



Greetings from the Chair

Dear Friends of the Department of Languages, Literatures and Cultures (DLLC),

Welcome to the 2011-12 edition of the DLLC 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 student's achievements, faculty research, study abroad programs and curriculum.

This year, **Dr. Nicolas Carbo** was inducted into

the prestigious Orden de los Descubridores of the National Collegiate Hispanic Honor Society, Sigma Delta Pi (*see below*).

Other faculty highlights for 2011-2012 include:

Dr. Nicole Rudolph's article "Architecture as a Portal to the Teaching of French Language and Literature," appeared in *The French Review*, a peer-reviewed journal, Volume 85.3 (Feb. 2012). She also has a forthcoming review of Whitney Walton's *Internationalism, National Identities and Study Abroad* in *French*

Politics, Culture and Society. At the March 2012 annual Society for French Historical Studies meeting, she chaired a panel entitled "Mass Media in the Commercialization of the French Interior 1870-1945".

Dr. Priya Wadhera has the article « Fêter la copie, brouiller l'original : Une étude de l'esthétique post-moderne dans *Un cabinet d'amateur* de Perec et d'œuvres choisies de Warhol » appearing in the forthcoming

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French Major Wins Fulbright!



We are delighted to announce that Claire Flynn, a senior double-major in French and Biology, has won a Fulbright Grant to teach English in France!

Claire, an Honors College student who graduated in May 2012, earned one of only 50 grants awarded for France as part of the Fulbright English Teaching Assistant program.

Fulbrights are national awards; candidates compete with the best and the brightest across the country for the limited number of grants. The program is sponsored by the US Department of State, and grants for France are awarded in consultation with the Commission Franco-Américaine.

Félicitations, Claire!

Honors for Señor Carbo

In April, our own Professor Carbo was inducted into *La Orden de los Descubridores* one of the highest honors conferred by the national Spanish Honor Society, Sigma Delta Pi. *The Order of the Discoverers* recognizes Adelphi's Dr. Carbo as an outstanding teacher of Spanish and Hispanic studies. He has a proven record of excellence in teaching and was elected to membership in Sigma Delta Pi while in college. Dr. Carbo has served the cause of Sigma Delta Pi in an exceptional way. Congratulations! ¡Felicidades!



Greetings from the Chair (*cont'd from p. 1*)

ing annual French volume of the peer-reviewed journal *Modern Language Notes* (September 2012). With Kent Minturn, she completed a co-translation of Hubert Damisch's 1970 article *La Partie et Le Tout*, in the pioneering on-line journal *Art in Translation*, volume 4.2 (June 2012). She presented the paper: "Privés de repas du soir": Meals and memories in George Perec's *W ou Le Souvenir d'Enfance*," as part of the seminar she chaired called "Food and the French" at the NEMLA (March 2012). Also in March, she chaired a roundtable called "How to Read" at "Crossings, Frictions, Fusions," at the 20th and 21st-Century French and Francophone Studies International Colloquium.

Dr. Jonathan Hiller became Assistant Professor in the Italian program. He published "The Enduring Vision of Bio-Deterministic Sardinian Inferiority in the Works of Grazia Deledda" (Vol. 127.3, 2012) in the *Journal of Modern Italian Studies*, ed. Michelangelo Sabatini and Emily Braun. In October 2011, he presented the paper "Narrating the Great Neapolitan Earthquake: The British Press, Household Words and the Final Days of the Kingdom of the 'Re Bomba' at the conference "Italy from Without" at the Center for Italian Studies at Stony Brook University which has will come out in *Forum Italicum* in 2012. In mid-2012, his review *Alle origini dello stato contemporaneo: Politiche di gestione dei beni culturali e ambientali tra Ottocento e Novecento* by Andrea Ragusa will appear in the jour-

nal *Modern Italy*. In Fall 2012, Jonathan is submitting a chapter entitled "Lombroso, Literature and Opera" in *The LombroHandbook* to be published by Routledge and edited by Paul Kenepper. He also presented the papers "Arresting Physiognomies" at the SAMLA in November 2011 and a revised version of "The British Reaction to the Great Neapolitan Earthquake" and "Fantasies in Verisimo" on the representation of spiritualistic phenomena in Luigi Capuana's fairy tales and short stories at the MLA in Seattle in January 2012.

