

FLL *newsletter*

Fall 2005
Vol. 10, No. 1

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



Around the world with FLL study abroad

Iowa State students have taken advantage of the study abroad programs offered by the Department of Foreign Languages and Literatures in a big way.

With programs in Europe, South America and North America annually, diverse opportunities are offered to Iowa State students, even those with little previous background in a foreign

language.

One program in particular has attracted the attention of a record number of students. ISU in Spain, Summer Program in Alicante (pictured) this past summer saw 86 students from disciplines in business and engineering, as well as Spanish majors, participate in the six-week course. This is the largest Iowa State

study abroad program ever.

The unique thing about this program is the cross-collaboration between the colleges," said Chad Gasta, assistant professor and co-director of the program.

Find out more about the foreign languages and literatures study abroad programs in Spain, Peru, Mexico and Canada on pages 8-12.

An update from the department chair

Let me begin by extending my warmest welcome to those of you who are receiving this newsletter for the first time, now in its ninth year of publication. As a result of improved record-keeping within the university, this is the first issue of the *FLL Newsletter* to be circulated to those alumni who graduated prior to 1970 when we were known as the Department of Modern Languages.

The fall semester finds Pearson Hall once again bustling with the comings and goings of students, faculty, and ... construction crews! In just six weeks, renovation of the second and third floors of Pearson will be completed. Technology equipment in the classrooms has been upgraded, a sprinkler system has been installed throughout the building, and hallways and faculty offices have new ceilings, lights and paint. The most exciting component of the renovation, however, has been the expansion and remodeling of the Foreign Language Learning Resource Center (FLLRC). The newly reconfigured FLLRC boasts a centralized check-out desk, more gathering space for students, and wireless technology. In spring 2006, we will host an open-house to showcase this wonderful high tech resource for foreign language students, faculty and staff.

In many respects, 2005 was a transitional year in the department. We extended best wishes to those faculty who announced their retirement - Robert Bernard (French/Italian), James Dow (German/Linguistics), and Ronald Nabrotzky (German) - and bade farewell to those who left for positions elsewhere - Michelle Mattson (German), James McGlew (Classical Studies), and John Thomas (Classical Studies/FLLRC). As expected, these losses have impacted the department's ability to meet student demand for our courses. Of particular note is the

effect on our Italian program, which has been suspended indefinitely much to the frustration of our undergraduates. Nevertheless, we are delighted to welcome aboard two new tenure-track faculty - Julia Domínguez and Kristin Pesola (both Spanish) - and we look to making additional hires in French and German for next fall, and in Classical Studies the following year.

The generosity of a retired ISU faculty member, Jeoraldean McClain, professor emerita of Art History, has led to the establishment of the department's first faculty scholarship for professional development. The McClain Art History Scholarship has been designed to support faculty study and/or training in the area of art history abroad. This year's recipient, Aili Mu, assistant professor of Chinese, used her award to travel to China to engage in coursework on the history of Chinese calligraphy, an art form renowned for its fusion of linguistic and aesthetic principles.

By the time you receive the next



issue of this newsletter, we may be celebrating the approval of a new departmental name which we, as faculty, believe represents more accurately the breadth of our curriculum and faculty expertise. We hope that you will continue to support the "Department of World Languages and Cultures" as it positions itself to meet the needs of students in the 21st century!

Dawn Bratsch-Prince
Chair

FLL Newsletter

Dawn Bratsch-Prince, chair
Editor: Kathy Leonard
Design: Dave Gieseke

The FLL Newsletter is published twice a year (spring and fall) for the alumni, friends, and faculty of the Department of Foreign Languages and Literatures at Iowa State University, an academic department in the College of Liberal Arts and Sciences.

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news

Matibag directs new ethnic studies center

Four ethnic studies programs in the College of Liberal Arts and Sciences (LAS) have formed the basis of the new Center for American Intercultural Studies on campus.

The four programs that comprise the new Center are American Indian Studies, African American Studies, Asian American Studies and U.S. Latino/a Studies.

"The Center will combine the best of the intercultural studies approach with the best of the more traditional models found at Midwestern universities," said **Michael Whiteford**, LAS dean.

Each program will continue to have its own curricula at the undergraduate minor level and will collaborate and operate together in offering common introductory and capstone courses in an interdisciplinary major in American Intercultural Studies.

"The Center will also assist students and faculty in exploring and fulfilling their potential as educated members of a global and multicultural community," Whiteford said.

Eugene Matibag, associate professor of foreign languages and literatures, has been named the interim director of the Center, which will be housed in Carver Hall. Matibag will continue to serve as director of the Asian American Studies Program.

Classical Studies

The Classical Studies Program is experiencing steady growth of interest in all our courses and we hope to search for a new permanent colleague soon. During fall, 2005, we will have two guest speakers, **Gaius Stern** of Berkeley on Roman coins (November) and **Heather Schafroth**, who earned an undergraduate degree in Classical Studies at ISU in 1996 as well as a degree in chemical engineering. Schafroth spoke on Oct. 21, as the first recipient of our Outstanding Alumna Award, on the benefits of a classics education.

Margaret Mook, most recent program chair, received a renewal of funding for her excavation at Azoria, Crete, and will take students there for study again this summer. Our new colleague, Lecturer **Dennis McKay**, joins us from the University of North Carolina at Chapel Hill, and **Dr. Margo Kitts**, Lecturer in Philosophy and Religious Studies, will teach a course this spring. The program is under new leadership with **Madeleine Henry**, who will be program chair for the next three years. She plans to introduce an online course in first-year Latin this summer, so that more students both on and off campus can begin, continue, or resume their study of Latin.



