

# Department of World Languages and Cultures

Alumni Newsletter – Spring 2011

## ISU on the Mediterranean

Students in popular study  
abroad program to Valencia  
learn Spanish and more



IOWA STATE UNIVERSITY  
COLLEGE OF LIBERAL ARTS & SCIENCES

This newsletter is published once a year for the alumni, friends, and faculty of the Department of World Languages and Cultures at Iowa State University, an academic department in the College of Liberal Arts and Sciences.

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## CONTENTS

### Meet Me in Valencia

Student Sarah Nelson writes about her six-week stay in Valencia, Spain. Also, Chad M. Gasta and Julia Domínguez say the 2011 Valencia program has record participation.

4

### Linguistic Fusion

Is code-switching really just a jumble of two distinct lexicons or linguistic varieties? Graduate student Ann Draemel examines the issue.

6

### Arabic Instruction

Fulbright Language Teaching Assistant Alaa Jubran teaches Arabic and builds a cultural bridge at Iowa State.

8

### ¡Vamos!

Giada Biasetti and her Spanish 351 class embarked on a unique service learning project involving ISU's Spanish program and the Institute for Transportation.

9

### Thesis Award

Angelica Reina, a doctoral student from Colombia and a Spanish teaching assistant in WLC won an award for her thesis, which highlights an important issue within the Latina/o population.

12

# Letter from the Chair

Dear Friends of World Languages and Cultures,

Welcome to the 2011 edition of the Department of World Languages and Cultures Newsletter! As I write, we are completing another active and successful year in the department. We would like to share some of the recent highlights of the department's varied activities including new courses, research, study abroad programs, faculty travel and visiting faculty. As you know, WLC faculty and students are "frequent travelers" who bring back so many experiences that enrich the teaching and learning of languages and cultures at ISU. We hope that the newsletter will impart some of the flavor of those diverse experiences and the life of the department.

One of the highlights of our year was some very good news at the end of the last academic year. In May 2010, WLC received a U.S. Department of Education grant in the Undergraduate International Studies and Foreign Language Program which will support a new WLC initiative titled World Languages and Cultures: Global Pathways for Educating Students in Biodiversity. The project will prepare undergraduates with global language and culture skills which address the challenges of sustainability in diverse international settings. The grant is a collaboration among World Languages and Cultures, Global Resource Systems (a new major in the College of Agriculture and Life Sciences), and the Department of Genetics, Development, and Cell Biology. I am serving as Principal Investigator along with my co-PI's Chad Gasta (Associate Professor of Spanish in World Languages and Cultures) and Steve Rodermel (Professor of Genetics, Development, and Cell Biology). This is an exciting opportunity for faculty from every language area in WLC to develop new course materials that will enable students to explore sustainability and green issues in very diverse cultural contexts. For example, what does it mean to be "green" in Europe, Latin America, or China? The project also includes study abroad and internship opportunities. As part of the grant, we held two workshops, one in the fall of 2010 and one in early 2011. Faculty in WLC, LAS, and GRS participated in lively discussions on sustainability and biodiversity issues in different regions and cultures and shared their own experiences and knowledge in curricula and study abroad programs. The grant will continue through 2012.

This past year WLC recognized Gene Lange with the 2010 Distinguished Alumni Award. The award was presented at the LAS Alumni Awards Ceremony and dinner in the fall of 2010. Gene Lange was born in Sac City, Iowa. He received the Bachelor of Science degree from ISU in 1969 with majors in Modern Languages (German), History, and Government. As I remarked at the awards presentation,

"Gene Lange embodies the true values of a liberal arts education. Well-equipped with three majors in the liberal arts from ISU and a law degree from Georgetown, he went on to a successful law practice with experience in administrative and commercial law, including antitrust and immigration law. We believe that the unique chemistry of Gene Lange's education at ISU, which focused on languages, history and government, played a pivotal role in shaping his personal commitment to LAS and in launching a pathway to a distinguished career."

As I mentioned in our last newsletter, the challenges of the economic recession have made us realize that now, more than ever, a major or minor in a world language, including study abroad, internships, or service learning, provides our students with an invaluable personal and professional asset – one that will have a profound impact on their future no matter what paths in life they may travel. All of this would not be possible without dedicated faculty and so many outstanding students who make the department a stimulating place to learn, conduct research, and communicate in many languages. You may have read about budget reductions at ISU, and WLC has certainly had to face its share of cutbacks during the past two years. However, I believe we have fared better than some areas due to our forward-thinking academic programs – such as the Languages and Cultures for Professions program that now includes over 110 majors – and due to our faculty who have done their utmost to maintain the quality of WLC academic programs in these challenging times.

