; at the annual conference of the American Association for the Advancement of Slavic Studies (AAASS) in November "Distopia in Post-Soviet Russian Prose: Pelevin, Tolstaya, and others"; and at the annual conference of the American Association of Teachers of Slavic and Eastern European Languages (AATSEEL) in December "Anti Utopianism in the Post-Soviet Russian Literature"

Her article "The Novel *We* by Zamyatin in the Context of its Time" was accepted for the publication in #4 issue of 2002 of the journal "*Russkyi Yazyk za Rubezhom*" ("Russian language Abroad") published in Moscow by the International Association of Instructors of Russian.

She is also the Russian club advisor. The Russian club with new co-presidents, Phil Monnig and Joshua Anderson, has planned a lot of activities for the coming school year.

**Bob Bernard, professor of French**, read a paper at the meeting of the International Society for Educational Biography in San Antonio, May 2-4, "Celluloid Biographies: Hollywood's Love Affair with the American School Teacher." Scheduled for publication in spring 2003 in the *Vitae Scholasticae* journal is "Joseph Zobel's La Rue Cases-Negres: Education as a Catalyst Against Colonial Oppression."

**James Dow, professor of German**, has been both honored and appointed by various international organizations recently. Dow, a former Iowa State University Distinguished Humanities Scholar, has been appointed a "korrespondierendes Mitglied des Vereins für Volkskunde in Österreich" (corresponding member of the Society for Folklore in Austria). This honor is bestowed in Vienna to one or two scholars per year. He has also been re-appointed to the Modern

Language Association Bibliography Advisory Committee for a three-year term through 2005. He previously served from 1989-92. The Committee oversees the production of the annual MLA *International Bibliography*, a publication with 50,000 items in the humanities every year. It is the largest humanities database in the world and is totally electronically accessible.

Dow has also been appointed a visiting professor for linguistics at the Universität Bremen in Germany for the 2003 summer.



There he will teach two courses on "Pennsylvania German" and the "German Language in the USA." He will also help edit a special volume on *Linguistic History in the 19th Century* and will discuss possible exchanges of students and faculty between Bremen and Iowa State. (This update previously appeared on the LAS website)

**Clyde Thogmartin, associate professor of French**, is enjoying semi-retirement this year, with a reduced teaching schedule, although he is very busy as managing editor of the *French Review*, the journal of the American Association of Teachers of French. Janis, his wife, is serving as his unpaid editorial assistant. In both fall and spring semesters, he is teaching a new short course in French pronunciation and phonetic transcription. In the spring of 2003, he will be teaching a seminar on the

French news media. At this year's European Studies Conference in Omaha, he is giving a paper on language policy in Switzerland and the survival of Romansh, the smallest of Switzerland's four official languages. He also continues to be interested in the linguistic analysis of humor, and did a paper on the language of French comedian Raymond Devos at the annual meeting of the American Association of Teachers of French in Boston. Janis and he traveled to Boston this summer. They enjoyed seeing the places where the American Revolution started and eating in fine restaurants. They also enjoyed exploring the Maine coast, New Brunswick, and Prince Edward Island. New Brunswick is the second-ranking Francophone province of Canada. He did a little research on language policy there for future reference, then explored the French-speaking areas along the eastern and northern shores and in the northwest, near the border with Maine. His fascination with French dialects continues, and New Brunswick has a particularly fascinating one, but the immense forests and the blue sea also hold a fascination for both of them, since they have spent most of their lives in Kansas and Iowa.

**John W. Thomas, assistant professor of Classical Studies and director of the Foreign Languages Learning Resource Center**, presented a paper at the 2002 Annual Conference of the American Philological Association 2002 Conference in Philadelphia PA on "Peer Review and Collaboration for Online Teaching and Learning" in January. In April at the annual Conference of the Classical Association of the Middle West and South in Austin, Texas he presented a paper entitled, "Classical Studies and the Internet: *Quo Vadunt?*" He continues to serve as the Classics editor for the national online review organization M.E.R.L.O.T. which reviews online teaching and learning materials.

## In the Footsteps of the Inca

by Kathy Leonard  
Professor of Spanish & Hispanic  
Linguistics

Shortly after turning in grades for spring semester 2002, I found myself on an overnight plane to La Paz, Bolivia. I have made this trip many times and am no longer uncertain about what awaits at the other end: I know it will be at least three days of eye-popping headaches caused by high-altitude sickness, or *sorojche*, as the natives call it. However, on this trip, besides the headaches that come with the altitude, I was preoccupied with some new duties: overseeing the well-being of eight ISU students who were to arrive a few days later to participate in a newly formed study abroad program called "In the Footsteps of the Inca."

