

FLL *newsletter*

Fall 2003
Vol. 8, No. 1

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

Innovative Foreign Languages & Literatures Programs

French

The French section has added a new course to its curriculum this fall, French 471. It replaces French 321 course (French Civilization), which was taught in French and intended exclusively for majors. The new course, Foundations of French Civilization, is taught in English in hopes of attracting a broader audience of students who would like to take an interesting humanities course. French 471 covers not only history, but also literature and other cultural movements from the Middle Ages through the French Revolution. The course is required for majors who must sign up for a fourth credit of work in French, which they arrange with the course instructor. Professor Robert Bernard, who is teaching 471 in fall semester 2003, welcomes inquiries about this new addition to the French program. Prof. Daniel Sipe will teach French 472 "Modern France and French Civilization" in the Spring semester.

Russian and East European Studies

The Department of Foreign Languages
Continued on page 2

The Inside Story

Student Clubs & Activities	2
National FL Resource Center	3
Reader Response Form	4
Classical Studies Update	6
Faculty Spotlight	7
New Faculty	8
Faculty News	9
Study Abroad	10
Alumni News	11

An Update from the Department Chair

Over this past summer, FLL faculty and administrators have been busy planning for the current academic year and the future of the department.

Our plans for the new Languages and Cultures for the Professions (LCP) second majors are moving ahead. The LCP major will allow our undergraduates to integrate more meaningfully foreign language study with their professional programs in business, engineering, or agriculture. We are in the process of finishing a grant proposal to the U.S. Department of Education to secure funds for the development of additional study and internship abroad opportunities for students. They are key components of the new LCP major. A new web site dedicated to the LCP program is now up and running at <http://www.language.iastate.edu/home/LCP/LCPWeb/index.htm>: you can reach it from the Department's home page. We would welcome your input on this new curricular opportunity. Alumni are particularly encouraged to share their thoughts with us!



The Department is also very pleased to welcome two new tenure-track faculty: assistant professor of French Daniel Sipe (Ph.D. University of Minnesota/Université de Strasbourg) and assistant professor of Portuguese and Spanish Rachel Haywood Ferreira (Ph.D. Yale). They have already had a positive impact on the department!

Prof. Haywood Ferreira is teaching Portuguese and working to strengthen our existing minor in Portuguese by revising our current curriculum to meet student interest and needs better. She hopes to offer courses in Spanish on Latin American topics, including her area of specialization, science fiction.

Prof. Sipe is teaching a senior-level seminar this fall on urbanization and sexuality in late 19th-century France. This spring he will teach Business French, as well as offer the new French 472 course on Modern France and French Civilization. We will print fuller profiles on our new colleagues in the Spring newsletter.

FLL would also like to welcome a number of new faculty colleagues who will be with us for varying terms. They include Amalia de Uña, Julia Dominguez, and Eduardo Garcia in Spanish. Stephanie O Hara (French) is filling in for Prof. Bowles, who is on a research leave this year. To find out more about them, please see the section FLL Welcomes New Faculty in this issue.

The Department would like to announce that we will be offering short courses to students and community members this year in Beginning Arabic, Ukrainian and German; and both Beginning and Conversational Spanish. These courses offer twenty-four hours of classroom instruction spread out over six to eight weeks. They are open to all interested participants and do not require any prior familiarity with the language (with the exception
Continued on page 11

Innovative Projects

Continued from page 1

and Literatures is honored to host three participants in the Junior Faculty Development Program (JFDP) during the 2003-2004 academic year. The Junior Faculty Development Program is a U.S. State Department-funded program that identifies the most accomplished young faculty from countries of the former Soviet Union and South-East Europe region. JFDP scholars have the opportunity to develop new courses and course materials in cooperation with U.S. university faculty mentors.

We welcome the JFDP scholars:

Mariya SHYMCHYSHYN, assistant professor in the department of Foreign Languages in Ternopil Pedagogical University, Ukraine. Ms. Shymchyshyn is currently conducting research in the field of American literary criticism. She is particularly interested in Text Reception and she has worked out a specific course on Feminist Literary Criticism and Text Interpretation for fifth-year students at her university. The course she would like to develop while at ISU is Anglo-American Feminist Literary Criticism, which will also be taught to fifth-year students. Ms. Shymchyshyn's ISU mentor is Prof. Brenda Daly in the English department.

Olena GRYSAY is an associate professor in the department of Applied Sociology at Kharkiv Karazin National University in the Ukraine. Her main research interest is the study of exceptional children and children with disabilities. Ms. Grytsay has worked extensively in collaboration with the Center of Social Service for Youth Affairs in Severodonetsk-city (Lugansk region). While at ISU, Ms. Grytsay is planning to develop a curriculum focusing on the sociology of the family. She will specifically develop courses on Sociology of Childhood, Motherhood and Childhood in the Modern Epoch, The Phenomenology of Childhood, and Democratic Culture and Families with Exceptional Children: Comparative Research of Developed Democracies and Transition

Countries. Olena's mentor at ISU is Jackie Litt (Women Studies and Sociology).