I would also like to thank the many alumni and friends of WLC who continue to support our students through scholarships that enable students to pursue their studies and participate in the invaluable experience of studying abroad. To learn more about WLC Academic Scholarships, visit our website at: <http://www.language.iastate.edu/main/advising/Scholarships.htm>

I hope you will enjoy reading our recent updates on students and faculty and I invite you to share your own experiences with us. If you have a moment, drop me an email ([mwr@iastate.edu](mailto:mwr@iastate.edu)) with your news, travel, or memories of the department, and tell us what you would like to read in future issues. We would be delighted to hear from you.

As always, if your travels bring you to Ames and ISU, please drop by for a visit, or visit us in cyberspace at [www.language.iastate.edu](http://www.language.iastate.edu) for news on programs and activities.

Mark Rectanus  
Professor of German and Chair

# Classical Studies News



## Distinguished Alumna honored

The Classical Studies Program was pleased to honor Blythe Bowman Proulx as our Distinguished Alumna for 2010. Blythe received B.A.s in Classical

Studies and Anthropology from ISU in 2000, an M.A. in Anthropology from the University of Iowa in 2002, and a Ph.D. in Criminal Justice from the University of Nebraska in 2008. She is now an Assistant Professor of Criminal Justice in the Wilder School of Government and Public Affairs at Virginia Commonwealth University.

Her wide-ranging research interests include art theft, antiquities trafficking, transnational organized crime, institutional corrections, biosocial criminology and behavior genetics. Blythe's work has appeared in various peer-reviewed journals, including the *Journal of Contemporary Criminal Justice*, *Journal of Criminal Justice*, *Critical Criminology*, *Trends in Organized Crime*, and the *Journal of Criminal Justice Education*.

Blythe recently helped organize an international conference on organized crime in art and antiquities while serving as a member on the planning committee of the International

Scientific and Professional Advisory Council to the United Nations. She has received numerous awards, including the Douglas County Department of Corrections Director's Commendation and Coin of Excellence in 2009, a University of Nebraska at Omaha Dissertation Scholarship in 2007, and the University of Nebraska at Omaha Excellence in Graduate Teaching award in 2008.

At Iowa State, Blythe received the Outstanding Student in Classics Award, the Helen M. Schuster Award for Excellence in Anthropology, and the Louise Semmons Women's Scholarship. In 1999, she was a participant in the Classical Studies Program's study-abroad course on the archaeology of Greece and during the summers of both 1997 and 1999, Blythe served as the archaeological research assistant to Professor Peggy Mook on Crete. It was through these ISU experiences that Blythe cultivated her interests in archaeology and cultural heritage.

## Study Abroad

Eighteen students are participating in Prof. Peggy Mook's study-abroad program to Greece this May. They include not only classics majors and minors, but students in engineering, such as Lisa Nielsen, whose participation is made possible by a Marcus Aurelius Scholarship, as well as students majoring in history, anthropology, political science, performing arts, psychology, genetics, animal science, business, and journalism, among others. Through this program, students will explore the archaeology of Greece in and around Athens and on the islands of Rhodes, Crete and Thera.

## High school student taking ISU Latin

Nearly every year one or more Ames High School students takes advantage of the opportunity to study Latin at Iowa State. This year, one of our students is proving once again that Latin is for students of every academic interest. Ames High student Bo Fan began Latin with our online course in the fall, and has continued his study this spring on campus. Bo is also a National Science Bowl team member and will be going to the national competition later this year in Washington, DC.

## Collaboration with the University of Iowa

Iowa State's Classical Studies Program and the University of Iowa's Classics Department are collaborating on a distance education partnership. This year we are receiving second-year ancient Greek from UI and next year we have plans to receive that course again, as well as intermediate Latin. We are grateful for the help given by administration at both universities.

## Workshops bring together biodiversity, sustainability, languages and cultures

On September 24, 2010, around twenty-five ISU faculty and staff attended a workshop hosted by the department of World Languages and Cultures dealing with biodiversity, sustainability and world languages and cultures. Participants ranged from the College of Design to College of Agriculture and Life Sciences to the Biological Sciences of the College of Liberal Arts and Sciences in addition to strong support by WLC faculty.

The workshop was hosted by WLC Chair Mark Rectanus, LCP Co-Director Chad Gasta, and Professor of Genetics and Cell Biology Steve Rodermel. Participants discussed topics relating to how biodiversity and world languages and cultures can be combined to create more opportunities for ISU students in the classroom and through experiential learning.

This workshop was made possible by the Undergraduate International Studies and Foreign Language (UISFL) Title VI Grant *Pathways to Biodiversity: World Languages and Cultures, Global Resource Systems and Biological Sciences* that was awarded to WLC in May, 2010. The grant, which focuses on integrating issues of biodiversity and sustainability into the WLC curriculum, provides funding for course development, course expansion, internships and study abroad, and the extension of the LCP program to the Global Resource Systems program in CALS.

