BE CURIOUS. BUILD CONNECTION. BECOME A GLOBAL CITIZEN.
A MESSAGE FROM THE INTERIM CHAIRPERSON ............................................. 4

INTERDISCIPLINARY ENDEAVORS IN THE DLLC .............................................. 6

STUDY ABROAD FEATURE ........................................................................... 10
Halina Maas

NOTEWORTHY: 2019 — 2020 EVENTS ........................................................ 12

FACULTY NOTES ........................................................................................ 13
Faculty Awards
Thank You, DLLC Faculty
Grants and Lectures
Promotions
Retirements
Books Published by Faculty in 2019 – 2020

STUDENT AWARDS .................................................................................... 18

ALUMNI UPDATES ...................................................................................... 20

THANKS TO OUR DONORS ........................................................................... 22

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Greetings from the Department of Languages, Literatures, and Cultures!

In 1348, as plague raged through medieval Europe, Giovanni Boccaccio – author of the Decameron – urged his fellow Florentines to seek strength in the tapestry of human experience, comfort in compassion and empathy. In his collection of one hundred short stories, Boccaccio highlighted the links that bind us together, near and far. In DLLC, finding connection – and the insight it sparks – is at the heart of what we do. Amid a new global pandemic, Boccaccio’s effort resonates more than ever, as we nurture and foster connection across languages, cultures, and fields of inquiry – even if we have to do it over Zoom!

DLLC’s interdisciplinary programs, highlighted in this issue of the Polyglot, are a wonderful example of the ways in which our students engage in learning experiences that prioritize connection, bringing together complementary areas of study, offering opportunities to serve the community, and laying the groundwork for an array of careers. From minors in Spanish for Healthcare, Spanish for Business and Finance, Italian and Fashion Culture, and Game Studies, DLLC leads the way in interdisciplinary curricula that help students prepare for jobs of the future. You can also read about the cutting-edge research being done by our faculty at the intersection of fields such as game studies, gender and sexuality, linguistics, and more.

This issue of the Polyglot also showcases the exciting events held in DLLC this year, from a celebration of the 30th anniversary of the fall of the Berlin Wall to a lecture on Marco Polo’s travels...
FROM THE CHAIR

PLEASE CONSIDER DONATING TO THE DLLC!
Your contributions make a big difference to all of our programs. For instructions, please see p. 27 or visit www.udel.edu/makeagift.

As always, we are delighted to highlight the accomplishments of our outstanding faculty, from recent publications to grants, awards, and honors. Warm congratulations go to our newly-promoted faculty: Dr. Persephone Braham (Spanish) and Dr. Riccarda Saggese (Italian), each to the rank of Professor; and Dr. Meghan McInnis-Dominguez (Spanish), to the rank of Associate Professor. And a special round of applause to Dr. Iris Busch, Assistant Professor of German and Spanish, who was named Delaware Council on the Teaching of Foreign Languages (DECTFL) Teacher of the Year. We also celebrate two respected and admired colleagues who retired this year: Dr. Jorge Cubillos, Professor of Spanish and former Acting Chair of DLLC; and Dr. Asima Saad-Maura, Associate Professor of Spanish. You can read about their impressive accomplishments and contributions to DLLC and UD in these pages. We will miss them both, but we wish them all the best in their next chapter!

As we head into this unprecedented new academic year in the time of Covid-19, I want to thank our faculty and students for their commitment and perseverance in adapting to our evolving circumstances: you are all absolutely heroic. We are grateful to the dedicated office staff who keep DLLC running smoothly: many thanks to Ms. Ariadne Lopez, and a warm welcome to our three new staff members this year: Ms. Jane Branden, Ms. MaryAnn Miller, and Ms. Kathleen Turner. Mr. Aaron Ward, our IT specialist, provides invaluable tech assistance to all of us. Lastly, a special thanks to Dr. Meghan Dabkowski, our new editor of the Polyglot.

We deeply appreciate your generous support of the students and programs in the Department of Languages, Literatures, and Cultures. Thought-provoking pedagogical programming and exciting opportunities for internships and study abroad are integral to the unique educational experience we offer to our students on their journey to become global citizens. Your help makes it all possible!
To make a donation, please visit udel.edu/giving/dllc. And please visit our department website to learn more about our activities!

MEREDITH RAY
Interim Chair
Department of Languages, Literatures and Cultures

(above) A Tale from the Decameron, John William Waterhouse

through China, as well as a wonderfully creative student production of Citron Bleu - held entirely over Zoom. You’ll also hear from DLLC students who studied abroad, and those who earned top honors in their language areas.

A Tale from the Decameron, John William Waterhouse
Making connections between and across different fields of inquiry has become increasingly important in order to thrive in today’s interconnected world. The study of world languages and their literatures and cultures is by its very nature interdisciplinary, and the DLLC is engaged in many interdisciplinary endeavors, including several minors being offered in conjunction with other programs, as well as a broad range of scholarship being carried out by our faculty and graduate students across such diverse fields as healthcare, business, economics, linguistics, anthropology, film studies, game studies, art history, and neuroscience, to name just a few.

INTERDISCIPLINARY MINORS IN THE SPANISH PROGRAM

Interdisciplinary initiatives have been the focus of the two newest minors in the Spanish program: Spanish for Healthcare and Spanish for Business and Finance. The first was developed to address the needs of students in healthcare majors. The course offerings and flexibility in its requirements make it an ideal addition to their majors. Partnering with the Nursing Program, Spanish Professor Jorge Cubillos established the SPHC minor in 2018. The minor includes a HLTH course on health matters affecting Spanish-speaking communities and a service-learning course that allows students to have first-hand experience using their Spanish in the healthcare setting. Along with courses on Spanish grammar, conversation, literature and culture, students also take “Reading and Writing for Healthcare Professionals” to enhance their knowledge of vocabulary and contexts for treating Spanish-speaking patients in the United States.

Students are able to take these classes on campus at UD as well as abroad in programs to Panama and Spain. Students enrolled in the SPHC minor have said that it prepares them well for using Spanish in their future healthcare professions:

“As a Medical Diagnostics major on the Pre-Med track, the Spanish for Healthcare minor has provided a valuable diversity within my curriculum at UD. Apart from the opportunity to immerse myself in other cultures on Study Abroad, the minor provides endless opportunities for exploration. The internship built into the minor is a unique experience that allows students to realize first-hand the need for medical offices to communicate with patients in multiple languages in order to provide proper care. This experience provides students a space to serve their community while also utilizing their Spanish speaking skills in a healthcare setting, which is an opportunity for which I am very grateful.”

