

FLL *newsletter*

Spring 2004
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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

Department receives federal funding for new language program

The Department of Foreign Languages and Literatures is the recipient of a 2004-06 \$164,000 U.S. Department of Education Title VI-A grant in the area of Undergraduate International Studies and Foreign Languages.

The grant will support courses and curricula in Iowa State's new and innovative program, "Languages and Cultures for Professions (LCP)." The program integrates extensive training in languages and cultures with professional curricula at Iowa State in order to foster global literacy among ISU students.

"The LCP program is unique in the State of Iowa and will expand internship and study abroad opportunities, as well as establish collaborations with the corporate sector," said **Mark Rectanus**, professor of German and the project's director.

FLL has established a second major option for students enrolled in the College of Engineering through the LCP program. Rectanus says that the department is also collaborating with the Colleges of Business, Agriculture and Liberal Arts and Sciences to promote global programs with an emphasis

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An Update from the Department Chair

It has been a year of ups and downs for us here at ISU! State appropriations for higher education have been cut significantly, leaving us to figure out ways to be creative with less funding. New ways of thinking and doing, coupled with external grant funding, have become a permanent part of our daily life, a challenge that our faculty and staff have met with great determination. We are embarking upon a period of transition and exciting change!

Despite the challenges we faced this year, the department was extremely successful in winning competitive grants and other recognitions of achievement. **Michelle Mattson** and **Mark Rectanus** were awarded a two-year U.S. Department of Education Undergraduate International Studies and Foreign Languages (UISFL) grant for \$164,000 in support of a new curricular initiative in Languages and Cultures for the Professions. The grant allows for faculty training, curricular development, and materials acquisition in support of a series of new courses in professional communication and contemporary culture. This is the first UISFL grant awarded to ISU and a tremendous accomplishment by our faculty.

The department was also awarded a \$5,000 grant by Cargill, Inc. to host a workshop for faculty on teaching professional communication courses in foreign languages using technology. You may recall that Cargill was a major contributor to our Digitally Enhanced Classroom (303 Pearson Hall). They continue to assist the department in strengthening its profile in innovative teaching in language and culture.

ISU's Center for Teaching Excellence awarded FLL two TEACH grants this academic year. With this assistance, the department was able to host a retreat on programmatic outcomes and assessment of student learning as well as a faculty workshop on Proficiency-Based Teaching and Student-Centered Learning. Chantal Thompson, an ACTFL certified professor at Brigham Young University, led the well-attended proficiency workshop earlier this spring.

Individual faculty achievement must not be overlooked: **Linda Quinn Allen** (French) was awarded a competitive scholarship by the AATF for travel to France this summer; **Jim McGlew** (Classical Studies) was recognized with a Loeb Classical Library Fellowship for 2004-2005 in order to pursue research; and **Aili Mu** (Chinese) was granted an ISU Miller Faculty Fellowship for the development of a high-tech, intermediate Chinese course for heritage learners of the language.

It was with great sadness that FLL faculty, staff, and students learned in January of the tragic death of **Sarah Dahlke**, a December 2003 graduate in Spanish and an

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Innovative Projects in FLL

Facilitating Heritage Learners' Literacy Skills through Technology Integration Professor Aili Mu

Unlike any alphabetic language, the Chinese phonetic systems and written characters are two entirely different things; the latter has traditionally required painstaking effort to learn stroke by stroke. This accounts for the fact that many Chinese heritage learners can easily acquire a high level of proficiency in listening comprehension and oral communication while growing up in Chinese families, yet they are practically illiterate as far as the written form of the language is concerned. How to make the best use of their verbal skills to expedite their proficiency in reading and writing became the center of attention in Chinese 205X in the fall of 2003.

To bring heritage Chinese learners with zero or close to zero reading and writing ability in a one-semester course to a level that they can be comfortable in a 200, or even possibly a 300, level course, we needed to find effective ways to accelerate learning. Thanks to the Cargil Digitally Enhanced Classroom, we are able to integrate the use of computer software and online resources into one fun activity of online chats that not only simplify the Chinese learning process, but also accelerate students' progress through real use.

Students were quick to realize that to reproduce Chinese written characters on a computer screen is "killing three birds with one stone – the reproduction requires precise character recognition; to make the needed character to appear requires the accurate knowledge of Pinyin; and accurate knowledge of Pinyin requires correct pronunciation." Since most students already had the basic aural/oral skills in Chinese, it is not very difficult for them, after they had learned Pinyin, to accomplish the first step of bringing Chinese characters to the screen: input on a regular keyboard the Romanized letters (Pinyin symbols) representing the sound of a Chinese character in a Chinese word processor. Typically, the following screen will appear, providing access to all the homophonic characters in Chinese. Students then must choose the desired one. The process of



identifying is also a process of reviewing the homophones they have learned and an opportunity to be exposed to new ones. Once the right character is identified, writing it to the screen is as simple as one click. With the help of a Chinese word processor, students can learn a large quantity of Chinese characters in a relatively short period of time. One student, intimidated by the goal the course aspired to, was thinking of dropping it before she participated in the first online chat in Chinese characters. She was "motivated to learn now" because, to use her own words, "I just realize that it is fun to type in pinyin and to get the Chinese character output in the computer."