On February 18, 2011, WLC hosted a second UISFL workshop to follow up on the progress made since the previous one during Fall, 2010. Nearly 30 participants from WLC, the College of Liberal Arts and Sciences, and the College of Agriculture and Life Sciences presented on how they have incorporated cross-cultural and international issues related to *biodiversity and sustainability* into their courses. WLC faculty noted their progress in course development and the workshop also featured guest speakers from the Library who informed attendees about the Library's resources related to the workshop themes. Additionally, Kevin Saunders (Drake University) presented ways in which to coordinate and assess learning experiences.

The workshop was hosted by LCP Co-Director Chad Gasta and Professor of Genetics and Cell Biology Steve Rodermel. As well as presenting, WLC faculty were able to discuss relevant topics with faculty outside the department, emblematic of a fusion of the humanities and the sciences.

Like the fall workshop, the spring gathering was funded by the UISFL Title VI Grant, and brought to a conclusion this year's cross-collaborative meetings, which form an important part of the Title VI grant.



Blythe Bowman Proulx was the recipient of the Classical Studies Program's Distinguished Alumni Award, presented by Liberal Arts and Sciences dean Michael Whiteford.



Gene Lange, center, accepts the World Languages and Cultures' Distinguished Alumni Award from Mark Rectanus, right, professor of German and department chair, and Liberal Arts and Sciences dean Michael Whiteford.

# Valencia - my passion and my passport

By Sarah Nelson

As a young girl, my eyes and heart were opened by a culture different than my own when I visited a small village in Mexico. This visit was the catalyst to one of my greatest passions – the Spanish language and the culture it embodies.

I continued to pursue my passion for Spanish in college, studying Spanish and Education at Iowa State. I had always dreamed of one day studying abroad and utilizing and improving my Spanish skills, and luckily, I found the summer program in Valencia as a perfect fit for an experience abroad.

Here I highlight some of the most memorable parts of my experience in Valencia during the summer of 2010, as I immersed myself in the Spanish language and culture.

When I arrived in Valencia, I was greeted by my host parents, Fernando and Rosa with “dos besos.” They soon introduced me to their neighborhood in Tres Forques and our living arrangement for the next six weeks. I found myself thrown into the Spanish style of urban living and learned that many Spaniards who lived in the city resided in a cozy apartment. Along with adjusting to the daily life and culture, I also had to become accustomed to living in a much smaller space than I was used to.

The Spanish culture was a refreshing change from the American lifestyle and mentality. During my experience in Valencia I learned, and also experienced first-hand, the notion that many Spaniards work to live, while Americans live to work. I found the style of life in Spain to be much more balanced and stress-free. Siestas in the afternoon provided the perfect time to recharge during the day, and I found myself taking part and fully enjoying this aspect of the culture. The time I spent with my host family and their extended family around a table with plenty of delicious paella brought to my attention another important value in the Spanish



Sarah Nelson

culture – embracing relationships with family and friends and cherishing time together.

I fully indulged in the many flavors the Spanish cuisine had to offer. With a wonderful cook as host mother, I was soon introduced to many traditional Spanish dishes and was encouraged to try everything and eat until I could no longer handle another bite of delicious paella or tortilla española! I enjoyed tapas and sangría along the street with friends, sampling Horchata, and returning to the gelato stand to taste many new flavors.

Little did I know that during my first weekend in Valencia, I would become a part of a traditional celebration through the streets of the city. As a group of friends and I wandered through the street, we began to follow the sound of music and came upon a procession of older Spanish couples. We soon discovered the plaza where the large floats of the Corpus Christi parade were being displayed. The next day we joined the Spaniards along the street to view

the procession, which included a parade of traditional dancing, colorful flowers, and large wooden floats. This special experience gave me a taste of the old, Spanish tradition and I was eager to learn more about the significance of the celebration.

The most memorable travel experience while abroad was the weekend trip to Barcelona. Taking the train up the coast from Valencia to Barcelona was an experience in itself, and the adventure only continued when we arrived. Barcelona is a city rich in culture and diversity, along with historical sites. A few of the most spectacular points of interest included Gaudí's home, Casa Batlló, Park Guell, and the Sagrada Familia. I had always read about these famous sights in books and seen pictures, but I couldn't believe I was actually witnessing them in person. Although we only had a weekend to take in the city, an entire week could be spent savoring the many sights in Barcelona.

# Popular Valencia program becoming more popular



A record number of students will participate in Iowa State's summer study abroad program to Valencia, Spain, in 2011.

To date 105 students will participate in the ISU on the Mediterranean program, May 27-July 10. About 80 students took part in the popular annual program in recent years and 87 went to the coastal city in 2010, said Chad M. Gasta, associate professor of Spanish in the Department of World Languages and Cultures and director of the Valencia program.

The program has always included Spanish courses, but ISU on the Mediterranean has grown because of increased participation of biology, business, engineering and international studies students.

"It's a language-based program, and the students either start or – more likely – further their Spanish studies," Gasta said. "However, the program also appeals to students in other majors who benefit from experiences they can't get on the Iowa State campus."