Eugenio Matibag, associate professor of Spanish, is the interim director of the Center for American Intercultural Studies. Here Matibag addressed the crowd at the Center's inaugural ceremonies.

Chad Gasta receives two teaching awards



Chad Gasta, assistant professor of Spanish, received two teaching awards this past year from Iowa State including being named the inaugural recipient of the Cassling Family Faculty Award.

The Cassling Family Faculty Award recognizes and rewards outstanding faculty in the College of Liberal Arts and Sciences. Two faculty members will receive a \$5000 award - one for outstanding teaching performance over an

extended period of time at Iowa State and one for early achievement in teaching.

Gasta was a recipient of the early achievement Cassling Award. He also was honored by the ISU Foundation with its Early Excellence in Teaching Award.

Gasta has been a catalyst at Iowa State and nationally, in adapting instructional technology to the teaching and learning of foreign languages and literatures. He is the director or coordinator of four study abroad programs, two of which he created, and he has overseen a significant increase in the number of student internships offered through the department in the three years he has been internship coordinator.

Faculty notes

Dawn Bratsch-Prince attended the 11th

Congress of the Asociación Hispánica de Literatura Medieval, held at the Universidad de León,



Spain (Sept. 20-24). There she presented a paper on “La fuerza del prólogo: La traducción catalana del “Liber de modo bene vivendi ad sororem” (ca. 1396) de Antoni Canals” which is part of her work on literary translations in the fourteenth century Iberian Peninsula.

Eugenio Matibag, associate professor of Spanish, traveled May 29-June 5, 2005 to attend the Caribbean Studies Association Conference in Santo Domingo, Dominican



Republic, to participate in a panel presentation of his book, *Haitian-Dominican Counterpoint: Nation, State, and Race on Hispaniola* (Palgrave 2003). In July 2005, he took courses at the COINED School in Buenos Aires, where he gathered materials for teaching the course Latin America Today in Spring 2006. In May of 2005 he assumed directorship of the LAS College's new Center for American Intercultural Studies. He continues to direct the program in Asian American Studies.

Kathy Leonard made a site visit to Arequipa, Peru during the summer of 2005 and will direct the new study

abroad program there for summer, 2006. She also received a Publication Subvention Grant for the publication of her book *Recetas de luna/Lunar Recipes: A Bilingual Anthology* due to be published in 2006.



Tia Huggins attended the University of Arizona's Medical Interpreting Training Institute in July, 2005.

The program is an intensive six-day training that is held at the National Center for Interpretation, Testing, Research and Policy. Expert interpreters from all over the country facilitated the institute. Topics that were covered included modes of interpreting, professional ethics and major diseases among the Spanish-speaking population. The opportunity to take the medical interpreter competency exam was provided at the end of the institute and Huggins passed the exam. An experimental introductory course in medical interpreting is being proposed in the Department of Foreign Languages for the Spring 2006 semester.



Tom Waldemer was invited by *Antipodas, Journal of Hispanic Studies of Australia and New Zealand* to

contribute to its upcoming special issue on the works of Argentine novelist Abel Posse.

Waldemer will contribute his article “Cabeza de Vaca as Wilderness Walker and Flâneur in Abel Posse's *El largo atardecer del caminante*.”



LAS awards

Two faculty members in the Department of Foreign Languages and Literatures were honored by the College of Liberal Arts and Sciences and Dean Michael Whiteford at the fall LAS Convocation. Dawn Bratsch-Prince (top photo) was presented the College's Outstanding Achievement in Departmental Leadership Award while Jean-Pierre Taoutel received the Excellence in Undergraduate Introductory Teaching Award.

new faculty and staff profiles

Kristin Pesola

Even though my birthplace of Minneapolis, MN is only a three hour drive from my new apartment in Ames, my journey to Iowa State took a rather circuitous route. After a fifteen year background in dance, a year in Finland studying weaving, contact improvisation and Italian - all in Finnish of course, and an original plan to teach English as a Second Language, I decided to do my B.A. in Spanish and Linguistics (1991) at the University of Minnesota. I then went on to complete my M.A. (1995) and Ph.D. (2001) at Duke University. During that time I had the opportunity to spend a semester in Madrid and a year and a half in Mexico, with residencies at the Colegio de México and the Centro de Investigaciones Teatrales Rodolfo Usigli in Mexico City. For the past four years I taught at Mount Holyoke College in South Hadley, MA. Now I am happy to be back home in the Midwest to join the faculty in the



Department of Foreign Languages and Literatures as an Assistant Professor of Spanish.

My areas of specialization include twentieth century Latin American literature, post-revolutionary Mexican culture and society, women writers, cultural politics, gender and sexuality, and performance. I have

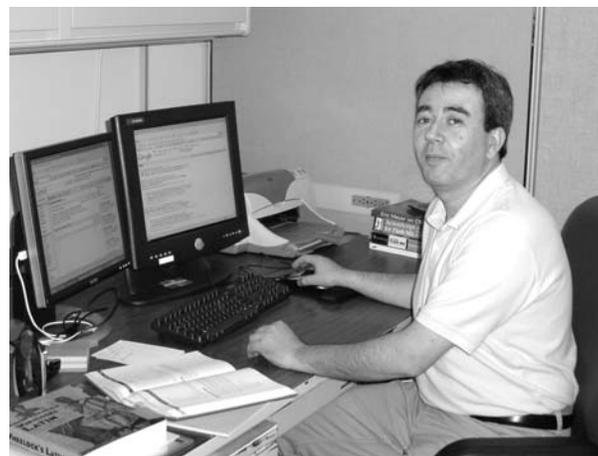
taught a wide range of Spanish language and Latin American literature and culture courses, with specific topics including the literary and cultural legacy of the Mexican revolution, women writers and authority, and justice in Latin American literature. These courses have grown out of my research on the nationalist debates in post-revolutionary Mexico and the role of women writers in the power struggles that shaped the cultural field of the 20's and 30's. My published articles and conference presentations include work on Antonieta Rivas Mercado, José Vasconcelos, Teresa de la Parra and Rosario Castellanos. I am currently finishing a book-length manuscript that examines the participation of Mexican writer and cultural figure Antonieta Rivas Mercado in the cultural renaissance of post-revolutionary Mexico and the ways that she has been represented in contemporary culture.

