

FL newsletter

Spring 2003
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Keeping in touch with the Alumni, Students, Friends and Faculty of
the Department of Foreign Languages and Literatures of Iowa State University

Internationalizing the Curriculum

Over the past two years, Mark Rectanus and his fellow faculty members in the Department of Foreign Languages and Literatures have been discussing how the foreign languages can address the needs of today's learners by integrating course work and curricula in languages and professions which are also central to the land grant mission of Iowa State.

Those discussions have not just been centered within their own academic department, but throughout the entire Iowa State campus.

"We have been conducting informal discussions with colleagues in the Colleges of Agriculture, Business, Education and Engineering, as well as with our colleagues in LAS, to explore potential collaborations and there is a general enthusiasm for incorporating foreign languages into their curriculum," said Rectanus, professor of German.

In an attempt to further the discussions, the Department of Foreign Languages and Literatures held a special colloquium, "Internationalizing the Curriculum at ISU: Languages, Cultures and Professions." The
Continued on page 6

The Inside Story

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

An Update from the Department Chair

Enrollment at Iowa State University is at an all-time high (over 27,000 students), while colleges, departments, and programs continue to struggle from the effects of recent state-wide budget cuts. It has certainly proven to be a challenge for the Department of Foreign Languages and Literatures to move ahead with some of our goals, but with an active and engaged faculty and staff, we have managed to do some great things this year!

Our curricular initiative, "Languages and Cultures for Professions," (LCP) is on the fast track to success. Across all of the modern languages we teach, 40% of our student majors have a second major in another academic discipline, for example, chemical engineering, accounting, journalism, or biology. These students need to be proficient in their language of study, but they must also have a keen understanding of the culture or cultures associated with that language.

Department faculty have tailored an LCP track within our majors (French, German, Russian Studies, Spanish) and in our Chinese Studies minor, one that focuses on the development of professional language skills within a solid cultural context. A study abroad experience and international internship in a related discipline will be required for this major. In fall 2003, this option will be made available to undergraduates majoring in engineering *only*. If successful, we hope to make a similar option available to students in agriculture and business.

In April, we hosted a colloquium related to this LCP initiative, titled "Internationalizing the Curriculum: Languages, Culture, and Professions." Nine national experts in foreign languages, agriculture, business, and engineering presented faculty and administrators with information on successful LCP programs from across the U.S.

Apart from reaching out to our double majors, the department has been working to engage all ISU undergraduates in a study of international topics (culture, literature, film) through our English-language courses, such as Chinese film, the Holocaust, Grimms' tales, and Jewish culture in Russia, to name just a few. These general education offerings will be supplemented by a new European Film course to be offered in Spring 2004.

This year also saw the successful conclusion of two tenure-track faculty searches in French and Spanish & Portuguese. Our two new faculty members, who start in the fall, will be featured in the next issue of this newsletter.

Finally, Pearson Hall will undergo its usual share of repairs and building improvements this summer. During the month of May, our Foreign Language Learning Resource Center will get new paint and carpeting for the first time in nearly twenty years!

We love to hear from our alumni, so please drop us a line or stop by and visit if you are in Ames.

Dawn Bratsch-Prince



Innovative Projects

Portfolio project for Spanish 304: A major initiative at ISU is the inclusion and development of various forms of student portfolios. Portfolios provide students with the space to be creative while also building a comprehensive resource of professional materials that may be useful when they enter the job market. In this spirit, a major assignment in Spanish 304, Spanish and Culture for Business and the Professions, is a group e-portfolio and in-class presentation. At the beginning of the semester, students are divided into “professional” teams and are expected to perform research on an assigned Spanish-speaking country. The team chooses a leader who will formulate a calendar of dates for completing tasks. The first task is to carry out meaningful research on two fronts: the assigned country’s historical, political and cultural history, and its recent economic situation. The information gathered should be as comprehensive as possible. After the written portions have been completed, students begin the construction of a web-based electronic portfolio with the assistance of the professor, and student technical advisor. The aesthetic look, usability and functionality of the web-based portfolio are up to the group, but the team should keep it appealing, easy to navigate and full of information. The final portion of the group project consists of a team presentation of the e-portfolio. The presentation highlights some of the important points developed in the construction of the e-portfolio, and answers the question, “Why our country is or is not an excellent place to do business.” The presentation also offers the opportunity for the rest of the class to ask questions, or simply recommend improvements. It is expected that through such an endeavor, teams will become more culturally literate about their assigned country; moreover, students will be part owners in a durable and professionally-appealing portfolio that might prove useful as they look beyond graduation and, perhaps, for employment in a Spanish-speaking country.