Dr. Raysa Amador presented the paper *The Law and Discourse of Conquest in the Chronicles of Indies* at the "Rethinking Law and Legality: Critical Approaches to Law and Lawlessness in Latin America" conference at John Hopkins University in April 2012. She attended the ADFL Conference at Vanderbilt University in Nashville, Tenn. in June 2012. She also participated in several ACTFL workshops in Spring 2012. During her Spring 2011 sabbatical, she completed the manuscript for her textbook *Así es la vida*, which she is co-authoring.

Dr. Rakhel Villamil-Acera is currently working on the proposal for a book based on her dissertation. She plans to submit it to two publishers in Spain. She also developed *Adelphi in Seville* program for Summer 2012 (see page 3) and was the adviser to the Spanish Club. Under her leadership

the Spanish Club was named April's Organization of the Month by the Center for Student Involvement.

Together, the faculty of the DLLC spearheaded the following proposals: Italian Concentration for International Studies, proposal for the reinstatement of the Italian major and, in conjunction with University College, the proposal for the Translation Certificate.

All of this work would not be possible without **Ms. Kathy Kannengeiser**, our dedicated assistant and faculty and so many outstanding students who make the department a stimulating place to learn, conduct research, and communicate in many languages.

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 an e-mail to Amador@adelphi.edu with your news, travels, or memories of the department, and tell us what you would like to read in future issues.

As always, visit our website for more information or drop by for a visit.

Raysa Amador

Professor of Spanish, Chair

"It's Not Greek to" Them, But It Is Greek *For* Them!

by Professor Nancy Biska

A new scholarship for Modern Greek Language students was presented to two students, Corey Nyhus and Dhimitra Papadhimitri, at the Honor Societies Ceremonies, April 20, 2012.

The scholarships were made available through the generosity of Mr. Theodore G. Spyropoulos, a leading personality in the Greek-American community.

The students received the amount of \$600 toward their tuition for the 2012-13 academic year.

At right: Corey Nyhus, Dhimitra Papadhimitri, Professor Biska



Language Students Win Awards and Entry into National Honor Societies

On April 19, 2012, the Department of Languages, Literatures and Cultures and the International Studies Program held a joint awards ceremony. The students inducted into the national honor societies were:

Italian Honor Society, Gamma Kappa Alpha: Stephanie Schmidt; Nicole Smolenski; Luisa Felipe; Samantha Bellando

French Honor Society, Pi Delta Phi: Claire Flynn

Spanish Honor Society, Sigma Delta Pi: Elizabeth Angelino; Stephanie Farkash; Jennifer Campagnoli; Andrew Isaacson ; Alessandra Thornton ; Stephanie Kaimis ; Joseph Vernance ; Kristin Brackett; Alex Maccaro ; Clarissa Grimaldi

International Studies, Sigma Iota Rho: John Tenorio; Christina Butigian

We were also delighted to award the following to our best students:

Italian Book Awards: Stephanie Schmidt; Nicole Smolenski; Luisa Felipe;

Samantha Bellando

Dolores Roethel Awards in Spanish Literature: Stephanie Farkash; Andrew Isaacson

Ruth Richardson Award for Excellence in Spanish: Stephanie Farkash; Andrew Isaacson; Alessandra Thornton; Jennifer Campagnoli

Certificate of Dedication to Hispanic Studies: April Hurley

Paul Langelier Award for Excellence in French: Sarafina Bush

Lucienne Petit Award for Excellence in French: Claire Flynn

In addition to the joy we had in celebrating our students' success, this year's attendees were also treated to a wonderful performance by our own Professor Hiller on the piano! Bravisimo, Signor!

