

Lingo Buzzzzzz 2007

Newsletter of the Department of Classical and Modern Languages and Cultures
Spring 2007 Issue 2

Message from the Chair

The 2006-07 academic year has brought stimulating developments in the department, the most significant of which is the completion of a new major and minor program in International Cultural Studies (IC). The proposal will be submitted this summer to the Faculty Council for general faculty approval in the fall. This means that, should all go well, the IC program will likely be launched in Fall 2007. Congratulations to the CMLC faculty for their constructive effort.



Two JCU study-abroad programs have been established, one in Madrid (Spain) and another (jointly with Biology) in Costa Rica, effective Fall 2007. A newly-formed Council on Department Life, composed of faculty and student representatives, has successfully lobbied for a bulletin board, a display case, and a lounge (OC 139) for student use. I encourage all majors, minors, and language club members to make CMLC their primary (or secondary) academic home by making maximum use of these facilities.

The year has also witnessed exemplary scholarly activity within the department. Since last September two new books have been published, along with several refereed articles and essays. One external and two internal fellowships have also been received. The department is also co-sponsor of a major international conference on Afro-Hispanic Studies, to be held in Ghana in August. Remember: *Languages Mean the World!*

Dr. Komla Aggor
Professor of Spanish

CMLC plans to introduce New Major in International Cultural Studies (IC)

The Classical and Modern Languages and Cultures Department has developed a new major and minor in International Cultural Studies (IC). If the program successfully receives faculty approval, it will be launched Fall 2007. This innovative program is in response to Father Niehoff's call for academic departments to 'engage the world' by way of curricular reform. IC provides a cross-cultural approach to understanding today's multicultural world. By the end of their studies, students in the program are expected to grasp the meaning and implications of globalization, gain the ability to recognize cultural differences and to see those differences as a positive dimension of humanity. They will sharpen their critical interpretive skills and be able to communicate in at least one language other than English.

With these goals, the program will prepare students for businesses, which, in order to position themselves in global markets, are increasingly demanding employees that are familiar, and can work comfortably, with colleagues from different cultures. The expertise produced by the IC program can facilitate job avenues in a variety of fields such as foreign service, international marketing and management, diplomatic service, education, and health services. It will also lay the basis for graduate study in such areas as international law, international business, international relations, intercultural communication, and similar interdisciplinary programs.

All courses, except those needed for the language requirement, will be taught in English. Because the program is flexible, students specialized in other fields of study are strongly encouraged to consider IC as part of a double major. Students should contact the department for further information; details are available at www.jcu.edu/language.

It is no longer enough simply to obtain a college degree; interpersonal communication skills and demonstrable knowledge of other cultures will set you apart.

The purpose of Lingo Buzz is to showcase activity in the language department during the academic year and to promote interest in the study of languages and cultures. If you would like to contribute to upcoming issues, or if you have a comment, please contact the editorial committee: bsuch@jcu.edu, jlafavre@jcu.edu or mroura@jcu.edu. We reserve the right to edit submissions for length, content and style. Color version at www.jcu.edu/language/newsletter.htm

What our students are saying:

"Come with us! Learn Chinese!"

Mandarin Chinese is, by far, the most widely spoken language in the world. Various linguistics studies groups list Chinese as being spoken from between 726 million to 1.1 billion people. With opportunities for study, travel and WORK abroad increasing every day...this IS the



language to take! The ability to understand and speak this foreign language brings with it opportunities galore. It will strengthen your resumes and will open doors for you. Fortune 500 companies predict exponential growth as they access the booming Chinese market & economy. These companies will want to hire you if you have a background in Mandarin Chinese. It will also enhance your qualifications to participate in cross-cultural placements. While fluency is a life-long achievement, you can learn a sufficient amount to be able to negotiate your way around, should you have the chance to go to China. John Carroll University offers two FANTASTIC Chinese courses that will challenge and enrich you. In addition, they offer a variety of possibilities to study in this magnificent land. Possessing one of the most ancient of languages and one of the most gorgeous cultures, the Chinese people have a wealth of beauty to share. Throw open your arms and throw open the doors of your mind: embrace the opportunity to study Chinese! You will NEVER regret it!