A Multimedia Course Module on WebCT for Chin 370 - Contemporary Chinese Film and Fiction: With a 2001 - 2002 Instructional Development Grant and the professional help from the Instructional Technology Center, Aili Mu was able to develop a multimedia course module for Chin 370 - Contemporary Chinese Film and Fiction. The course module seems to have met more than its design purposes. Here, we’d like to share with you what it is, how it works, and some of the students’ and colleagues’ feedbacks.

Watching a foreign film with English captions just once in class may not be enough for serious pedagogical purposes. Chinese films present additional difficulties because for many students, foreign as they are, Asian faces look very similar. Besides, their hard-to-pronounce names do not help register information. When these people’s stories are presented in historical contexts so alien and with “cultural idiosyncrasies” unknown, it is difficult for students to achieve a proper degree of understanding. Most of students in Chin 370 have never studied films in an academic setting and lack the terminology to talk about them critically. And as we all know, it is not easy to send students to a second screening to get them better prepared for classroom discussion or the writing of a paper.

The multimedia course module is designed to address these issues. It is structured to make each film accessible like a textbook, but in live images and sound, for students to use anywhere - discussions in class (digitally-enhanced 303 Pearson) or preview and review outside class. The two major parts for each film, general index and visual index, cross-reference each other. They provide information on credits, main characters, a chronology of events, special features, highlights, and visual techniques in terms of written words, scripts, visual images, video clips, music numbers or sound bites. Both indexes have a section on the formal aspects of a film. The purpose of the section is to build students’ knowledge of film as an art form and their ability to talk



Aili Mu

about them critically. The third part is a discussion questions section. Prof. Mu encourages students to go to this section before each screening to find out what is expected of them and what to look for when watching. The actual viewing can, therefore, be a more engaged and purposeful activity.

When the course module was used in class, there were two noticeable impacts. The dynamic of the class changed and student performance was enhanced. Robert Bernard, professor of French, who visited this class also noticed the energy and the high level of participation and performance: “The students as I saw them perform ... seemed well above average, motivated and enjoying the course.” Students’ evaluation of the module helps explain why. Some said that the course package “was very essential for the success of this class;” some credited the dynamic to the “package” that “allowed us to interact with our peers;” and some found in the course module a platform to cross-examine different films being studied. The instant availability of abundant materials did create an arena in which it was possible for students to bring out their best. Professor Bernard compared our study of a film to the work of a medical examiner. Our students shared the impression – they liked the “exhaustive” work that the course module had enabled them to do.

Czech Students go to International Conference on Czech and Slovak

Cultures: Czech 101x is a part of REEES Distance Learning program organized by Iowa’s three regents universities, The University of Northern Iowa, The University of

Iowa and Iowa State University with the support of the United States Department of Education's Undergraduate International Studies and Foreign Languages Program. This effort enriches Russian, East European and Eurasian studies throughout the state of Iowa. The consortium directors, professors Russell Valentino at the UI, Maria Basom at UNI, and Dawn Bratsch-Prince at ISU are heading the following sponsoring units: The Center for Russian, East European, and Eurasian Studies, and the Program in Russian at the UI; the Department of Modern Languages, and the Russian and East European Studies program at UNI; and the Department of Foreign Languages and Literatures at ISU.

Elementary Czech and Polish language instruction will be followed by intermediate Czech and Polish as well as elementary Serbo-Croatian. In addition to this language instruction, ten other courses will be offered on a variety of cultural, historical, literary, and political topics in Russian, East European, Eurasian studies. What follows is an account of an international conference students in Czech 101x attended in Cedar Rapids, Iowa.

The introductory challenges that accompany learning a foreign language are behind them. Now, first-year students of Czech looked forward to the international conference hosted by the Czech and Slovak National Museum in Cedar Rapids, Iowa, where they can finally get together with their student counterparts from other Iowa universities. The students of first-year Czech have never met face-to-face because the class is taught from the University of Iowa using multiple instructional delivery systems, including internet video conferencing and digital audio. Students at ISU are using the Cargill Classroom (303 Pearson) and are in direct contact with the instructor, who teaches from the University of Iowa campus, through the video network.