Gulaiym ASHAKEEVA is an associate professor in the department of Political Science at the National Academy of Science in Bishkek, Kyrgyzstan. Ms. Ashakeeva is planning to develop a course called "Political Institutions and Processes," an introductory course for students of political science and public administration. She will also develop

a class "Political Systems of Central Asian Republics in Transition" for students of political science, international relations, Eastern studies, and history. Ms. Ashakeeva is currently assisting Elizabeth Constantine (University of Iowa) with her REEES course "Introduction to Central Asia." Gulaiym's ISU mentors are Ardith Maney and Eric McGlinchey (Department of Political Science).

Student Clubs and Activities

ISU First Year Chinese students win third place!

ISU students showcased their language talent for the 2003 Chinese Language Student Talent Show at the University of Iowa on April 26, 2003. The Talent Show has been a tradition at the University of Iowa for seven years. This year for the first time the friendly competition included students from Grinnell College and ISU, making it into a statewide intercollegiate competition. Professor Chuanren Ke, chair of the Department of Asian Languages and Literature at Iowa said, "I am delighted that we have had a positive start for this cross-the-state event."

Although ISU 1st year students were in direct competition with 2nd, 3rd, and 4th year students from other institutions, they won 3rd place overall with their new rendition of a popular Chinese song. The lyrics were rewritten by the students themselves and scored high with the judges for originality. Two third-year students from ISU performed a humorous skit and added even more comedy and creativity to the event.

Some of the other favorite skits included renditions of Star Wars, a Chinese soap opera, and a famous Chinese legend performed akin to the hit movie Crouching Tiger, Hidden Dragon by students from the other two institutions. Awards were given, along with T-shirts, at a Chinese banquet afterwards. The ISU students were both surprised and very pleased when they heard they had won in such stiff competition.

Participating in the competition were Melissa Elstad, Stephanie Tang, Kar-Yeng Liew, Renee Rossi, Teoh Chin-Chia, Ben Oviatt, Saleem Saed, Daniel Fetter, An Huynh, David Hansen, David Faden, and Shengwang Pan.

By Benjamin Allen Oviatt

FLL 2002-2003 Students Awards

Our annual awards ceremony was held in the Oak Room at the Memorial Union on April 13, 2003. We would now like officially to recognize all of the outstanding students who received awards for this past academic year.

Outstanding Students in Chinese:

David Adam Faden

Daniel Fetter

Honors for Graduating Seniors in French:

Bryce W. Campbell

Olga Kirsanova

Nathaniel P. Lohmeier

Outstanding Graduating Senior in French:

Bryce W. Campbell

Outstanding Achievement in German:

First-year students: Daniel Dickenson and Nicholas Ziegler

Second-year students: Chris Hansen and Dennis Rodenberg

Third-year students: Rebecca Thomsen and Heather Weland

Fourth-year students: Michael Adix and Joshua McCaughey

Outstanding Achievement in Russian Studies:

Mary A. Frishman
Marian Lynn Hanks
Petra Plaminkova

Outstanding Achievement in Russian Studies and Support for the Russian Club:

Yelena Bolotina

Outstanding Seniors in Spanish:

LaTisha Clemens
Jerad Hintz
Lindsay Palmer

Outstanding Junior in Spanish:

Stacy Sass

The Department also awarded four scholarships to outstanding students:

*The *Alfred P. Kehlenbeck Scholarship* went to Chelsea Knight and Amanda McCullough. This scholarship is given in honor of Dr. Alfred P. Kehlenbeck, Chair of the Department from 1950 to 1969. Dr. Kehlenbeck was a Professor of German who had a great interest in all students in the department. The scholarship may be awarded to any major in Foreign Languages and Literatures who is preparing to teach and planning to study and travel abroad within the next academic year. Up to three awards may be given annually.

*The *Ronald A. Schubert Scholarship* was awarded to Joan Clinton and Heather Orwig. This award is given annually from a fund established by Ronald A. Schubert, an alumnus of Iowa State's Department of Foreign Languages and Literatures. The scholarship is awarded to a student from a rural Iowa background who is studying German or Spanish.