Best wishes to the Class of 2012.



Sigma Delta Pi, Class of 2012



Gamma Kappa Alpha, Class of 2012



Professor Hiller sings!

Adelphi in Seville!

Students of Spanish had the wonderful opportunity this summer to pursue their studies in Seville, Spain, under the watchful *ojos* of Professor Villamil-Acera, who organized a 5-week summer study abroad experience for Adelphi students in conjunction with Seville's Center for Cross-Cultural Study. Running from May 31 to June 23, the 3-credit program included not only language instruction, but a home stay, trips to Cordoba and La Rabida, and a flamenco workshop! As you can see from the accompanying photos, our students made the most of each moment!



AU students explore and enjoy Seville



French Film This Fall

Adelphi has won a grant from the French-American Cultural Exchange for a Tournées French Film Festival.

This Fall, the Department of Languages, Literatures and Cultures will host screenings of five films: *A Cat in Paris*, *17 Girls*, *Women of the 6th Floor*, *Cave of Forgotten Dreams*, and *The Princess of Montpensier*. Films were selected in collaboration with Art History, Communications, History, Spanish & School of Education faculty.

The Tournées Festival is made possible with the generous support of: Cultural Services of the French Embassy in the U.S., Centre National de la Cinématographie et de l'Image Animée, Florence Gould Foundation, CampusFrance, Grand Marnier Foundation and high-brow entertainment.

Check our blog for dates and times!

The Language Lab Radio: “Short-Wave” Language Acquisition

by Steffen Demos, '83

The virtual global village is a relatively new phenomenon. The average person had little or no direct interaction with individuals and events across the continental divide just some thirty years ago. Prior to the advent of the Internet, one was not able to instantaneously “text message” or “send email” with the touch of a button. Thirty years ago, in fact, a “tweet” was exclusively the sound made by a bird, “browsing” was an activity reserved for the aisles of a department store, and a “chat room” was the corner cafe. The wealth of online news agencies that now exist had a corresponding paper-based medium, but were limited by geographical constraints and the logistics of international distribution. We did not enjoy the advantages of instant access to world events, the global family or an almost infinite corpus of information via the miracle of Cyberspace.

The very absence of personal computers, smart phones, educational software, search engines and social media posed a unique challenge to those endeavoring to cross the language barrier. The foreign language student faced a particularly formidable task prior to the Internet Revolution. Most of us started to learn a language knowing very little about the cultural and socio-political context in which the particular language was spoken. The grammar and conversation books were little help in this regard. Moreover, those books sometimes lacked cultural sensitivity, portraying stereotypical images with insulting practice phrases such as, “That foolish servant has not yet carried out your order” (Satyanarayana and Avadhanandan, *Hindi English Self-Instructor* [Madras: Hindi Prachar Press, 1961], 176). And, “This book [...] will not help a man talk to a crossing-sweeper the day of his arrival but it will quicken his progress in talking after the first month or so” (A.S. Tritton, *Arabic* [New York: David McKay, 1977], ix). The opportunities for immersion were also quite limited. For example, despite a large New York Latino population, there were only two Spanish language television stations, both based in New Jersey – “Canal 47” and “Canal 41”. The two stations offered only a half hour of news each evening for Spanish speakers from South America, Central America, the Caribbean and Europe! The situation for speakers of other foreign languages was even more dire.

The foreign language student depended entirely upon a book and a vinyl long playing record, if it existed for the particular foreign language. There were no interactive DVDs that allowed the student to hear native pronunciation. Instead, the language grammar or conversation book only offered technical explanations of correct pronunciation, such as,

“ *is the voiced correlative of pronounced with more tightening of the throat and forcing up of the larynx. The feeling in the throat is suggestive of slight retching. If you pronounce English vowels with a tightening throat and squeezed larynx, producing a metallic, rather low-pitched voice, they will be near to Arabic vowels in the neighborhood of this consonant.*” (Tritton, *Arabic*, 17)



There were rare instances when a vinyl record was available through a coupon in the back of the book. The student would mail the coupon via the US Postal Service and then wait six to eight weeks for a reply. Sometimes the record never arrived!