Julio Rodriguez

FLL has hired a new Instructional Support Specialist III and FLLRC director. We asked Julio to tell us a little about himself.

I have a B.A. in German Language and Literature from Whitman College (WA) and an MA in TESL/Applied Linguistics from ISU. I am currently completing my doctorate in Curriculum and Instructional Technology at ISU. I have experience teaching English in Mendoza, Argentina and at ISU (English 104 and 105), and have served as a Graduate Assistant for CI 201 (Instructional Technology). I also have experience as an instructional designer, first with video and multi-media, and subsequently with web-based instruction.

My doctoral research entails the development and evaluation of a component for a learning management system (like WebCT) that assists in the design of language learning activities. As part of my dissertation project, I participated in a semester internship in France in 2003 as part of a collaborative research team. My most recent work experience was as Research Assistant and Webmaster for the National Foreign Language Resource Center at ISU. I have had some experience with grant writing, both for the U.S. Dept of Education and other entities. I have served for five years as associate editor of the



Journal of Computing in Teacher Education published by ISTE (International Society for Technology in Education) and am currently the editor of *Learning Languages*, the NNELL (National Network for Early Language Learning).

Bill Carter

When I meet someone and tell them what I do, I regularly encounter the following question, or some variant of it: “How did you get into that?” Over the years, my response has varied. Occasionally, I have given the short answer, which is something that we all do. The lengthier version takes me back to my first year in college when I was enrolled in a course on German literature in translation. I have not told this story in a while - probably because the further away I get from my first semester of college, the longer it takes to tell. I will offer the shorter long version.

To be honest, I was not sure at the time what the class was about. It was not so much the texts that I did not understand as the professor. I did not get what he was saying, but it seemed profound at the time. Eventually, I learned that my initial sense of him and his teaching was not that far off. (He later became my advisor, and I hounded him for the rest of my time there). As I recall, I told anybody and everybody who would listen about the course and professor. This is where it all began. I went on to learn German and continued my studies at the University of California, Santa Barbara and at the University of Heidelberg. I recently filed my dissertation, “The Law of Striving and Demand: Goethe’s *Faust* and the Economic Theories of Steuart, Möser, and Schlosser,” which considers Goethe’s *Hauptgeschäft* (“main business”) in light of competing economic theories and texts in Germany during the late eighteenth- and early nineteenth-centuries. My next project will explore Hegel’s reading of *An Inquiry into the Principles of Political Oeconomy* (1767) by Sir James Steuart, the first two books of which were written in Tübingen. The *Inquiry* was translated into German by 1770, two decades before Smith’s

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The Wealth of Nations (1776) was widely discussed in Germany. Hegel, according to Rozenkranz’s biography, not only learned everything he knew about economics from Steuart but also wrote a no longer existent commentary to the German translation of the *Inquiry* in 1799. I will consider the significance of Steuart’s seminal economic text for Hegel’s political, economic, and philosophical writing.

Last spring I had the opportunity to present some of my research at a conference on “Money and Culture” in Ireland at University College Cork. There was a large German contingent there, including a former Teaching Assistant from my alma mater and my mentor from Germany. I spent the summer in Santa Barbara working on my dissertation and preparing for my big move to Iowa. A few weeks before the beginning of the semester, I drove 1,900 miles across country with a friend. I have enjoyed becoming acquainted with the department, ISU, and Ames. I am currently teaching GERM 101, GERM 201, and GERM 330 (“Crime Scene Investigations: Introduction to

German Literature”). I particularly enjoy the literature course because I’ve had the chance to return to a number of texts that first interested me in German literature. I hope my students find something in these admittedly challenging works that appeals to them. In any case, they can say they read some of *Faust* in the original, a reward in itself, I believe.

Dennis McKay

I came to Iowa State from the University of North Carolina at Chapel Hill and the University of the South. Although I am a generalist with teaching interests in Greek and Latin, my research interests are in Latin poetry, especially the poetry of Vergil, Ovid, and Horace. I have ancillary interests in literary theory, Classical rhetoric, and Latin and Greek textual criticism.

My dissertation discusses the relationship between style and meaning in the poetry of Vergil. I have published a review of Nancy Worman’s *Cast of Character: Style in Greek Literature* (University of Texas Press, 2002) in the *Bryn Mawr Classical Review*. My forthcoming work includes articles on the date of Plato’s *Symposium*, the phrase *mortalibus aegris* in Latin poetry, and Lucan’s *Bellum Civile*. In my spare time I enjoy Auburn football, cooking, brewing my own beer, and playing with my cat Bobby Lee.



Podcasting

The idea came to Julio Rodríguez when he was walking across the Iowa State campus one day.

“Every time I walk around campus I see student after student with an iPod,” he said. “Our target audience (high school students and first- and second-year college students) are the people using this technology, so we thought why not take advantage of the technology they are using.”

