
Language Studies Department

Professor Elsa M. Gilmore
Chair

During academic year 2002-2003, the Language Studies Department enjoyed a very productive year. Faculty research continued to illustrate a broad range of interests spanning literature, linguistics, cultural studies, and pedagogy in Chinese, French, German, Japanese, Russian, and Spanish. Faculty publications this year appeared in refereed journals in the U.S. and abroad, and faculty members presented their work at many distinguished national and international congresses, where they also served in positions of intellectual leadership directing sessions and seminars. Professor Gladys M. Rivera LaScala received the "Best of Maryland" Award for her presentation on the subject of "Writing Portfolios: Teaching Learning Strategies and Self-Assessment," from the Maryland Modern Language Association Northeast Conference for the Teaching of Modern Languages. In addition, she was invited to present an expanded version of her workshop at the prestigious Northeast Conference for the Teaching of Foreign Languages in Washington, DC. She also completed groundbreaking research on sixteenth century Spanish manuscripts documenting the pioneering role of navigation and ship pilots' schools in Spain.

Building on her long record of research excellence, Professor Sharon D. Voros served on the Modern Language Association's Executive Committee on 16th and 17th Century Spanish Drama. Once again she directed the preeminent Hispanic Classical Theatre annual conference in El Paso, Texas.

While on sabbatical in France, Professor Sylvain Guarda completed his third monograph. His book, entitled *Theodor Fontanes "Neben"-Werke "Grete Minde" Ellernklipp, "Unterm Birnbaum" und 'Quitt': Ritualisierter Raubmord im Spiege* (*Theodor Fontane's "By-Product" Works: 'Grete Minde', Ellernklipp, 'Under the Pear Tree', and 'Even Accounts': The Cross as Key to the Ritualization of Murder and the Usurpation of Power*) will be published by Koenigshausen and Neumann during fall, 2003.

The following record highlights the research of the Language Studies faculty during the past academic year. It includes ongoing long-term projects, publications, and scholarly presentations.

Sponsored Research

Femmes de Guadeloupe et de Désirade: Portraits littéraires et réels [Women of Guadeloupe and Désirade: Literary and Real-Life Portraits]

Researcher: Associate Professor Marianne Bosshard

Sponsor: Naval Academy Research Council (NARC)

In this book-length research project, the researcher sought to analyze the portrayal of Guadeloupean women in the literary works of the three most prominent contemporary Guadeloupean women writers: Maryse Conde, Simone Schwarz-Bart, and Gisele Pineau. Each of these authors, in addition to their literary works, has published a document dedicated to the quest for identity on the part of Francophone Antillean women. In *La Parole des femmes* (1993), Maryse Conde discussed the self-image of women in the works of several Francophone Caribbean women novelists. In *Femmes des Antilles: Traces et Voix* (1998), Gisele Pineau, in collaboration with the journalist Marie Abraham, documented the fate of women during the periods of slavery, colonialism, and post-colonialism. Simone Schwarz-Bart did likewise, directing an encyclopedic document entitled *Hommages a la femme noire* (1989).

To the researcher's knowledge, no study has been undertaken to analyze the literary portraits of Guadeloupean women as they appear in the novels of these three women authors combined. She therefore developed a research project in which she concentrated, in the form of three substantial essays, on the critical analysis of female protagonists of Guadeloupean origins as they appear in the literary works of these three authors. In a second part of this project, the researcher

collected, via interviews, a number of real-life testimonies by Guadeloupean women, spanning a time period of approximately 100 years, from 1900 to the present. The researcher believes that it is of great interest to juxtapose literary portraits with real-life portraits, paying attention to possible literary stereotypes, in order to find out whether or not these stereotyped images have changed over the years, in real life.

Bridging the Gap between Web Concordancing and Corpus Linguistics

Researcher: Associate Professor William H. Fletcher

Sponsor: Naval Academy Research Council (NARC)

This study developed and evaluated linguistic methods and PC-based software tools to identify domain-relevant and linguistically useful online documents efficiently for research and instruction. To identify characteristics of useful documents, the researcher first compiled two smaller pilot corpora of online documents (100 and 5859 documents respectively). Analysis of these pilot corpora permitted *a priori* exclusion of many atypical texts from the larger corpus of 11,201 documents which he then compiled. These texts still contained significant redundancy, both from “highly repetitive documents” (HRDs) and from multiple instances of “virtually identical documents” (VIDs).

To find repeated identical documents in the sample the researcher used the MD5 secure hash algorithm to reduce each document to a virtually-unique 16-byte code for efficient comparison with all other documents. To help identify VIDs and HRDs the researcher analyzed frequency patterns of *n*-grams, i.e. sequences of *n* words. He found values of *n* in the range 3-4 most useful for finding VIDs, while recurrent *n*-grams where $n \geq 8$ indicate HRDs. Using these criteria the corpus was reduced to 7038 documents automatically, of which 4949 totaling 5,248,929 words remained after individual inspection. Analysis showed document size to be the most powerful objective predictor of “textuality”: both very short and very long web pages are more likely to consist primarily of noise. Comparison of these “medium-sized” web pages to the British National Corpus, the 100 million word standard corpus of English, revealed striking similarity.

Through this investigation the researcher has demonstrated that the Web can be a valid source of linguistic evidence to meet needs that traditional corpora cannot address while pioneering new techniques and software tools for filtering out less useful texts.

Jorge Luis Borges’s Construction of a Mythic Self

Researcher: Assistant Professor Todd S. Garth

Sponsor: Naval Academy Research Council (NARC)

This project examined the development of a mythic identity for the authorial voice in the formative work of Jorge Luis Borges (Argentina, 1898-1986), one of Latin America’s most important writers. The project focused on three principal books published by Borges between 1928 and 1936 as well as correspondence, manuscripts, and supporting material from that period. The research centered on Borges’s development of a mythical authorial voice capable of articulating Argentine culture and tradition on an international dimension equal to that of Europe. During this past year, documents have been examined at the University of Virginia, and interviews have been conducted in Connecticut (with Borges’s former U.S. editor) and in four countries in Europe (with journalists, historians, researchers, and bibliographers who are experts in the field). Two conference presentations have resulted from the research. An article currently being written has an anticipated completion date of late summer 2003.