The more fun students were having, the faster and more effective they wanted to be in online chats. Just as we were searching for a tool to help them quickly learn the pronunciation and meaning of new characters online, one student shared his "secret weapon" <http://www.rikai.com> with the class in his online resource presentation. Simply copy-and-paste a new Chinese expression or sentence or paragraph into a rikai window and mouse over the new expression or an unknown character, students could see its reading in Pinyin and definition in English. One student loved this "weapon" so much that he called it "a gift from Heaven." The use of this site, together with <http://www.monashwushu.com/dic/worddict.html> that provides the Chinese character needed from an English equivalent, makes reading and writing Chinese, according to one student, "really fun and efficient." <http://www.rikai.com> made it possible for every student to be on the same page during an online chat. It enabled even students with less previous knowledge of Chinese to participate in discussions of serious subjects such as the use of Chinese characters in Korean or Japanese

languages.

Every student without exception enjoyed technology integration in the class. They especially liked the ease of interaction with and the immediate yet unimposing feedback from their peers. Students felt happy to have a chance to know each other better and empowered when they could "correct themselves." As a result, interests in the course, self confidence, and active learning increased. Usually a Chinese 101 student can learn to recognize 300 characters in one semester. But by the middle of their first semester, most of the heritage learners in Chin 205X were able to write journals with more than 300 characters. They attributed their fast progress to the exercises enabled by technology such as online chats and expressed great faith in technology as a means to facilitate learning – "I hope the instructors can keep the chatting as a teaching and learning strategy, I believe it is a very good, effective and fast learning method". And so do we.

A new, collaborative course for FLL: Introduction to European Film Prof. Leland L'Hote

This semester the Department of Foreign Languages and Literatures introduced a new course on campus FLNG 278X: Introduction to European Film. It is designed to introduce students to the currents of European cinema, with a particular focus upon the national cinemas of France, Germany, and Spain. Students have the opportunity to view and discuss culturally and artistically important films from the beginning of the twentieth century to the present. The structure of the course is rather unique, consisting of 10 weekly class periods taught by three different department faculty members, and then culminating in a weekend film festival. This term Professor Lee L'Hote served as lead instructor of the course and presented the unit on Spanish film. Professors Robert Bernard and Mark Rectanus taught the units on French and German film, respectively.

The film festival held on March 27th and 28th was quite successful. The 46 students enrolled in the class experienced an atmosphere that imitated festivals such as Sundance or the Chicago Latino Film Festival. After the screening of each movie—which included contemporary French, Spanish,

German, and Russian films—guest panelists and the course instructors offered their insight and led discussions with the audience. This year's guest panelists included Chad Gasta, Michelle Mattson, Aili Mu, and Olga Mesropova. Based on the success of the course, the department plans to open the enrollment in the course to a greater number of students in future years.

FLL hosts a one-day workshop on learner-centered instruction ***Professor Linda Quinn Allen***

FLL hosted a one-day workshop on learner-centered instruction and strategies in Pearson Hall on March 27, 2004. The workshop, organized through the American Council on the Teaching of Foreign Languages (ACTFL) and funded by a TEACH grant, was led by Chantal Thompson, a faculty member in the department of French and Italian at Brigham Young University. Ms. Thompson, who has facilitated workshops in over 55 countries and 47 states, presented the Oral Proficiency Interview (OPI) as a model for learner-centered instruction. Among the topics addressed during the workshop were: 1) a plan to speed-up proficiency development, 2) challenges of group work, 3) the role of pre-speaking, 4) testing for proficiency, and 5) curricular

Department receives federal funding for new language program

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in world languages.

"If our students want to compete globally they need at least a second language and some international experience," Rectanus said. "We believe that students also need to use a language within the context of the culture, which 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."

Dawn Bratsch-Prince, professor and chair of the Department of Foreign Languages and Literatures, and **Michelle Mattson**, professor of German, are co-directors of the LCP program.

implications. The seventeen Iowa State foreign language faculty who attended the workshop gained ideas on how to use their textbooks as tools for proficiency development and how to develop

supplemental learner-centered classroom materials. The Department is grateful to the Center for Teaching Excellence for helping to make this workshop possible.

An Update from the Department Chair

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enthusiastic alumna of our study abroad program in Spain. In her memory, we will award an annual scholarship to a deserving student of Spanish planning to study abroad. Anyone interested in making a contribution to this scholarship fund can contact the department directly for more information.

What challenges await us next year?"

▼Pearson Hall will be undergoing major remodeling and numerous classrooms will be upgraded with high-tech equipment, so we will be faced with noise, dust, and inconvenience for the next 18 months. However, FLL will gain more office space and an expanded language resource center, so we are eager for the work to begin;

▼Our recently instituted program of outcomes assessment has forced us to look more seriously at the issue of oral proficiency in our curriculum. In 2004-2005, the faculty will discuss oral proficiency testing for all our majors as one measure of student learning.

▼Finally, in the fall we plan to create an Advisory Board for our LCP initiative as a resource for further developing curriculum and internship opportunities for our students. The department will also work towards the creation of an endowed lecture series which will allow us to bring to campus each year a distinguished figure to speak on a relevant world topic in foreign languages, literatures, or cultures.

As always, I encourage you stop by and visit us in Pearson Hall if your travels take you through Ames. Many of you have done so this past year, and I am delighted to visit with you and share memories of your time in foreign languages and literatures.

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

Some members of the IT committee along with Keith Swanson and the graduate TA staff of the FLLRC put together a CAC (Computer Advisory Committee) proposal for some \$40,000 in funding for a new facility in Pearson that would be devoted to Polycom-based TCP/IP 2-way video supplemental instruction. This new "International Exchange Facility" if funded will again show ISU's FLL department as one of the technological leaders among the world's language departments.