— KATIE BODYCOT
(Medical Diagnostics major, Spanish for Healthcare minor)

In the fall of 2020, the Spanish for Business and Economics minor will debut. For this 22-credit minor, students in the Lerner College of Business will take “Introduction to Business Spanish” before completing an internship course “Service Learning and Earned Income Tax Credit” in which they will learn the skills necessary to help Spanish-speaking clients complete their annual tax returns. As part of their course load, students will also take an ECON course, “Urban Economics,” to learn how Spanish is used in a business context in the US and abroad. In the future, the DLLC hopes to develop a study abroad program to enhance the multidisciplinary focus of this new minor.

MINOR IN ITALIAN STUDIES AND FASHION CULTURE

Armani. Fendi. Gucci. Versace. Prada. Some of the most celebrated designer names come from Italian fashion houses. These brands are renowned for their luxury clothing, high-end accessories and stylish footwear.

Now, students interested in combining their language study with a career in the fashion industry have the opportunity to do so through a joint minor between
the Italian program and the Department of Fashion and Apparel Studies. This partnership enhances the natural connections between Italian culture and language and fashion.

“This minor allows students to apply their linguistic skills within a specialized setting: that of the fashion industry,” Italian Professor Laura Salsini noted. “Students can explore the many facets of the world of fashion, from sustainability to marketing to design. A solid foundation in the language will open up a myriad of opportunities to them, both here and abroad.”

Students enrolled in the 21-credit minor, which launches in Fall, will choose from a variety of courses that will enhance their knowledge of the fashion industry and culture while building a strong foundation in the language. Courses include Italian language, culture and literature courses through the 300 level. These classes will address such topics as the role of fashion in Italian culture, the concept of “Made in Italy,” and the symbolic significance of clothing on gender and identity, among others, along with specialized terminology. Students will also take courses more specifically focused on the fashion industry, including an overview of costume history and international fashion retailing.

“We also plan on creating an internship for students in this minor,” said Dr. Salsini. “They could do this here, perhaps in New York City, or in Italy. Working closely with fashion industry experts would significantly enhance their understanding of the field as well as their employment opportunities after they complete their studies.”

Eventually, the minor will also include an optional study-abroad program based in Milan, one of the great fashion capitals of the world. Through targeted course work, language study, guest lectures, and excursions to museums, exhibitions, fashion houses, and shopping areas, students will gain broad and invaluable hands-on experience with la moda italiana.

GAME STUDIES MINOR AND NEW MAJOR

During the 2020-2021 academic year, the DLLC is leading the proposal process for an all-new interdisciplinary Game Studies major, drawing out the connections between the sciences and the humanities in a collaboration between DLLC and the Departments of Communications, Computer and Information Sciences, Art, English, Sport Management, Business Administration and Music. This new major will build on the current Game Studies minor, which consists of eighteen credits spread among courses in game design, game reception, and games and culture.

Leading the development of this major and minor are two DLLC faculty members: Dr. Rachael Hutchinson, Associate Professor of Japanese, offers a course on Video Games and Japanese Culture, while Dr. Phillip Penix-Tadsen, Associate Professor of Spanish, teaches Introduction to Game Studies as well as Video Games and Latin American Culture. Assistant Professor of French Dr. Ana Oancea also incorporates game analysis into courses like Mad Science in Popular Culture, pointing to a bright future for this trajectory.

For Dr. Hutchinson, “the interdisciplinary Game Studies minor at the University of Delaware—as well as the new major we are preparing—will equip students to analyze, interpret, understand and work hands-on developing video games. All in all, the Game Studies minor and major prepare students to approach video games as an object of analysis that requires thinking across disciplines and that thrives on the kinds of connections that our worldly and adaptable students can make.”

Dr. Penix-Tadsen emphasizes the unique focus on culture and diversity that sets UD’s Game Studies program apart from other programs in game design and development, explaining, “Game audiences and developers are growing ever more diverse, and it is essential that our program focus on nurturing a diverse group of students and faculty as well as the types of cultural perspectives that will enable to them to face the myriad issues surrounding video games and game culture in society today with sensitivity and confidence.”

INTERDISCIPLINARY RESEARCH

DR. RACHAEL HUTCHINSON

To Dr. Rachael Hutchinson, Associate Professor of Japanese Studies, ‘interdisciplinary’ means crossing boundaries, drawing comparisons and contrasts between and across different areas of study. She analyzes Japanese literature, film, manga (comics) and video games, to discover how the Japanese people have historically represented themselves and others. The idea of a national ‘Japanese Self’ has been explored by artists in all these different fields of creative endeavor. She enjoys drawing comparisons between specific films, games, novels and manga, to shed more light on Japanese perceptions of identity. Thematically, Japanese video games have much in common with other Japanese narrative media. Video games of all genres, from role-playing games like Final Fantasy to fighting games like Soul Calibur, explore serious issues like childhood abandonment, the fear of nuclear power, and ambivalence towards Japan’s colonial history. She recently published a book titled Japanese Culture in Videogames to explore these ideas in more depth.

Using different approaches from Film Studies or Game Studies, she analyzes the various texts to see how the audience experiences the narrative through different modes of sensory input. The idea of ‘interacting’ with a text can mean watching a film and actively empathizing with the hero, or playing a game and controlling the movements of the avatar in a 3D graphic environment. An author, illustrator, film director or game developer also has various methods by which they can convey their own opinions about political issues, creating an underlying ideology of the text. Where an author may use specific words, imagery or narrative development to suggest their ideology, a film director may use camera placement and editing, a manga artist may use different sized panels and free-
floating text, or a game developer may use specific programming rules to enforce what is allowed and what is forbidden in the virtual environment. Comparing media in this way can illuminate various thematic readings of the text, as artists will get the same point across in very different ways depending on the art form.

Lately Dr. Hutchinson has been looking at the concept of bioethics in Japanese video games, and how it is connected to a deep-seated unease with nuclear power. The scientific manipulation of genes to make a human body stronger, for example, appears in many games from the mid-1990s onwards. Similarly, many games from this period deal with the issue of nuclear power, arguing that the use of atomic weaponry and atomic energy is irresponsible, even immoral. She thinks that the two ideas are related, because both stem from experimenting with the core of an atom – either cloning or splitting the nucleus. The mid-1990s in Japan saw many minor accidents at nuclear power plants, and public protest succeeded in blocking the construction of nuclear plants at two sites. The relationship between text and historical context is therefore very clear, but the relationship between bioethics and nuclear fears may not be so clear to readers. Drawing new connections between prevalent themes is an exciting challenge, and interdisciplinary work has broadened and enriched her research and teaching.