Two Studies on Juan de Flores

Researcher: Assistant Professor Joseph J. Gwara

Sponsor: Naval Academy Research Council (NARC)

Significant progress was made on two article-length studies of *La historia de Grisel y Mirabella* (ca. 1475), the most popular fictional work by the medieval author Juan de Flores. The first study was an analysis of the Old Spanish proverb “La mujer y la sardina, de rostros en la ceniza” (“Women and sardines, headlong into the flames”), which is uttered by Braçayda (Cressida) towards the end of *Grisel*. The researcher set out to explain the meaning of this proverb and to locate other references to it in early texts, especially in the Golden-Age repertoires of popular sayings. The second study was an

analysis of the marginal notations, underlinings, and other highlights in three witnesses of *Grisel*: MS 940 (dated 1541) of the Biblioteca Trivulziana in Milan and the two copies of the Lérida incunable (ca. 1495) in the Biblioteca Nacional (Madrid) and the H. E. Huntington Library (San Marino, CA). The researcher sought to analyze these markings in order to determine how early readers may have understood Flores's romance.

**Bridging the Gap Between Literature, Science, and Technology:
A Study of "The Garden of Forking Paths" and "Victory Garden" Through
the Lenses of Hyperfiction and Chaos Theory**

Researcher: Assistant Professor Perla Sassón-Henry
Sponsor: Naval Academy Research Council (NARC)

The main objective of this research is to study the intricate relationships between "The Garden of Forking Paths" by Jorge Luis Borges and the Borgesian hyperfiction *Victory Garden* by Stuart Moulthrop. Even though these two literary pieces were created at different times and to be read in different media, their structures embody many of the traits of chaos theory. Despite having started my research on this topic four years ago, I have recently turned my attention to chaos theory and bifurcation theory and their relevance to the understanding of these two stories. This research endeavor links three topics that have never been studied together in Latin American fiction: Borgesian literature, hyperfiction, and science. I believe that this research contributes to the field of literature by providing a new and unique perspective to the understanding of the Borgesian literature.

The researcher presented her first conclusions on this topic at the Mid-America Conference in September 2002. In October 2002, the researcher had a two-hour meeting with Dr. Stuart Moulthrop, creator of the hyper-fiction "Victory Garden." They discussed key issues for this research as well as for the 2003 NARC project. The researcher intends to submit the results of this research for publication to an appropriate refereed journal.

**Chaos Theory in Jorge Luis Borges's "The Total Library" and "The Library of Babel"
and in Stuart Moulthrop's Hyper fiction "Reagan Library"**

Researcher: Assistant Professor Perla Sassón-Henry
Sponsor: Naval Academy Research Council (NARC)

The researcher presented a new perspective in the literary analysis of the essay "The Total Library," the short story "The Library of Babel," and the hyper fiction "Reagan Library" by analyzing the connections between these three works as well as the role of chaos theory in shaping them. Even though John Asti, in his book *Complexification*, describes the relationship between chaotic systems and "The Library of Babel," no attempt has yet been made to relate "The Total Library" and "The Library of Babel" to "Reagan Library" and chaos theory. This study is relevant to Latin American literature as well as to the field of comparative literature since it bridges the gap between two authors who lived at different times and used different media of expression. Borges's work relies on the power of language and human imagination. Moulthrop's, by contrast, provides a text which was created to be read at the computer and which is enhanced by a Quick Time Virtual Reality panorama.

The researcher met hyperfiction writer Stuart Moulthrop in October 2002 and presented a first draft of this investigation at the Society for Literature and Science conference held in October 2002. The researcher intends to submit the results of this research to a refereed journal for editorial consideration.

Mexican Models of the Picaresque

Researcher: Assistant Professor Robert S. Stone
Sponsor: Naval Academy Research Council (NARC)

The popularity of many picaresque works resonates with certain historical tensions that appear at various moments in given societies. In Spain, for example, the encounter with the New World allowed even the lowest born member of society to dream of attaining wealth and honor, and this new mentality coincided with a rise in literacy and the emergence of

the earliest picaresque heroes. My 1998 book *Picaresque Continuities* (University Press of the South) traces the spread of picaresque narratives from Spain to other European nations and ends with a look at Lizardi's *Periquillo sarniento* (1816), concluding that it "transforms the Spanish picaresque legacy into a bildungsroman for a new Mexican elite and soon-to-be independent bureaucracy that must develop its own brand of competence. The very visible literacy of the novel is indicative of Lizardi's will to validate his emergent nation and its people..." (183). Yet there is a dual strand in the development of the Mexican picaresque, depending on whether one takes Lizardi's first novel, *Periquillo*, or his last one, *Don Catrín de la Fachenda* (1832), as the prototype. The former is long, didactic, and idealistic, while the latter is short, subtle, and cynical. This should come as no great surprise, since the first two Spanish picaresque novels (*Lazarillo* and *Guzmán*) diverged along similar lines. Nevertheless, both strands of the picaresque construct the lives of fictional protagonists around recent and real history, and it is this "real" aspect that is of interest to me as vital not only to the significance of the works in question, but also as a statement of what it means to be a member of a given society at a particular historical moment.

A paper presented at the South Central Modern language Association (SCMLA) convention treats J. Rubén Romero's *La vida inútil de Pito Pérez* (1938) as a novel that bridges the gap between *Lazarillo* and *Guzmán*, *Periquillo* and *don Catrín*, i.e., the *pícaro* as cynic and as idealist. Drunkard though he may be, Pito Pérez surveys post-revolutionary Mexico from atop a campanile that recalls *Guzmán de Alfarache*'s "atalaya de la humanidad." There begins the "diálogo entre un poeta y un loco," and the result is probably the most fully realized example of a picaresque novel in the twentieth century, precisely because it models itself on the two earliest Spanish picaresques, not to mention its many allusions to Spanish Golden Age drama. Pito Pérez is thus the heir apparent to *Lazarillo*. The drawback to this entertaining and oddly fresh approach is that it gives the novel a kind of quaint, anachronistic tone that cannot always be overcome by references to contemporary events. My paper, therefore, raises the question of where to locate more recent picaresque heroes in Mexico. Are they among the homeless or increasingly vocal gay communities in the Distrito Federal, as in *El vampiro de la Colonia Roma*? It is even possible that they are not to be found in novels anymore. Are they rather like the self-made spokesman Subcomandante Marcos in Chiapas (or Rigoberta Menchú in neighboring Guatemala)? Or are they perhaps those who still dream of leaving home in order to prosper in another land, just as many of the original *pícaros* did?