The FLLRC received a LASCAC (Liberal Arts and Sciences Computer Advisory Committee) grant of \$30,530 in funding for 2004 -2005 fiscal year for operational costs and equipment purchases. This marks the sixth consecutive year the lab has been successful in obtaining these grant monies. Despite the generally tight fiscal times and the increasing struggle for dollars among the various departments, the FLLRC has continued to strive to make the best facilities and equipment available for the teaching and learning of foreign languages here at Iowa State.

John Thomas

Director, FLLRC and
Assistant Professor of Classical Studies

FLL Alumni and Friends Update

Where are you?

What are you doing?

Do you have any news to share?

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

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

Name: _____

Address: _____

Phone: _____ E-mail address: _____

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

Are you an Iowa State alum? _____ FLL Friend? _____ Other? _____

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

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

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

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

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

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

Madeleine Henry

Professor of Classical Studies

My interest in other cultures and languages started with the Saturdays I spent with my grandfather, who had come from the old country and had a funny accent. Grandpa had exciting stories of coming from Austro-Hungary before World War I, of travelling across Italy, and of working as an interpreter on the boat. He and my grandmother met in Omaha, where they brought up their childring during the 'teens and 'twenties. Poorly educated themselves, my grandparents vowed that all their children would go to college if they so desired. Each Saturday Grandpa would visit us and would always give us a quarter "to save for college".

My mother and her siblings grew up with the "melting-pot" view of American culture, and heard only English from their parents. Many years later, after he was gone, I discovered Grandpa's original surname – changed when he entered the U.S. – and the names of the villages where my Croatian grandfather and Czech grandmother had grown up. The separation that two world wars brought about severed the European connection for my family, but only piqued my curiosity about European and Mediterranean history.

The other influence on my interest in languages came from my religious upbringing. My prayer book, with English on one side and Latin on another, made me want to learn Latin. Fortunately, I was able to study both Latin and German in high school.

My curiosity about Latin and the Romans led to studying ancient Greek, and an undergraduate trip to Greece and Italy convinced me that my life work would involve learning and teaching about the classical world and its influences on world, especially western, civilization. Along the way I encountered the women's movement and became interested in the history of women in classical antiquity. The Mediterranean has been and remains a meeting-ground and crucible for Asian, African, Near Eastern, and European civilization.

During my scholarly career I have



studied the lived experience of females in classical antiquity as well as the ways in which females have been represented in texts. As a feminist historian I take a long view, believing that we cannot understand the present without understanding the past. Committed to access, I write for both the specialist and the generalist, and I bring research – my own and others' – to every class I teach.

My dissertation and early scholarship examined the representation of the prostitute character in Greek comedy, particularly as found in the plays of Menander of Athens (341-291 B.C.E.). In ancient Greek comedy the prostitute – a character who was not a respected member of society or the household – was represented as crucial to the stability of the Athenian household. As I studied the representation of fictional prostitutes on the comic stage and the occasional mention in comedy of historical women, I became interested in Aspasia of Miletus (fifth century B.C.E.). According to ancient sources she had been a madam and had taught political rhetoric to the statesman Pericles as well as philosophy to Socrates himself. Most scholars seem to have accepted unquestioningly this received tradition, which I believed required further investigation. My investigation of this tradition resulted in the book *Prisoner of History: Aspasia of Miletus and her*

Biographical Tradition, 1995.

To study Greek history and comedy is to study fragments of lost works as well as those fewer sources that have survived in their entirety; at least 95% of ancient Greek and Latin literature has perished. Many of the fragments important to my work are preserved in authors who are not part of the traditional literary canon. One such source, the encyclopedist Athenaeus of Naucratis, Egypt (second century C.E.), has been called one of the most neglected authors of classical antiquity. Athenaeus is the single most important source for the ancient Greek comic fragments, which are found in his lengthy symposium dialogue *Sophists at Dinner*. I believe that in this work he constructs a perspective which may skew our notion of what Greek comedy was like, and suggest that Athenaeus was the "Ur-Pornographer" (original, primordial pornographer) of western civilization (articles "The Edible Woman", 1992 and "Athenaeus, the Ur-Pornographer", 2000). *Prisoner of History* examined the trajectory of one famous woman's biographical tradition.

In arguing that Aspasia was a concubine due to her noncitizen status and that she was subject to particular legal disabilities, I came to see that the position of marginal noncitizen women in the Greek *polis* (city-state) required investigation. My attention is now on the many anonymous females who were prostituted in ancient Greece. Most scholars who study prostitution look at later periods – the late fifth and fourth centuries B.C.E. for Greece and no sooner than the second century B.C.E. for Rome. The preclassical period, the time during which the *polis* was emerging, is significant for here we see our first evidence for trafficked females and forced prostitution.

My current book projects investigate this phenomenon. *Troy's Maiden Veil: the Traffic in Females and the Greek State* moves back in time to the preclassical period, to the concepts of masculinity found in the Homeric poems and the relationship between forced prostitution and state formation and state maintenance. I use comparative evidence from both antiquity and contemporary Asia, Africa, Europe, and

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An Update from the Classical Studies Program

This year the Marcus Aurelius Scholarship was awarded to Classical Studies students Jack Ewing, Ryan Seaberg, and Erin Campbell.