Grace Carroll

Ms. Carroll has two Masters degrees (JCU, 1984 and CWRU, 1990) and is currently studying both Beginning Level and Intermediate Level Chinese with Mrs. Chai at JCU. She has worked with Maryknoll in China teaching English for a year (2000) and a summer (2005).

Forbidden City, Beijing, China, photo courtesy Brian Jeffery Beggerly, Creative Commons Attribution License

"It gives me a feeling of importance"

It can be said that I am a language enthusiast. I have studied French for six years; like most students, I began as a freshman in high school. I picked up

Spanish my junior year, somewhat impulsively, but most definitely with passion and purpose, and have since been studying it for four years. At this point, I have realized not only my aptitude for learning and understanding languages, but also the extreme value in pursuing this particular course of study. My whole life my dad has been telling me the importance of being able to communicate with everyone throughout the world, and now, especially after several years of studying two foreign languages, I can identify the reasons why this is important.

First of all, an extreme amount of cultural insight can be attained from studying even one foreign language. Americans have a tendency to think they know everything about anything; however, every other country has valuable aspects of its culture to contribute to the world. Not to mention, many components of American culture originate from other cultures of the world.

In this day and age, global communication is key to a nation's success and amiability. For the modern world to function effectively, people across cultures need to be able to connect with and understand each other. Learning a foreign language, even to a level below fluency, can be a significant aid in achieving this goal of efficient global communication.

Studying foreign languages is something I enjoy because it makes me much more aware of the world around me, within and outside the United States. It gives me a feeling of importance, because as someone who can and is learning to communicate with and appreciate people of other countries, I have become a human connection from the United States to the rest of the world. By continuing my foreign language studies I have expanded my horizons, therefore allowing me to take my future anywhere on the globe that I desire.

Kate Lawson

Ms. Lawson is a sophomore majoring in Spanish.

"Improve your career prospects"

The John Carroll Chinese program covers all basic needs of communication. It also gives an overview of the Chinese culture. The learning experience is unique because the professor takes time to plan the course carefully so every student can successfully comprehend the material. The professor also takes time to help each individual student who needs more

attention, and this class also gives the students an edge on finding a job after graduation.

Mian Liang

Mr. Liang is an Intermediate Chinese student.

From Japan to JCU

I am an exchange student from Nanzan University in Japan. I am studying International Relations and Communications. I especially like studying relationships between countries, people, and cultures. I have been staying at John Carroll for 6 months and I have only 3 more months left here. It is not my first time living in the US. I lived in Orlando, Florida for one year when I was fifteen, so I knew something about the American way of life. But I was still nervous before I came here. It was my first time to live by myself away from my family. Also, I was worrying about many things such as if I can make friends, or if I can follow the classes.

My life here started from scratch. I was a little bit nervous, but at the same time, I was so excited to meet new people and make friends. People here are so friendly and I was happy when people talked to me. I am really sad to leave JCU in 3 months and not have more time with the people I met.

American schools are different from Japanese schools. We do not do a lot of readings. In the beginning, I had trouble finishing the reading assignments. Even though I read the texts again and again with a dictionary, I could not finish them and could not get the central ideas and deep meanings. Sometimes I was at a loss about what to do to catch up in my classes. It is still a lot of work for me, but once I grasp the concepts, the material is very interesting. Also, my writing skills have improved. I had classes taught in English at my university and so I am somewhat used to writing papers in English. However, they were usually just 2 or 3 pages, 5 at the most, and I hated writing them. Here, I wrote two 10-page papers, and now I do not feel like a 2-page paper is long. The more of an effort I made, the more my skills improved. The biggest difference between Japanese and American universities that I noticed is that American students speak out in class. Japanese students do not really participate in class; they mostly listen to the lectures. I like the American way because I can learn many different perspectives from other students. Also, having a discussion in class makes students think about the subject more. I really want to jump into the discussions, but it is still difficult for me to do it. I hope I can give my opinions more this semester than I did last semester.