A Woman Writer of Seventeenth-Century Spain: Leonor de la Cueva y Silva, Poet and Dramatist

Researcher: Professor Sharon D. Voros

Sponsor: Naval Academy Research Council (NARC)

This project assesses the writings of a seventeenth-century Spanish woman writer Leonor de la Cueva y Silva and the intellectual climate in which she developed her literary talents. She has a collection of poetry and one extant full-length play, *La firmeza en la ausencia*. In fall 2001 and again in spring 2002, the researcher was able to conduct archival research to locate previously unknown documentation on this writer and her family in the Diocesan Archives of Valladolid, the Archivo Histórico Nacional, the Archivo de la Universidad de Valladolid, and the Biblioteca Nacional in Madrid. Both her baptismal record of 1611 and her death certificate of 1705 were located. With specific dates now available, the researcher is preparing an analysis of the literary influence of her uncle, the lawyer, dramatist and poet Francisco de la Cueva y Silva, and the importance of her family context on her intellectual life. However, the researcher was also able to discover Leonor de la Cueva y Silva's last will and testament and is now preparing an analysis of this important document, which reveals vital and previously unknown information on the author. Her will includes information on her intellectual life, such as her library, paintings, and other personal property that provides a more complete view of Leonor as a woman of means and some authority in her native town of Medina del Campo. Two scholarly presentations were made this year at national conferences. The researcher will continue to gather documents and literary works in Spain and is in the process of drafting an assessment of Leonor's literary production in light of her last wishes.

Tonal Alternation as Manifestation of Beijing Disyllabic Lexical Stress: Phonological Accounts and Pedagogical Implications

Researcher: Assistant Professor Jenny Zhijie Wang

Sponsor: Naval Academy Research Council (NARC)

This research involved an investigation into Beijing Mandarin's disyllabic lexical stress, under the investigator's hypotheses that while the majority of the language's tonic disyllables do not show a clear pattern of being either left-stressed

or right-stressed, a proportion of them are identifiably left-stressed. It is believed that this left-stress assignment is by and large lexical rather than grammatical, meaning that it is native speaker use instead of grammar rules that determines whether a word is left-stressed.

The investigator originally intended to use an existing 60,000-entry database for native speaker judgment - a major research method - but later discovered that the impractical size of the database as well as insufficient number of native informants within easy access made the investigation difficult to finish within the designated time. During the two summer months, a drastic reduction, modification, and re-organization of the database according to a new data source was accomplished. Two native speakers were approached and given preliminary orientation towards the judgment job, but it was difficult for the job to proceed at the expected speed, due to lack of informant fees. Currently, this project is still in an on-going status, and the investigator is searching for possible means to re-activate the native speaker judgment procedure. On the other hand, the nearly finished database is ready not only for the eventual fulfillment of this project, but also for several potential projects on Mandarin phonology and morphology.

Independent Research

Communication Apprehension and Academic Achievement: A Cross-Cultural Study

Researcher: Instructor Shinobu Anzai

The primary purpose of this study was to investigate the relationship between communication apprehension (CA) and academic achievement in a cross-cultural setting. Specifically, the objective was to determine whether an inverse relationship between CA and academic performance observed in American and Nigerian classrooms would be found in the Japanese classroom as well. The secondary purpose was to ascertain the correlation, if any, between CA and gender. The Class Apprehension about Participation Scale (CAPS) (Neer 1987) was translated into Japanese and used as a measurement for this study. The results indicate (1) there was no inverse relationship between CA and academic achievement and (2) there was no relationship between CA and gender. Exploratory factor analysis suggested the need for redefinition of the dimensions of CA.

Annie Cohen

Researcher: Associate Professor Marianne Bosshard

The researcher was invited to contribute an essay on Annie Cohen, a contemporary French woman writer of Algerian Jewish origins, for an anthology of Jewish French and Francophone women writers whose works confront issues associated with Jewish identity. For her essay, the researcher chose a poem from *La Riviere des Gobelins* (1999). The article on Cohen appears in *Daughter of Sarah: An Anthology of Women Writers Writing in French*, edited by Eva Sartori and Madeleine Cottenet-Hage (New York: Holmes and Meier).

The Religious Military Orders in Spanish Baroque Theater

Researcher: Professor María E. Castro de Moux

A six-chapter historical study of the image of masters, commanders, and knights of the various international and Spanish religious military orders as seen in seventeenth- and early eighteenth- century Spanish theater. As part of the project the researcher examines characterization and attitudes towards the monk warriors in plays by Lope de Vega, Guillén de Castro, Mira de Amescua, Tirso de Molina, Pedro Calderón de la Barca, and José de Cañizares. Literary analysis is supported by historical research on the military orders in Spain. The study includes an introduction, some conclusions, notes, an index, and a bibliography. The researcher is currently reviewing the first five chapters and writing the last chapter on Cañizares.

**A Transcription of José de Cañizares's Eighteenth-Century Play
Ponerse avito sin pruebas: y el valor como ha de ser. El guapo Julián Romero.
 (MS B2619 of the Hispanic Society of America)**

Researcher: Professor María E. Castro de Moux

A transcription of José de Cañizares's play on Julián Romero, a heroic captain during the time of Philip II. MS B2619 of the Hispanic Society of America contains the copy rejected for both representation and publication by censor Armendáriz in 1758. In order to read and interpret the play for the project on the military orders, a clean transcription of the rejected play was needed to compare with the 1768 posthumous edition published in Valencia. A preliminary transcription has been prepared keeping the eighteenth-century spelling. The researcher is currently modernizing the script and revising doubtful readings. Notes and commentaries accompany the preliminary transcription and will be further refined as the project progresses.

Myth and Emblems in Calderon de la Barca

Researcher: Professor María E. Castro de Moux

This research involves a study of the meaning and function of alchemical symbols and images in seventeenth-century Spanish writer Calderón de la Barca's theological and mythological plays. This study draws from art, history, theology, philosophy, and science of the seventeenth century. This year I have been reading on the subject, meditating on this difficult research topic, and organizing my notes.