Peggy Mook delivered two papers: "Excavation of an Early Greek City on Crete: The First Two Seasons of the Azoria Project," in March, for the Omaha/Lincoln Chapter of the Archaeological Institute of America, at the Joslyn Art Museum, in Omaha, NE; and "Excavations at Azoria in Eastern Crete, 2003," in January, at the 105th Annual Meeting of the Archaeological Institute of America, in San Francisco, CA. She will again be leading ISU Classics students to excavate on Crete as a study abroad program: Ben Bragg, Rachael Christopherson, Sara Falb, Brittany Graber, Dan Moeckly, and Stacie Petersen will all take part in this summer's excavations at Azoria. The program will run again next year, please contact Prof. Mook at msmook@iastate.edu for more information.

Jim McGlew published "'Speak on my Behalf': Persuasion and Purification in Aristophanes' Wasps," in *Arethusa* 37 (2004): 11-36 and was invited to give an Olson Lecture at the University of Wisconsin Madison in November. He will be on leave for the 2004/5 academic year. With the support of a sabbatical grant from Iowa State and a Loeb Classical Library Foundation grant, he will begin a book on the interpersonal relations and the citizen imagination in the 5th and early 4th c.BCE Athenian democracy. The book will incorporate material from Athenian vase painting and literary texts in an attempt to understand how, when Athenians began to conceive of themselves as democratic citizens, they restructured their relations with their neighbors and friends.

David Hollander will be offering a new course in the fall: Cultural Heritage of the Ancient World Hist/ClSt 304X meets MWF at 11, Cr 3. prereq: Sophomore classification. Historical examination of art, literature, thought, and religious beliefs of major civilizations of ancient Mediterranean countries until the end of the 8th century.

This course will begin with the emergence of civilization in Mesopotamia and Egypt and progress chronologically through to Late Antiquity with an emphasis on the development, expression and transmission of religious, political, philosophical and technological ideas. Readings and sources will include epic, tragedy, comedy, ancient novels, law codes, coins, inscriptions, paintings, sculpture and architecture.

Madeleine Henry

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the U.S. I also am writing an inaugural volume for a series of books on Mediterranean women's history. This book will concentrate on the relationships between marginal women and private and civic life in the fourth century B.C.E., in the era of Alexander the Great.

While my research involves the fragmentary and noncanonical authors, I am also drawn to the works of literature traditionally considered "great", both in terms of their importance for their own time (e.g. Homer and Vergil), as well as for their continued influence and inspiration in world, especially western, literature. I believe that these texts should continue to be read critically in both English and the original languages. Therefore I teach, in both our Classical Studies courses (epic, drama in translation) and in our intermediate and advanced Latin and Greek courses, those writers of "masterpieces" which have had significant influence on western and world literature. In my Women's Studies courses I am able to combine my interest in feminist theory with my expertise in women's history. In every class I teach, I try to help students see the ongoing significance of ancient studies for its own sake, as well as the classical tradition and the influence of Greek and Latin in modern languages.

Because language study – which fosters critical humanist literacy – is best begun early in life, I am committed to fostering the K-16 partnership in humanities and foreign language study. I have been active in the Iowa World Language Association to help retain diverse study opportunities for the precollege student and to encourage students to continue their foreign language study after high school. At Iowa State I have helped improve the placement and testing of

Madeleine Henry will be giving a lecture invited by the Classics Department and Eta Sigma Phi (the Classics honor society) at Wake Forest University, in Winston-Salem, NC, this April and in June for the annual American Classical League Institute, helping put on a workshop on teaching Cicero.

Peggy Mook

Program Chair, Classical Studies

incoming language students. I have also helped encourage precollegiate Latin studies nationally by being involved with the Advanced Placement Latin. Latin is enjoying a resurgence of interest across the U.S., and there is a Latin teacher job shortage nationwide.

My commitment to helping advance the cause of foreign languages, literatures, and cultures was a strong factor in accepting appointment as chair of the Foreign Language and Literatures Department for five years. As one who teaches two of the "Less Commonly Taught Languages" and who teaches historical subjects, I know that the values of history, language study, and cultural literacy are intertwined. We must study the temporal dimension of human experience and to know languages and cultures other than our own – we must cure ourselves of temporal, geographic, and cultural presentism.

Student Clubs and Activities

***National Foreign Languages Week
March 1-5, 2004***

This year, FLL decided to participate for the first time in National Foreign Languages Week. Virtually all of the student clubs participated in noon hour events held in Pearson 302. Each group played music from the countries where their language is spoken and offered passers-by tempting treats from places like Brazil, Russia, and France. Additionally, student club members staffed a fund-raising table in the lobby of Pearson Hall. They sold chocolate Euros, Eiffel-tower candy, suckers, and tins of lemon or coffee drops. Next year, we hope to start planning earlier and really work to increase the profile of our languages on campus. If you have any ideas, please send us an e-mail!

FLL Welcomes New Faculty



Rachel Haywood Ferreira
Assistant Professor of Spanish and Portuguese

In 2003 Prof. Haywood Ferreira received her Ph.D. in Spanish and Portuguese from Yale University, and was hired to teach in the Spanish program and to direct the Portuguese program at Iowa State University. Despite a great love for the Iberian Peninsula, fostered by the semester she spent studying in Spain and the four years she lived and worked in Portugal, Dr. Haywood Ferreira is principally a Latin Americanist. Her specialization is in nineteenth and twentieth century Latin American literature, and her research interests include Latin American science fiction and fantastic literature, the representation of science and technology in literature, and fictional texts published in other than book form (in magazines, in newspapers, in comic books, and on the Internet).

Please look for the new Portuguese website in late spring!