I also wanted to do something else besides studying at JCU. So this semester, I joined a club called JUSTICE where we can talk about war and peace and do some

activities for those things. I also joined intramural volleyball since I have been playing volleyball for 5 years. Also, I liked homecoming dance and winter formal. We do not have these types of parties in Japan. I had a great time getting to know American culture. I do not like cold weather, but I am having a good time experiencing cold weather for just one year. I am freezing now, but I am glad that we have less snow than usual. I gained a lot of weight because of American food, so now I go to work out everyday.

I have only 3 more months here. I want to enjoy them and do as much as I can for the rest of the semester. I had a great time here with many people's help. I would like to thank them.

Tsubasa Sasaki

A future doctor who speaks Spanish

Even though I am in the pre-med program and am also pursuing a Biology major here at John Carroll, opting to study Spanish for an additional major requirement reflects my passion for the Spanish language and culture. What fascinates me is the impact the Spanish language has in today's society. I believe that it is imperative to embrace its manifestation because of the ever-increasing influence Hispanics have on the culture of the United States. Who knows where I could apply such knowledge in the future?!

Molly Falasco, '09

"I'm taking Japanese and I love every minute of it!"

In high school, I took four years of Spanish, and although I loved it, I wanted to try something completely new and different when I came to college. A few of my friends had taken Japanese and always talked about how much fun it was. By my junior year, I still hadn't taken a language, and I had just decided on becoming a cultural diversity minor. I thought that Japanese sounded very interesting, it was something fresh and exciting to me, and it would tie in well with my new minor. I had always been interested in Japanese culture, and I thought that taking the Japanese language course at John Carroll would help me learn even more about Japanese society and tradition. I am now in my second semester of Japanese and love every minute of it! Japanese is a tough language, but Nakano Sensei teaches it in a way that makes it fun and easy to understand. I have also really enjoyed having international students from Japan in my

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Japanese classes; these students are able to help us understand the language from a student perspective, and it is great getting to know them as well! Taking Japanese has even further sparked my interest in learning more about the customs and way of life in Japan.

Bethany Wall

*"Spanish is my third language,
French my fourth"*

My experience with different languages began early in my childhood. I am a Lebanese-American with parents and relatives who were born and raised in Lebanon. For this reason, I was raised with Arabic as my first language and English as my second. When

I started high school, I was able to choose between studying Spanish or French. My entire family also speaks French (because of France's past and present influences in Lebanon, the majority of the population speaks French), but I decided to take Spanish instead. I chose to study Spanish because of its rapid growth in popularity and use in the United States, as well as a personal interest in Latin American and Hispanic culture. I studied Spanish for a few years in high school and decided that it would be interesting to expose myself to some French. For this reason, I took a year of French my senior year. I hope to continue taking Spanish at John Carroll for a double major, and will hopefully pick up French classes as well. I have always been interested in different languages and have developed an obsession for foreign and European music for this reason (yes, I do listen to German and Swedish songs that I don't understand... yet!)

Tina Lattouf, '10

Creative Writing

Envoyez-moi des nouvelles...

[Le Tambour de la Maison française de Cleveland, Volume 4 / No.2 : 6. Hiver 1994]

Envoyez-moi des nouvelles,
Des nouvelles de Paris...
Qu'en les lisant je me rappelle
Et Notre-Dame et son parvis,
La Cité, et l'Île Saint-Louis
Et la belle Sainte Chapelle.

Envoyez-moi des nouvelles,
Des nouvelles de Paris...
Du vieux Boulevard Saint-Michel
De ses cafés, de mes amis,
De son vieux Musée de Cluny,
De son parc Montaigne, à midi.