Nancy Guthrie from Study Abroad and I had spent most of 2001-2002 designing and promoting this new program which is unique in that it includes not only the study of Spanish, but a component of service learning as well. Loosely defined, service learning is the opportunity for students to work with a community partner to meet the needs identified by that community. The end result of the relationship should be beneficial for all involved. Participation in such a program is an opportunity for students to practice their Spanish in real life situations, while at the same time acquiring skills that may serve them in their future profession.

We chose Arica, Chile as the site for our first program. Arrangements were made with the University of Tarapacá for language study, and several sites were identified for service learning: The Museum of Anthropology, The Center for the Blind, The Center for Labor Training, and The Home for Girls.

We spent our first few days in La Paz, adjusting to the altitude, touring the city, holding impromptu Spanish lessons at restaurants so students could order a meal, and practicing Spanish on the street with the *paceños*, or residents of La Paz. For many students, this was their first experience abroad, and I watched with interest as they

absorbed the many unique facets of Bolivian culture and interacted in Spanish with Bolivians.

On the third day we boarded a bus for Arica, eight hours away, where we

would spend the next six weeks. This trip required us to climb out of the "valley" where La Paz is located at 12,500 feet to cross the border into Chile at a breathtaking elevation of 13,200 feet. I was armed with "sorojche pills," a Bolivian miracle drug used to relieve the symptoms of high-altitude sickness, and I dispensed them freely. Blind-siding headaches aside, the trip from La Paz to Arica is one of the most beautiful I have taken in my travels. The road climbs slowly, winding through the desolate but magically luminescent *altiplano*, where Aymara Indians live in widely scattered adobe huts, most without electricity or running water.

The landscape is dotted with small plots of crops, mostly *quinua*, potatoes, and barley, tended by Indian women dressed in colorful and multilayered skirts called *polleras*. As we near the border with Chile, wildlife becomes more and more abundant in the region: herds of wild vicuña peacefully graze on marshy plains and small rabbit-like creatures with long tails, called *vizcacha*, dart among the clumps of tall grass, or *paja brava*. This natural wonderland is encircled by a series of impressive snow-topped volcanoes which are the destination for many foreign tourists who travel to Bolivia to mountain climb.

We arrived in Arica, after passing through a snow storm in the mountains, to

80 degree weather, a moon-like desert landscape, and the ocean, which some students were seeing for the first time. Students were met by their host families at the station and were quickly whisked away to their new homes, looking back at the leaders with wide eyes and uncomprehending smiles frozen in place. I prayed for the best as some students spoke little Spanish, and the

families spoke no English.

The next three weeks passed quickly: students spent the mornings in class, Nancy and I along with them, learning Spanish grammar, Chilean culture, and the local Chilean dialect, which varies dramatically from that of Bolivia. We toured the area, held grammar lessons on the beach, and watched with interest, and sometimes annoyance, as the university was taken over by the students, who blocked the entrance with piles of chairs taken from the classrooms, causing us to find alternate digs for our sessions. During the last three weeks students began their service learning assignments while we continued to endure a general strike of the university community, which affected one of the service learning sites, the Museum of Anthropology. However, work at the other sites progressed nicely as students began to work with the blind, handicapped children and adults, and abused girls. During this time we held weekly "reflection sessions" to talk about the students' work at their individual sites, which was often quite emotional, but at time also amusing.

Students who worked at the Home for Girls were greeted on their first day with an infestation of lice and they were asked to help eradicate it by washing the girls' hair with gasoline.

As we approached our final week we



began to worry about some events unfolding in Peru which closed the border with Chile twenty kilometers to the north and put our final trip in jeopardy. Nancy and I hastily put together an alternate plan which consisted of remaining in Chile and traveling to the south where we could cross back into Bolivia, but as it turned out, all worrisome events had resolved themselves by our departure date. Upon the completion of the program we embarked upon a nine-day trip. Our journey took us through Peru, where we visited Arequipa, touted as the most beautiful city in Peru, then on to Cuzco, where we spent four days touring Inca ruins, including Machu Picchu, and where some adventurous students and one director (not me) climbed Huayna Picchu, having to haul themselves up the final steps with the aid of a cable. We then continued on to Puno where we survived an unforgettable and bone-drenching boat ride on frigid Lake Titicaca. From Puno we traveled by gringo bus to Copacabana, a picturesque town nestled on the Bolivian side of Lake Titicaca, where all unanimously rejected another opportunity to sail on the lake. We spent our final few days in La Paz, relaxing, shopping, packing and repacking, and in most cases, buying an additional suitcase.