Daniel Sipe
Assistant Professor of French

Take a seat before you ask Dan Sipe about the jobs he has held in France. From translator in Paris to server in a busy restaurant in the French Alps to pretzel salesman in an open air market on the border town of Wissembourg in northern Alsace, Prof. Sipe worked at least a half dozen jobs during the eight-odd years he lived and studied in the country. As romantic as it all sounds, he is quick to dispel any illusions about the value of selling frozen salty snacks in a deserted town square in the middle of winter. In 2003, however, Professor Sipe's labors paid off when he completed concurrent PhDs at the Université de Strasbourg, France and the University of Minnesota.

His area of specialization is nineteenth century French literature and culture. In his dissertation, he looks at the relationship between utopian social movements and literary production by comparing the works of social philosophers like P.-J. Proudhon and Charles Fourier and the poetry of Charles Baudelaire and Stéphane Mallarmé. Along with poetry and cultural history, his

scholarly interests include the history of culinary practice, narrative strategies in the contemporary novel, and theories of technology in *Fin de siècle* prose.

In early February, Dr. Sipe traveled to Paris to give a paper on Baudelaire and epistolary writing, for which he received both Small Project and Foreign Travel grants. Later in the same month, he presented a paper in Kansas City on the history of culinary travel guides.

Next year he will be teaching courses in pronunciation and language as well as two courses in English: French 370, French Studies in English and French 472, Modern France and French Civilization. If you have questions about his courses, French language or culture, or would just like to know how to make a good *fondue savoyarde*, stop by his office in 200 Pearson any time.

Student Clubs and Activities

Brazilian Students Visit the Department of Foreign Languages and Literatures at ISU

In January, Professor Jane Thompson Brodbeck and four of her students at the Lutheran University of Brazil (Universidade Luterana do Brazil, or ULBRA – see <http://www.ulbra.br/>) visited the ISU campus. ISU was the group's first stop during a three-week visit to the U.S. to study the American educational system. While at ISU, the group visited Professor Rachel Haywood Ferreira's Portuguese 102 class where they spoke with students about their city of Porto Alegre (Rio Grande do Sul), their university, and Brazilian language and culture – all in Portuguese! They also toured the campus and spoke with Professor Marcia Rosenbusch and her graduate students about their work at ISU's National K-12 Foreign Language Resource Center. Professor Thompson Brodbeck gave a multi-media talk entitled "Brazil: A Cultural Panorama." Afterward the group from ULBRA had a "bate-papo," or informal chat, with ISU students and faculty at the Café Beaudelaire (*sic*), Ames's Brazilian café.

Faculty News

Vera Aginsky, lecturer in Russian, is presenting a paper at Cambridge University, U.K. in April at the conference of the British Association of Slavonic and Eastern European Studies. The paper is titled "The Polemics of Zamyatin Through his Novel *We*". She is also chairing a panel at this conference called "National Cultural Identity in post Soviet Russia."



Linda Quinn Allen, associate professor of French, has been awarded an American Association of Teachers of French (AATF) Summer Grant for three weeks of travel and study in France. The grant is offered through the Cultural Service of the French Embassy.



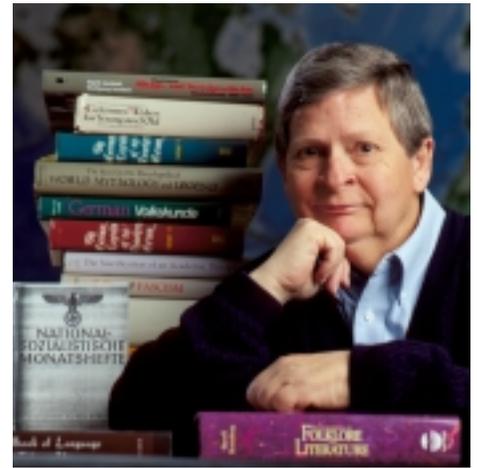
Kevin Amidon, assistant professor of German, has been busy in Germany this past year, where he has been on leave from Iowa State as a postdoctoral fellow of the Berlin Program for Advanced German and European Studies at the Free University of Berlin. He has made major progress there on his book project exploring the issues of diversity, value, and history in German biological thought between 1860 and 1945. His research has taken him beyond Berlin to Vienna, Hamburg, Heidelberg, and even back across the Atlantic to New York and New Haven. He is pleased to have been invited to a conference in Halifax, Nova Scotia in

August to begin presenting the results of this project. He has also continued his work on German opera, and the 2004 Brecht Yearbook will contain his article on Bertolt Brecht and Kurt Weill's opera *Rise and Fall of the City of Mahagonny*. The opportunity Prof. Amidon has had to continue to perform as a violinist in two different Berlin orchestras has been a special pleasure, and he has given concerts not only in Berlin and eastern Germany, but in Italy and France as well. He will be returning to Ames in August, and looks forward to teaching again after that.

Robert Bernard, professor of French, published "Joseph Zobel's Autobiographical Novel *Black Shack Alley: Education as a Catalyst Against the Politics of Colonial Oppression*" in *Vitae Scholasticae - The Journal of Educational Biography*, Vol. 21, No. 1, Spring 2004.



Brett Bowles, assistant professor of French, has made productive use of his research leave this year. He has published or has had accepted for publication four articles, three of which focus on some aspect of his work with newsreels during the Second World War. He will also present papers at conferences in France this summer.



James Dow, professor of German, took part in a UNESCO conference in Verona (Italy) on February 27-28, and presented a summary of his work on the Cymbrian Gesamtgrammatik, which he plans to publish in the next few years. Also, his two volume work *Encyclopedia of World Mythology and Legend* just appeared in March. Dow was asked by Facts on File to revise the Encyclopedia, write a new introduction, bring the bibliography up to date, and create a cross reference system for the 3,300 entries. Another book on *The Study of European Ethnology in Austria* is scheduled for publication on April 27, by Ashgate Publishers in England.