Envoyez-moi des nouvelles,
Des nouvelles de Paris...
Des visages d'enfants qui rient,
Des fillettes qui jouent à la marelle,
Des marchandes qui vous interpellent
Dans les vieux marchés de Paris.

Envoyez-moi des nouvelles,
Des nouvelles de Paris...
Des jours d'automne à Passy,
Des hivers à Saint-Denis,
De la brume sur la Seine,
Du brouillard au parc Montsouris.

Envoyez-moi des nouvelles,
Des nouvelles de Paris...
De ses jardins toujours fleuris
Sous le soleil ou sous la pluie
Et de ses arbres en friselis
Au petit parc du roi Henri.

Envoyez-moi des nouvelles.
Que votre lettre me rappelle
Cette saison toujours nouvelle
De la Rentrée des classes à Paris.
Que vos lettres soient les hirondelles
Aux derniers printemps de ma vie.

Envoyez-moi des nouvelles,
Des nouvelles de Paris.
Même si vous êtes à Sarcelles,
Au Mont-Saint-Michel, à la Rochelle,
Ou en pèlerinage à Compostelle,
Avant qu'il ne fasse trop froid ici.

Dr. Hélène N. Turkewicz-Sanko
Professor of French

Our Classes:

French is more than just France

Would you like to learn more about a foreign culture, but in a class taught in English? That is exactly what students in last semester's "French in the Americas" class did – since after all, *French is more than just France!* Continuing their interest in spring '07 semester, the same students will be participating in the JCU Celebration of Scholarship with posters depicting how the French have influenced American culture ever since the French first came to the "New World" in the early 1500s, eventually establishing a colonial empire called "New France." Students also hosted two guest speakers: Mr. Albert Oberst, historian and member of the Friends of Lafayette organization, came dressed as the Marquis de Lafayette, and related how Lafayette brought a fleet of French soldiers to help General George Washington win the American Revolutionary War of 1776. Mr. Oberst even presented one lucky student with a replica of the Key to the Bastille! Dr. Lucien Aubé, JCU professor emeritus of French, spoke of his all-French speaking childhood growing up in Lewiston, Maine, and shared his photos of this and other former French speaking areas called "*les petits Canadas*" here and in other New England states such as Massachusetts, New Hampshire, and Rhode Island. Students also took a field trip to explore French influences in decorative arts at the Paysage boutique. Interested? This course, and similar courses in other

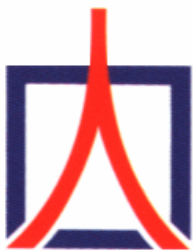
cultures as well, will be offered again as part of the new IC (International Cultural Studies) major/minor program commencing fall 2007.

Dr. Martha Pereszlenyi-Pinter
Associate Professor of French



Ashley Pendice, Juliana Reifsnyder, Stacy Stark, Ashley Cerny, Nicole Herrera (not pictured: Julie Slavish) on the field trip to the French boutique "Paysages."

Focus on your career -Study Foreign Language for Business and the Professions



CHAMBRE DE COMMERCE
ET D'INDUSTRIE DE PARIS

Are you wondering what you can do with a specialization in foreign languages? Several students enrolled in FR 406 "French for Business" course are working on that already, as they perfect their language and French

business culture skills in preparation for the DFA-1 – "*Le Diplôme de Français des affaires, 1er degré.*" The DFA-1 is an internationally recognized diploma, and certifies that not only has the holder mastered many aspects of business French, but that his or her skills are internationally recognized. It involves an approximately 3 hour written test, and 2 short orals, and is given at JCU towards the end of every other spring semester. The written portions of the exams are sent from Paris, taken here at JCU which is a

registered "*Centre d'examens,*" and returned to Paris for corrections. The orals are given here at JCU by qualified French speakers familiar with business French, and the results of the orals are also forwarded to Paris. Successful candidates receive a diploma suitable for framing and hanging, which they may wish to mention on their future post-graduation resumes and job searches. Candidates who perform exceptionally well on this DFA-1 exam may receive a "*mention bien*" (with honors) or even a "*mention très bien*" (with high honors).