Each student takes a Spanish course and at least one more course (taught in English or Spanish). In addition to Spanish courses at all levels, students can choose from International Programs in Biology, Introduction to International Studies, International Entrepreneurship and Engineering Economic Principles, or participate in an international internship.

"There are not many study abroad programs like this in the United States," explained Julia Domínguez, assistant professor of Spanish and co-director.

Biology students, for example, can take advantage of a strong marine biology program at the University of Valencia. As part of the program's biology component, students can do lab work or field work on the beaches, nearby marshes or at Europe's largest aquarium, located in Valencia.

Business and engineering students see first-hand how people do business in Europe. Seven of the ISU students will be working as interns with Spanish businesses in addition to taking courses this summer. "It's a fallacy that a lot of European business is conducted in English," said Gasta. "Much more is done in native languages."

The students, Domínguez added, will strengthen their language skills and improve their professional and cultural knowledge about business in the international marketplace.

"Professionals must expand their language and cross-cultural skills," Gasta said. "Employers have a growing demand for students who can combine their expertise in the professional fields with knowledge and experience living and working in diverse cultural contexts."

Some of the Valencia students are in the Languages and Culture for the Professions program at Iowa State. LCP is a secondary major offered by the Department of World Languages and Cultures for students in the colleges of Business and Engineering. Students can select the LCP second major option in Spanish, French, German, French or Russian Studies, or choose to minor in Chinese Studies. The program is also beginning a similar curricular collaboration with the Global Resource Systems major in ISU's College of Agriculture and Life Sciences.

"As the focal point for just about anything international, we are constantly working across disciplines at ISU in order to provide unique opportunities for students and faculty," said Gasta.

Students in the Valencia study abroad live in homes where Spanish is spoken, and they have ample travel opportunities in Spain and throughout Europe.

# Linguistic Fusion: A closer look at Spanish-English code-switching

By Ann Draemel



Ann Draemel

Code-switching is characterized *como la habilidad bilingüe* to alternate effortlessly *desde un idioma al otro*, either at clause boundaries *o dentro de la misma oración*. *Esta manera de hablar* is quite *común* among bilingual Spanish-English speakers *en los Estados Unidos*, *especialmente* in places *como California y Texas*. *Pero, ¿cuándo, adónde, y por qué ocurre el cambio de código?* The answers, *como las frases de esta introducción*, are complex *y residen en las mentes intrincadas* of the very bilingual speakers themselves.

The Spanish-English code-switching that is found in natural, spontaneous discourse certainly does not exhibit the same frequency as in the above paragraph, but it does depict a similar form. Upon first glance, one might conclude that code-switching is nothing more than a veritable mess, a chaotic fusion of two languages thrown together carelessly without much thought. But is that true? Is code-switching really just a jumble of two distinct lexicons or linguistic varieties? According to Lipski (1985), the answer is a resounding no. Lipski (1985) asserts that code-switching “is governed by a complicated and as yet not fully delimited set of constraints, which indicate a complex interaction between the two languages” (p. 1). Rather than a confusing stew of different words and phrases, then, code-switching resembles that of a meticulously woven multi-colored tapestry. The colors, or languages, so to speak, are pre-established and interwoven in such a way that creates an intricate design or, rather, results in a comprehensible “hybrid” of those two languages. In other words, the careful combination of two or more languages uttered within the same conversation

or speech situation results in code-switching.

Throughout the years, Spanish-English code-switching has engendered mixed reviews from the public; controversial linguistic attitudes and ideologies abound. In some parts of the United States where code-switching is prevalent, it is considered extremely informal and has undergone negative valuation. In 1997, Roberto González Echevarría, Professor of Hispanic and Comparative Literature at Yale, expressed his opinion of Spanish-English code-switching by stating that it is an “invasion of Spanish by English” (*The New York Times*, March 28, 1997, p. A29). Other scholars and writers have, likewise, criticized Spanish-English code-switching, claiming that it is unsuitable for use in any high level of discourse.

Such negative attitudes toward code-switching, however, have not stopped its rapid dissemination among bilingual speech communities and its promulgation in print and nonprint media. For instance, in 1977, “Pollito Chicken,” a short story by Ana Lydia Vega of Puerto Rico, became heralded as the first story to be written entirely in Spanglish or, rather, Spanish-English code-switching (Stavans, 2003, p. 22). It reflects the language of the people and, thus, demonstrates strong ethnic nationalism. Code-switching dominates the text with sentences such as the following:

I really had a wonderful time, *dijo Suzie Bermúdez a su jefe tan pronto puso*  
‘Suzie Bermúdez said to her boss as soon as she put on’  
*un spike-heel en la oficina.*  
‘a’ ‘in the office.’  
(Vega, 1977, p. 1; italics added)  
Other writers, like Gloria Anzaldúa,

Julia Alvarez, Sandra Cisneros, and Cristina García have followed suit with Spanglish and ethnic nationalistic stories of their own.