Kathy Leonard, professor of Spanish and Hispanic Linguistics, published her book *Bibliographic Guide to Chicana and Latina Narrative* in August, 2003. Also, Professor Leonard will again lead the study abroad program to Sucre, Bolivia for summer, 2004. Students will spend six weeks studying Spanish and will travel to Los Salares de Uyuni in Bolivia and Cuzco and Machu Picchu in Peru.

Lee L'Hote, assistant professor of Spanish, presented a paper entitled "Mystical Desire and Illness in Augustin Villaronga's *El mar*" at the Florida International University Conference on Spanish and Latin American Literatures and Film in February. In this paper, which examines the visual sexualization of Christ as a metaphor for the protagonist's repressed sexual desires, L'Hote anchored his reading of the film around

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Faculty News

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Spanish mysticism of the 16th century.

Although a few audience members found the sexual imagery disturbing, overall reaction to his paper was quite positive; therefore L'Hote now is preparing the study for publication.



James McGlew, associate professor of Classical Studies, has won a Loeb Classical Library Faculty Fellowship for partial support of a research leave in 2004-2005. With the support of a sabbatical grant from Iowa State and the Loeb Classical Library Foundation grant, he will begin a book on interpersonal relations and the citizen imagination in the 5th and early 4th c.BCE Athenian democracy (see the Update from the Classical Studies Program Chair for more details).

Michelle Mattson, associate professor of German, recently published two articles. One is on the German-Jewish author, Grete Weil. It is called "Grete Weil: A Jewish Author?" and appeared in the February issue (2004) of the *German Studies Review*. The other focused on Christa Wolf and Ingeborg Drewitz and the nature of women's social identity in the two Germany's during the immediate post-war era. The article is titled, "Searching for Missing Pieces Around us: Christa Wolf's *Nachdenken über Christa T.* and Ingeborg Drewitz's *Wer verteidigt Katrin Lambert?*" It appeared in the nineteenth volume of the *Women in German Yearbook* (2003). Professor Mattson will also be taking a leave of absence next year from ISU in order to try being the chair of Modern Languages at Rhodes College in Memphis, Tennessee.

Olga Mesropova, lecturer in Russian, has

accepted a tenure-track position in our department as an assistant professor of Russian. The department looks forward to welcoming her officially in the Fall newsletter.

Additionally, she has had a productive year as a scholar. Her article "Between Literary and Subliterary Paradigms: Skaz and Contemporary Russian Monologue Comedy" was just accepted for publication with *Canadian Slavonic Papers* and another article "From Infantile Regression to Post-tourist Break-Through: America in Two Russian Popular Travelogues of the 1990s" is forthcoming in *Slavic and East European Journal*, 48.1 (Spring 2004). Prof. Mesropova also presented a paper "Trading Perceptions, Changing Stereotypes: United States in the Travelogues of Mikhail Zadornov and Igor Svinarenko" at the AATSEEL Conference in San Diego in December, 2003 and will also be going to the Kentucky Foreign Language Conference mid-April with a paper "Still Joking?: Russian *Estrada* Comedy in the 1990s."

Aili Mu, assistant professor of Chinese, reported in one of the previous newsletters on the design and use of Multimedia Course Modules for our Chinese film class. Last November, she presented the result of her pedagogical experiments with the Modules in a paper titled "Teaching Chinese Films with Digitally-Indexed Modules in WebCT" at the 2003 World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education in Phoenix, Arizona. The paper was very well received. Here she cites the response of one audience member to show the ripple effect of what we do here at ISU. Professor Sandy Frieden is the Executive Director of the University of Houston System Distance Education/CampusNet. A veteran in teaching German films and an innovator in her field, she found Dr. Mu's presentation "had an incredibly energizing effect" on her. The reason is that after a number of years using WebCT to supplement face-to-face instruction, she was still looking for a "workable," "flexible" framework to enhance her students' learning experiences in her film classes. In Mu's presentation, she found what she was

looking for – "a powerful tool" to enable enhanced learning. In a letter she wrote on how her work stimulated her own: "I returned home committed to adapting my material to Professor Mu's model. I have now begun work with our instructional design team to put my course online next year, and we are planning a special workshop for all faculty across our system who use film in their courses to present strategies for working with students on this topic. The impact of Professor Mu's work and excellent teaching practice will be felt at our four universities for many years."



Dawn Stinchcomb, assistant professor of Spanish, has published her first monograph on Afro-Dominican literature. The book is titled "The Development of Literary Blackness" and was published by the University Press of Florida. Her work establishes the existence of Afro-Dominican literature in a country whose national rhetoric denies such an existence. It also uses the Caribbean island's political history, from the arrival of Columbus to the present day, to explain the nation's denial of an African past.

Thomas Waldemer, lecturer in Spanish and Portuguese, has had the following articles accepted for publication: "The Great Chain of Being: Ecocriticism in Abel Posse's *Daimón*." (*Romance Notes*) and "Confluences: Buñuel's Cinematic Narrative and the Latin American New Novel" a translation of Victor Fuentes' "Confluencias: la narrativa filimica de Buñuel y la nueva novela hispanoamericana." (*Discourse: Journal for Theoretical Studies in Media and Culture*). He will also present the paper "Ecocriticism in the Historical Novels of Abel Posse" at the 2004 Kentucky Foreign Language Conference, April 15-17, 2004.