Think you are not quite ready for this level? There are also lower level Division I French language sections specifically targeting students who are thinking of majoring in Business. The CMLC Department is also actively pursuing closer ties with the Boler School of Business, which may result in exciting opportunities such as internships for students, not only in France but in many other foreign countries as well.

Dr. Martha Pereszlenyi-Pinter
Associate Professor of French

From our faculty members on leave with a Grauel Fellowship:

The Case of the Missing German Detective Novels

Was there a German-language Dashiell Hammett or Agatha Christie? Who cleaned up the mean streets of Berlin in the Weimar Republic? Or were there just no detective novels written in German before Friedrich Dürrenmatt's *Der Richter und sein Henker* (The Judge and his Hangman) appeared in 1950?



Of course there were! But you have to be a bit of a literary sleuth to find them. This semester, I am analyzing several German-language detective novels from the 1920s and 1930s. These works were written by relatively well-known authors such as Heimito von Doderer, Ricarda Huch, and Jakob Wassermann, but they have been forgotten among other “greater” or “more serious” works.

Given the time period when these detective novels were written, some interesting issues are where and how industrialization, urbanization, and democratization is thematized in them, as well as how detective novels are influenced by other contemporary popular forms, such as film and detective novels from the U.S. and England.

Dr. Julia Karolle-Berg
Assistant Professor of German

Maria Luisa Bemberg

Maria Luisa Bemberg (1922-1995), the Argentine film director, has become justly famous for her films dealing with women's marginalization in a patriarchal society, and their rebelliousness in the face of that repression and alienation. Among her major films, *Camila* (1984, nominated for an Oscar), *Miss Mary* (1987) and *Yo la peor de todas* (1990) represent women's eventual defeat in an atmosphere that is rigidly oppressive and unyielding. Yet, in the film, *De eso no se habla* (1993), the glimmer or the prospect of some sort of feminist liberation, which was hinted at in *Yo la peor de todas*, and which was never realized, is successfully conveyed in a most unconventional manner. My monographic project, tentatively titled, *Solo Tango: The Feminist Cinema of Maria Luisa Bemberg*, traces the evolution of Bemberg's work from the representation of female bondage and nonentity in such early films as *Momentos* (1981) and *Señora de nadie* (1982) to liberation and self-affirmation in her last film, *De eso no se habla*. On a larger scale my reading of Bemberg's films will dialogue with current literary critical approaches and will elucidate the gender politics at stake within Argentina and Latin America.

Dr. Kathy Gatto
Professor of Spanish

Magnifying Glass, photo courtesy of Michelle Callinan, Creative Commons Attribution License

Books recently published by our faculty:

Aggor, Komla. *Francisco Nieva and Postmodernist Theatre*. Cardiff: U of Wales P, 2006 (Spanish translation forthcoming 2008).

Casciani, Santa, ed. *Dante and the Franciscans*. Boston: Brill, 2006.

Gyekenyesi Gatto, Katherine, and Ingrid Bahler, eds. *Spain's Literary Legacy: Studies in Spanish Literature and Culture from the Middle Ages to the Nineteenth Century*. New Orleans: UP of the South, 2005.

Nevin, Thomas R. *Thérèse of Lisieux: God's Gentle Warrior*. New York: Oxford UP, 2006.

Perez-Romero, Antonio. *The Subversive Tradition in Spanish Renaissance Writing*. Lewisburg: Bucknell UP, 2005.

From the Language Learning Center:

Second Life – Learning in a Virtual World

Computer games can be addictive, particularly those played within a virtual world. When that world is inhabited by more than one real person, the experience gains a real social aspect.