A new project, “LangCasts: Experiencing Languages Through ISU Podcasts,” that Rodríguez and a group of undergraduate students in the Department of Foreign Languages and Literatures have started, is doing just that.

Rodríguez, the department’s instructional support specialist and director of the Foreign Language Learning Resource Center, says the project will establish the first Iowa State podcast geared towards recruitment of high school students and college freshmen and sophomores into language learning.

The project was recently awarded an almost \$4000 recruitment and retention grant from Iowa State’s Professional and Scientific Council.

“It makes total sense for the department to use this technology,” Rodríguez said. “It’s essentially a portable VCR for the radio.”

Podcasts are mini radio shows that are available through a web site. Individuals may subscribe free to the Department of Foreign Languages and Literatures podcast at www.language.iastate.edu/main/podcast/default.htm. Instructions for subscriptions are also available at this website.

Rodríguez and his student assistants are producing 20 different podcasts – 10 of which will focus on the department’s academic programs while the second 10 will be mini language lessons (langcasts),



allowing listeners to experience first-hand learning the world languages offered at Iowa State.

Subscribers download the podcasts onto their computer and then onto a MP3 player such as an iPod. Then the “mini radio program” can be played at the listener’s convenience.

The Department of Foreign Languages and Literatures’ first podcast went on-line Nov. 7. The subsequent 10-15 minute podcasts will be available every Monday (excluding the semester break).

The department’s first podcast featured the Chinese program and included interviews with Iowa State Chinese students and instructors, facts about the language and China and examples of how the language works.

“We’ve done quite a few interviews of individuals for the various podcasts,” Rodríguez said. “We’ve interviewed alumni awardees who have returned to campus as well as guest speakers. Whenever we get a chance to interview someone for one of the programs we take advantage of it.”

While Rodríguez is coordinating the project, he has a group of students who he has begun to rely on to complete each podcast. Spanish student Lori Lynch drafts the script and sets up interviews, many of which were conducted by Mehmet

Sahin, a curriculum and instruction graduate assistant working at the Center. Chinese student Alex Ely is the host of the podcast, while Daniel Francis, a mechanical engineering major, “puts the product all together.” Song-Yan (Willy) Mo, a MIS major, assists with the upload of the files.

“We’re doing this all in-house and with a very low budget,” Rodríguez said, “and it’s a very student-center project.”

Future program podcasts will focus on the department’s French, German, Portuguese, Spanish, Russian, Classical Studies, Languages and Cultures for Professions (LCP), Russian, East European and Eurasian Studies, and teacher education programs.

LangCast podcasts will provide programs for the languages the department offers.

The department’s Resource Center has purchased 12 iPods and loans them out to students who wish to listen to the Podcasts or language audio files. This will also hopefully free up computers in the department’s newly renovated Resource Center in Pearson Hall for other uses.

Dawn Bratsch-Prince, professor of Spanish and department chair, also said efforts will be made to inform the state’s high school language teachers of the podcasts.

study abroad



Alicante program now ISU's largest study abroad program

During the past year, the Department of Foreign Languages and Literatures' summer Spanish program in Alicante, Spain got a lot bigger! In addition to offering Spanish language, literature and culture courses, for summer 2005 the Alicante program featured collaborations with the Colleges of Business and Engineering to offer students Management 310 (*Entrepreneurship in Spain and the European Union*) and Business Administration 291/491 (*Business in Spain and the European Union*). Both courses gave students the opportunity to do field work with local businesses and industry, including the transportation, naval shipping and agribusiness industries in the area. Guest speakers from the region shared their knowledge about business practices in Spain and the EU. Though these courses will be taught in English by faculty from the University of Alicante, students from the Colleges of Business and Engineering also took intensive beginning, intermediate or advanced language courses - designed to provide them the practical linguistic and cultural training to function professionally in the Spanish-speaking world.

The program also offered students the opportunity to live with a Spanish host family for their entire stay in Alicante. Host families are an excellent means for students to become multi-cultural, as the families provide students intimate exposure to everyday cultural issues unavailable in a classroom setting. Like past programs, in summer 2005 students will experience a number of weekend trips to some of Spain's most culturally-rich cities, including Madrid, Granada, Toledo and El Escorial. Alicante's central location allows students to plan trips to see nearby Mediterranean coastal towns, the mountain areas and such tourist destinations as the Costa del Sol, Barcelona or Seville.

The resulting three-way collaboration between the Department of Foreign Languages and Literatures, the

College of Business and the College of Engineering resulted in the largest study abroad program in the history of Iowa State as 86 students lived and studied in Spain.

For information on the planned program for summer 2006 contact Chad M. Gasta (gasta@iastate.edu / 294-0918) or visit the program website at:

www.language.iastate.edu/alicante

Program established in Peru

Arequipa, Peru, will be a new site for summer study in Latin American beginning in summer, 2006.

Founded in 1540, and now with a population of approximately 800,000, Arequipa is the most important city of southern Peru and the second most important city in Peru. This is a beautiful city with excellent weather surrounded by three spectacular volcanoes; El Misti, still active at 5822 meters, the higher and extinct Chachani at 6075 meters, and Pichu Pichu at 5571 meters. The Incas highly respected these volcanoes since the water run-off from their snow-capped peaks form the headwaters of the mighty Amazon River, thousands of kilometers away.

The city was declared by UNESCO as a world heritage site because of its colonial architecture which includes glistening white buildings made from *sillar*, a white volcanic rock, which gives the city its nickname "La Ciudad Blanca" or "The White City."