*Stacy Sass and Allison Dunn each received a *Louise Semmons Scholarship*. This scholarship is given in the name of Louise Semmons, who was an Iowa State graduate. Ms. Semmons left money for this purpose in her will. The scholarship is awarded to students who must be junior or

National Foreign Language Resource Center (NFLRC)

In the spring of 2003, the NFLRC began publication of an electronic newsletter for foreign language educators designed to provide information on new advances and opportunities in assessment, early language teaching, thematic teaching, action research, and technology; important issues and events in the profession; and updates on the work of the NFLRC. Originally geared toward past participants of NFLRC institutes, the newsletter quickly became popular outside the alumni group, and now is directed toward all Pre-K-12 language teachers. Each issue of the newsletter, which was published monthly from March through June, focuses on a theme, for example, Assessment. The newsletter will resume in October and continue through the academic year. To receive the newsletter, send an email to nflrc@iastate.edu requesting that your name be added to the mailing list. Back issues of the newsletter are available at: www.educ.iastate.edu/nflrc/pubs.htm.

The NFLRC also announces the publication of two new thematic units. The first unit, *El béisbol*, written entirely in Spanish (including the directions to teachers), was inspired by the author's love of baseball and the children's book, *Béisbol en los barrios*, the story of baseball in Venezuela as seen through the eyes of a young boy. This thematic unit is geared to Spanish teachers of beginning to intermediate middle school students. The second unit, *La peineta colorada*, focuses on a book of the same name about the plight of a runaway slave in Puerto Rico. This unit, also for middle school students who are at beginning to intermediate levels of Spanish, addresses slavery, which is a topic many are studying in their regular classroom curriculum. For information about the NFLRC's thematic units go to: www.educ.iastate.edu/nflrc/publications/unitinfo.htm.

The NFLRC collaborates with the American Council on the Teaching of Foreign Languages on the New Vision in Action (NVIA) project that began in 1998. New Visions is an innovative series of actions that both involves and impacts the entire academic foreign language community in the U.S. NVIA seeks to identify and implement the actions necessary to revamp the language education system so that it can more effectively achieve the important goal of language proficiency for all students. NVIA advocates that all students have the opportunity for and access to quality language instruction regardless of race, ethnicity, socioeconomic class, or gender.

senior language students with above-average grades who have participated in foreign language activities on campus. Up to six awards may be given annually.

*The *Van Iten Study Abroad Scholarship* went to Andrew Schumacher. This award is given from a bequest by Helga and Richard Van Iten, longtime Iowa State faculty members. Helga Van Iten was an Assistant Professor of German, and Richard Van Iten was a Professor of Philosophy. It is open to full-time undergraduate students in German who are participating in a study abroad experience.

If you are interested in contributing to student scholarships or in supporting the activities of the Department financially, many opportunities exist for you to contribute and achieve your philanthropic goals. In addition to student scholarships, contributions are needed for faculty development, Study Abroad programs, support for lecture series, and many other areas.

Contact the ISU Foundation or Dawn Bratsch-Prince
<http://www.foundation.iastate.edu>

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.

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Ames, IA 50011-2205

An Update from the Classical Studies Program

We are pleased to announce that the Program has revised both the **Classical Studies Minor** and the **Interdisciplinary Studies Major in Classical Studies**. Both are more flexible and allow students a greater range of choices to meet individual interests and needs better. For more information see the Cl St web page (<http://www.iastate.edu/~classics/>) or contact me at msmook@iastate.edu.

Applications for the annual **Marcus Aurelius Scholarships in Classical Studies** will be accepted through December 1, 2003. One to four scholarships of at least \$1000 will be awarded to students who are enrolled in the Classical Studies Program (majors and minors) and have taken three semesters of Greek or Latin. Previous recipients are eligible to apply again. Contact Jim McGlew for more information (jmcglew@iastate.edu).

Nine ISU students, including major Raneë Wiederin, participated in our **study abroad in Greece** program this summer, excavating the Archaic and Classical town at Azoria, on the Greek island of Crete for seven weeks. These students were part of a larger team of seventy-two people, who represented fourteen different universities and research institutions as well as the nearby villages of Kavousi and Pacheia Ammos. Some comments from ISU participants: "I loved digging and learning about the past—it was fascinating!" "Hands-on excavation and analytical analysis of a Greek site cannot be obtained in Iowa." "I benefited tremendously from this program, meeting new people and becoming a more well-rounded student through this experience." "I grew intellectually from my two months on Crete ... any student with an interest in ancient Greece should do this program." This year we will again be offering our archaeology program in Greece, Cl St 394-395 Study Abroad: The Archaeology of Greece. The application deadline is December 1, 2003. Contact me for more information (msmook@iastate.edu).

Erich Gruen, University of California at Berkeley, whose most recent book is *Diaspora: Jews amidst Greeks and Romans*, will speak on "Pagans and Jews: The Roots of Anti-Semitism?" Wednesday afternoon, April 21, 2004. Look for announcements in the Spring.