In this introductory course students are developing not only the basic language skills of listening, speaking, reading, and writing and the fundamentals of Czech grammar, but

also study Czech history and culture through movies and reading. Short stories and novels by world-known Czech authors in English, like Capek ("R.U.R"), Klima ("Love and Garbage"), Hrabal ("I Served the King of England") and Kundera give students a great deal of understanding of Czech society. After covering these fundamentals, students decided to take advantage of the opportunity to participate in the "2003 History and Culture Conference - The Czech and Slovak 20th Century in Retrospect: The Decade of Turmoil, 1938-1948", which took place March 7-8, 2003 in Cedar Rapids, Iowa. The conference offered intriguing presentations exploring the history and culture of the Czech and Slovak lands during and immediately after World War II. Topics included: Resistance Movements in Slovakia, the Jewish and Roma experiences, liberation of Pilsen, the Tiso trials, Lidice, government in exile, the Czech airmen, and others.

Having read Bohumil Hrabal's "I Served the King of England", students in the elementary Czech class presented a poster closely tied to the topic of the conference: "The Children of Lidice." After the assassination of the Reich's Protector Reinhard Heydrich, all men of the city of Lidice were shot on the spot, all women were sent to the concentration camps, while 90 Lidice children were sent to German families to be Germanized.

French 201 Culture Portfolio Project: During the fall semester 2001, students in Linda Quinn Allen's French 201 course investigated the validity of stereotypes they held about people in French-speaking countries. Each student formed a hypothesis about their stereotype and searched for information to support or reject it through French chat rooms, French MOOs, key-pals, library resources, native informants, on-line searches, and USENET newsgroups. They then investigated their hypotheses from their own culture's perspective. Students chronicled their learning experience in a portfolio that included information they had found about their stereotypes and rationales explaining how the information contributed

to the process of accepting or rejecting their hypotheses. Students shared their findings during a poster session held during the last week of the semester. Dr. Allen will present the culture portfolio project at the annual American Association of Teachers of French convention in La Pointe du Bout, Martinique, July 4-7, 2003.

Spanish Majors Participate in Learning Community: Spanish majors, Rachel Bartels, Jessica Campbell, and Megan Fandell are three of sixteen students participating in the first-ever learning community for secondary education students. The Beginnings Learning Community is a second semester, non-residential learning community designed for any student desiring to become a secondary education teacher, that is, to teach middle or high school students. All students in the learning community are enrolled in the same section of CI 201, Instructional Technology; complete a total of 24 hours of classroom observations in four locations: Ames High School, Ames Middle School, Ballard/Huxley Jr. & Sr. High School, and Gilbert Jr. & Sr. High School as part of the requirements for CI 280A, Pre-student Teaching Experience; participate in a weekly seminar; and enjoy social activities together. The outcomes of the learning community include: a) sustained relationships with other students in secondary education, b) a sense of connectedness between the classes and their career goals, c) specific knowledge of ISU teacher education requirements and steps to licensure, d) early experiences in education that solidify major and career goals, e) knowledge of resources available and why they are valuable tools in the education process, and f) beginning development of a sense of what it means to be a "professional educator." The learning community team includes Dayle Nickerson, coordinator; Bruce Allen, LAS/Education liaison, Linda Quinn Allen, seminar instructor, Bethany Moore, peer mentor, and Andrea Ferrell, peer mentor.

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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An Update from the Classical Studies Program

It has been a very active year for Classical Studies.

News from students:

We are pleased to announce that Marcus Aurelius Scholarships in Classical Studies were awarded this year to Cl St majors Raneë Wiederin and Andy Nelson, and minor Erin Campbell. 1-4 Scholarships of at least \$1000 will be awarded on an annual basis to students who are enrolled in the Classical Studies Program (majors and minors) and have taken three semesters of Greek or Latin. Look for posters in the fall announcing next year's competition.

Nine ISU students will be learning more about Greek archaeology and excavation through participation on Cl St 394, Study Abroad: The Archaeology of Greece. The seven-week program will engage students in the excavation and research processes that are part of the exploration of this Archaic and Early Classical Greek polis. Peggy Mook, excavation Field Director, is leading the group and Rod Fitzsimons, Site Architect, will assist students in their study of other sites in the region.

This study-abroad/excavation opportunity will be offered each summer through 2006. The annual deadline for application is December 1. Contact Prof. Mook for details.

News from faculty:

Stephanie Budin was invited to speak on "Nude Goddess Iconography in Archaic Greece" at the Workshop entitled, *Cultural Encounters Between East and West*, Trinity College, Dublin, in September 2002. Her book, *The Origin of Aphrodite*, was just published by CDL Press.