**DR. PHILLIP PENIX-TADSEN**

Phllip Penix-Tadsen, Associate Professor of Spanish and Latin American Studies, specializes in contemporary Latin American cultural studies and regional game studies, focusing on the intersections between politics, economics, digital media and visual culture throughout Latin America today. Prof. Penix-Tadsen is the author of *Cultural Code: Video Games and Latin America* (MIT Press, 2016) and editor of the anthology *Video Games and the Global South* (ETC Press, 2019). Both books are examples of cultural ludology, an approach Penix-Tadsen has helped pioneer as a way of analyzing video games as a unique medium—attending to the myriad ways culture is incorporated into game design and mechanics—while at the same time considering the impact of the cultural environment in which games are created, designed, manufactured, purchased, played and otherwise put to use. He has organized panels for conferences including Digital Games Research Association, Society for Cinema and Media Studies and Latin American Studies Association, showing the breadth of his work.

**DR. CRISTINA GUARDIOLA-GRIFFITHS**

Associate Professor of Spanish Dr. Guardiola-Griffiths’ research focuses on the literary and artistic portrayal of women in the cosmetics industry, as witnessed in several medieval works of fiction, and medieval and early modern medical treatises. Studies have examined the diminishing role of women from various fields of medicine. Most have dealt with the traditionally female roles of midwife and children’s physician. Given medieval moralDidactic treatises that condemned cosmetics as primarily feminine products of falsehood and evil, and the modern aspersions cast on what is today a 170-billion-dollar industry, it is not surprising that the study of medicine and cosmetics only now has seen some light. Through her work, she opens a field of inquiry into women’s material culture of the Castilian early modern period. The recipes and practices of this barely tangible feminine world – represented in literary and visual media – suggest a potentially wealthy source of information with which to look at women’s healthcare practices and aesthetic concerns. They are instances of female medicinal knowledge, and offer a means to understand how women self-fashioned their identity in a world that increasingly marginalized them.

Examples of Dr. Guardiola-Griffiths’ research interest can be seen in the articles she has written in recent years. One of the most important works of the late Middle Ages, and the focus of much of her academic interest is Fernando de Rojas’s Celestina. Scholars celebrate the eponymous character of this novel-in-dialogue, as a female quasi-picaresque “entrepreneur” who “capitalizes” on a seedy, black market economy. Her more nefarious side-gigs include perfumer, cosmetics maker, and restorer of women’s hymens. In “Medieval Mean Girls,” Dr. Guardiola-Griffiths showed that not only Celestina, but every female character in Rojas’s novel had a working knowledge of cosmetics, a knowledge that subverted the patriarchal order of late medieval society. In “Homegrown. From the Woman’s Workplace to the Medieval Garden,” she showed how the purview of women in the medical care of others may be seen in the cookbooks, house-books, and health manuals that Michael Solomon has identified as part of a corpus of medical vernacular writing (Fictions 4). These works detail empirical practice that, in turn, witnesses the abundant use of ingredients provided either from home gardens or from the trade routes of the Mediterranean and beyond. These homegrown practices, she argues, disclose a continued female tradition of medical practice, as many of these ingredients were used in medical treatments and ointments. Women were able to maintain ties to the scientific and medical communities increasingly dominated by a professional, masculine elite. Currently, Dr. Guardiola-Griffiths is writing on a misogynist tract published in 1498, *Arcipreste de Talavera o Corbacho*, famous for its “realistic” use of female voice, which curiously includes several cosmetic recipes. These articles inform the basis of a book project she hopes to finish by 2022, called *Beauty Matters*.

**DR. RENEE DONG**

Dr. Renee Dong, Assistant Professor of Chinese and Pedagogy, has recently collaborated with colleagues in the Department of Linguistics and Cognitive Sciences, in particular with the Experimental Psycholinguistics Lab led by Dr. Arild Hestvik, Associate Professor of Linguistics and Psychology to conduct neurolinguistic research on how adult and classroom-trained second language speakers comprehend the target language in real time.

The question they seek to answer is: When someone studies a second language (L2) post childhood and becomes highly
fluent, do their brains process the target language like native speakers? Some scholars of Second Language Acquisition believe that there exists a fundamental difference between the ways native and L2 comprehension work, and such differences persist for the L2 learners even when native-like proficiency level is attained. Specifically, it has been proposed that the L2 processing is less sensitive to purely grammatical requirements (e.g., number agreement), and tend to over-rely on semantics and pragmatics to reach comprehension. Using the method of Event Related Potentials (ERP), which measure the brain’s response to a stimulus, they tested this proposal by measuring native and L2 brain responses to grammatically problematic sentences like "The camel that the hippo kissed *the elephant ran far away"*, in which the extra noun phrase *the elephant* disrupts comprehension.

Our L2 speakers were intermediate to near-native Chinese learners of English, who started to learn the language after childhood and mostly in the classrooms. Study findings revealed drastically different brain responses to the extra noun (*the elephant*), although both groups performed highly accurately in rejecting such sentences. While the native speakers generated components indicative of grammatical processing, the L2 speakers obtained completely different neurophysiological signatures unrelated to handling grammatical rules. In other words, the L2 speakers did not reject the sentence based on its grammatical ill-formedness, but something else, possibly semantic incongruity. Further, the L2 proficiency levels and working memory capacity have no effects on the non-native brain processing pattern, suggesting that the L2 speakers in our study are unlikely to ever become native-like. While results lend support to accounts such as the Shallow Structure Hypothesis, Dr. Dong and her collaborators maintain that the persistent native-L2 processing difference is not global and only occurs for a limited number of linguistic constructions.

**MIRANDA ARMIGER**
As the first student in UD’s Master’s in Italian Studies program, Miranda Armiger (MALLC Italian, 2019) had the unique opportunity to shape her research to fulfill her interdisciplinary studies. Having majored in Art History and minored in Italian, she was exposed to the University’s breadth and excellence in these areas, and found that this blend primed her for the next phase in her academic preparation. The MA in Italian Studies program enabled her to develop research that explored many facets of the language and culture, art and history of Italy.

In her research, she evaluated the influence of art, fashion, and other material culture objects on the creation of the socio-cultural identity of women across their life stages during the Italian Renaissance. While her background in Art History provided the necessary tools to analyze the artistic significance of the art, fashion, and material culture objects, the Italian studies expanded her ability to read and comprehend the original texts and theories, which supported her thesis.