News from faculty:

Rod Fitzsimons continued his work as Site Architect for the Azoria Project (www.azoria.org) throughout the summer of 2003 and, while on Crete, he also gave detailed, on-site tours of the Bronze Age palace of Mallia and the Archaic/Hellenistic site of Lato to the ISU Study Abroad in Greece participants. In February he delivered a paper, "Monuments of Power and the Power of Monuments: The Evolution of Monumental Architecture in Bronze Age Greece," at Yale University.

Madeleine Henry has signed a contract with Routledge to write an inaugural volume for the series "Women of Antiquity". The book will be titled *Neaera: Writing a Prostitute's Life*. She will examine this ancient Greek court speech for its construction of prostitutional sexuality. Neaera is accused of having been an enslaved child prostitute who later masqueraded as a respectable Athenian wife and mother; her and her children's participation in civic and religious rituals was viewed as a pollution of the state and a perversion of civic norms. She is also completing a study of the trafficking in females in early Greece. This spring in ClSt/Hist/WS 374 Prof. Henry will cover women in Hellenistic Egypt and Rome.



David Hunter recently signed a contract with Oxford University Press in England to co-edit the *Oxford Handbook of Early Christian Studies*. His co-editor is Susan Ashbrook Harvey, Professor of Religious Studies at Brown University. The Handbook will consist of approximately forty-five chapters from scholars throughout the world. Publication of the Handbook is slated for Spring of 2007.

Jim McGlew gave an invited talk, entitled, "Achilles' Sweet Sorrow: Pity in the Athenian Democracy," at Cambridge University, England, in July, and also presented, "The Comic Pericles," in *Tyrants, Kings, Dynasts and Generals: Modes of Autocracy in the Classical Period (500-323)*, at a conference at the University of Wales, Cardiff.

Peggy Mook was invited to present one of the three General Session papers at the Annual Meeting of the Iowa Academy of Science, in Des Moines last April, and spoke on "The Azoria Project: Excavation of an Early Greek City on Crete." She will also be co-author of the paper, "Excavations at Azoria in Eastern Crete, 2003," (with her colleagues Donald Haggis, University of North Carolina, Chapel Hill and Lynn Snyder, Smithsonian Institution) at the Annual Meeting of the Archaeological Institute of America this January.

Peggy Mook

Program Chair, Classical Studies
(msmook@iastate.edu)



Foreign Language & Literatures Greece Study Abroad program participants Rod Fitzsimmons and student Raneë Wiederin.

Dawn Stinchcomb

Assistant Professor of Spanish

When people meet me for the first time and learn where I work and what my research interests are, they want to know why I chose Spanish, why I decided to pursue a doctorate when I never intended to teach in a university, and how I have become so passionate about Afro-Hispanic literature and culture. They are perplexed by my answers, especially since I do not have a concise answer. I tell them about my grandmother, a hard-working woman who traveled all over the world. I claim that it was she who sparked my interest in studying abroad. I tell them that I know that this profession is the logical choice for me. I tell people who ask that I have loved Spanish and the people who speak it from the beginning of my life in Queens, NY, and later in Columbia, SC.

I don't tell them that when I was about eleven years old an article appeared in a nationally syndicated magazine that questioned the ability of African American students to learn a foreign language. I just tell them that I couldn't wait to begin high school because I was in a hurry to learn to speak Spanish and I excelled in it from the very beginning.

Oddly enough, it was not a wonderful Spanish teacher who should get credit for my desire to teach, but rather a year with a horrible teacher. A student teacher in a chemistry class in my senior year of high school motivated me to pursue a degree in Spanish. I don't remember his name, but I do remember the furrowed brow, the sweat that dripped onto his shirt, and the whooshing sound that his pants made as he stormed from the front of the room toward my seat at the back. "I've told you about this before," he spat. "You know where Spanish will get you?" And, that's when his long, hairy arm swept the books and papers off my desk and directly into a trashcan. I did not protest; I was too embarrassed. I waited until after class to recover my things, my Spanish-English dictionary, my workbook, and the Carlos Fuentes novel I had borrowed. There they were ... millimeters away from discarded gum and candy wrappers,

soda cans, and chewing tobacco slime (this was in South Carolina). I eventually lost the feeling of humiliation but my workbook never again looked the same after spending an entire class hour in the trashcan.

High school teaching was pure heaven for three years. A supportive administration allowed me to take students to Mexico every year and gave me the money to purchase whatever supplementary materials I thought were needed. But, during those years I found my passion expanding. Although I had originally believed that my presence in the classroom alone was a way to improve my community, suddenly, I began to feel mediocre. I had learned that there was more to teaching appreciation of other languages than teaching the grammar. My first year teaching, I began teaching English at night to farm workers. I had traveled abroad as a student and a teacher, and spent a significant amount of personal time in Mexico City; yet, I was surprised to find that I was ignorant to the plight of the farm worker. Worse still, the schools in our district were serving the children of these people, and we were ill prepared, both morally and professionally.