Exploiting the World Wide Web as a Linguistic and Cultural Corpus

Researcher: Associate Professor William H. Fletcher

To help realize the promise of the World Wide Web for language learners and scholars, this researcher has developed tools and techniques to exploit the Web as a vast linguistic and cultural corpus. His KWICFinder software automatically conducts a search, retrieves online documents, and produces a keyword in context (KWIC) concordance of the user's search terms. During this period KWICFinder was modified to add features, improve efficiency and robustness, and maintain compatibility with online search engines. One new feature is support for investigating "phrase frames," productive phrases in which various content words can be substituted, e.g. *it's not as...as you think*, where many different words can fill the blank, such as *easy / difficult / simple / complicated*. In addition, the JavaScript / browser-based interactive concordancer was redesigned with hideable floating toolbars to enhance usability and mastery.

Two new initiatives have been met with great enthusiasm by fellow corpus linguists. The researcher programmed *kfNgram*, which finds and tallies *n*-grams, i.e. sequences of *n* words in a corpus, used for various purposes in corpus analysis. This application boasts a graphical user interface and runs under Windows. Users in over a dozen countries praise it for its speed and ease of use, and it has already been cited in several publications. Secondly, in collaboration with Prof. Michael Stubbs of Trier University in Germany, the researcher is preparing an investigation of the distribution of phrase frames in the 100-million-word British National Corpus. The planned study will encompass semantic and syntactic as well as lexical aspects of the corpus.

Russia's Abandoned Children: Having a Voice

Researcher: Associate Professor Clementine Fujimura

The role of children as contributing actors in society has only recently been addressed by social scientists. In the past, children have been treated more like objects than pertinent subjects in social scientific literature and in college textbooks; children have been underrepresented, under theorized, and ignored. At the same time as children are being left out of social scientific investigations of cultures, scholars are coming to see the study of children and childhood as a vital component to understanding societies. Myra Bluebond-Langner, director of Rutgers University's Center for Children and Childhood Studies, predicts that "children and childhood studies will be to this century what women's studies was to the last."

This book represents pioneering research on Russian abandoned children and their childhoods in that it focuses completely on children in the context of complex cultural norms, traditions and beliefs. It is a manuscript which tries to give voice to the most exploited and vulnerable of people: not just children, but abandoned children as well. This book was written with the intent to familiarize readers - social scientists and laymen alike - with the situation of abandoned children specifically in Russia. While all abandoned children share many similar challenges, such as lack of education and future prospects, abandoned children in Russia face specific Russian issues of abandonment. Society's attitudes towards abandoned children can be traced historically, making the fight for orphans' futures a fight against cultural stereotypes and stigmatization.

Masculinity and the Russian Military

Researcher: Associate Professor Clementine Fujimura

This project focuses on masculinity in the culture of the Russian military. The Russian military is currently experiencing many problems, from lack of financial support to inner cultural chaos. Based on interviews, this project reveals the interpersonal dynamics among soldiers, and the hostile yet "hyper-masculine" environment they create. Along with this "hyper-masculine" environment comes a specific language and a set of values and practices that are reflective to a certain point of a developed cultural tradition. This tradition is called "hyper-masculine" in relation to traditional Russian notions of masculinity. Questions to be answered include: What are Russian notions of masculinity? How do these become elaborated over time in the context of the military? What are some civilian attitudes towards the culture of the Russian military and how are these attitudes substantiated? How do new soldiers experience military machismo and what are their stories? These are just a few of the questions to be addressed in the hopes of gaining a deeper understanding of the role of masculinity in the Russian military.

Teaching Culture

Researcher: Associate Professor Clementine Fujimura

When teaching a course introducing the study of culture in the classroom, professors often face students who are ambivalent or even hostile towards the subject. Such students may include, but are not limited to, those who are taking the course to complete a requirement or who thought the class would be "easy." The professor and student are now in the unfortunate position of having to work together for the semester. How to introduce culture in a classroom that is not open to the subject is the object of this research project. The author elaborates upon one approach that personalizes anthropology, making it accessible and even palatable to all students, ultimately allowing for a productive experience for both student and teacher. While students may not come equipped with the tools necessary to conduct an in-depth anthropological study, with guidance, participant-observation research can prove beneficial to the students' appreciation of the field. Thus, fieldwork, the methodology upon which cultural anthropology is created, becomes the methodology upon which the study of the field becomes successful in undergraduate coursework.

Multilingualism in Modern France

Researcher: Associate Professor Audrey Gaquin

In May 1999, France signed the European Charter for Regional and Minority Languages, only to have the Conseil Constitutionnel declare the Charter unconstitutional and forbid its ratification. Following this decision, the Jospin government, minority organizations, and European institutions all took initiatives to defend and promote the rights of the speakers of France's seven non-immigrant minority languages. The elections of 2002 brought to power a conservative government, which rejected the initiatives of Jack Lang, Jospin's minister of education, in favor of minority-language immersion-method schools, while at the same time proposing a greater decentralization of power and local decision-making throughout France, beginning with the minority region of Corsica. This study examines the movement for a change in the French constitution in favor of minority languages, other initiatives in favor of minority languages, and the opposition to the teaching and promotion of these languages. Method of investigation: study of French constitution, website of the French Ministry of Education, decisions of the Conseil Constitutionnel and related commentaries, articles and speeches by representatives of minority movements and anti-minority movements, as well as the Euromosaic report on Europe's endangered languages, and official documents of the Council of Europe and the European Union. A paper on this topic was presented at the annual meeting of the American Association of Teachers of French in July 2002; an article on the same topic is being revised for submission to *The French Review*.

Horacio Quiroga: Self-Made Myth

Researcher: Assistant Professor Todd S. Garth

This ongoing project aimed to reveal the extent to which the master short-story writer Horacio Quiroga (Uruguay, 1878-1937) made use of his own biography and legendary reputation, in his fictional writings, to establish an enduring mythic identity for himself in both Argentine and Uruguayan cultural consciousness. One article resulting from this research was completed in 2002 and is currently being re-edited before submission to a journal in late spring 2003. A second article was completed this fall and has been accepted for publication by the *Revista Canadiense de Estudios Hispánicos*.

The “I” of Buenos Aires: Macedonio Fernández, the Martinfierrista Generation, and the Age of Irigoyen

Researcher: Assistant Professor Todd S. Garth

This is an ongoing project to publish the researcher’s doctoral dissertation as a monograph. It aims to reveal how avant-garde writer Macedonio Fernández (Argentina, 1874-1952), largely viewed by critics as a hermetic, metaphysical writer, in fact responded directly to the social, political, and material context of early twentieth-century Buenos Aires. Work during the past year has involved research to update bibliographical and biographical information and editing of the first chapter of the manuscript. Submission of formal inquiries to two or three presses is anticipated for early summer 2003.