Rod Fitzsimons delivered a paper entitled, "Architecture and the Evolution of Power in the Northeast Peloponnese," at the conference *Power and Architecture: Monumental Public Architecture in the Bronze Age Near East and Aegean*,

sponsored by Katholieke Universiteit Leuven and Westfälische Wilhelms-Universität Münster, during November 2002, in Leuven, Belgium. He is preparing this paper for publication in a volume of the Aegaeum series.

This summer, he will again be the site architect for the Azoria Project excavations and will serve as architectural consultant for the continuing reinvestigation of Quartier Epsilon at Mallia being conducted by the École française d'archéologie.

Madeleine Henry just participated in an external review of the Classics Department at the University of Massachusetts, Amherst. This department has a flagship MAT in Latin/Classical Humanities.

Jim McGlew's book, *Citizens on Stage: Comedy and Political culture in the Athenian Democracy*, was just published by the University of Michigan Press. At the Annual Meeting of the American Philological Association this January, he co-organized (with Victoria Wohl) a panel entitled, *Representations of Civic Identity in Democratic Athens*, in which he presented



James McGlew

the paper, "Persuasion and Purification in Aristophanes= *Wasps*." This summer, he will present "The Comic Pericles," at *Tyrants, Kings, Dynasts and Generals: Modes of Autocracy in the Classical Period (500-323)*, a conference to be held at the University of Wales, Cardiff.

John Thomas was invited to present the annual Rettig Lecture at Xavier University in November. The title of his presentation was, "Classics and Technology: Teaching Latin in the 21st Century Classroom." He is also delivering a paper in April at the Annual Meeting of the Classical Association of the Middle West and South, in Lexington, KY, on technology and word-study in Tacitus: "Utilizing the Online Digital Latin Corpora: A preliminary analysis of Tacitus' legal discourse."

Peggy Mook

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



Madeleine Henry

NFLRC 2002 Institutes

The National Foreign Languages Resource Center (NFLRC) hosted an institute in March called "**Expand What Your Students Can Do!**" It was sponsored by the Iowa Chapter of NNELL and the National K-12 Foreign Language Resource Center at Iowa State University.

During the institute participants worked to design guidelines for elementary school foreign language student performance assessments that will tell students what they will be able to accomplish by the end of the year and how well. They also learned how to create partner "gap" activities to enhance communication skills. Those present had the opportunity to learn about a culturally rich unit on the Yucatan, which is organized to promote students' higher order thinking skills.

Additionally, teachers had the chance to network with other elementary foreign language teachers. The ended the day with a song-sharing session.

Presenters included Tammy Dann (West Des Moines), Jeanette Borich (Ankeny), Lindsey Rice, (West Des Moines), and Jennifer Harper (West Des Moines).



Origins of Biology

In a span of just a few days last spring, Kevin Amidon received not only a job offer from Iowa State's Department of Foreign Languages and Literatures, but also a particularly enticing opportunity in Germany.

"I was offered the positions at almost the same moment, at least in the same week," Amidon said. "Post-doctoral fellowships and assistant professorships in the humanities are hard to come by. It was dumb luck that I was offered both a postdoc and a job at the same time."

In addition to his offer to come to Iowa State as an assistant professor of German, Amidon was awarded a postdoc fellowship from the Free University of Berlin. In the end, Amidon didn't have to make a choice between the two.

"Through the efforts of Madeleine Henry (former chair of the Department of Foreign Languages and Literatures) and others in the department and on campus I was able to defer the fellowship for a few months," Amidon said.

That deferment ends this April when he begins an 11-month Social Science Research Council Postdoctoral Fellowship at the Free

University of Berlin, working on his research project, "Lebenswerth and Lebenszweck: Aesthetic Values and Race in German Biology." Lebenswerth and Lebenszweck are German words that translate into "the value of life" and "the purpose of life."

"Those words were used by important German biologists and they have both biological and philosophical meaning," Amidon said.

Specifically Amidon will look at the development of biology as an academic discipline through a project on evolution and human diversity in German biological thought.

In the late 19th century, academicians in the sciences first began to refer to biology by that name. Prior to that any instruction in university classrooms was deemed either natural history or natural philosophy.

"This is an important, but not very well known history of the development of biology as an academic discipline, and German scientists played a large role in that development," Amidon said. "My research will focus on getting a handle on what they (German scientists) were arguing and how they began persuading people about this new academic discipline."

A major part of the development of biology as an academic discipline came from faculty scientists in German universities. That influence eventually was brought into American classrooms and laboratories.