My teaching definitely needed changing. I wanted to teach my students to have compassion and thought the best way to do this was to teach language through the exploration of culture. A close reading of our textbooks revealed serious omissions in their information about "culture." I took classes in my Foreign Language Education program on teaching culture and chose to work with only the less-popular topics. A feeling of urgency motivated me. When my African American students asked me to do a special presentation during "Black History Month", I realized what a disservice I was doing my students because our textbooks didn't even mention the existence of Afro-Hispanics! Initially, I supplemented the textbooks by giving a specific cultural emphasis to each month. For example, we celebrated Hispanic Heritage Month from mid-September until late October; made *pan de los muertos* (Day of the Dead bread) in November in coordination with the lessons about Mesoamerican cultures; and in December, I taught about the existence of Spanish-speaking people of African descent through my annual Decem-



ber culture lessons about latin music and dance.

I became rather famous in my school district. My superintendent applauded my efforts and, suddenly, I was given more responsibility. I then had the power to decide the curriculum of the Spanish courses on the secondary level for the entire district. I took that responsibility very seriously because I had always wanted the opportunity to lead. Although the selection of the newest textbooks was now solely my decision, I knew that I would not be there to enjoy the new textbooks I had chosen. It was time for me to move on. My career needed to move forward; it was time to make some changes in the curriculum that would then have been considered "progressive": I was going to teach about minorities in the Spanish-speaking world.

I had been a very busy teacher in the previous five years. I had taught Spanish in the day, taught Math and English several nights a week to homebound students, taught English as a Second Language on Wednesday nights, and took night classes towards a Masters degree in Foreign Language Education. After finishing the degree, I decided to pursue a new goal: the job of South Carolina's Foreign Language Curriculum Coordinator. I left my job and moved back to Columbia, SC where I was raised, with the intention of attending the University of SC where I would pursue a Ph D in
Continued on page 8

Dawn Stinchcomb

Continued from page 7

Education, specializing in Curriculum and Instruction at night while I taught at another high school. However, within a year, I had applied and was accepted to enroll in a Ph D program at the University of Tennessee to pursue a doctorate in literature, and that changed my career path entirely. Although the decision to pursue an advanced degree in literature and not pedagogy was due in large part to my dissatisfaction with the limits placed upon public school teachers, a career in academia proved to be a logical choice for someone with my passions.

The doctorate in Latin American literature allowed me to explore all the aspects of culture I was unable to include in the world of secondary education. I can still

encourage my students to study abroad while teaching language classes without ever having to sacrifice discussion of my passion for examining culture through literature, history, politics, and the people who speak the language I teach. The major difference between the two career paths is that here at ISU I can teach my students about the culture, history and politics of people who speak Spanish using authentic literary texts. I can now dedicate my energy to teaching my students to discover and appreciate the message the authors leave for us in the texts. I travel to conferences all over the world to collaborate with other professors in the field and what I learn from them I can always add to my own curriculum.

Recently, I participated in a summer seminar thorough the National Endowment for the Humanities and spent a riveting six-

weeks at the Afro-Romance Institute of the University of Missouri–Columbia, the only university in the United States where one can earn a degree in a Romance language specializing in the literature of people from the African Diaspora. The topic of the seminar was Afro-Hispanic Literature and the literary canon in Spanish and in English. I collaborated for the first time with English professors, professors of Comparative Literature and a professor of Philosophy, who were all there to learn how they too could amplify their curricula, and in many cases expand the canon in their fields. I am bringing to ISU one of the most significant lessons I learned from my participation in the NEH summer seminar: the spirit of collaboration in the pursuit of curricular expansion.

FLL Welcomes New Faculty

Stephanie O'Hara (French) received her Ph.D. in French from Duke University in May 2003. She has lived in France for a total of three years; She spent the academic year 2000-2001 at the Ecole Normale Supérieure de Lettres et Sciences Humaines in Lyon, the year 1999-2000 at the Ecole Normale Supérieure in Paris, and the year 1993-1994 at the Université de Provence, Aix-Marseille III, in Aix-en-Provence. Her current research project consists of revising her dissertation into a book-length study of the cultural context for poison in early modern French theater and society. Her other research interests include the material conditions of theatrical production in sixteenth-century France, as well as literary translation as a means of cultural exchange in eighteenth-century France and England. She has taught all levels of French language as well as courses in early modern French literature. She is looking forward to discovering a new part of the country! Dr. O'Hara reads a lot, and – now that she's done with the dissertation – is hoping to get back to her other hobbies: bread-baking, knitting, and running.