This was not a very practical approach to language learning, and the foreign language student yearned for a reliable source of instructional aids. The Adelphi University Department of Languages, Literatures and Cultures was, even at that time, an outstanding center of language learning. The unparalleled quality of instruction and exemplary level of dedication shown by its staff created an oasis for the language student. A variety of courses in grammar, conversation, literature and history gave the student a well-rounded and enriched perspective of not only the language but also its people. Adelphi further responded to the growing needs of its foreign language students by establishing a “language laboratory”. The Adelphi “language lab” was indeed leading edge for its time. It had multimedia equipment to record radio and television and to show foreign language films. The lab had equipment to help students improve their pronunciation and strive for a native accent. There was a cassette tape recorder at each desk for this purpose. The student would first listen to the recording of a text being read by a native speaker, and then record his or her voice reading the same text. The student would finally play back their own reading in order to compare pronunciation and eliminate deficiencies.

The language lab also made foreign news available from another source. Prior to the Internet Age, live communication from faraway places was only possible via “short-wave” radio. Positioned to the right of the desk of the lab coordinator was a top of the line

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Alumni Spotlight: Bob Hartmann, '52

Students—and parents—often wonder where a major in a second language may lead. To that end, we offer Bob Hartmann's testimonial. Mr. Hartmann graduated from Adelphi in 1952 with a major in Spanish, a great start to a tremendously successful career in international business. Read on to learn about his journey:

Some 60 plus years ago I started my journey at Adelphi studying the "*bella y sonora lengua cervantina*", but from Day 1 I knew that I wanted to pursue a career whereby I could utilize that experience but not in academia. At first I leaned toward international relations/politics. But after a disastrous introduction to Political Science in my freshman year, it became clear to me that probably international trade might be a better choice for me. Thanks to my preparation at Adelphi, I was able to continue my education in

Spanish with a one-year fellowship at New Mexico State University, and after a two-year otherwise rather unproductive stint with the US Army, in which I had a chance to teach classes in "Practical Spanish for Army families being deployed to Panama", I was free to pursue my goals in the business world. Coincidentally, the economy in 1958 was not unlike the economy in 2008, and jobs were not readily available for the choosing. But I was lucky enough to land an entry level job with a textile company in New York with their growing International Sales Department, and after a year or so was given my first overseas territory: the Caribbean and Central America.

After two interim job changes and a bit more experience travelling through South and Central America, I was recruited

by one of the larger international textile/home furnishings companies (Fieldcrest/Cannon Mills) where I was to work for the next 25 years and from which I retired as Vice President and Head of the International Sales and Marketing Division. I still kept my hand in by supervising and travelling to Spain and Latin America, but the new position also required me to establish international distribution and travel to such diverse places as Western Europe, South East Asia, Africa, Australia and New Zealand, as well as the Middle East.

All this travel and world-wide experience was made possible because of the interest of a Long Island kid in a second language and the culture of Spain and Latin America, who, to this day, retains his love for the *bella y sonora lengua cervantina*.

“Short-Wave” Language Acquisition (cont'd from page 4)

Hammarlund SP-600 multi-band radio receiver. This high-end receiver enabled students and professors alike to follow events throughout Latin America and the Middle East. I personally remember Dr. Warren Bratter assisted by language lab coordinator Ellen Andrasick, regularly recording broadcasts. We were able to keep abreast of news from Nicaragua in the days following the fall of the Somoza regime, and the activities of the FMLN in neighboring Salvador. The ability to listen to foreign perspectives placed us within a cultural and socio-political context. The Department of Languages, Literatures and Cultures did not simply teach, but rather inspired. The professors encouraged critical thinking, challenged and enriched its students, making use of every available tool.