Elements of the women’s identity in the various paintings analyzed were brought to life through the richly decorated material culture objects, which were more than props in a painting. An example of such material culture was the pearl and diamond studded belt that Eleonora di Toledo dei’ Medici wore in a state portrait with her young son, which spoke to her socio-economic position, and reflected her role as fertile mother and guarantor of the Medici line. By identifying the significance of the objects featured in the various paintings, it was possible to begin to understand the importance of the identity of women as daughters, wives, and most importantly mothers. Arguably, women’s greatest role was that of mother, as she ensured the continuation of the family and Italian society as a whole. The culmination of Ms. Armiger’s thesis in Italian allowed her the ability to forge a connection between past and present, intertwining the two worlds through art, fashion, language and culture.
It never made sense to me why in our home, where only my mother spoke Polish, we couldn’t just speak English like our father and the rest of my friends. In my mind, Polish was only relevant because I could use it to speak in secret with my sisters when we were in public or when we didn’t want our dad to understand. It felt silly that our family celebrated Christmas Eve with Polish traditions instead of Christmas Day like everyone else in town.

When I was 9 years old, my mother’s cousins from Poland stayed with our family for a few days. Up until their arrival, the extent of my Polish speaking was limited only to my mother at home and to close relatives. It felt silly that our family celebrated Christmas Eve with Polish traditions instead of Christmas Day like everyone else in town.

Their faces lit up when they realized I was able to communicate with them, which bolstered my confidence and gave me courage to join the conversation further as we began to decorate eggs in preparation for Easter blessings. I watched, dumbfounded, as they made their own tools out of goose quills to apply wax to the shells, creating beautiful, intricate patterns before setting the egg in a bowl of dye. Compared to the designs I always made with crayons, their eggs looked like they belong in a European art museum! I excitedly followed suit and tried to use the traditional decorating materials and mimic their precision and elegance. I was finally making the connection between language, traditions, places and people. Polish became more than just a language I spoke, it became a power to let me explore a different culture.

Finally, I understood why my mother wanted us to celebrate our heritage. My extended family’s short visit showed me how unique and exciting my ethnicity could be, and left me curious about the rest of my lineage. Over the years, I have dug into my family history and found that my Slavic history is even more rooted in Germany than Poland. I wondered why my sisters and I had never learned to speak German.

Upon entering college, I had the opportunity to take German classes and explore a part of my ancestry that seemed just as important as Polish. The University of Delaware’s strong German program allowed me to excel in language skills while providing ample opportunities and scholarships to study in Germany. After one semester of classes, I travelled with other students to Leipzig for a month. Successfully ordering coffee at a bakery had never felt so satisfying. Everywhere I travelled I made sure to practice my German to see if native speakers could interpret my broken attempts to communicate. It was so encouraging when someone would smile and continue speaking slowly and purposefully with me, understanding the good intentions behind my meager attempts.

My first study abroad trip proved how exciting learning about German language and culture is, but also how helpful it would be in regards to my music studies. I was astounded by the number of possibilities to both enjoy classical music and visit historically significant landmarks. Instead of merely listening to examples of Bach’s cantatas in a university lecture, I actually sat in the church and heard the motet for which he composed these significant works. I returned from this winter session enthusiastic to continue.

HALINA MAAS, BA, Applied Music – Instrumental – Bassoon Major, German Minor, 2020

The Fulda Cathedral St. Salvator in Fulda, Germany
exploring how my growing enthusiasm for German would intertwine with my passion for music. It was so beneficial to have had a glimpse into the cultural aspects of Germany that would make my courses removed from native speakers more enriching. I am thankful that I had the opportunity to contextualize the importance of German so early on in my process of learning the language.

After being introduced to the excitement of connecting language courses to other interests in my life, I sought out more opportunities to explore music history and German culture. My next adventure brought me to Vienna through IES (International Education Studies), an organization outside of UD. This program was focused around music performance and history in one of the most musically significant cities. Not only was I surrounded by music history, but I was with a group of students equally excited about the prospect of studying music in German. I was fortunately paired with Marcello Padilla, a local bassoon professor, who was patient enough to teach lessons only in German. He was willing to take on the challenge of extending my vocabulary to include more musical and expressive terms while working on my musicianship. Our initial miscommunications were quickly remedied by hand gestures, comments paired with demonstrations on his own instrument, and translating key terms. It was so rewarding to see direct improvements in my bassoon playing along with German comprehension. My progress was rewarded with an invitation to play at Prof. Padilla's studio recital, with other bassoonists my age. It felt like a super power to be able to compliment other musicians on their performances with my new vocabulary. I was so excited to make connections and speak with Austrian students about their own impressions of musical life and culture in Vienna.

The following summer, I received an incredible scholarship to study abroad once more in Fulda. This opportunity was especially unique, because the Hochschule had an international program that invited students studying German from all over the globe to come together. During my six week stay, I took German classes with students from 16 countries, including Russia, India, Brazil, Spain, and South Korea. It was so interesting to see how their native language impacted their language acquisition. Discrepancies in grammar and dialect were apparent based on their mother language, and I began to identify ways this was also true in my own speaking.

What became apparent in all my study abroad experiences were how important the ability to communicate is. There are so many nuances in the way we use language that reflect our personality. It has been a fun adventure learning to be expressive in German, and do more than simply order coffee. My time abroad has influenced me to stay curious and motivated. Instead of relying on American courses to help me down the path of fluency, I develop my language skills by singing along to modern German pop and maintaining relationships abroad. I’m so excited to return to Germany to earn my masters in music at the Franz Liszt Hochschule für Musik, in Weimar. All my adventures abroad have shown me how important it is to explore the world, and see where I fit as a global citizen. It will be amazing to continue to explore music through the German perspective, and delve into German music history in the country’s culture capital. Studying abroad has been such an enriching aspect of my University education.
In October and November, 2019, the German faculty held a four-event symposium to commemorate the 30th anniversary of the fall of the Berlin Wall. Entitled Beyond the Berlin Wall: Remembrance and Responsibility, it opened with a talk by Dr. Hope M. Harrison from George Washington University, based on her recent book After the Berlin Wall: Memory and the Making of the New Germany (Cambridge UP, 2019). This event was followed by a panel discussion featuring five former citizens of the GDR. They discussed how the fall of the Wall changed each of their lives and then gave students in the audience the opportunity to ask questions of them. The third event in the symposium was the showing of the film, The Silent Revolution, and the play’s author, Patrick de Bouter. After the show, audience members were invited to participate in a “talk-back” session with the actors and director. Senior Emma Thieke (Three Languages Major) edited the recording and created a polished keepsake version that the cast could share.