Besides literature, another vehicle for the dissemination of Spanish-English code-switching is popular culture. Spanish-English code-switching has spread to popular music in the likes of recording artists such as Gerardo, Daddy Yankee, DJ Méndez and Pitbull. It can be found on major radio stations like KXOL-FM Latino 96.3 in Los Angeles, California and KXTN-FM Tejano 107.5 in San Antonio, Texas. It can be heard on various television shows such as “18 and Over” and “Have You Cine?” on Mun2; it can even be found in films like *Mi Vida Loca* (Anders, 1993), *Real Women Have Curves* (Cardoso, 2003), and *Vicky Cristina Barcelona* (Allen, 2008). Its presence has, indeed, proliferated and has come to represent a changing attitude toward Spanish-English code-switching, one that is moving away from denigration toward an attitude of strong ethnic pride and defiance.

With the recent rise and proliferation of media controlled code-switching, it is surprising that very little has been studied in terms of the replication of code-switching in planned speech. In the past, linguists such as Callahan (2009), Lipski (1985), and Sánchez (1983) have conducted studies on the form, frequency, and function of Spanish-English code-switching found in natural, spontaneous speech and literature. Studies conducted on code-switching found in non-print media, however, are miniscule (Miner, 1998; Woolard, 1987), specifically those on the code-switching found in American pop culture film. This apparent lack of research has issued forth the following

questions: Does the media accurately depict natural, spontaneous Spanish-English code-switching? How does the media’s version of code-switching differ from that of natural speech? How are the two similar? How does the media’s portrayal of code-switching measure up to the “real deal?” Is it linguistically “accurate” or not?

For my Master’s thesis, I am investigating the form, frequency, and function of code-shifts found in four hours of recorded bilingual conversation obtained from the Mexican-American radio station, KXOL-FM Latino 96.3 (based out in Los Angeles, California) and comparing that to the code-switching found in planned speech—Patricia Cardoso’s (2003) film, *Real Women Have Curves*. During my analysis, I pay particular attention to *what* type of code-switching occurs in the recordings (whether it is intersentential switching, the shift of language at sentence boundaries, or intrasentential switching, the shift of language in the middle of a sentence) and specifically where those distinct types of code-switching occur during communication. I am also examining the *environment* in which the code switches take place—*who* is actually doing the code-switching? And, based on the surrounding context, *when* and *why* are those subjects switching languages? The purpose of my study is, thus, to uncover the grammatical rules behind code-switching discourse in natural and planned speech, and to explain its “grammar” and socio-pragmatic function in terms of systemic intra-speaker variation.

By the end of my analysis, I aim to successfully answer the following questions: When and at what frequency do bilingual Spanish-English speakers

switch from one language to the other? Which speech acts tend to prompt speakers to participate in such code-switching? Do the language shifts serve any socio-pragmatic functions? Does the media’s portrayal of code-switching (generalized holistically from the film) accurately depict the code-switching that occurs during natural, spontaneous speech?

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Ann Frances Draemel holds a Bachelor’s degree in English literature, Spanish literature, and International Studies from Kansas State University. During the 2008-2009 academic year, she taught English in Malaga, Spain. Upon completion of her Master’s degree, Ann intends to teach English abroad. Her primary research interests include: code-switching, sociolinguistics, phonetics, and morphology. While at Iowa State University, Ann has taught first year composition and is currently teaching in IEOP.

Alaa Jubran admits his native language is difficult for English-speaking persons.

“Arabic has many sounds that don’t exist in English,” said Jubran, who is teaching first-year Arabic at Iowa State University in 2010-11 as a visiting Fulbright Language Teaching Assistant. “I give my students a lot of credit for working hard.”

Jubran and Iowa State are a good match. The native of Nazareth, Israel, where he had been teaching English for four years, wanted to come to the United States to improve his language skills.

“I have been told my English had a smacking of textbook language,” said Jubran, whose English is really quite good. “I wanted to improve my English and pick up slang that people use and also learn about the American culture.”

At the same time, interest in Arabic and the Middle East is growing at Iowa State, said Mark Rectanus, professor of German and chair of the Department of World Languages and Cultures.

“We teach Arabic language at the first- and second-year levels, usually averaging about 40 to 45 students in the first year,” explained Rectanus. “The program has been growing and the second-year class is brand new this year.”

Iowa State has hosted a Fulbright Language Teaching Assistant from the Middle East in each of the past few years. Anwar Mohamed, a graduate student in political science, was an FLTA and now instructs Arabic courses on campus. Coordinating the Arabic curriculum is Jean-Pierre Taoutel, a senior lecturer in French who taught Iowa State’s first Arabic courses.

Increased interest in the language has led to an Arabic Club on campus and a new biodiversity course, “Present and Future Challenges in the Middle East: Environment, Sustainability, and Cultures,” to be taught by Taoutel. ISU students also can participate in the Iowa Regents Summer Program in Morocco.