Eduardo Garcia (Spanish) has been a college Spanish instructor for ten years, and

an elementary school Spanish teacher for three years. He taught Spanish in FLL before he went to work as a research assistant for the National K-12 Foreign Language Resource Center (NFLRC), where he researched the Spanish learning outcomes of elementary school teachers and students in rural schools of Iowa and Nebraska. He is pleased to come back to the FLL Department after completing a year of research as a Future Faculty Fellow in the ISU College of Education, where he is currently a Ph.D. candidate in the Department of Curriculum and Instructional Technology. His research interests are in the areas of second language acquisition, computer-assisted language learning, and language proficiency assessment. In particular, he explores the changes and the impact that technology has on cross-cultural and cross-linguistic understanding among early language learners. While working at the NFLRC and with the support of the FLL Department, he also became a certified Spanish Oral Proficiency Interview (OPI) tester by the American Council on the Teaching of Foreign Languages (ACTFL). He has traveled in Europe, Japan, and the Americas and enjoys bookmaking, writing poetry, practicing Tae

Kwon Do, fixing empanadas, and drinking Colombian coffee.

Julia Domínguez (Spanish) is originally from Spain, but has been living in the United States for the past five years. She was born in Cáceres, a small city in the west of Spain, very close to the border shared by Spain and Portugal. There she attended the University of Extremadura and earned two bachelor's degrees, one in English Philology and another in Hispanic Philology. She also has fond memories of Ireland where she lived for about a year as an undergraduate student at the University of Coleraine in Ulster, Northern Ireland. In 1998 she enrolled at Michigan State University in order to study Hispanic literature and culture, as well as Spanish. Michigan meant a great change in her life since it is where she began her graduate studies and also her job as a university teaching assistant, a truly incredible experience. In August 2000, she moved to Tucson to begin doctoral studies at the University of Arizona, specifically Spanish and Latin American literature in addition to cultural studies, feminist studies and literary criticism. At this time she is writing a thesis specializing in the Spanish Golden Age

Continued on page 10

Faculty News

Eugenio Matibag (Spanish)

published a book in May 2003 entitled *Haitian-Dominican Counterpoint* (Palgrave Macmillan), which deals with political and cultural relations between the two nations that share the Caribbean island of Hispaniola. In July he researched Dominican culture and Asian American Studies at the University of Texas, Austin, with support from a Big XII Fellowship. In October he is scheduled to present the paper "Haitians and Dominicans in the Insular System" at the Haitian Studies Association Annual Conference at Florida International University in Miami. He is also currently writing a book on Spanish Philippine literature and postcolonial theory.

Clyde Thogmartin (French)

continues as Managing Editor of the *French Review* through April 2004, when his three-year appointment will be up. In July, he attended the convention of the American Association of Teachers of French in Martinique, and gave a paper on recent developments in the print and Internet news media in France. Now semi retired from Iowa State, he is teaching only one course this semester. The course uses a computer software package to teach French pronunciation, and Prof. Thogmartin enjoys the opportunity to teach in the high-tech Cargill room. Depending on enrollment in the course, he will retire from teaching either at the end of fall semester 2003 or spring semester 2004, but expects to stay busy researching and writing.

James Dow (German) spent the summer semester teaching in Bremen. He was guest professor in *Fachbereich 10, Linguistik*, and taught two courses, one on the History of German in America, and a second on the German variety spoken by the Old Order Amish, Pennsylvania German. Both courses were well attended, 27 students in the first course and 17 in the second. Students who wanted credit for the courses had to write term papers or a four-hour exam, a *Klausur*. During his stay in Bremen, Dow also gave two departmental colloquia, one on Amana German, and a second on his new research project with *Zimbrisch*, a



Spanish film director Pedro Almodóvar with faculty members Chad Gasta (left) and Lee L'Hote

Germanic language spoken in northern Italy. Dow and his co-author, Olaf Bockhorn of Vienna, have completed the book on *The Study of European Ethnology* in Austria with Ashgate Publishers, and the book should appear before the end of 2003. Dow has completed his revision of the Facts on File 1000 page volume *Encyclopedia of World Mythology and Legend*. The Encyclopedia is scheduled to appear in early 2004.

Lee L'Hote and Chad Gasta (Spanish) had the opportunity to meet Spanish Director Pedro Almodóvar at the 62nd *Feria del Libro* in Madrid this past June. Almodóvar and the two professors chatted about his films and their use in classes at Iowa State University, and the director signed copies of his Oscar-winning screenplay *Hable con ella* for them. Mexican actor Gael Garcia Bernal—of *Y tu mamá también* and *El crimen del Padre Amaro* fame—accompanied Almodóvar. Bernal will star in the director's next film.

Professor L'Hote highly recommends that those in Madrid in early June attend the *Feria del Libro*. In the past he has met such writers as Carmen Martín Gaité, Antonio Gala, and Arturo Perez Reverte, all of whom were happy to discuss their lives and works, and expressed fascination with their following in the United States.