The students were proud of the creative solutions they devised, and thrilled with the final product: “I am honestly so pleased with how our Zoom production turned out! I am quite proud of my classmates for taking a negative situation like this and finding all the bright sides,” says Emma Thieke. Hayley Whiting (junior, double-major in English Education and French) reflects, “It was rewarding to adapt to an online format and investigate different Zoom features, and it was nice to gather audience members from different time zones or locations who might not have been able to see the play otherwise. Overall, it was fulfilling to see our play come to life, even if we couldn’t perform it in person!” Sarah Reynolds (senior, double major in French and History) adds, “Obviously it wasn’t the ideal situation to have to perform our play over Zoom. In the end, however, it brought out the creativity in us all and we really bonded.”

Professor Deborah Steinberger agrees: “Adapting Citron bleu to Zoom was a real adventure, but thanks to the ingenuity and determination of my students, it was an enjoyable and inspiring experience. I am deeply grateful to my volunteer production assistant, graduate student Nicolas Al Fahel, and to Stacy Weile and the other experts at Faculty Commons, for helping us meet the challenge.”
In recognition of her excellence in teaching, **DR. IRIS BUSCH**, Assistant Professor of German and Spanish, was named Delaware Council on the Teaching of Foreign Languages (DECTFL) Teacher of the Year. She competed at the 2020 Northeast Conference on the Teaching of Foreign Languages and was selected as a finalist. Congratulations to Dr. Busch!

**DR. ALEXANDER SELIMOV**, Professor of Spanish, won the silver medal in the LiFFt Eurasian Literary Festival. There were 200 finalists from 52 countries. Congratulations to Dr. Selimov!

The DLLC would like to thank **DR. EDGARD SANKARA**, Associate Professor of French, for organizing a book drive for the University of Ouagadougou, Burkina Faso. Dr. Sankara asked DLLC faculty to contribute and had these words for the participants: "After collecting the books, I shipped them this summer and I arrived in Burkina Faso to receive them. I presented the books to the university community symbolically on July 18, during the Honors ceremony of the School of Letters, Arts and Communication. This ceremony celebrates excellence in students' achievements. Later, on July 31, I officially remitted the books on behalf of the University of Delaware, to Dr. Rabiou Cissé, the President of the University of Ouagadougou and his staff. Dr. Cisse extends the gratitude of the University of Ouagadougou for this generous donation and asks for more collaboration between universities. I thank again all of you for this contribution, which will surely benefit students and the University community in Ouagadougou."

**GRANTS AND LECTURES**

**DR. MEREDITH K. RAY**, Professor of Italian and interim chair of the Department of Languages, Literatures and Cultures, received a research grant from the Gladys Krieble Delmas Foundation for her co-edited book project, *Convent Bonds: Arcangela Tarabotti and the “Tears for Regina Dona”* (1650), a study of gender, religious devotion and female friendship in a 17th century Venetian convent.

Both **DR. BASIA MOLTCHANOV**, Assistant Professor of Spanish and Pedagogy and **DR. TRACY QUAN**, Assistant Professor of Spanish and Applied Linguistics, presented at the 2019 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Expo in Washington D.C. Dr. Moltchanov’s co-presented session described a participant-led professional development initiative between Delaware K-12 teachers, DECTFL, and UD to improve vertical articulation of proficiency-focused K-16 world language instruction. Dr. Quan’s session addressed how descriptive and sociolinguistic approaches to language instruction serve as a form of social justice education and provided lesson examples, research, and resources to support this pedagogical approach.

**DR. TRACY QUAN**, Assistant Professor of Spanish and Applied Linguistics received grants from both the Partnership for Public Education and the Community Engagement Initiative to support her Spring 2020 course, SPAN 318: Spanish Service Learning: *El bilingüismo en los Estados Unidos*. Dr. Quan also received a 2020 **UD Center for the Study of Diversity** Fellowship Grant to advance a study exploring students’ language attitudes before and after community engagement courses in Spanish.

**DR. ALEXANDER SELIMOV**, Professor of Spanish, gave the keynote talk on the importance of learning foreign languages at the 4th Languages Symposium in October 2019 at Bloomsburg University. He gave a poetry performance and recital at the event as well. In April 2020, Dr. Selimov also participated in two poetry events: the 2020 World Poetry and Hope event, organized by the Union of Writers of Azerbaijan, and the XIVth International Poetry Festival in Philadelphia (online for the first time) entitled: *Una voz por la paz, la concordia, y la armonia* (*A Voice for Peace, Concord, and Harmony*).

**MS. ANNA OGUNNAIKE**, Instructor of French, presented on Universal Design for Learning (UDL) in the World Language Classroom at the Delaware Council on the Teaching of Foreign Languages (DECTFL) Conference in October 2019. Using the three principles of UDL (Provide multiple means of engagement, multiple means of representation, and multiple means of action and expression), Ms. Ogunnaike shared ideas for differentiation in the world language classroom.
**PROMOTIONS**

**DR. PERSEPHONE BRAHAM** was promoted to **PROFESSOR OF SPANISH**.

**DR. RICCARDA SAGGESE** was promoted to **PROFESSOR OF ITALIAN**.

**DR. MEGHAN MCINNIS-DOMÍNGUEZ** was promoted to **ASSOCIATE PROFESSOR OF SPANISH**.

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**RETIREMENTS**

After nearly three decades with DLLC, **DR. JORGE CUBILLOS**, Professor of Spanish and Applied Linguistics, is retiring. Throughout his time at UD, Dr. Cubillos has enjoyed many experiences teaching, supervising, and engaging in scholarly work. As sequence supervisor of the 100-level sequence in Spanish, he had the privilege of working with a great group of instructors and TAs in the development of DLLC’s introductory Spanish courses, which have impacted thousands of UD students over the years. As a professor, he also felt fortunate to be able to participate in the establishment and expansion of the Foreign Language Pedagogy track within our graduate program. Finally, as a scholar, he greatly enjoyed designing instructional materials for Spanish courses at all levels, and investigating topics of personal interest, such as the factors associated with...
linguistic and cross-cultural gains in study abroad settings. That constant challenge and growth as teacher, scholar, and administrator was perhaps the most satisfying aspect of his time at UD.