Jubran asked his Arabic 101 students why they are taking the course. He usually heard three responses: They are curious about the language and want to broaden their educations, it was the only course that fit their schedule, or it might help them secure a job someday, perhaps with the State Department or the CIA.

Whatever their reasons, students are learning the world’s second-most difficult language after Chinese, Jubran said. He says he speaks Arabic with a “Palestinian dialect,” one of the many vernaculars of the language depending upon the nation in which it is spoken. Arabic speakers from North African



Alaa Jubran

countries formerly colonized by France speak with traces of French, for example. Sometimes the dialects are so different that Arabic speakers from different Arab countries cannot communicate.

“Everyone knows standard Arabic, but we don’t speak it,” he said, explaining it is most often used by news broadcasters.

Jubran is an Arab who comes from a Christian family. Arabs are a minority in Israel, he said, making up about 20 percent of the population. He is aware of Western stereotypes of Arabs, and he wants to ensure his students learn about Middle East cultures.

“I want to expose them to Arab cultures and change some of the stereotypes of Arabs that the media and the movie industry have perpetuated throughout the years,” he said. “I try to challenge these stereotypes and encourage my students to love Arabic and the Arab culture.”

“I want to create a cultural bridge. It’s very important especially in the light of the current political situation we have.”

## ¡Vamos!: An innovative interdisciplinary service learning project

Giada Biasetti, assistant professor of Spanish, and her fall 2010 Spanish 351 class (Introduction to Spanish-English Translation), embarked on a unique service learning project involving ISU's Spanish program and the Institute for Transportation (InTrans). The project began as a class project and entailed students translating the forthcoming issue of *¡Vamos!*, the Spanish version of an innovative online magazine called *Go!* published by InTrans. The magazine is designed to educate and attract teens to careers in transportation.

This collaboration soon morphed into an internship program. Beginning in January 2011, two senior students from the Spanish program began interning at InTrans as translators. This unusual collaboration offers Spanish students authentic learning opportunities to explore and utilize their knowledge of the Spanish language while gaining professional experience in a career-related position. The students translate English articles from *Go!* into Spanish and are expected to hone their knowledge of Spanish in creative ways.

Five issues of the magazine were published from July 2009 to June 2010 that include professional Spanish translations of *Go!* articles. The future goal of *Go!* is to become an independent online magazine in Spanish for teens on educational and career opportunities in transportation. *Go!*/*¡Vamos!* has 800 subscribers plus regular visitors from over 100 countries.

In a poster presentation in the spring of 2011, Professor Biasetti, and Dr. Rema Nilakanta, the *Go!* program

coordinator, discussed the motivations, benefits, and challenges of such a partnership and the strategies used to make this working relationship mutually beneficial. Also participating in the presentation were two Spanish student interns and two graduate assistants who work on *Go!*

Students working on the project found the experience highly rewarding. Included here are some of their comments:

*... I have learned that the more background research and understanding I have in the topic I'm translating, the more confident I will be in my first and final translations.*

- Authentic & Interdisciplinary

*... I learned how to translate in a real life situation. I worked hard to make my translation faithful to the original and well written because I knew other people were going to read it.*

*... I became more aware that the area of transportation in Spanish isn't just one set of vocabulary ... So many countries and regions have their own jargon, especially when referring to cars.*

- Importance of Team Work

*... I used to think that translation was an individual process, but working with ¡Vamos! encouraged me to see how much cooperation is necessary to achieve a clean, professional product.*

*... I have learned that with much independent work comes both freedom*

*and responsibility ... coordination with others is still so vital that I should plan that into my work schedule.*

- Enhanced Sense of Self Efficacy

*... Also, I feel more confident in the quality of our translation after having been edited by two other groups.*

## Faculty Updates



Cristina Pardo Ballester (WLC) and Albert van Geelen (Vet Path) are thrilled to announce the arrival of their daughter Olympia Lucía van Geelen-Pardo, born on January 20, 2011. Olympia weighed in at 8 pounds and 6 ounces and measured 21 and a half inches. Everyone is adjusting fabulously to the new family configuration and want to thank all who have shared in our joy.

Congratulations to faculty members Julia Domínguez and Chad M. Gasta on the birth of their second daughter, Victoria.



Eugenio Matibag, Professor of Spanish, published an article in *Humanities Diliman*, a journal of the University of the Philippines. The article analyzes the first novel to be published by a Filipino: Pedro Paterno's *Ninay* (1885), written in Spanish. As director of the ISU Center for American Intercultural Studies, Professor Matibag organized The Future of Ethnic Studies, a state-wide academic summit that took place on the Iowa State campus on February 25, 2011. For July 2011, he plans a trip to Ecuador, where he will do research for constructing a learning module for the Latin America Today course and Title-VI project on which he is collaborating with Professor Elisa Rizo. The module will address issues in biodiversity, sustainable agriculture, ethno development and indigenous rights. This trip will take him to Quito, the capital of Ecuador and home to various NGOs, agencies and educational institutions engaged in these issues. He will also travel to Baños, where he will attend the 2011 International Biodiversity Conference, July 29-August 4, and visit the Amazonia Cloud Forest Biodiversity Center. Professor Matibag continues to direct Iowa State's Asian American Studies Program, contributes to the Latin American Studies Program, and participates on the university-wide Advisory Committee on Diversity.