Aili Mu (Chinese) was able to attend the 27th Summer Session (June 15-July 25, 2003) at The School of Criticism and Theory at Cornell University. It was an unparalleled summer experience that she wants to repeat many times. Besides the great location, ideal weather, intense curriculum, cutting-edge



scholarship of preeminent critics, participants benefited most from the extensive exposure to the recent developments in literary and humanistic studies. Prof. Mu went with the question of how to assess the significance of a new literary phenomenon – Chinese mini-short stories and came back with a theoretical frame of mind that enabled her to approach a solution. The discussion on art and literature as a specific mode of thinking at the Summer Session led her to view Chinese mini-short stories in a different light: more as a historical agent than a historical product. This new perspective allowed Prof. Mu to see how mini-short stories' function as commodity opens more critical space for creativity. Guided by the inspiration from the Summer Session, she was able to write her presentation "Cultural Commodity of Critical Engagement: Popular Appeals of Mini-Short Stories" for the Third International Convention of Asian Scholars at Singapore in August 2003.

Vera Aginsky (Russian) is in the midst of a very exciting semester for her, as she teaches a new class: Rus. 370, *Jewish Cultural Identity in Russia*, through the REEES program for ISU, UI and UNI. It's quite a challenging job. Dr. Aginsky has never taught this topic before and is learning all about the plusses and pitfalls of 21st-century instructional technology. Being a Jewish refugee from the former Soviet Union, and having lived through a lot of anti-Semitism herself, she considers this course her tribute to the tremendous sufferings that

Continued on page 11

Faculty News

Continued from page 8

her ancestors lived through. She also considers it as a dedication to her father who was a victim of the Soviet regime. The other new class she is teaching this semester is Rus.440, *Short Stories in Russian Literature*. She has sixteen students in the class, four of whom are native speakers. Dr. Aginsky is also presenting a paper "Anti-Utopia as a Means of Polemics: Some Aspects of Zamyatin's *We* and Bogdanov's *Red Star*" at the annual conference of American Association of Teachers of Slavic and Eastern European Languages in San Diego in December.

The ISU Russian club, of which she is an advisor, has a new president, Nick Wright, and new officers, Rita Tisinger and Lena Bolotina. They are planning to attract more students to its membership, providing them with educational and fun activities.

Rodney Fitzsimons (Classics) delivered a paper at a conference entitled "Power and Architecture: Monumental Public Architecture in the Bronze Age Near East and Aegean" held at Katholieke Universiteit Leuven, Leuven, Belgium on 21-22 November, 2002. His paper was entitled "Architecture and Power in the Bronze Age Argolid". He has submitted an article version of this talk to the conference proceedings that will appear as part of the Aegaeum publication series. Mr. Fitzsimons continues to refine his architectural study of the remains at Quartier Nu, Mallia, Crete, a project conducted by Alexandre Farnoux and Jan Driessen under the auspices of the Ecole française d'archéologie d'Athènes in which he participated from 1998 through 2001. This work will appear as part of two separate volumes of the Etudes cretoises series. Finally, he is hoping this year to finish and defend his dissertation, a study of the rise of palatial architecture at Bronze Age Mycenae and its connection to the collapse of the palatial civilization of Minoan Crete.

Alumni News

Carrie (Elliott) Stockman (BA Spanish 1994) is completing her fourth year as a high school Spanish teacher. She has returned to Iowa after four years in Houston, Texas and one year in Denver, Colorado. She will receive her M.A. in Spanish this fall from the University of Northern Iowa.

Dorothy (Chaffee) Flaherty (BA French 1976) has left language teaching and is now working in special education. She is also pursuing a master's degree in social work at the University of Minnesota. She has fond memories of French House (1974-1975), remembers Mrs. Smith keeping everyone in line and Mr. Kahn feeding students during finals. She particularly wants to reach out to her French housemates and would like them to contact her (dorothyflaherty@msn.com).

Heidi Reyes (BLS, BA Spanish and Anthropology 1994,1998) is self-employed as an artist in tapestry weaving and free-form crochet. She has a studio here in Ames, and is now a graduate student at ISU in textiles and clothing. She went to Nepal this summer to learn Nepalese and teach English. Her favorite memory of FLL is talking with her advisor, Prof. Courteau. She can be reached at fiber02@iastate.edu.

Valerie (Collins) Alvarado (BA Spanish 2000) worked as a long-term substitute Spanish teacher at Valley High School in West Des Moines, but has begun teaching at Dallas Center-Grimes this academic year. She lives here in Ames. Her positive memories of her undergraduate days including working in the language lab and eating at Jimmy Johns with Blythe Bowman.