When Dr. Cubillos thinks back, there are many highlights of his tenure at the Department of Languages, Literatures and Cultures: he will always remember fondly the publication of each of his textbooks, the introduction of service-learning courses in Spanish, the creation of the Language Proficiency Center, the development of professional minors in Healthcare and Business & Finance for Spanish, as well as the ushering in of new study abroad programs (specifically the Panama program for advanced learners, and the new independent study format for the intermediate program in Spain). But beyond those achievements, he has derived the most satisfaction from witnessing the success of his students, particularly those in the MA in Foreign Language Pedagogy. Watching these young professionals thrive as teachers and scholars in the field of Second Language Acquisition has been immensely rewarding for him.

During his retirement, Dr. Cubillos looks forward to attending to those parts of his life that were somewhat neglected while he focused on his academic career at UD. When restlessness sets in, he anticipates exploring other personal interests as well (most likely in the area of healthcare). Going back to his surgical missions abroad is something that he is very much looking forward to in the near future.

Dr. Cubillos leaves us with these words of farewell: “It is always hard to say goodbye, but it is also very clear to me that this is the right time for me to do it. I will always be grateful to the University of Delaware (and in particular to Dr. Richard Zipser) for taking a chance on a young and inexperienced Penn State graduate. I never pictured Delaware as my destination, but I am glad that it became my home. Three decades later, I am leaving full of gratitude and fond memories, thrilled to see what’s next. I am leaving full of gratitude and fond memories, thrilled to see what’s next. I am leaving full of gratitude and fond memories, thrilled to see what’s next.

**TRIBUTE TO JORGE CUBILLOS**

**BY JOAN BROWN**

Jorge Cubillos was recruited to our faculty after a national search in 1992. We considered ourselves most fortunate that he chose to come to UD as a tenure-track assistant professor. Our gratitude and respect have continued to grow over the years. Thanks to his vision, leadership, energy, integrity, organizational talent and generosity, our department’s core mission of second-language acquisition is strong. The instructional innovations that he pioneered, such as joint courses of study uniting our department with others across the university, have pointed us towards the future. He has served in many administrative positions in our department including acting department chair, associate chair, Spanish chair, Undergraduate Studies chair, faculty director of the Language Proficiency Center, sequence supervisor for Spanish language courses, Teaching Assistant supervisor and chair of multiple committees. His service as acting chair was especially noteworthy: Jorge led us through a period of revitalization, strengthening our sense of common purpose.

Beyond our university, Jorge is a renowned leader in his field of applied linguistics. He has carried out rigorous, hypothesis-based research using scientific methods. His findings about second-language acquisition have been reported in first-tier refereed journals and enacted in peer-reviewed textbooks with premier publishers. Through scholarly productivity, effective teaching and impactful service, Jorge rose through the academic ranks to become a full professor. He became what he is today: an internationally recognized scholar, author, and pedagogical expert. Jorge’s scholarly articles have been groundbreaking. Among the topics they have illuminated are the learning outcomes of various types of study-abroad programs, the impact of technology on language instruction, the efficacy of oral proficiency assessments, the effects of current trends in U.S. textbook publishing, the importance of the minor for the growth of language programs, and the outcomes of hybrid versus traditional language instruction. His textbooks for second-language acquisition have had great impact. They have gone through successive editions and become classics in the field. In the words of a professor at another university who has used his materials in a graduate foreign-language methods course, Jorge’s textbooks are “models of input-output sequencing, content-driven material, and seamless integration of culture.”

Jorge has successfully designed and taught courses at all levels of instruction, here and abroad. He pioneered study and service programs in Panama and has led programs in Mexico and Costa Rica. He directed and took our Granada study abroad program to new heights, including writing a cultural textbook published by the University of Granada Press. A crucial part of his legacy is the number of teachers and scholars whose careers he has launched. Many of his MA students have gone on to become applied linguists. When some of his former students were asked for their recollections of their professor, their responses were so powerful that excerpts cannot do them justice. Their messages and photographs appear in their entirety in Jorge’s online Memory Book. These are a few representative samples: “I feel extremely lucky to have met Dr. Cubillos. I would not be pursuing a PhD in Applied Linguistics today without everything that Dr. Cubillos has taught me and his belief in me;” “We are all very lucky that he took such an intense interest in pedagogy and in improving second language instruction and materials at UD;” “He is simply the perfect mentor, the perfect researcher, the perfect professor…I can’t find the right words to express my admiration for him and my gratitude;” and “He taught me how to be a professor, and for that I will always be grateful.” One student confided that he keeps a photograph of himself with Jorge positioned above his desk, to inspire him to strive for excellence.

As a colleague, Jorge also has inspired me. He has shared his knowledge, his data, his time, his counsel and his thoughtful assessments of issues. We have often been cast in the roles of dual advisors for graduate students, which sometimes felt like co-parenting. I have especially enjoyed our discussions over lunch, covering everything from our students to our research to our travels (Jorge has seen most of the world). For me as for many others, Jorge has been a treasured colleague whose door is always open. We will miss Jorge Cubillos very much and wish him continued success with his next adventures.
After many successful years with UD, **DR. ASIMA SAAD MAURA** will retire this year. Dr. Saad Maura has taught Spanish at UD since 2008. Over the years, her research articles have been published in various literary journals, and she has produced three critical editions. She is an active member of the Society for Renaissance and Baroque Hispanic Poetry, as well as Editor of UD’s Delaware Review of Latin American Studies (DeRLAS).

A talented artist, she paints, designs small decorative boxes, and has recently taken up drawing in different styles, such as parallel hatching, which she plans to continue practicing during her retirement. Other plans for retirement include enjoying her beautiful plant-filled terrace in Philadelphia, spending time with family and friends, and travelling.

Some brief comments and memories from her colleagues follow.