Arequipa is an excellent site to study Spanish and complete service-learning projects. There are many sights of interest within a few hours drive from the city that can be visited easily during a weekend. There are also a number of organizations that have been set up to aid foreigners wishing to complete volunteer service, and the Universidad Catolica de Santa María, where our students will study, is considered one of the most prestigious universities in Peru.

Possible course offerings (*students choose 2*)

- Spanish 303- 3 cr. (conversation)
- 301-3 cr. (composition)
- 401-3 cr. (advanced composition)
- 395-3 cr. (generic designation for study abroad)
- Peruvian history and culture
- Peruvian Archaeology
- Spanish phonology

All students are required to enroll in International Studies 420-3 cr. for completing a service-learning project.

Program Excursions Included:

- City tour of Lima
- City tour of Arequipa
- 3-day, 2-night excursion to Colca Canyon
- 4-day, 3- night excursion to Cusco, Machu Picchu

Program Fees: \$3100.00 (estimated)

Deadline for application: Feb. 15, 2006 (only 20 students accepted).

Digging on Crete: Study abroad in Greece

Six ISU students, including Classical Studies major Ben Bragg and minor Deirdre Calloway, participated in the Classical Studies' program in Greece, excavating the Archaic city at Azoria on the island of Crete. During the seven-week excavation season, the ISU students along with students from 10 other North American and European universities, local Greek excavators, and specialists from the U.S. and Europe, completed the exploration of the Archaic (seventh to early fifth century B.C.) civic center on the hilltop of the South Acropolis. We also opened exploratory trenches on the North Acropolis, where a multi-room house with a large central hall and adjacent storeroom and kitchen was discovered. Here we found preserved floor deposits dense with pottery vessels and bronze, iron and stone implements, as well as carbonized seeds from olive, grape and a variety of other fruits, and the remains of butchering debris. The focus of excavation on the South Acropolis included a series of kitchens, storerooms and industrial installations that apparently functioned as service areas for a monumental civic building of sixth-early fifth century date. This monumental building (ca. 180 sq. m.) appears to be an early Archaic prytaneion - housing the public meetings and formal rituals of the city's kosmoi or chief magistrates known from contemporary inscriptions. To the southwest we discovered substantial remains of a house with at least four rooms, where excavation will continue in 2006. Next year we also plan to investigate the area to the north of the monumental building as well as areas to the east, outside the large city wall. Students not only participate in all aspects of the excavation on site, but also have the opportunity to assist with processing



of the finds, including botanical and faunal remains, and pottery. There is also ample time for exploring the local area in the late afternoons and evenings, while long weekends provide opportunities to travel to more distant parts of the island or to other islands in the nearby Cyclades, such as Santorini.

Mikael Nielsen, a major in computer engineering, says, "I had an amazing experience on Crete. The dig was hard work but interesting and fun as well. It was fascinating to discover cultures outside of the United States and to get to live in one. Most every weekend I went to a different town with some of the other participants and went to museums and archaeological sites. It was really cool to see things from civilizations that existed hundreds of years ago but aren't that different in some ways from things today. It was definitely an experience of a life time."

Wes Pint, a history major, says of his study-abroad experience, "Greece was an interesting experience for me. I really enjoyed the excavations, learning new things, meeting the people of Crete, and seeing the island and the museums."

Courtney Douglas is a major in hotel management, whose experience was typical of many of the ISU students who have participated in the



Iowa State students Courtney Douglas (left photo) in prytaneion and Wes Pint (pictured on the left in the above photo) on north Acropolis.

past. She says, "The summer on Crete was incredible, it is one of the most beautiful places I have ever been to. It is also some of the hardest work I have ever done. Even though sometimes I thought I could not wake up so early and hike up that hill everyday, I did. It really gave me a chance to prove to myself how much I can actually do. Even though it was hot work, whenever I looked up and saw that amazing blue water, and the view out over the land, it made it worth it every time. We all got so close, and I made so many friends in those seven weeks. I will never forget them and I will never forget Crete and the people who live there."

So too, Deirdre Calloway, an anthropology major and classical studies minor, felt she gained a great deal of personal knowledge during her seven weeks abroad.

"Participating on this program gave me a feeling of independence and courage," she said. "I'm not afraid of traveling alone, getting lost, figuring things out on my own. I was given hands-on experience with techniques I had learned in archaeology courses and it was amazing to see sights that I had only read about. Most of all I had a wonderful time with people that I would never have known otherwise."

Ben Bragg is a major in classical studies and history. Of his summer in Greece, he says, "As far as my experience on Crete, it was a once in

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The social and political history of coca in Bolivia and the failures of alternative development

by Basil Mahayni

As a Political Science major I was intent on spending the summer after my junior year in Washington D.C. interning with a congressional office or non-governmental organization. However, due to the unrelenting nag of a good friend of mine, I chose to expand my options by considering the study abroad to Bolivia. Ultimately, she and the program prevailed as I spent the summer of 2004 in Sucre, Bolivia studying and volunteering at Hogar San Agustin, a local boys' home. I did not allow myself to generate expectations for Bolivia nor did I anticipate extensive change within myself as a person. Those two months, however, forever changed the course of my academic career and re-defined my meaning of social justice.

Bolivia, as a whole, is quite captivating. The serene landscape, extensive poverty, and the clash of Western and Indigenous cultures all concomitantly touch every aspect of life in this beautiful state. Bolivia, the poorest nation in South America, is culturally rich due to the unrelenting practice of pre-Hispanic traditions among the indigenous populations. One component of these traditional customs in Bolivia is the use of the coca leaf. The coca leaf is important to the *campesino* (peasant) population in Bolivia, as many of the *campesinos* continue to utilize it for health, economic, and religious purposes. However, coca is also illicitly cultivated for the production



Basil Mahayni in Potosí, Bolivia, preparing to enter the mines of cocaine.