At the annual Meeting of the Archaeological Institute of America, Peggy Mook delivered a paper entitled, "Urban Cooking at Azoria in Eastern Crete," in which she discussed the significance of Archaic cooking pottery, both locally produced and imported, at a small Greek city in the 6th and early 5th centuries B.C. One of the surprising results of her study is that the most commonly used cookpot-type at the site was imported to Crete from the island of Aegina, near Athens. She also delivered papers on the "The Archaeology of Archaic Cretan Houses" at the University of Florida and the University of South Florida.

## Books from faculty examine visual culture, ancient prostitution

Some faculty members of World Languages and Cultures have recently published new books.

Olga Mesropova, associate professor of Russian, and Stacey Weber-Fève, assistant professor of French, collaborated as co-editors on the volume titled *Being and Becoming Visible: Women, Performance, and Visual Cultures*, published in 2010 by The Johns Hopkins University Press.

The following description of the book can be found on Amazon.com: “Spanning geographical, cultural, and methodological boundaries, the essays in *Being and Becoming Visible* examine female representation in a variety of performative and visual media. Mesropova and Weber-Fève situate the disciplines of visual culture and performance studies within two conceptual frameworks – multicultural and feminist – through the overarching thematic trope of visibility.

The contributors offer a mix of sociohistorical, ethnographic, ideological, postcolonial, and cultural approaches to the study of female representation in performance, visual, and consumer cultures. They examine curatorship, mythological representation of women, the interrelationship of mother and child, domestic gender roles, domestic abuse, and indigenous female representation. The volume includes case studies related to such diverse genres and media as theater, cinema, painting, television, performance activism, and photography from South Africa, Australia, New Zealand, Germany, the United Kingdom, and the United States.

Instructors in feminist, cultural, and media studies who are looking for global perspectives will find that this fresh and provocative volume encourages students to see new connections among a variety of trends in contemporary scholarship.”



## Oldest profession from ancient Greece

Prostitution has been called arguably the world's oldest profession. And the world can now get rare insight into some of the earliest prostitution from ancient Greece in a new book that was co-edited by Madeleine Henry, a professor in the Department of World Languages and Cultures and chair of the classical studies program.



Madeleine Henry

Henry and co-editor Allison Glazebrook, an associate professor of classics at Brock University in Ontario, Canada, brought together an international team of scholars to contribute to the book, *Greek Prostitutes in the Ancient Mediterranean, 800 BCE-200 CE*, which was released in January (The University of Wisconsin Press).

While the book's dozen essays document prostitution from as far back as nearly 3,000 years ago, Henry still sees some similarities between early prostitutes and the hardships many women face in the sex trade today.

“I wouldn't want to draw really thick, solid lines [between prostitution of ancient Greece with prostitution today], but there are a lot of parallels because prostitution is often a human rights question,” Henry said. “And so it's important to look at it without rose-colored glasses. This book does that in an area that was difficult to research because of how scattered and difficult to interpret much of the Greek material was.”

The book's authors draw on portrayals of prostitutes in painted vases and literature from the period as some of the evidence they document in their essays. They include an introduction by the co-editors titled, “Why Prostitutes? Why Greek? Why Now?” Henry also authored the book's first essay, “The Traffic in Women: From Homer to Hipponax, from War to Commerce.”

## Colombian student wins thesis award



Angelica Reina/Photo by Kara Cipolloni

**A**ngelica Reina, a Spanish teaching assistant in WLC and a doctoral student in Human Development and Family Studies from Colombia, South America, is a recipient of the Iowa State University Midwestern Association of Graduate Schools Thesis Award. More than an award-winning piece of work, Reina says her thesis research highlights an important issue within the Latina/o population.

What led you to Iowa State from Colombia?

I earned my bachelor's degree in psychology from an institution in South America, but knew that to go farther, I should get an advanced degree from a U.S. institution. I had friends going to Iowa State, and had heard of its great reputation. I applied, was accepted, and am now on my way to earning a doctoral degree.

The professors and my peers have been a great source of support and guidance as I learn my way around the American education system. It seems everyone here wants to help others succeed.

What is the focus of your research?

I wanted to learn about the experiences of Latina victims of domestic violence and their access to anti-violence programs. My thesis research focused on one local anti-

violence organization specifically for Latina women and the services they provided to them. Through the research process, I trained to become a volunteer for the organization, which also allowed me closer access to victims and their stories.