"A special memory connects me to my dear colleague Asima Saad Maura. We both got to UD the same year and we both obtained promotion and tenure the same year as well. I can still remember us preparing our dossiers in August 2014, alone in JBH building and exchanging notes, advice and hope. I will miss her dearly." – Dr. Ikram Masmoudi

"Asima has been one of the most wonderful colleagues in Jastak Burgess Hall. Since the day I arrived at the department, I felt welcomed and comforted by her generosity, kindness and “salero”. We shared many conversations in the corridor, and I will miss those. I wish her congratulations for her retirement, and all the best for this new stage of her life.” — Dr. Jesús Botello

"The moment Asima joined our faculty and took office across from my office, I knew that I had a new friend. I was immediately impressed by her outgoing personality, passion for literature and teaching and genuine concern for others. Over the years I overheard many conversations that Asima had with students in her office, and I always admired her dedication and determination to help with their learning problems. Asima was the goodwill ambassador on the second floor of Jastak-Burgess Hall, and she is a person who truly lights up a room when she enters it. Thank you. Gracias. Danke.” – Dr. Iris Busch

"Dr. Asima Saad Maura has been a joy for this Department, always spirited, sharing her books, her trips, and the stories of her native Puerto Rico. Over the years, I have admired her tremendous activity: teaching, researching, and traveling non-stop, which speaks to her dynamic personality and professional tenacity. Asima has always been a mentor to newcomers in our Department and has extended her friendship and generosity to colleagues of many disciplines at UD campus. She is insightful in her political and social views and as a bicultural scholar she has been able to make many interesting connections in her books and articles. I do not doubt Asima will be smiling and painting, dancing, or reading a good book in her "terraza", perhaps citing Buddhist teachings in her native Ponce. The phrase “the sky's the limit” applies to her: she will be away from us, but her future is one of joyful energy. Kudos Asima!" – Dr. Gladys Ilarregui

"Even before my arrival at UD, Asima reached out and quickly showed herself to be one of the kindest, most generous, and most welcoming members of the department. She was always willing to share teaching materials and strategies, along with professional guidance, personal advice, and even vegetarian recipes. Rushing from class to class will simply not be the same without running into Asima and stopping to share the day’s news.” – Dr. Meghan F. Dabkowski
books published by faculty IN 2019 – 2020

DR. PHILLIP PENIX-TADSEN, Associate Professor of Spanish and Latin American Studies. Video Games and the Global South (ETC Press at Carnegie Mellon University, 2019). This new edited anthology aims to redefine games and game culture, from south to north. While video games are a quintessentially global technology, with game consumption, production and related practices taking place in virtually every country in the world today, players in different regions have received, created and even played video games differently, because cultural and national context impact the circulation and meaning of games in countless ways. Many geographical locales once considered part of the high-tech "periphery" are in fact home to longstanding and widespread technocultures with their own unique characteristics. This is readily evident in the contributions to this anthology, which examine the cultural impact of video games in regions including Africa, the Middle East, Central and South America, the Indian subcontinent, Oceania and Asia. Video Games and the Global South came together through a series of panels and workshops Dr. Penix-Tadsen organized for conferences including Society for Film and Media Studies in Chicago; Latin American Studies Association in Lima, Peru and Digital Games Research Association in Melbourne, Australia. Its eighteen chapters from thirty contributing scholars bring together perspectives from a range of disciplines, critical methodologies and theoretical approaches. Together, the anthology’s contributors offer a clear view of how global technologies become locally situated, helping redefine how we look at games and game culture, from south to north.

DR. AURELIA RIO, Assistant Professor of Spanish. De La Celestina a la Farsa de la Costanza: La auto-modelación como lugar común (From La Celestina to Farsa de la Costanza: Self-fashioning as Commonplace). Madrid: Verbum Press, 2019. This book examines Stephen Greenblatt’s concept of self-fashioning in Fernando de Rojas Tragicomedy of Calisto and Melibea and Cristóbal de Castillejo’s recently discovered Farsa de la Costanza. Dr. Rio connects self-fashioning with the studies of performance and grotesque realism in order to explore how identity formation influenced the works of Rojas and Castillejo. Themes studied include: the establishment of the Inquisition on the lives of converts, the role played by Rojas’ Jewish ancestry in his social self-configuration, and Castillejo’s court life and identity as a monk. Dr. Rio argues that the concomitances between La Celestina and La Farsa de la Costanza constitute fundamental elements that enable the examination of the various social and historical aspects of these works through the prism of self-fashioning, performance, and grotesque realism.
student awards
ANCIENT GREEK AND ROMAN STUDIES AWARDS

ERIN FOGARTY (Plant Science and Ancient Greek and Roman Studies major) was awarded the Richards Prize for Excellence in the Study of Greek, Latin, and Ancient Greek and Roman Civilization and Culture.

ARABIC PROGRAM AWARDS

The Arabic Program is proud to announce that three Arabic students received competitive awards in spring 2020. MAXWELL GROZOVSKY (Economics major, Arabic minor) received a Critical Language Scholarship (CLS) for study in Morocco this summer. ELIZABETH HABASH (Biological Sciences major, Arabic minor) received a Plastino Scholar Award for research in Amman, Jordan. IARA MANCHERSTER (Three Languages major) received a Critical Language Scholarship (CLS) for study in Jordan this summer.

FRENCH PROGRAM AWARDS

Graduating senior EMMA THIEKE (BALLC Three Language major, 2020) received the Theodore E.D. Braun Undergraduate Award for excellence in French Studies. ELEONORA MANCUSO (MALLC French, 2020) was awarded the Theodore E.D. Braun Graduate Award for excellence in French Studies.

GERMAN PROGRAM AWARDS

Graduating seniors LAUREN GASTON (Honors BA Psychology and Fine Arts, 2020) and HALINA MAAS (BA Applied Music - Instrumental - Bassoon Major, German minor, 2020) were awarded a Federation of German/American Clubs Scholarship for a full year of study at a German university.

Graduating senior MATTHEW GARGANO (Honors BS Mathematics and Computer Science major, German minor, 2020) earned the Sepp Hilsenrad Memorial Award for excellence in German courses.

The Marion Wiley Memorial Award for excellence in German courses by a non-major was awarded to A.J. MARTIN (Honors, Mechanical Engineering).

JIM ERVIN (Honors, Chemical Engineering major) and BRIDGET DANNENFELSER-OLSON each received a Fulda scholarship for summer study at an international program in Fulda, Germany.

ITALIAN PROGRAM AWARDS

AVA STONE (Italian Studies major) received the Di Pietro/Essay Award, and LUCIANA VERNOLA (Three Languages major, Italian minor) received a Richard A. Zipser Award for study abroad during the spring semester 2020 in Italy.

JAPANESE PROGRAM AWARDS

The Dr. Sayo Kato Yotsukura Memorial prize for excellence in the Japanese major was awarded to graduating senior GEORGIANNA ECK (Honors BA, Japanese Studies, 2020), and the Dr. Sayo Kato Yotsukura Memorial prize for excellence in the Japanese minor was awarded to ALEXANDRA HURST (Honors BS, Computer Science, Japanese minor, 2019).