In his research, Amidon also works on an additional set of ideas and institutions in 19th and 20th century German culture. Music, especially opera, holds a special significance and tradition in German cultural life and identity formation during this time frame.

"When you think of the cultural contributions the German people have made to the world, they make great music and are significant scientists. Both music and science are crucial in German history," Amidon said. "But what is it about music and science that is fundamentally German?"

"On the surface, music and science couldn't be any more different," he continued. "But if you look closer they both tap into the same set of ideas, goals and cultural practices."

Internationalizing the curriculum

Continued from page 1

The colloquium was held April 4-5. Funding has been provided by the College of Liberal Arts and Sciences.

National and international leaders with extensive experience in the areas of professions, foreign languages and cultures attended.

"In selecting our speakers we were particularly interested in collaborative programs between professions and foreign languages," Rectanus said. "Our objective is to facilitate and stimulate dialogue within the campus community as well as with corporate leaders which will lead to curricular initiatives and projects involving languages, cultures and professions."

The colloquium featured sessions on collaborations between professional programs and languages; corporate perspectives including languages, cultures and the global marketplace; study abroad, internships/coops, international projects, experiential learning and professional development; student perspectives; and

internationalization, diversity, women, minorities and professional development.

Rectanus says that students in various disciplines in the College of Liberal Arts and Sciences, as well as engineering, business and agriculture have been and are currently enrolled in foreign language courses, sometimes as a double major, others with a minor.

But far greater numbers still only rely on English as their primary language. That's a mistake, he said.

"I was recently at a conference where I heard a panel of business executives," Rectanus said. "Each said they will not accept students in their management training unless they have a foreign language. At least one, if not more foreign languages are standard in Europe. If our students want to compete globally they need at least a second language and international experience."

"We believe that students also need to use a language within the context of the culture," he continued. "Culture is embedded in the language. And you can never truly understand the culture unless you speak the language. We know that goes hand-in-hand."

Old News

Brett Bowles' look at World War II newsreels nets him a National Endowment for the Humanities summer stipend.

When Brett Bowles was working on his Ph.D. dissertation on the cultural history of Marcel Pagnol's cinema, he noticed that the French filmmaker just dropped off the map at the beginning of World War II.

"It was unclear what happened to him during the war," said Bowles, an assistant professor of foreign languages and literatures.

Prior to the outbreak of the war, Pagnol was a top French movie director and producer who made some of the most popular fiction films of the 1930s. But with the Nazi occupation of France in 1940, his career was threatened.

Bowles did a little investigating and found out that Pagnol's studios in Marseille, the cultural capital of the unoccupied zone governed by the Vichy French government were used in the production of propaganda newsreels.

"When the war started, Pagnol had put all of his resources into making a new movie," Bowles said. "But in order to finish it he had to get permission to distribute it from the Vichy government and ultimately the Germans or he would have gone bankrupt."

So Pagnol made a deal to turn over his studio and personnel for the making of newsreels. Bowles' discovery has led him to a whole new, previously unexplored area of French cultural history.

And it has also led to a \$5,000 National Endowment for the Humanities (NEH) Summer Stipend for his research project, "Filmed News, Politics and Public Opinion in France, 1940-44."

He is one of two Iowa State and College of Liberal Arts and Sciences professors to receive the NEH summer stipend. David Hunter, Monsignor James A. Supple Chair of Catholic Studies and professor of religious studies, received a similar grant for his research project, "Ambrosiaster, Commentary on the Pauline Epistles: A Translation."

Summer stipend grants provide individuals with an opportunity to pursue research in the humanities that contributes to scholarly knowledge or to the public's understanding of the humanities.

Bowles says that during World War II, newsreels and short documentaries were a pervasive part of everyday life in France and even rivaled the influence of newspapers and radio.

In his study and in an eventual book, Bowles is looking at newsreels filmed in Vichy France, which was an unoccupied portion of France from 1940-42, and those filmed in northern France, which was occupied and administered by the Germans.

"By comparing competing French and German newsreel series produced during the war, my project highlights the layers of compromise and conflict that in previous scholarship have remained hidden below the surface of state collaboration between the Vichy French government and the Nazis," Bowles said. "Rediscovering these newsreels also allows us to reevaluate the relative effectiveness of French and German filmed propaganda in shaping public opinion on a variety of social and political topics, as well as to understand better the psychology of collaboration and resistance."