News from the Foreign Languages and Literatures Resource Center (FLLRC)

The FLLRC received a much-needed facelift this last summer. It consisted of a new coat of paint and new carpeting, and, thanks to funding from ITC and the College of Liberal Arts and Sciences, has two new Symposium portable A/V carts. The Symposium resembles a tablet PC, but is essentially a portable version of the Smart Board now in use in the Cargill Room. Effectively, FLL now has three Smart Boards, two of which are mobile. These are for the exclusive benefit of FLL students and faculty in classroom instruction.

John Thomas
Director, FLLRC and
Assistant Professor of Classical Studies

Study Abroad Opportunities

Russia: Rita Tisinger (Russian major) contributed the following comments on ISU's study abroad program in Russian this past summer:

"Ten ISU students and Professor Dr. Vera Aginsky traveled to Minsk, Belarus, Moscow and St. Petersburg, Russia this summer for an intensive language, and cultural adventure. As well as attending courses or interning in the daytime, students were provided with many interesting excursions to keep them busy and active in the city.

Opportunities to learn much about the history of war and of the Belarussian and Russian people in museums, at historical sites, and at memorials were aplenty. Lovely strolls through beautiful gardens, seeing the circus, choosing from a variety of eateries, visits to markets and kiosks for souvenirs and to learn the art of haggling were a few of the many things which made this study abroad experience genuine.

Students received the chance to experience first hand the public transportation system including buses, subways, trolley buses, streetcars, planes, trains and taxis. The students interacted with the families, militia, citizens, tourists and students that they encountered throughout the stay. The pleasant journey to and through Russia and Belarus were supplemented with city tours. The students were quite fortunate to see ballets such as *The Nutcracker*, *Swan Lake*, and *Creation of the World*.

Many palaces and museums such as the Hermitage, festivities including White Nights, and the celebration of the 300th anniversary of Saint Petersburg were held in high-esteem. Students learned both colloquial and written Russian, traditional folk songs, how to prepare common culinary dishes, and even forms of art using straw. The overall experience of these students cannot be justified by a simple summary complemented with pictures, but must be enjoyed first hand!"

Spain: The past summer signaled the beginning of FLL's new Study Abroad Program in Alicante, Spain. Led by Professors Chad M. Gasta and Leland L'Hote, forty students participated in the program where they were housed with host families and attended classes at the Universidad de Alicante.

Mornings were reserved for classes (taught by faculty from the Universidad de Alicante), weekends were dedicated to exploring the city, spending time on the many beaches, or visiting nearby towns along the coast.

Weekends were also free for independent travel – many went to Barcelona, Valencia, Seville, Granada or Mallorca – and the program fee also included trips to Madrid, Toledo, El Escorial and the Valle de los Caídos.

Situated on the Mediterranean coast, Alicante is the principal city of Spain's world-renowned *Costa Blanca* – a coastal community with wide stretches of white sandy beaches surrounded by mountainous terrain.

It is also the capital of a lively Alicante Province whose industries include tourism, citrus fruits, garden produce, manufacturing, and fishing. Overlooking the city is an exquisite Moorish castle.

Founded in 1979, the University of Alicante is recognized as one of Spain's most modern and advanced universities. Over 30,000 students attend class here, and over thirty-two degrees are awarded. The campus offers many of the same services that one might find at ISU: restaurants and cafes, banks and medical facilities, galleries, museums and fitness facilities.

ISU student reaction has been extremely positive. Students agree that not only has their Spanish improved because they were constantly immersed in the language, but they have also become much more aware of Spanish culture by attending classes at a Spanish university, and of course by living with a host family. Some students are already

making plans for a return trip while others are wondering how they will get back to Spain soon! For more information on studying in Alicante, contact Professor Gasta: gasta@iastate.edu.

New Faculty

Continued from page 8

literature and culture. During her free time she loves reading, doing exercise and traveling. She would also like to mention that this past summer she was married in Cáceres to Chad M. Gasta, a faculty member in the department. She's very happy to be back in the Midwest and is excited about the new challenges at Iowa State!

FLL would also like to welcome and thank **Amalia de Uña** for stepping in and helping us meet the demand for Spanish courses this year.

From the Chair

Continued from page 1

of conversational Spanish). More information on these spring 2004 courses is available on the FLL website.

Virtually every year, FLL faculty members receive awards from professional organizations, the College of Liberal Arts and Sciences, or university. This year, we are pleased to announce that the Iowa Board of Regents has recognized Prof. Jim Dow with the Regents Faculty Excellence Award. Prof. Dow has served this department and this university extremely well for many years, and we congratulate him on this recognition.

Finally, let me mention again how eager we are to hear from you. I appreciate the moral support and financial backing that so many of you continue to contribute to the department. Please do not hesitate to write us or stop by and visit should you find yourself back in Ames!

Dawn Bratsch-Prince

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