The Theatre of Mario Martín

Researcher: Professor Elsa M. Gilmore

This ongoing project is a critical edition of three plays by Mario Martín, a Cuban-born New York-playwright whose works exemplify the bilingual and multicultural theatre practice of that city. The researcher has collected materials for the critical introduction and, as of this writing, has finished transcribing two of the three selected manuscripts and has begun work on the third one. The volume’s critical introduction focuses on the history of “immigrant theatres” in New York City and proposes that Martín’s English dialogue plays follow in the cultural tradition and acculturation patterns observed in earlier ethnic theatres in New York while persistently remaining “Other”. The researcher argues that by representing themes related to Spanish-heritage communities in the U.S. in English, Martín’s plays share the fundamental aesthetics of Latino theatre.

Die Jungfrau von Orléans als Symbolträgerin und christliche Kampfgestalt in Fontanes Werk

Researcher: Professor Sylvain Guarda

A rapid perusal of the vast scholarship on Theodor Fontane (1818-1898), one of the major nineteenth-century German novelists, shows how little attention primary texts such as *Kriegsgefangen*, *Aus den Tagen der Okkupation* have received from German-American criticism in recent decades. Published after the French-Prussian war (1870-71), these autobiographical writings give an account of Fontane’s imprisonment as a spy in France. However detailed and admittedly humorous these texts may be, they fail to provide a rational explanation for Fontane’s pilgrimage to the birthplace of the Maid of Orléans where, ironically, he was captured by French troops carrying a gun and a dagger; nor do they expatiate on the author’s release from jail, for which Fontane purportedly was indebted to Prince Otto von Bismarck-Schönhausen. To date, no study—except for a few sporadic attempts to capture Fontane’s relationship to Bismarck—has ever explored in depth this enigmatic period of the novelist’s life. Even more surprising and regrettable is the fact that Fontane scholarship has not yet linked this life-threatening event with the Maid of Orléans in Domrémy to the author’s love-hate relationship to Bismarck that has left indelible traces in both his autobiographical writings and novels.

The first step of this project is to cull new information from archival work, which requires spending a substantial part of the first year at sites which have the relevant material for the study. The next step is to identify the period during which the myth of the Maid of Orleans first appeared in Fontane’s oeuvre. The third step is to analyze the author’s perception of that historic figure in Friedrich Schiller’s masterpiece *Die Jungfrau von Orleans* since Fontane was also a drama

critic. The fourth step is to read Fontane's epistolary correspondence and to evaluate all comments on Bismarck's politics. The final step is to investigate the chancellor's significance in the novels.

**Theodor Fontanes "Neben"-Werke 'Grete Minde,' 'Ellernklipp,'
'Unterm Birnbaum' und 'Quitt': Ritualisierter Raubmord im Spiegelkreuz**

Researcher: Professor Sylvain Guarda

The present book-length study delves into four lesser known novellas by Theodor Fontane that are purported to be crime stories: *Grete Minde* (1880), *Ellernklipp* (1881), *Unterm Birnbaum* (1883), and *Quitt* (1886-1894). The reason for treating these novellas as a unit lies in the attempt to free them from the spell cast by prominent German scholars such as Peter Demetz, Helmut Nürnberger, and Walter Müller-Seidel. Their negative criticism has greatly influenced the reception of these novellas in Germany and abroad during the last four decades. Today these works are still either discarded or looked upon as preliminary études to the so-called "Berlin" novels for which the novelist is well known internationally. This prejudice is based upon the assumption that the author's creativeness followed an evolutionary pattern that reached its epitome in the masterfully crafted works *Effi Briest* (1895) and *Der Stechlin* (1898).

A detailed analysis of these novellas invalidates such an assumption by demonstrating the unique artistic profile of each novella and by bringing to light a ritual through which many erratic aspects of these works become evident. In examining Fontane's characters' constructions and the way in which they define themselves in their precarious balancing act between self-exploration and self-concealment behind masks or within fantasies, one notices "a dynamic stillness" (Mark Roche) that leads one of the protagonists to usurp the place of another character. This revolving pattern, nearly undetectable even after several readings and couched in a realism that is subtle and essentially literary in its use of codified subtexts (disguised symbolism, speaking names, images, associations, etc.), creates a seemingly inexplicable ghostly feeling during the reading and serves the poetic justice of the respective work.

**Friedrich Schillers *Wallenstein* und Theodor Storms *Der Schimmelreiter*:
Geschichte versus Mythos**

Researcher: Professor Sylvain Guarda

This essay investigates the relationship between history and myth in two dramatic works of the eighteenth and nineteenth centuries: Friedrich Schiller's *Wallenstein*-Trilogy (1790) and Theodor Storm's *Der Schimmelreiter* (1888). Helmut Koopmann's insightful essay on the Shakespearean world versus Greek tragedy in Schiller's work serves as a basis for the study. A careful analysis of several common leitmotifs offers glimpses into the interaction between history and myth and, at the same time, makes explicit the authors' obsession with durability and constancy in each work. For Theodor Storm, however, myth does not remain confined to the realm of art, it is attainable in the real world through monumental works that ensure the survival of the species. The first draft of the essay is nearly complete. Upon revisions it will be sent for publication to the Theodor-Storm-Gesellschaft in Husum, Germany.

A Critical Edition of *La historia de Grisel y Mirabella*, by Juan de Flores

Researcher: Assistant Professor Joseph J. Gwara

This edition of Flores's most popular work includes transcriptions of three manuscripts (Biblioteca Apostolica Vaticana, Vat. Lat. 6966; Biblioteca Colombina, MS 5-3-20; Biblioteca Trivulziana, MS 940) and eight early printed editions (ca. 1495, 1516, 1524, 1526, 1529, 1533, 1561, 1562). An analysis of approximately 3,000 variants yields a stemma with three redactions representing an authorial original and two reworkings. Approaching 750 pages in length, the project currently has the following format: 1. Preliminary Matter (5 pp.); 2. Chapter 1: The Textual Transmission of *La historia de Grisel y Mirabella* (approx. 400 pp.); 3. Chapter 2: Description of Witnesses (50 pp.); 4. Editorial Criteria (5 pp.); 5. Texts and Paleographical Notes (120 pp.); 6. Variants (45 pp.); 7. Collation (8 pp.); 8. Notes to the Texts (75 pp.); 9. Bibliography (20 pp.); 10. Photographic Plates (20 pp.). This edition includes an analysis of Flores's *usus scribendi* and a literary study of selected images and motifs.