Newsreels produced in the German-controlled area of France were what Bowles terms as "exclusionary" propaganda, with references to Jews, Free Masons and Communists as being enemies of the "new Europe" that Germany hoped to establish.

By contrast, the newsreels from Vichy France rarely made references to these groups and were consistently "integrationist" in tone, focusing on the "rebuilding of the French nation" and the "revitalization of French youth."

Bowles has already published two substantial articles and delivered several conference papers on the politics and content of wartime newsreels.

He will continue that research in Paris this summer thanks to his NEH Summer Stipend. ♦



Faculty News



Linda Quinn Allen, assistant professor of French, published "Teachers' pedagogical beliefs and the standards for foreign language learning." *Foreign Language Annals* 5, 518-529. She also gave several conference presentations including the following: "Classroom practices and pedagogical beliefs: Implications for professional development" (presented at the American Council on the Teaching of Foreign Languages in Salt Lake City, UT); "Beyond intuition: Language teachers and classroom action research." (also presented at the American Council on the Teaching of Foreign Languages in Salt Lake City, UT); "Form and meaning: Twin goals in language instruction." (presented at the Central States Conference on Teaching of Foreign Languages in Minneapolis, MN); and "A network-based culture portfolio project." (presented at the American Association of Teachers of French Convention in La Pointe-du-Bout, Martinique).

Bob Bernard, professor of French, is working on a film project that involves two versions of the same movie, one made in the UK in 1950 and the other in the US in 1951. The British version is called "Gone to Earth" and the American one has the title of "The Wild Heart." Bernard will examine the hemisphere rights determined by court injunction that do not allow the British version to be shown in the US nor the American one in Britain. "Gone to Earth" runs 1:52 minutes but "The Wild Heart" runs only 85 minutes. Bernard suspects that the renowned production team of Michael Powell and Emeric Pressburger had made a closer-to-the-book version of Mary Webb's 1917 novel than had legendary Hollywood producer David O. Selznick, who had originally planned to bankroll the 1950

production in England and be a consultant to the producers but Selznick, as he was wont to do, stepped in and took over, and was eventually ousted by Powell and Pressburger. In the court settlement over the dispute the British team was given full production and artistic rights to "Gone o Earth" and Selznick was allowed to remake the film as "The Wild Heart" in a more melodramatic version with the flourishes and gloss common to many of Selznick- International Films. Bernard will examine both films, hopefully frame-by-frame, to find evidence of why the renowned "warring parties" could not see eye-to-eye in this film of primal innocence, adultery, seduction, and naive religious fundamentalism set in late 19th century Shropshire. Wow! What a story! And what about those 27 minutes missing from "The Wild Heart?"

James R. Dow, professor of German, spent the Fall of 2002 back in Europe. He did archival work in Marburg (Deutscher Sprachatlas), and in Koblenz and

in Berlin (in the German Federal Archives). After his work in the archives, Dow spent the next five weeks in Vienna, Salzburg and Innsbruck before returning to Ames. He has begun a new study on Cimbrian (Zimbrisch, Kimbrisch), a Germanic language spoken in the northern part of Italy until the middle of the 20th century. Dow discovered a complete but unpublished grammar, extensive fieldwork questionnaires and working reports, all sponsored by the SS Ahnenerbe (SS Ancestral Inheritance) during 1941-42. His most unique discovery was a series of tape recordings made as part of these field investigations. In March he will return to Marburg to work further on the Cimbrian material.

John Thomas, assistant professor of Classics and director of the Foreign Languages Learning Resource Center, presented the annual Rettig Lecture at Xavier University in November. The talk was entitled "Classics and Technology: Teaching Latin in the 21st Century Classroom."

FLL Welcomes New Faculty

Rodney Fitzsimons, lecturer in Classical Studies, gave a paper entitled "Architecture and the Evolution of Power in the Northeast Peloponnese" at a joint conference sponsored by Katholieke Universiteit Leuven and Westfälische Wilhelms-Universität Münster entitled "Power and Architecture. Monumental Public Architecture in the Bronze Age Near East and Aegean" held on November 22-23, 2002 in Leuven, Belgium. He is presently editing this paper for submission for publication at the beginning of May. He also gave another paper entitled "The Power of Monuments and Monuments of Power: The Evolution of Architectural Styles in Bronze Age Greece" at Yale University on February 13, 2003. He has submitted another article entitled "Five Sherds from Lerna III and IV at Cincinnati", written in conjunction with six others, to *Aegean Archaeology*.