I did in-depth interviews with 10 Latina women, and from their experiences, was able to make policy implications for service providers, and research recommendations for academics. Research in this area, for the Latina population is very limited, especially any research centered in Iowa. I feel it's important to give voice to these women and this issue.

What do you see yourself doing with your doctoral degree?

I definitely see myself working in the field – I want to be out in the community, affecting change. I think that my research and experiences will help influence policy that will better the lives of immigrant Latina/o families.

Through a grant, I'm now interning with the organization where I did my research, and will be able to implement some of my recommendations through a new life skills program they are offering to women. It's very rewarding to see that my research can be applied to help others.

—Courtesy ISU College of Human Sciences

# World Languages and Cultures Student Awards, Spring 2011

Chinese 102  
(Instructor: Ling Cai):  
Kevin Sejong Bong  
Maruquel Qiu Wen  
Kristina Roe Dunker

(Instructor: Hong Ma):  
Kallie Anne Yearick  
Kerrick Alexander Staley  
Jayson Samuel Rimer

Chinese 202  
(Instructor: Hong Ma):  
Ryan R. Staley  
Marjorie Ardeth Volk  
Laura Kaelia Weieneth

Outstanding Students in Classical  
Studies: Beginning Latin  
Brandon Brockshus  
Blake Burroughs  
Adam Currie  
Jennifer Dillon  
Jennifer Gloudeman  
Eric Hoff  
Jason Johnson  
Jessica Wohlers

Outstanding Students in Classical  
Studies: Advanced Latin  
Jackie Kester  
Rachel Peller  
Chandra Peterson

Outstanding Students in Classical  
Studies: Beginning Greek  
Jackie Kester  
Andrew Kosky  
Adele Rogers

Graduating French Majors  
Marie Beresnev  
Ryan Davidson  
Chelsea Davis  
Dan Doerr  
Haley Frevert  
Annie Hartman  
Vincent Kaliwata  
Karyn Mayott  
Kelly Siebert  
Halley Stille  
Jordan Trachtenberg  
Claire Wandro  
Beth Wieneke  
Cassidy Williams

Senior Honors in French  
Ryan Davidson  
Jordan Trachtenberg  
Claire Wandro

Outstanding Students in German, First  
Year  
Samantha Eldrigde  
Pedro José González

Outstanding Students in German,  
Second Year  
Atres Norwood  
Zachary Kasdan

Outstanding Students in German,  
Upper Level  
Jesse Leonard  
Joshua Straquadine  
Michael Andrew Boyd  
Annie Hartman

Outstanding Graduating Senior in  
German  
Joshua Monroe

Distinguished Achievement in Russian  
Jared Brewer

Early Achievement in Russian  
Anna Bogner  
Clare Blodgett  
Paige Vial  
Vinita Singh

Distinguished Achievement in Spanish  
Hannah Jaques  
Ellen Provorse  
Portia Riggins  
Katharine Waltz

Students Invited to Join Phi Beta Kappa  
Honor Society  
Haley Frevert (French)  
Claire Wandro (French)  
Beth Wieneke (French)  
Justine Anders (Spanish)  
Crysta Culp (Spanish)  
Charissa Flege (Spanish)  
Sarah Germann (Spanish)  
Hannah Jaques (Spanish)  
Mischa Olson (Spanish)  
Ellen Provorse (Spanish)

Scholarship Awardees

Marcus Aurelius Scholarship in Classical  
Studies  
Jackie Kester  
Lisa Nielsen

International Studies Scholarship  
Theresa McKeon  
Abbey L. Nekola  
Qian Shengnan

Louise Semmons Scholarship  
Kylee Erickson  
Terese Ragaller

Walter Chatfield Scholarship  
Adrian Elliott  
Kylee Erickson

Ronald A. Schubert Scholarship  
Kristen Daily

Sarah Dahlke Memorial Scholarship  
Kavitha Nambisan  
Megan Stoner

Alfred P. Kehlenbeck Scholarship  
Bianca Contreras

# IOWA STATE UNIVERSITY

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The Department of World Languages and Cultures at Iowa State University is committed to providing outstanding opportunities for the university community. In order to have the resources necessary to take these programs into the future, support for the department is essential. Funding is required to aid the program in developing new opportunities in technology, continuing and advancing outreach activities, maintaining and expanding current educational opportunities, and supporting students and faculty. These services are crucial as the Department of World Languages and Cultures strives to keep up with the student demand for these experiences. To help make a difference, simply fill out the form, drop it in the mail (ISU Foundation, 2505 University Blvd, Ames, Iowa 50010-8644) and check our next newsletter.

For more information about making a gift to the Department of World Languages and Cultures or including ISU in your estate plans, please contact the College of Liberal Arts and Sciences Development Office at 515-294-3607 or Erin Steinkamp at [estein@iastate.edu](mailto:estein@iastate.edu).

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