The Death of Torrellas in *Grisel y Mirabella*

Researcher: Assistant Professor Joseph J. Gwara

At the end of *Grisel y Mirabella*, the Queen of Scotland and her ladies brutally murder the archmisogynist Torrellas. During this scene of ritual violence, the ladies force the misogynist to consume delicacies from a lavish banquet. The author argues that this image constitutes a literalization of the metaphor “dar amarga cena,” lit. ‘to feed someone a bitter meal.’ The researcher explores attestations of this expression in Old Spanish literature and concludes that Flores used it for comic effect.

Early Readers of *Grisel y Mirabella*

Researcher: Assistant Professor Joseph J. Gwara

This research is an exhaustive study of the annotations, underlinings, and marginalia in three witnesses of Flores’s romance.

The Role of L1 in Second Language Composition

Researcher: Associate Professor Elizabeth M. Knutson

This project is a form of qualitative, introspective research using verbal report and stimulated recall methodologies, and expands upon an earlier study in which the researcher investigated the cognitive processing and strategy use of a range of intermediate to advanced-level writers through think aloud interviews. The think aloud technique has been used more often with reading than writing, but the process is quite similar for both. Among the issues explored in the first study were the relationship between background knowledge of topic and ease (fluency) of writing; the writer’s perceived need for vocabulary or syntax; the relation between the writer’s first language (L1) and second language (L2); and the use of strategies such as circumlocution.

An important goal of the current project is to determine at what moments the first language comes into play in the composing process (thinking about topic or text organization, planning discourse, or producing text at the word- or sentence-level, for example). The question is also explored as to whether movement between L1 and L2 in the writing process constitutes an interference or, on the contrary, a potentially productive intersection. The research involves the preparation of background questionnaires, a survey on attitudes and writing practices, a rubric for assessment of text samples, the conducting and recording of interviews with learners with intermediate or advanced levels of writing proficiency, and compilation and analysis of data. The researcher is currently completing background work for this project, compiling and reviewing relevant studies of second language writing as well as the literature on introspective methodology.

Motivation and Cultural Identity in Second Language Learning

Researcher: Associate Professor Elizabeth M. Knutson

This article, nearing completion, deals with the issue of students’ sense of cultural identity and relative openness to other cultures in foreign language learning. The article explores theoretical concepts relating to motivation and receptivity to foreign cultures, and examines issues of culture learning in the context of increasing globalization. The notion of authenticity and the classroom as a place of cultural intersection is developed. The article emphasizes the need for a modest and relational approach to culture learning, highlighting a number of instructional formats for this purpose, such as cultural awareness activities, ethnographic informant interviews, and project-based learning.

**The Value Hierarchies of Students at a Service Academy in the USA:
Their Relations to Gender, Ethnic Identity, Class, Academic Major,
Political Orientation, and Religious Association**

Researcher: Associate Professor Chie Matsuzawa Paik

The present study examines value hierarchies of midshipmen at the United States Naval Academy (USNA), following Schwartz's (1992) theory of basic human values. Schwartz identifies ten distinct value types (*Power, Achievement, Hedonism, Stimulation, Self-Direction, Universalism, Benevolence, Tradition, Conformity, Security*) subsumed under two categories, one embracing values of independence and autonomy (*Power, Achievement, Hedonism, Stimulation, Self-Direction*) and the other embracing values of interdependence and relation of individuals to a group or society (*Universalism, Benevolence, Tradition, Conformity, Security*). The study examines the relative importance of these value types among the USNA midshipmen and possible differences of value hierarchies by gender, class, academic major, ethnic identity, political orientation, and religious association. Previous studies found that compared internationally, Americans generally place higher priority on *Stimulation* and *Self-Direction* values and lower priority on *Conformity* and *Tradition* values. This study will examine whether these findings hold with American students in a military environment stressing values of tradition and conformity.

**The Reliability and Construct Validity of a Six-Dimension Self-Construal Scale
for a Sample of American College Students in a Service Academy**

Researcher: Associate Professor Chie Matsuzawa Paik

Conception of the self (self-construal) embraces multiple dimensions. First, the self is unique and independent. Second, the self is relational, immediately and intimately connected to others. Further, the self is collective, a member embedded in or representing groups, societies, and humanity in general. Characteristics of relations between the self and others, groups, and societies, hierarchical or otherwise, also lead to additional dimensions of self-construal. Based on these arguments, Harb (2001) developed and validated a six-dimension self-construal scale for samples in the United Kingdom, Lebanon, Syria, and Jordan. The present study investigates the reliability and construct validity of the Harb's six-dimensional self-construal scale for a sample of American students. The study also explores possible relationships of scores on the self-construal scale to gender, ethnic identity, and religious association. Various studies in the past indicated relationships of cultural, social variables to the development of self-construal. No studies in the past have yet examined self-construal profiles of American students at a service academy.

**Juan de Mena's *Coplas de los siete pecados mortales*: Second and Third Continuations:
A Critical Edition and Study**

Researcher: Professor Gladys M. Rivera LaScala

This book includes the first critical edition of the Second and Third Continuations of the *Coplas de los siete pecados mortales*, left unfinished at Juan de Mena's death, and an intertextual analysis of the main poem and its three continuations. The first chapter contains a comparative study of the four works based on themes, imagery, meter, and rhyme. In the second chapter the author gives detailed, firsthand descriptions of the manuscripts and sixteenth-century printings used in establishing the base text and discusses the interrelationships that exist between the many versions of the works. A corrected version of the continuations in modern script follows. Editorial, literary, and linguistic notes comprise the next section which ends with a glossary of medieval Spanish terms and one of proper names. Included in this volume is an extensive bibliography of primary and secondary source materials on Spanish and European fifteenth-century didactic poetry. The chapters have been completed and are being edited by the author.