National Foreign Language Resource Center

The National K-12 Foreign Language Resource Center (NFLRC) is a collaborative effort of Iowa State University and the Center for Applied Linguistics in Washington, DC.

The NFLRC works to improve student learning of foreign languages at the elementary and secondary school levels through the promotion of extended-sequence K-12 foreign language programs and improved teacher preparation. By building a sound foundation in early language study, the NFLRC encourages post-secondary, as well as life-long language learning. The NFLRC's work addresses five goals: collaboration, training, research, development, and dissemination. The following report includes recent activities of the NFLRC related to several of these goals.

Electronic Newsletter. In the spring of 2003, the NFLRC began publication of an electronic newsletter for alumni of NFLRC institutes and workshops 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. 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.

Thematic Units. A leader in promoting thematic teaching through summer institutes in 1996 and 1999 and the publication of six popular thematic units for K-12 teachers (three in French and three in Spanish), the NFLRC 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 written for 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.

Children's Language Assessment: The Center for Applied Linguistics has carried out extensive work during the past year on the Early Language Listening and Oral Proficiency Assessment (ELLOPA), an instrument designed to assess listening and speaking skills of young language learners in pre-school and early elementary school. In 2002, statistical analyses were completed on ELLOPA listening and oral proficiency ratings collected at schools during the 2001-2002 school year. Researchers currently are preparing a written report of these results as well as findings from other sites that piloted the ELLOPA. Preliminary results from the first trials of a cultural awareness activity developed for the ELLOPA were reported in a session at the American Council on the Teaching of Foreign Languages conference in November 2002. Data analysis is currently underway for 1) the videotaped trials of students participating in the cultural awareness activity, 2) the Early Language Learning Student Self-Assessment (completed by participating students), and 3) the Teacher Observation Matrix for Early Language Listening and Oral Proficiency Assessment (completed by the teachers of participating students).

New Visions in Action: 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.

During the past fall and winter the NVIA national survey, funded by the U.S. Department of Education's Title IV International Research and Studies Program, was made available to the profession to gather information about perceptions regarding what constitutes ideal professional practice in the areas of: 1) Curriculum, Instruction, Assessment, and Articulation, 2) Teacher Development; 3) Teacher Recruitment and Retention; and 4) Research. Several aspects of the NVIA survey make it unique: a) the instrument was drafted and revised collaboratively, involving over fifty participants from a wide range of backgrounds and expertise in the profession, many of whom also provided feedback during three pilot tests; b) the survey was specifically designed to be deployed online in order to obtain the highest possible response rate and ample representation; c) it was the first attempt to measure broadly participants' perceptions on a wide variety of aspects that affect the profession at large, ranging from practice in K-12 to university settings, and from issues concerning early language learning to retention of foreign language teachers. Overall results of the survey have been analyzed and are currently being compiled and prepared for publication online by late September at www.educ.iastate.edu/newvisions. A preliminary analysis of the data has yielded important information that has been used to create working groups within the NVIA task forces that will be focusing on areas that were identified as important to the profession by survey participants.

Reflections

Visiting Scholar looks back at year

The year of my exchange program at ISU will soon be over. Looking back at it, I would say that it was a very successful experience. Living in the USA for a whole year has helped me not only to improve my understanding of America and its people, but also to look from outside, from some distance at my own life and at the Ukraine in general. Today I would full-heartedly agree with a saying that living abroad helps you to understand *your own country* better. Back in the Ukraine, I feel I will be a little bit of different person, now influenced by America.

The top benefit of the JFDP program for me was, no doubt, my professional development. Through a study of American feminist reader-response criticism I have discovered a large corpus of criticism, of which I was not even aware previously. Based on my study, I prepared an article "American Feminist Reader-response Criticism" for the Ukrainian journal on literary criticism and I hope my research will enable Ukrainian literary scholars to get more information about this approach to literature. Throughout this past year I attended several courses on Modern American literature where I became acquainted with the oeuvre of American feminist writers, whose works are unknown in the Ukraine. I am planning to include many of these literary works into my own course on American literature that I will teach at home at the Ternopil Pedagogical University.

I believe that programs similar to JFDP are great not only for studying, observing, and improving one's language level, but also for promoting one's own culture and country in general. I hope my presentations about life in the Ukraine and the Ukrainian system of education have shed some light on my home country and have helped to present a clearer image of the not-so-far-away Ukraine.

I am looking forward to implementing all of the incredible ideas and experience that I have received at Iowa State in my teaching practice in the Ukraine. I also hope to stay in touch with all the wonderful people I met in the U.S.

Mariya Shymchyshyn



From the left, Guliayum Ashakeeva, Mariya Shymchyshyn and Olena Grytsay.

International Visitors

A chance to spend a year in the United States and see its educational system in action was an opportunity too good to pass up for three scholars from countries of the former Soviet Union.

"You cannot be a general expert in our areas without having (educational) experience throughout the world," said Olena Grytsay. "For me as a sociologist I was curious on how faculty teach in this country."

Grytsay, along with Guliayum Ashakeeva and Mariya Shymchyshyn, is participating in the Junior Faculty Development Program (JFDP), a program managed and funded by the Bureau of Educational and Cultural Affairs in the U.S. Department of State.

The trio will spend the fall and spring semesters on campus as visiting scholars in three academic departments in the College of Liberal Arts and Sciences. They are hosted by the Department of Foreign Languages and Literatures during their campus stay.