The language lab radio was manufactured by the Hammarlund Company in the year 1950 and was employed by the US Army, Navy, CIA and FBI for covert surveillance and signal interception. This radio played an integral role in the course of US history and policy. The original selling price was \$1,140.00 which in 2012 would be equivalent to approximately \$9,000.00! The radio still fetches approximately \$3,000.00 at auction. This was sixty-five pounds of electronic circuitry sensitive enough to pick up any signal transmitted by friend or foe. It was a very technologically advanced example of engineering. It was so vital to US intelligence agencies that its manual included detailed instructions on how to destroy the unit with flame throwers or incendiary grenades in order to prevent enemy use. The photo to the right shows the radio in actual use within a military intelligence installation in the year 1958.

Adelphi has always employed every available resource for the benefit of a quality education. There is a kind of nostalgia associated with the above mentioned radio receiver precisely because it was the best tool available at the time. Moreover, though originally designed for wartime use, it was transformed by Adelphi into an instrument promoting mutual understanding. The “old radio” is a symbol of Adelphi’s commitment to a standard of excellence and promotion of cultural exchange. The “old radio” is still in use today in my home study – it continues its flawless service for well over half a century.



The Department of Languages, Literatures and Cultures at Adelphi University similarly continues its commitment to facilitating international relations via constructive dialogue. The Department of Languages, Literatures and Cultures has as its objective the building of a global community founded upon progressive ideas and mutually beneficial action. The new Language Resource Center is the next step in building towards such ideals, and its students are invited to envision a society not defined by conflict and aggression, but rather a spirit of cooperation and mutual advancement.



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Check out our blog!

“The Language Lounge”

<http://blogs.adelphi.edu/lang/>



Jamilah Maiga and Professor Rudolph meet in a café on the Champs-Elysees during Spring Break to discuss Jamilah's semester-long studies at CIEE Paris.

Addressee

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Poets and Essayists Garner Writing Awards

We're proud to recognize the winners of the alumni-supported Creative Writing Contest.

In French, first place went to Rebecca Krieger's *Le Printemps*. Patricia Guiliano took second place for *L'amour dans la vie*, and third place was earned by Chioma Chuks-Okeke and her *L'Amour patient*.

In Italian, Ryan Sobek took first place with *Una collina*. Gabriella Ali-Marino

garnered second place with *Per avere coraggio*, and third place went to Eileen Interiano's *Da qualche parte lungo i sogni perduti*.

Spanish students wrote their hearts out this year, and the competition was fierce! Andrew Isaacson's *La generación del '98 para nosotros* tied for first place with Kristen Weeks' *La historia de Inge*. Second place was also a tie between Kristen Backert (*Preparación para un desastre*) and Justin Nakrin (*Un sueño hecho realidad*).

Finally, four lucky writers secured a third-place prize: Manjot Khehra (*El lobo*), Jilian Roesch (*Un gato y un perro*), Fang Chen (*Demasiado bueno para ser verdad*), and Amber Paradise (*La tecnología y yo*).

We thank all the students who participated and heartily congratulate the winners! Thanks again, too, to the alumni whose gifts make this contest possible.

MLA Statement on Language Learning and National Policy

In June, the Modern Language Association released a statement on the necessity of learning LOTE. We've excerpted some of the statement for you here. (The entire statement is at http://www.mla.org/governance/executive_council/executive_council_ac/ec_us_language_policy)

The MLA regards the learning of languages other than English as vital to an understanding of the world; such learning serves

as a portal to the literatures, cultures, historical perspectives, and human experiences that constitute the human record. Pragmatically, we believe in the value of becoming part of a global conversation in which knowledge of English is often not enough, and the security and future of our country depend on accurately understanding other cultures through their linguistic and cultural practices. [...]

We believe that advanced language study is important for the same reasons many policy makers, advisers, and elected officials do: Americans need to be literate about the languages and cultures of the United States' major trading partners, and Americans need to be literate in the so-called strategic languages important to national security.