He notes that he is still working to complete his dissertation which examines the evolution of monumental architecture in Bronze Age Greece and how it reflects the development of a state system in the Argolid, and looking for associations

between the collapse of the Minoan palatial system on Crete with the emergence of one on the mainland. He hopes to defend the thesis either in the spring or fall.

Over the summer, he'll be working on the excavation of a site called Azoria, in eastern Crete, which is being directed by our own Peggy Mook and Donald C. Haggis (University of North Carolina at Chapel Hill). There he serves as site architect, and is responsible for producing a state plan (i.e., a stone-by-stone drawing of all the extant architectural remains) and drawing all major floor deposits (i.e., the material caught in the destruction of the buildings on site).

If time allows, he'll also continue to serve as architectural consultant for a continuing reinvestigation of a Bronze Age complex called Quartier Epsilon at the site of Mallia in central Crete. This project is conducted by the École française d'archéologie.

Tom Waldemer, lecturer in Spanish, received a BA in Economics (1978), an MA in Spanish and Portuguese (1982) and a
Continued on page 11

Study Abroad Opportunities

Spain: FLL is proud to announce two new study abroad programs in Spain for undergraduate students of Spanish. Starting spring, 2003, FLL now has an agreement with the University of Extremadura in Cáceres, Spain for a semester-long study abroad program that features courses in Spanish language, literature and culture, as well as the possibility for students to participate in internships. Cáceres is located on the plains of Extremadura, halfway between Madrid and Lisbon, and has much to offer in terms of historical and cultural attractions. The city was founded by the Romans and later occupied by the Goths and the Arabs. During the Middle Ages, it was re-conquered from the Arabs by Alfonso IX of León and thus developed into an important center of Christian culture. The medieval city, surrounded by Arab walls, has been restored and is protected by the government as a national monument. This well-preserved historical center, with most buildings dating from the medieval and renaissance periods, led UNESCO in 1986 to declare it a “Ciudad Patrimonio de la Humanidad.” Our host institution, the Universidad de Extremadura boasts two locations, one in the old part of Cáceres, and a new, american-style campus just outside the city. Near both locations of the university there are numerous cafes and bars serving inexpensive meals where students go to eat tapas, sit and talk, or dance and listen to music. The semester program allows students to earn twelve credits toward graduation requirements and offers a number of trips and other cultural activities.

In the summer of 2003, FLL will also offer students the option to study Spanish language, literature and culture in Alicante, Spain. 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 most thriving industries include tourism, citrus fruits,

garden produce, manufacturing, and fishing. Alicante is built around a natural harbor and has a population of approximately 275,000 people and its exceptional location between the mountains and the sea provides the city with a special kind of enrapturing beauty. Alicante offers a wide variety of entertainment: theatre, cinemas, numerous tapas bars and restaurants serving typical Mediterranean dishes. It has a lively night life, and it is famous for its local fiestas which students will see first hand during their stay. Our host institution, the University of Alicante, was founded in 1979, and 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 offered. The campus offers many services, such as banks, restaurants, art galleries, museums, sports and medical facilities. The University of Alicante welcomes students from all over the world, and its staff strives to give all visitors all the support they need to integrate fully into the program and Spanish life. The summer program runs from late May until the middle of July and students can earn six credits toward graduation. The program also offers a number of trips and other cultural activities.

If you are interested in participating in either of these two new study abroad programs, please contact Prof. Chad M. Gasta at 294-0918 or by e-mail at gasta@iastate.edu.

Russia: The Russian department is offering an exciting study abroad program for Summer 2003: a six-week program in Minsk, Belarus, with a ten-day excursion to the beautiful cities of St. Petersburg and Moscow.

Kendra Essman, a Russian Studies major shares her perspective on the program: “I participated in the Summer 2002 program, during which we studied intensively with excellent faculty while experiencing the unique Belarussian culture through ballet, museums, and everyday life. During our visits to St. Petersburg and Moscow, we saw such extraordinary sights as Peterhoff, Catherine’s Palace, St. Isaac’s Cathedral, Red Square,

Lenin’s tomb, Moscow State University, and more. It was a truly unforgettable experience, and certainly one worth repeating, which is why I’ll be participating again this year.”

In order to raise money for our expenses, we are conducting a number of fundraisers, including t-shirt sales and a concert featuring Russian music and the talents of Crystal Lange, Lidia Titarenko, Olga Kirsanova, William Tinder, and Dmitry Dvornikov. A rehearsal show was held February fifth in the Memorial Union and a final performance will be held in Des Moines on March ninth at Caspe Terrace at 4 pm. We’ll also have a Russian film festival in Des Moines in April.