By all accounts, our first foray into language study and service learning was a resounding success. We plan to repeat the experience in the summer of 2003, with a slight change of venue. We will again travel to La Paz, but this time we will remain there for study and service learning. We feel that La Paz will offer students a greater variety of service learning sites, as well as the opportunity to learn a more standard dialect of Spanish. Inclusive dates for the trip are May 29 to July 17. Excursions to Cuzco and Machu Picchu as well as to the jungle in northern Bolivia are included in the program fee of \$2,500. Although the deadline for the summer of 2003 is December 6, 2002, those interested in the summer of 2004 may contact Kathy Leonard at [kleonard@iastate.edu](mailto:kleonard@iastate.edu) or Nancy Guthrie at [nguthrie@iastate.edu](mailto:nguthrie@iastate.edu).

## Alumni News

**Ellen (Joensen) Franklin (French and Mathematics, 1992)** works as a Performance Assessment Coordinator at the University of Iowa College of Medicine. "I married my husband Bryan on January 25 of this year, and began working at UI in March, and I'm enjoying the new challenges and settings in my life. Having language skills and a love of travel has led to great experiences: taking students abroad every summer, having the courage to enroll in overseas programs (France and Denmark). [It] gave me enough experience with diversity to be taken seriously as a candidate in my new position. Thank you! Thank you!"

**Nancy Mason Mignone (B.A. German and International Studies, ISU 1981; M.S. Fisheries and Wildlife Services, Virginia Tech, 1994)** works as an administrative coordinator for the Blue Ridge School of Massage and Yoga, and is a self-employed massage therapist and yoga teacher. Her favorite memories of her years with FLL include: "hiking up the Schockel during the summer of '79 and enjoying a beer with local foresters; Dr. Dow dancing on the table top at evening's end (no, not Herr Dow! He'd never do that!); watching Herr Pryor's home movies at a German Club party; reading "Der Leiden des jungen Werthers"; when anyone could make Helga van Iten smile (she was so dedicated and serious that it was heart-warming when she smiled). Beth Mügge, Anike Dellman, Steve Pardini – where are you now?"

## Club News

In the Spring of 2002 students in **Joanna Courteau's** section of Spanish 303 staged a varieties show called the "Hispanic World in Song, Dance and Drama" to a standing room only crowd following the VEISHEA parade.

A short comedy, "El Criado de Don Juan" by Jacinto Benavente, was superbly acted by Andraya Parrish, as Duquesa Isabella, Jose Campos as Don Juan and Nathan Gibbs as his servant Leonello. Racquel Hora and Jacque Fitzpatrick were great in minor roles, designed specifically for humorous relief.

Between acts there were songs and dances from the Hispanic world, including a Spanish renaissance love song and a contemporary Mexican folk song, both performed hauntingly by Elana Walker and accompanied by Faith Hall on the flute, Stephanie Koch on the guitar, and Shara Chapman on the piano. The dance ensemble was composed of Shara Chapman, Ying Jun, Kate Epstein and Paul Barnes who gave lively and spirited renditions of the Cha Cha Cha,

Rumba and Merengue.

Kristen Peterson, a freshman from Stratford, directed the play and coordinated the costumes, which were on loan from the ISU theater. Kate Epstein, a junior from Illinois, was responsible for coordinating the event and serving as the liaison with the VEISHEA organizing committee. Freshmen Jennifer Titus and Laura Mann, with the help of their parents, did wonders with improvising the sets. They were unofficially assisted by Shara Chapman who also involved her father.

Jane Cox, Drama, Patricia Negreros Castillo, Forestry, and Kathleen Rodde, Music, provided assistance with singing and acting. Betsy Weidenbach, a freshman from Minneapolis, Minnesota, coordinated and corrected the translation copy of the play, done by individual actors, which was distributed with the program.

After four performances, the students were exhausted but happy. All four began exactly on time and were carried out smoothly without a single glitch or memory problem. Congratulations and many thanks to all, especially the parents and experts in other departments. We are hoping to renew this old FLL tradition again in the future.

FLL Newsletter  
Iowa State University  
Department of Foreign  
Languages & Literatures  
300 Pearson Hall  
Ames, IA 50011-2205

## FLL Newsletter

Dawn Bratsch-Prince, chair  
Editor: Michelle Mattson  
Design: Dave Gieseke

The FLL Newsletter is published twice a year (spring and fall) for the alumni, friends, and faculty of the Department of Foreign Languages and Literatures at Iowa State University.

Please address all correspondence to the editor: [fillnews@iastate.edu](mailto:fillnews@iastate.edu)

FAX: 515-294-9914  
Mailing Address:  
FLL Newsletter  
Iowa State University  
Department of Foreign Languages & Literatures  
300 Pearson Hall  
Ames, IA 50011-2205

# IOWA STATE UNIVERSITY

Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, disability or status as a U.S. Vietnam Era Veteran. Any persons having inquiries concerning this may contact the Director of Affirmative Action, 318 Beardshear Hall, (515) 294-7612.