Upon returning to Iowa State, I had to seriously consider my Honors Project. I decided to conduct an extensive assessment of the significance of coca in Bolivia. My goals in this thesis were to examine the importance of coca to the indigenous cultures, distinguish coca and cocaine, and analyze the effects of the internal and external policies enacted to reduce the cultivation of coca. Unfortunately, many of the alternative development programs implemented in the coca growing regions in Bolivia have failed miserably, due to various reasons, and drive these farmers further into the depths of poverty.

I felt it was important to further investigate this issue beyond what I learned and observed in Bolivia. The immediate association of coca cultivation and cocaine production is valid up to a point. Though the leaf is used to produce the paste used for cocaine production, the coca leaf was, and remains a significant part of the indigenous cultures in Bolivia and the Andean region. Many *campesinos* cultivate the coca leaf because of the few economic opportunities available. Coca is a

cost-effective commodity and generates a steady income for the farmers who seek to survive the poverty that regularly plagues their lives. The attempts at alternative development to steer the farmers away from illicit crop production are well-intentioned but are not executed in an effective manner, leaving the farmers with few options and in deeper poverty.

Overall, the issue of coca and coca production is a tricky one to resolve. A balance needs to be struck between maintaining cultural practices and supporting the farmers in legitimate crop production. Forced eradication and half-hearted attempts at alternative development will only exacerbate the problem.

Basil Mahayni is currently enrolled in the Masters of Arts program in Political Science at Iowa State with the intent of focusing his studies on International Relations, and more specifically, on how international organizations impact community development.

Digging on Crete

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a lifetime opportunity and ... I wouldn't change it for the world. Being able to see buildings thousands of years old isn't something you can do in Iowa. I'll never forget the trip and I'll cherish it as long as I live."

Next year (summer 2006) is the last year for the excavation and so will be the last time that the program (CI St 395) will consist of participation on an excavation. The program will run from June 2 to July 22, 2006. The application deadline is December 2, 2005. For further information on the program, please contact Prof. Peggy Mook, 294-4229, msmook@iastate.edu. In future years, after 2006, the study abroad program in Greece will once again consist of study and travel to different parts of Greece during the early summer.

Studying in France

As excited as I was to arrive in France, I really had absolutely no concept of what was ahead. I can remember riding in the car to my new house ten minutes after meeting my host mother thinking to myself, “Oh (insert expletive)! What have I gotten myself into?” At the same time, I can recall seriously considering, and beginning to devise a strategy to somehow, nonchalantly, tuck and roll out of the car at the next stop light.



Hiking in Chamonix (left photo) and Lake Annecy (above)

Though I was greeted warmly by my host family, within the first day I found myself speechless due to a combination of shock and having completely overestimated my French skills. Thus, I stuck to replying with an enthusiastic “Oui” after most questions directed my way. However, that “Oui” came back to haunt me quite quickly, when it meant, “Yes, please, more fish loaf and olive tart” at the dinner table one evening.

After getting over the first-week jitters and finally becoming semi-accustomed to communicating in a different language, the experience became quite fun, really. Granted, there were our very low points where we passed the time sobbing on the phone to our mothers, damning the French to hell, and consoling ourselves with Nutella and wine. However, it was a remarkable feeling to wake up in the morning, and be able to acknowledge noticeable improvement in your language skills from the day before. Small victories were all it took to make your day. One of the greatest feelings I can remember having was the day I asked my host mother if I could use the hair dryer – and she understood me. It was a fabulous day.

Though successes in the language became increasingly frequent, we did have occasional mishaps. One took place just before I was leaving for a weekend trip. I told my mother I had reservations at an eggplant instead of a youth hostel... just a minor mistake, really. After a while, however, we just learned to roll with the punches and we came away having learned a valuable lesson in humility. To put it in simpler terms, basically, we got used to feeling stupid.

I attribute much of my improvement to our Oral Expressions class. Of our six classes, this was my favorite class, during which our fascinatingly weird and eccentric professor, Françoise, made sure that every verb that came out of our mouths was conjugated correctly, and every word pronounced right. I will not soon forget the day she

attempted to teach us the technique of properly hacking out the cumbersome French “R”. We sounded like a pack of purring lions trying to roll our tongue and spitting in every which direction in the process. Françoise found it all quite humorous.

We really became immersed in the language –literally and mentally. On our weekend excursions, though we would occasionally speak English to preserve our sanity (sorry Jean Pierre), we would get tongue-tied and end up speaking some form of “Français” because we were so used to using French. It was not uncommon, nor awkward, to hear something like “Have a nice douche” if one was headed to the shower.

The ability to go on these weekend excursions all over France was one of the beauties of the program. We were given a schedule and workload that made it possible to enjoy the weekends. Some excursions were planned, in which Jean Pierre and Farah would take all 50 of their linguistically incompetent children to amazing places like Vézelay, Dijon, Beaujolais, Chamonix, Cassis, and Arles, among many others. During other weekends, because transportation by train is fairly affordable, we were able to travel in smaller groups on excursions to places like Nice, Cannes, Paris, Annecy, and Toulouse, just to name a few.