Scholarships

Each year, the Department of Foreign Languages and Literatures awards the Ronald Schubert Scholarship to a student from a rural Iowa background studying Spanish or German at Iowa State. The award of \$1000 is for this academic year. The annual scholarship has been established by Ron Schubert, who is a 1964 alumnus of the department.

For 2002-2003, the scholarship recipient is **Heathyr Orwig**, a student majoring in Animal Science and minoring in German. Heathyr describes in the following essay how her background has influenced her career path, and how she expects to utilize her study of the German language and culture in her future endeavors.

“I live on a farm fifteen minutes outside of Jefferson, Iowa. My family consists of my parents, my three brothers, my sister, and myself. Currently we have cattle on our farm, but we have had such animals as hogs and sheep. Of course, we also have dogs, cats, and my sister’s rabbit. I’ve lived on a farm my entire life. Growing up on a farm has been very rewarding. I’m majoring in Animal Science (Pre-Veterinary), with a minor in German at Iowa State University. I’ve always felt that animals are very important in today’s world, as well as foreign languages. My goal is to graduate with an Animal Science and German degree, then continue on to

Veterinary School. When my schooling is completed I plan to be a veterinarian, as well as work internationally.

When I graduated from high school I became an exchange student to Switzerland for one academic year. That is where I was introduced to the German language. I had previously taken four years of French in high school, but realized throughout my exchange that I couldn't give up German. Now that I'm in college, my goal is to speak, write, and understand German fluently. My family is very involved in student exchange programs. We have hosted many students from other countries and are in charge of placing students with families throughout Iowa. My knowledge of German has helped with many students who have had difficulty transitioning to American life. I thank my own exchange for opening me up to a language that is used around the world. Ever since I was young, I've been interested in other cultures and other ways of life. My study of German has allowed me to see this culture and way of life. I am very thankful to have experienced the German language and I look forward to the experiences to come."

New Faculty

Continued from page 9

Ph.D. in Hispanic Languages and Literatures (1991) from the University of California, Santa Barbara. His teaching experience includes assistant professorships at Hanover College (1991-94), St. Olaf College (1996-98), and The Colorado College (1995-96; 1998-2001). He joined the Iowa State Faculty in the Fall of 2002. His main research interest is in Latin American historical fiction. He is currently finishing a study of the male body in Mario Vargas Llosa's *La fiesta del chivo* and an eco-critical analysis of Abel Posse's historical novels. He also plans to begin a book length study of Brazilian historical fiction and film produced during the period 1964-2000.

The department would also like to thank **Sandra Correa** (lecturer in Spanish), **Stephanie Budin** (lecturer in Classical Studies), **Larry Brown** (lecturer in French), and **Beth Martin** (lecturer in German) for helping us meet the curricular needs of our students this year.

Alumni News

Amy Maurer (Spanish and Communication Disorders, 2002) is currently a graduate student in the field of speech-language pathology at the University of Northern Iowa. She recently toured Peru for three weeks over Christmas with friends from Ames. Her favorite aspect of her experiences with FLL was that by the end of each semester she knew almost all the students and faculty. She writes: "There was always a familiar face up there."

Michelle Ehrenfeldt Serafini (French, 1980) works for Concepts Worldwide as a national account executive. The company manages and plans international meetings. This summer she remarried and moved to San Diego with her new husband Franco Serafini. Her favorite times were with friends – like Becca Scott and Kris Wright Ensign – just speaking French and hanging out.

Erin Bresnan (BA – Spanish and International Studies, 1998 ; MS – Interdisciplinary Studies with Spanish, Women's Studies and Sport Psychology, 2001) is currently a professor of Women's Studies and Sport Psychology, as well as Head Women's and Men's Cross Country Coach at Simpson College.

Ann Marie (Pohl) Ullman (BA – Spanish and German at ISU, 1973; MS – Accounting at University of Akron, 1977) is currently a client service manager for Christine A. Lauber, CPA. She thought Dr. Dow and Joanna Courteau were great teachers.



On February 20, 2003, the Chinese Language and Culture Club hosted its first event – the celebration of the Chinese New Year of Sheep. All Chinese language students and Chinese Studies faculty members participated in the event with their families and friends. Besides ethnic Chinese food, all participants also had a feast of Chinese culture by performing or watching performances in Chinese language and taking part in traditional Chinese cultural and craft activities.

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