RUSSIAN PROGRAM AWARD

The Eugenia Slavov Memorial award for excellence in Russian was awarded to graduating senior ALYSSA VOZNAK (BALLC Russian, 2020).

SPANISH PROGRAM AWARDS

The Sigma Delta Pi Book Prize for the new initiative with the highest cumulative GPA was awarded to JENNA SANDOLI (BS Pre-Veterinary Medicine, Spanish minor 2020).

EMILY ARACRI (Honors Three Languages major) received the "Best Essay in Hispanic Literature Survey Courses" award for “La falsa representación del mundo nuevo en “Carta a Luis de Santángel y Segunda carta de relación.”

MATTHEW ANDERSON (Honors BA Three Languages 2020) was awarded the "Best Essay in Upper-division Hispanic Literature and Culture Courses" award for “La antropofagia como modus operandi: El legado de los modernistas.”

MARIA DA GRAÇA TITO (Honors BA Spanish Studies, Political Science 2019, MA Spanish Studies Candidate) earned the "Best Graduate Student Essay in Spanish" for "De victimas a cómplice: La evolución de Matia en Primera memoria.”

“College of Arts & Sciences Outstanding Student Teaching Certificates” were issued to both LAUREN LAMONSOFF (MAFLP Spanish 2020) and TIFFANY STANCHEK (BAFLP Spanish 2020).

HANNAH HARTNER (BAFLP Spanish 2020, MAFLP Spanish Candidate) received the DLLC’s “Spanish Education Award”.

ROBERT ALVARADO (MA Spanish 2020) is the DLLC’s Outstanding Graduate TA in Spanish.

ALEXA KUTZ (Honors BA Spanish Studies 2018, MAFLP Spanish 2020) is the DLLC’s Outstanding Graduate Student in Spanish.

Janet Murdock Study Abroad Awards for travel during fall 2019 were awarded to SHAWN FUTCH (BS International Business with Spanish Specialization 2020) for study in Argentina, and to ALISON LOBO (Honors Neuroscience major and Spanish Studies major) for study in Granada, Spain.

Richard A. Zipser Awards were earned by SONORA RIVERA-HEINZ (Linguistics major and Spanish Studies major) for spring 2020 study in Granada, Spain, and by MELISSA BRAUN (Honors Political Science major and Spanish Studies major) for spring 2020 study in Argentina.
KATIE EISSLER THIEL

Dr. Michael A. Marinelli, Headmaster at Archmere Academy, is pleased to announce that KATIE EISSLER THIEL has been selected to succeed Mr. John Jordan as Principal, effective July 1, 2020. Mrs. Thiel has taught French at Archmere since 2014, and in 2017, she was named Chair of the World Languages and Cultures Department. Prior to her teaching career at Archmere, she has taught in the Pennsbury School District, the University of Delaware, and Université de Caen, France. She received a B.A. in French and Education, magna cum laude, from Gettysburg College and a M.A. with honors in French Language and Literature from the University of Delaware.

Mrs. Thiel expressed in her letter of interest regarding the Principal position: "Treating people warmly and equitably, regardless of age, gender, social status or beliefs, is a value that was instilled in me at a young age . . . The importance of mission, philanthropy, communication, and propagating thoughtful, reflective teaching is not lost on me, and I hope to strengthen these facets of the Archmere experience through my leadership." The Archmere Academy community is happy and excited to welcome Mrs. Thiel to the office of Principal.

MATTHEW WERTH & HILARY CONWAY

When MATTHEW WERTH (Honors BA Three Languages, Chinese Studies, 2014) started studying at UD in 2009, he didn’t know where his passion for languages would lead him. He had no idea he would find a career teaching French, Spanish, Chinese, and English around the world. He certainly never expected to street perform in Costa Rica, accidentally join a Christian rock band, get certified as "moderately attractive or above" while modeling, be chased around a Chinese monastery at midnight, or become dean of a Chinese immersion camp (quick plug from Matthew: check out Concordia Language Villages! He has worked there for 8 summers; it has been fantastic for his language skills and so much fun).

The biggest adventure came last September when he put the Chinese proverb 有缘千里来相会 to the test (fate will bring two people together no matter how far apart they may be). He quit his job and moved to China to be with HILARY CONWAY (BA Three Languages, 2014), a UD three language major he had briefly dated six years earlier. She told him he was crazy, he told her “See you in three months.” Now they’re engaged and looking forward to their next adventure together!

BRENDA SAVELSKI & MAX LEVITES

BRENDA SAVELSKI (BALLC Three Languages, 2015) is currently finishing her master’s degree in management at the London School of Economics and Political Science. MAX LEVITES (BA International Relations, BALLC French Studies, 2014), her friend from French classes and Russian Club (Max...
is a heritage speaker), came to visit her. Max is currently working as a Research Manager at an anti-corruption non-profit in DC.

**ALLIE KLEIN**  
*ALLIE KLEIN* (BA, International Relations, 2020) graduated this spring with an International Relations Major and Spanish and Chinese minors. She started a Government Affairs internship with the US-China Business Council this April. Her interests in US-China policy stemmed from an early exposure to Mandarin Chinese language classes in middle school. Looking forward, she is specifically concerned with how we can bridge the gap between two very different cultures (the United States and China) in an era of emerging Asian global leadership.

**CAITLIN MOON**  
*CAITLIN MOON* (BA Art History, BALLC French, Italian, and German 2015) is doing well in her PhD program at Trinity College, Dublin. In 2019 she successfully passed her mini-viva, and was invited to present her research at the Aspects Festival in Co. Down, Northern Ireland, as a guest of Lady Lindy Dufferin. She is using her background in Medieval Art History and Old Irish to help Lady Dufferin with a personal research project. She has begun to present papers at academic conferences across Europe and the United States, including the JGS Conference at Notre Dame.

Caitlin’s knowledge of languages has also become essential to her participation in the revival of the Early Irish Harp. She is one of a hundred or so people in the world to play this instrument, where much of the extant material is written in Irish, Latin, or German. Caitlin has also spent considerable personal time traveling through the Austrian, German, Swiss, and Italian Alps during this past summer. She obtained senior status as the Nonfiction Editor of the Trinity-based academic journal College Green, where she is also a contributing writer.

Caitlin’s career goals focus on hosting medieval-centric documentaries, and she plans to launch a corresponding YouTube channel in 2020.
many thanks for your support!

Thank you to all the alumni, parents, and friends — listed here — who have made outright gifts or pledge payments in support of the Department of Languages, Literatures and Cultures from June 1, 2019 to May 31, 2020.

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