Writing Portfolios: Teaching Learning Strategies and Self-Assessment

Researcher: Professor Gladys M. Rivera LaScala

This project, presented at The Maryland Foreign Language Association Conference (2002) and at the Northeast Conference on the Teaching of Foreign Languages (2003), included demonstrations and analyses of sample writing port-

folios from the Advanced Spanish courses at the U.S. Naval Academy for which I was the coordinator from 1997 to 2002. Portfolios were used to develop self-directed learning and for assessment.

Portfolios, in general, provide a multidimensional approach to assessing student progress over time. Most importantly, they do so by having students participate actively in their own learning process and in the assessment of their outcomes. In my students' writing portfolios, for example, the artifacts that they compiled included essays with self, peer and instructor reflective comments expressed on criterion-based forms. These materials provided snapshots of their learning process in specific linguistic and content areas as well as at the metacognitive/cognitive level. One can observe not only the end products of their efforts longitudinally but also the extent to which the learner has realized what areas need improvement and why. By answering questions on the methods and tools used to complete each task, the learner reveals the extent to which she or he has consciously used certain learning strategies to reach specified performance goals. The forms documenting reader responses by the individual student's peers and the instructor also revealed the level of effective communication reached. I discussed how these writing portfolios afforded my students training and experience to examine their own learning process in the areas of written Spanish and in the formal analysis of cultural and literary texts. I also emphasized connections between portfolios and self-directed learning. I am revising this paper into an article to be submitted to the Northeast Conference for the Teaching of Foreign Languages journal.

Modern Mexican Society and Culture: A Multimedia and Literary Approach

Researcher: Professor Gladys M. Rivera LaScala

Teaching topics on contemporary Mexico using a digitized and edited version of the Mexican TV drama, *Nada Personal*, with complete on-line glossary, script, pre- and post-listening activities; Mexican web sites, and current literary works. Issues addressed: Mexican political and judicial systems, family structure, social hierarchies, women's roles, relations with the U.S. Using video and written texts, both literary and non-literary, aimed at native audiences, the course was designed to simulate a total immersion environment where the four skills find concrete and authentic applications fully integrated into the cultural content. I will show how to construct a model that bridges the forms and themes embedded in popular culture and actual events, and in parallel literary texts.

Implementing an Introductory Latin-American Literature Course in Spanish to be Taught via Teleconference and Blackboard

Researcher: Assistant Professor Perla Sassón-Henry

While the distance-learning discussion in Spanish has focused mainly on language acquisition and the learning of Spanish for specific purposes, literature courses can benefit from these technologies as well. This instructional model permits smaller foreign-language programs to round out their offerings and tap into the specialized expertise of colleagues elsewhere. This paper reports on a pilot study whereby two Vermont State Colleges closed the gap between them by jointly offering a course in the fundamentals of literary analysis in Spanish through a variety of short stories, thus enabling the students to complete their minor in Spanish. This article sets up to prove the significance of this type of teleconferencing/long distance learning course, its linguistic value for the students and for the two institutions belonging to the same state system. The experimental results suggest that an approach combining teleconferencing and web-based activities is most advisable for courses on the fundamentals of literary analysis in Spanish. Pedagogical as well as institutional implications are discussed. During this academic year the researcher expanded, wrote, and submitted the completed manuscript to the refereed journal *Foreign Language Annals*.

An Edition and Translation of Pedro Calderón's *Amar después de la muerte* [*Love After Death*] (1631)

Researchers: Professor Sharon D. Voros and Manuel Delgado (Bucknell University)

This joint project involves the preparation of a new edition of Pedro Calderón's play on the Moorish uprising in Granada in 1571, together with a new translation of the text into English. Prof. Delgado asked Prof. Voros to provide a new translation of this play that will serve as a companion volume to the Spanish edition that he is preparing. A prospectus is

being prepared for submission to possible publishers. This involves not only examples of the original Spanish text, but also a ten-page sample of the translation and translator's note. The translator is currently researching ways in which to present this seventeenth-century text to twenty-first century readers. The translation will take shape as prose, not the poetry of the original play, and will attempt to retain the Baroque flavor of the discourse of Moorish nobility while selecting a more contemporary tone for comic voices. This unusual play is one of the few in existence that shows sympathy and compassion for the Moorish converts to Christianity who found themselves caught in Philip II's War of the Alpujarra, his version of "ethnic cleansing." Calderón's compassionate stance is fully in keeping with Catholicism as a universal religion for the redemption all humanity.

Cultural Notes in Mandarin Structural Words and their Related Speech Acts

Researcher: Assistant Professor Jenny Zhijie Wang

This project investigates a group of structural words in Mandarin Chinese which are closely related to the performance of certain "culture-loaded" speech acts. For example, the question word *zen3me* (where the number signifies the lexical tone), meaning 'how' or 'how come,' and the degree adverb *zhe4me*, meaning 'so,' when used in combination, often express the speaker's concerns for the listener, rather than the speaker's surprise, curiosity, and desire for explanations about the listener's behaviors. This may further reflect a hidden cultural trait that the Chinese speaking culture is heavily based on collective norms, differing from an individual based English speaking culture. The significance of such a study is to try to reveal that grammar as well as vocabulary, and structural as well as content words in a language, can serve as valuable indicators of the speakers' cultural traits, and the study of this aspect of language and culture has important implications for language teaching and learning, especially at the elementary stage.

The abstract of this study has been accepted for presentation at the 2003 annual conference of the Linguistic Association of Canada and the United States, to be held in Victoria, BC, Canada, during the summer of 2003. A full paper will be finished for presentation at the conference, with the hope of being selected for the 2003 issue of *LACUS Forum*.

Word Structure and How it Matters in Grammar

Researcher: Assistant Professor Jenny Zhijie Wang

It is widely believed that Chinese has a meager inflectional morphology but is rich in compounding. However, it is not as widely held that Chinese compound structure has a crucial bearing on its syntax, at least not from a pedagogical perspective, since in most commonly used textbooks, grammar notes center around sentence structures and structural words, leaving word structure hardly attended to. This study analyzes student errors induced by such negligence and identify a few major aspects where knowledge of word structure may help with the development of learner grammar. This project will be presented at the annual conference of the Chinese Language Teachers Association (concurrent with ACTFL), to be held in Philadelphia in November 2003.