We exposed ourselves to the French culture in other ways as well. The final week of the program was spent in Avignon attending a massive theater festival. The very first night we attended a play to get a taste of French culture, and ended up losing our appetites. The play was entitled *Je Suis Sang (I am Blood)*, and I’m convinced my mother would have gone into some sort of shock-induced seizure or coma had she seen it. Jean Pierre warned us that it might be slightly controversial, but that didn’t quite do it justice...to say the least. The rest of the week was spent seeing more plays, and attending French theater seminars. The schedule was fairly open, so we had plenty of time to enjoy the city and nightlife, as well. After collectively drinking plenty of wine, eating enough Camembert to last a lifetime, and after successfully overdrawing my bank account, we were still not ready to come home after the seven week program. Judging by my uncontrollable sobbing upon arriving at the Lyon airport for our flight home, it is without a doubt that this program was one of the best things I’ve ever experienced. I learned some life-long lessons in humility, independence, and the subjunctive tense. Being home after such an experience leaves me desperate for the means for earning money to return to France, and eager

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Students on the summer 2005 program in St. Petersburg



Russian journey

In the summer 2005, ISU students had a unique opportunity to study Russian language and culture in St. Petersburg, Russia. The program is jointly administered with Nevsky Institute of Language and Culture. Apart from being able to take a wide range of Russian courses, the students were also immersed in the fascinating world of Russian culture. From eating *borsch* with their host-families, to visiting the Hermitage museum, to taking classes alongside Russian students, and to taking boat tours along the beautiful Neva River, the program made the discovery of the Russian world an exciting and unforgettable adventure.

Here's what the students say about their trip:

"If I had to pick three adjectives to describe Russia they would be: chaotic, disorganized, and beautiful. Perhaps the country just seemed that way to an American. I am not sure. The past century in Russia has been very hard at times, so it is to be expected. 1900-1950 was so rough and full of death and destruction that it is hard for me to even imagine how the people made it through..."

"Things are different there now though. I constantly felt that I had been misled in America about the current state of Russia, and its past state as well. I chalk most of this up to Cold War era propaganda furthered by American politicians looking to further their own goals. While in many places things are not as nice as they are here, they certainly aren't as bad as many here believe..."

"The city of Petersburg itself is a juxtaposition of somewhat decrepit communist era buildings and much of the great cathedrals and palaces of the past. One thing I noticed is that while the buildings usually look very run down on the outside, inside the actual apartments it is

usually rather nice..."

"I enjoyed Russian food. My host mother made a wide variety of soups, all of which were good. I developed a fondness for borsch, especially when sour cream was added into it. I can't remember the names of many of the others, but I wish I could. In hindsight asking for a recipe might have been prudent. There was some soup with meat, black olives, lemon, and a whole bunch of other things that was simply delicious. I also enjoyed blinchky, which I ate for breakfast a few times. She put ham, Swiss cheese, and green onions in them (actually I think it was the daughter who made those). I also enjoyed Pelmeni. They were extremely tasty."

If you would like to join the St.Petersburg trip this year, please contact Prof. **Olga Mesropova**, Program Director at (515) 294-4046 or olgames@iastate.edu

Studying in France

Continued on page 11

for my fall French classes. In addition, I'm left with some amazing friendships, and a large enough French vocabulary from which I am able to draw a few choice words I can use to reprimand my younger brother when he's being uncooperative. Huge thanks go out to J.P., Farah, and Dan for their ceaseless work and compassion during this amazing summer.

Sarah Achtemeier
Dubuque, Iowa
Fine Arts and French

alumni news

Alumni awards presented

Four outstanding alumni were recognized by the Department of Foreign Languages and Literatures during Iowa State University's Homecoming celebration in October.

This is the second year the department has recognized alumni and the first year a recipient was selected from the Classical Studies Program.

The recipients gave a session on "Career Choices" to FLL faculty and students while on campus.

The honorees included:

Alumni Professional Achievement Award

Gary Stahl (International Studies and Spanish '83). As the deputy director for UNICEF's Programme Funding Office, Stahl has worked with the United Nations and for children's rights in a variety of settings. Additional information on Stahl can be found on page 14.

Classical Studies Alumni Achievement Award

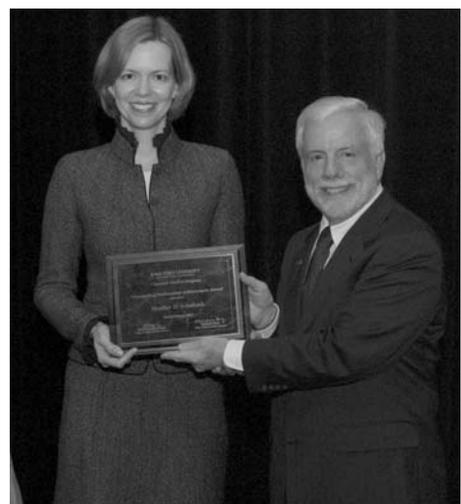
Heather Schafroth (Classical Studies and Chemical Engineering '96). After graduating from Iowa State, Schafroth has pursued graduate work in chemical engineering at Princeton and as a postdoctoral fellow at Cornell University. Her work has focused on protein interactions and the immune system and has been supported by the

National Science Foundation and the National Institutes of Health. She is a student at Harvard Law School.

Alumni Educational Achievement Award

Beth Schutter Eilers (French, '87). Eilers currently teaches French and Spanish at Hoover High School in Des Moines. Teaching in an environment that requires her to deal with all of the challenges that are found in schools today, Eilers has been able to create an atmosphere in her classroom that is conducive to learning.

Frederick Schwink (German, '83). Since 1996, Schwink has been an associate professor of Germanic Languages and Literatures at the University of Illinois at Urbana-Champaign. His scholarship centers on issues in historical linguistics and models of reconstruction.