Second Life (SL), an online virtual world, is not a game. Nevertheless, it is growing at an exponential rate and currently has more than 5 million “residents.” *Second Life* is a world where real people can socialize, explore, create, teach and learn. Your presence “in world” is represented by an avatar, commonly resembling a human, but other incarnations are possible as well. Residents are free to travel within *Second Life*, although some places are private. You can communicate with other residents by using text chat if they are in close proximity. Instant messaging is available for those “in world” but not within sight. Linden Lab, the creator of *Second Life*, is currently developing voice communication, which should be available in the near future.

Educators and educational institutions are starting to use *Second Life* as a teaching and learning space. Ohio University and a number of other institutions have created *Second Life* campuses. Students are currently exhibiting their art work in a museum on the campus of the New Media Consortium. Organizations with educational missions have also established a presence within *Second Life*. Two of my favorites are the International Spaceflight Museum (SL region name Spaceport Alpha) and the National Oceanic & Atmospheric Administration’s virtual island (SL region name Meteroa).

Language learning and cultural studies also take place in *Second Life*. If you would like to practice your Spanish, join the Spanish Conversation Group, which meets at 3 PM each Wednesday at the Librarium (SL region name Abitibi, coordinates 195/25/48). If you are interested in cultural studies, I recommend a visit to Virtual Morocco (SL region name Casablanca). A group of students from Johnson & Wales University created Virtual Morocco after a real world visit to Morocco.

If you would like to explore *Second Life*, obtain a free basic membership at this web site:

<http://secondlife.com/>

For a list of the top 20 educational sites in *Second Life*, a list of educational institutions using *Second Life*, and related information, visit:

www.simteach.com

and follow the Sim Teach Wiki link. Also visit:

http://en.wikipedia.org/wiki/Second_Life

for additional information.



My avatar with traditional Moroccan outfit obtained during a visit to Virtual Morocco. Info Fez – object worn on my head - causes educational text to appear on screen as I explore Virtual Morocco.

Dr. Jeff La Favre
Coordinator of the Language Learning Center



Mosque Hassan II, Casablanca, photo courtesy of Andy Wright, Creative Commons Attribution License

World Languages 101

Would you like to learn how to say something in a world language? Here are a few choices. Take your pick!

English:
"Everything is fine!"

Japanese:
全てよし。
"Subete Yoshi!"

Russian:
Всё хорошо.
"Vsë khorosho!"

Slovak:
"Všetko je dobre!"

Ewe (spoken in Ghana, Togo, Benin):
"Nusianu le ñuie!"

Italian:
"Tutto a posto!"

Hungarian:
„Minden rendben van!"

French:
«Tout va bien!»

Latin:
"Omnes res bene se habent!"

German:
„Alles in Ordnung!"

Spanish:
"¡Todo va bien!"

Chinese:
一切都好
("Yi qie dou hao!")

Catalan (Spoken in
NE Spain, Andorra):
"Tot va bé!"

Course Designation Changes for Fall 2007

The following changes in course designations will become effective Fall 2007:

- Literature, film, and culture courses taught in English that were formerly designated as ML (Modern Language) now carry an IC (International Cultures) designation.
- CHINESE language and SLOVAK language will no longer have ML designations, but can be found under Chinese (CN 101-51) and Slovak (SL 101-51) respectively.
- ML becomes the exclusive designation for courses on pedagogy (e.g. ML 308 - Teaching Languages) and any language not commonly taught at JCU.

International Cultural Studies (IC) Courses for Fall 2007

Note: All courses are taught in English.

IC 150 - German Fairy Tales - Div II, L
IC 162 - Italian-American Culture & Civilization through Literature - Div II, L
IC 220 - Japanese Popular Culture - Div II, R
IC 230 - Short Fiction of the 19th Century: Russian, Slovak, Czech - Div II, L/S
IC 241 - Francophone Louisiana