The JFDP provides university instructors with an 11-month opportunity to experience teaching practices and curriculum development at universities throughout the U.S. The program includes a two-month internship and nine months of academics.

Grytsay, who is from the Ukraine, is working with Jacquelyn Litt, associate professor of sociology and acting director of the Women's Studies Program. Also from the Ukraine, Shymchyshyn will be mentored by

Brenda Daly, professor of English. A native of Kyrgyzstan, Ashakeeva is working with political science professors Ardith Maney and Eric McGlinchey.

"This program has done a very useful thing in sending us here," Shymchyshyn said. "As an English teacher it has been good to observe in an American classroom."

"I'm very curious on the teaching methodology you use in this country, what ways students study and how materials are introduced in a classroom."

During their Iowa State stay the three visiting scholars have been working closely with their faculty mentors to outline new courses in their field, gather new teaching materials and enlighten U.S. faculty and students on teaching practices in their countries.

The trio are each auditing courses in their field of study and are working on a variety of projects with their faculty mentors. Shymchyshyn is working with Daly in producing the *NWSA Journal*, the flagship publication of the National Women's Studies Association. Ashakeeva is assisting McGlinchey with a project on the role of Islam in Central Asia, which she hopes will eventually produce a manuscript.

They also spend numerous hours in the Parks Library conducting research and attend as many guest speakers/lectures as they can fit into their schedule. ♦

The New Spain

Two new study abroad programs popular with students.

It wasn't like previous Iowa State study abroad programs in Spain weren't successful.

Past programs however didn't prepare Chad Gasta and the Department of Foreign Languages and Literatures for the level of participation that two new Spanish study abroad programs have experienced thus far.

"I knew that the quality of the students' experience, both culturally and intellectually, would be finer," said Gasta, assistant professor of foreign languages and literatures and director of the department's study abroad programs in Spain. "We were very concerned with having enough students because of the high level of Spanish proficiency that is required for the program."

Gasta shouldn't have worried. Almost 100 Iowa State Spanish majors, double majors and minors have taken part in one of two study abroad programs the University offers in Spain.

More than 40 students (Gasta says typically Spanish minors) attended the first program in Alicante, Spain. This fall, almost 30 students are in Caceres, Spain, for a semester-long program. This comes on the heels of another 25 students that were in Caceres in the spring of 2003.

Gasta attributes the high enrollment figures to the dedication of the Spanish faculty at Iowa State to spreading the word of the programs.

"The fact that we are getting that many students from a limited pool has been great for the program and great for the department," Gasta said. "Obviously we're very pleased.

"But it should be obvious to the students that you can't become bicultural or totally proficient in a language by sitting here (in the U.S.)"

Previously the Department of Foreign Languages and Literatures ran a study abroad program in Valladolid, where the department utilized a language school. But the



department's faculty decided they wanted to provide more options for students.

The summer program in Alicante offers a short six-to-seven week exposure to Spanish culture. Gasta purposely located the program in Alicante, which is an international city on the Mediterranean coast. Courses are taught at the world-class University of Alicante.

By contrast, the semester program in Caceres is in a traditional Spanish city, with courses taught at the University of Extremadura, one of Spain's most advanced and modern universities.

"Our idea was to have two different experiences for our students," Gasta said. "If students really want to be immersed into the culture and language of Spain, then they should stay for a year."

The two programs are similar in some respects. Students typically live with host families and will participate in tours outside of class.

"The semester long program offers

more flexibility for students in their coursework," Gasta said. "Plus these programs put our students into classes not only with Iowa State students, but in some cases with Spaniards and allow us much more latitude in curriculum."

The Caceres program also offers internships and has placed Iowa State students in positions ranging from engineering to education. ♦

"The New Spain" and "International Visitors" on page 11 first appeared in Around LAS, the faculty/staff newsletter of the College of Liberal Arts and Sciences. Additional articles on the Department of Foreign Languages and Literatures are available on-line at <http://www.las.iastate.edu/newnews/flindex.shtml>

A Word from a Colleague in the ISU Foundation

Every story you'll read in this issue of the "FLL Newsletter" reflects the vitality and hard work that are part of the day-to-day educational experience in the Department of Foreign Language and Literature at Iowa State University. Alumni and friends play an important role in enriching that experience for students and faculty by providing gift support.

As Senior Director of Development for all departments in the College of Liberal Arts, I have gained a new perspective on the College's need for resources (resources that can be directed to Foreign Language and Literature) and the departmental initiatives that need funding beyond what the state provides.

I would encourage you to consider a gift to the Department each year. Annual

support at every level is crucial to maintaining the quality of our programs. If you wish, the ISU Foundation will send you a yearly reminder in whatever month you specify.

Long-range estate and financial planning allow you to make a substantial contribution to the FLL Department while benefiting your personal financial plans. Bequests and trusts are among the deferred giving options that I would be happy to discuss with you.

As I've worked to help the College and its departments raise private funds to augment state allocations, I've realized that every gift is important. Each gift, no matter what the amount, adds strength to our programs at Iowa State and has a lasting impact on the quality of education, research, and service we provide. Your gift counts and

we are deeply grateful for your ongoing support.

If you would like to learn more about how you can make a difference in the FLL Department, please contact me at Iowa State University, The College of Liberal Arts, 239 Catt Hall, Ames, Iowa 50014. 1-866-419-6768 or email me at amellecker@iastate.edu.

Alsatia Mellecker

Senior Director of Development
College of Liberal Arts and Sciences

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FLL Newsletter

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

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Please address all correspondence to the editor: fllnews@iastate.edu

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

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