College of Liberal Arts and Sciences Dean Michael Whiteford presented the Alumni Educational Achievement Award to Frederick Schwink (top photo) and Beth Eilers (left), and the Classical Studies Alumni Achievement Award to Heather Schafroth (directly above). A photo and additional information on Gary Stahl, recipient of the Alumni Educational Achievement Award, is on page 14.

Alumni notes

Tara Lewis (K-12 FL Education and Spanish, 2001) completed three years of teaching high school Spanish at Columbus Community High School. She is now a stay-at-home mom. Her baby girl was born 3-28-04. "I loved taking Portuguese with Elías Lorenzo Lorenzo, dancing at Café Beaudalaire with the Spanish Club, and the incredibly supportive staff that is the FLL Department."

David L. Oldberg (B.A. French and International Studies, 1978) is currently on leave from the Rain Forest International School in Yaoundé, Cameroon.

Sara (Segebart) Erickson (double major in French and Political Science, 2002) is a library assistant at the Des Moines Public Library and stays at home during the day with her young son. Her favorite memory is studying abroad with the

Iowa Regents Program in Lyon, France in 2001.

Ebonice Cason (BS Biology and BA Spanish, 2002) is a graduate student in public health at the University of Iowa. She will graduate in May and hopes to start medical school in August. Her favorite class in FLL was "Jews, Muslims, and Christians in Medieval Spain" with Professor Dawn Bratsch-Prince.

For every child

Spanish graduate Gary Stahl advances humanity in position with UNICEF.

There have been times when Gary Stahl wondered if his life was going in the direction he wanted it to.

He came to Iowa State as a pre-vet student but really wasn't interested in making that a career. His academic career took a turn when an accident in a meat packing plant job left him in a cast for a year.

"I wanted to continue to take classes and not be stuck in my apartment all winter," he said. "Since I lived near Pearson Hall I took Spanish and Portuguese classes and I really loved it." A boyhood dream of living in the Amazon jungle led Stahl to join the Peace Corps after graduating in 1983 from Iowa State with majors in Spanish and international studies and minors in zoology and Portuguese.

Assigned to Ecuador, Stahl was enrolled in the fisheries program in the Peace Corps. A week before the swearing in ceremony the program's focus changed.

"We were trained to use (fish) species native to the area," he said. "But a week before the swearing in ceremony we were told we had to introduce exotic and non-native species."

Of the 27 people who were in the program only seven remained. Stahl was one of them and the group refused to introduce exotic species into the Amazon Basin.

Again Stahl soon realized this wasn't what he wanted out of life.

"This wasn't what I thought it would be," he said. "It was a wonderful experience and I fought the battle to try to get the Peace Corps to use only native species.

"At the end the Peace Corps said no and I left."

With a strong background in languages, Stahl enrolled in a linguistics master's program at the University of Texas at Austin. At that time it was one of the best programs in the nation.

One night at a dinner with a bunch of fellow graduate students, this question came up:

"What are we going to do?" Stahl said. "Everyone talked about the virtues of staying in the program and getting their Ph.D. and others argued the merits of going to another program.

"When it was my turn to say, everyone looked at me and I said 'I just realized I don't want to study linguistics.' I decided this wasn't what I wanted to do."

What Stahl wanted to do was use his Spanish in his career path. The self-described "native" Spanish speaker moved to Ecuador where he worked in the private sector for six years.

He started three businesses including an interpreting service. His company did a lot of business with the United Nations. One of those organizations was the United Nations Children's Fund or UNICEF.

"Listening and watching UNICEF change to a human rights-based organization finally made me realize that that's what I needed and wanted to do," he said.

For most of the past 11 years that's what Stahl has been doing, working with the UN and for children's rights in a variety of settings. He has helped provide basic education, water and protection services to those in refugee camps in post-genocide Rwanda, and has identified innovative ways to include the peoples of the Amazon and the



Atlantic coast of Nicaragua in national basic social services systems.

As an interpreter, he witnessed the discussions of UNICEF senior managers as they decided to adopt the Convention on the Rights of the Child as the organization's mandate. Stahl is now the deputy director for UNICEF's program funding office in New York City.

"It's a frustrating job at times," Stahl says. "But it is also very satisfying. There still aren't enough resources for humanitarian work but the general trend has shifted in the last few years and UNICEF income has increased faster than expected."

Making an lasting impact

I would like to extend a heartfelt thank you to all of the alumni and friends who have supported the efforts of the Department of Foreign Languages and Literatures over the last year. Few pleasures in life offer more personal satisfaction or endure longer than helping others to achieve their dreams.

When I talk with alumni and friends about why they decided to make a gift, they give many reasons. For some it is a way to say thank you to the department for opportunities they received as a direct result of their education. Others feel compelled to assist students of today and tomorrow because they believe a well educated populace is the key to the future. As you think about your reasons for giving, please know that your generosity provides much needed financial support to students, faculty and the department. It is

impossible to overstate the impact of personal contributions to the department. Knowing your gift, no matter what size, touches the lives of so many is one of the greatest personal rewards you will ever experience.

Perhaps you have said that once you are comfortable and secure, you would like to help those causes near to your heart. If you are one of those people, making a charitable bequest by including the Iowa State University Foundation in your will or codicil is an easy way to turn your good intentions into action. We can help you and your estate planning advisors develop a plan best suited to satisfy both family and philanthropic goals.

Please remember that every gift has a lasting impact on the quality of education, research, faculty and service we provide. Your gift counts



and we are deeply grateful for your ongoing support. For more information about making a gift to the Department of Foreign Languages and Literatures or including it in your estate plans, please contact:

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