Publications

Journal (Refereed) Manuscripts

FUJIMURA, Clementine, Associate Professor, "Urban Myths and Street Children in Russia: Coping with Cultural and Environmental Hazards," in *Youth in Developing World Cities*, edited by Diana Varat et al., Washington, DC: Woodrow Wilson International Center for Scholars, 2003, accepted for publication.

This study seeks to illuminate various myths that guide abandoned children throughout the world, particularly in Russia, to choose life on the city streets. Their decision to do so immediately makes them victims of invisible yet real threats to their health and well-being such as pollution and disease. Lack of adult aid to these children is a result only in part of poor economic and political systems. It is also a result of cultural issues including lack of understanding of the children's perspectives. This, in turn, is a result of historical cultural taboos against street children, which blind the adult world to the true potential and reality of each individual abandoned child. In the conclusion

of this overview, I propose four main ingredients to a successful urban youth aid program. These ingredients are often assumed to be included by NGOs and donor agencies, but in fact are only infrequently present abroad.

GILMORE, Elsa M., Professor, "Transculturation and its Discontents: Manuel Martín's *Union City Thanksgiving*." In *The State of Latino Theatre in the U.S.: Hybridity, Transculturation, and Identity*, edited by Luis Ramos-García. Routledge: New York and London, 2002, pp. 93-102.

This article reviews the transculturalism theory of posited by Fernando Ortiz to explain multiethnic and multiracial Caribbean societies, and examines its relationship to a key English-language play by a Cuban-American writer. The study demonstrates that *Union City Thanksgiving* supports the position of transcultural-analysis, according to which, the balance sheet of any cultural transit is dependent upon the social position of the immigrant vis-a-vis the prevailing culture. To justify this conclusion, the article explores the phenomena of personal continuity and fragmentation and socio-cultural gain and loss that are evident in each of the members of an immigrant family as all share in the quintessential American ritual of Thanksgiving dinner. Tensions are examined through Pierre Nora's theory of imaginary "sites" of memory versus real "places" of memory. The study concludes with a positioning of the play in a middle ground between embodying a primordial and a circumstantialist sense of ethnicity.

GILMORE, Elsa M., Profesor,"Germán Luco Cruchaga." *Latin American Dramatists Dictionary of Literary Biography*, edited by Adam Versenyi. Columbia: Bruccoli Clark Layman Publishers, accepted for publication.

This full-length article provides a critical introduction to the dramatist now considered to be the founder of the modern Chilean Theatre, and to his classical plays *La viuda de Apablaza* (*Apablaza's Widow*), *Bailabuén*, and *Amo y señor* (*Lord and Master*). The researcher situates these dramas at the cusp of the literary transition between inherited European forms (naturalist plays in the French style and "sainetes" descended from the Spanish tradition) and a new drama which reflects Chilean identity in its form, contents, and language. This literary transition is analyzed within the context of Chile's transformation from an agrarian to an urban society, and related to other economic, demographic and artistic infrastructure developments which were taking place in that nation in the early twentieth century. The article includes the first ever published biographical outline of Luco Cruchaga and a systematic bibliography of his works and of literary criticism.

GILMORE, Elsa M., Professor, "Reconsidering U.S. Cuban Theatre: Prida's *Beautiful Señoritas* and Martín's *Rita and Bessie*," *Ollantay Theatre Magazine*, accepted for publication.

Among Latino writers in the U.S., dramatists of Cuban background have often been doubly marginalized. They enjoy neither the commercial success of mainstream playwrights, nor the attention that many other Latino authors have deservedly garnered in recent years. Mainstream American audiences view them as marginal, and the literary establishment often labels them as "Hispanic," a code word designating artists or racist and/or neocolonial tendencies who identify with Spain and its hegemonic European heritage rather than with marginalized indigenous or African cultures. This article analyzes the plays of two Cuban Americans, Dolores Prida and Manuel Martín, and demonstrates that these dramas can not be so labeled, as their contents remains outside precise national and ethnic boundaries. Specifically, Prida's *Beautiful Señoritas* and Martín's *Rita and Bessie* make considerable use of stage elements which assume audience reception skills spanning Cuban, Latino, and Anglo cultural codes. The article utilizes the musical studies of Jacques Attali (*Noise: The Political Economy of Music*) and others to demonstrate the essentially liberal and trans-ethnic ideology contained in these dramas and conveyed through their music.

GWARA, Joseph J., Assistant Professor, "Observations on the Text of *Grimalte y Gradisa*," in *Romance Philology*, accepted for publication.

The sentimental romance *Grimalte y Gradisa* (ca. 1475), long considered to be Juan de Flores's most ambitious work, exists in three witnesses which transmit variant versions of the text: (1) Biblioteca Colombina (Seville), MS 5-3-20, ff. 90r-101v; (2) Biblioteca Nacional (Madrid), MS 22018; and (3) Biblioteca Nacional (Madrid), I-382 (Lérida: Henrique Botel, ca. 1495). An adaptation of the romance is also found in *La quarta parte de don Clarián de Landanís* (*Lidamán de Ganayl*) (Toledo: Gaspar de Ávila, 1528). An analysis of these four texts shows that only the Colombina manuscript preserves Flores's original version of the romance, whereas the other wit-

nesses transmit a degenerate reworking of an authorial original, probably by Alonso de Córdoba. The researcher argues for a new critical edition of *Grimalte y Gradisa*, as all modern editions are based on Alonso de Córdoba's unauthorized revision.

Conference Proceedings

RIVERA, Gladys M., Professor, Buttinger, James D., and Buttinger, Amanda E., "Mateo Jorge, a Pilot of the Casa de Contratación: A Study in the Transmission of Science and Technology," *Proceedings of the Conference on the 500th Anniversary of the Casa de Contratación, Sevilla*, accepted for publication.

Mateo Jorge, a pilot of the Casa de Contratación in sixteenth-century Seville, kept a rutter or sailing log (MS 2550, Museo Naval, Madrid), which we believe was written by him between 1582 and 1612. The importance of this manuscript lies in what it reveals about cosmological knowledge and its dissemination among Spanish and Portuguese navigators of this era. In this article, evidence from the written texts and the graphics found in this manuscript suggest that pilots from the Casa studied classic treatises and applied theoretical knowledge to practical navigational techniques. In particular, the role of *Breve compendio de la esfera y de la arte de navegar* [*A Brief Compendium of the Cosmos and the Art of Navigation*] by Martin Cortés, which to this date has not been considered an influential treatise in Spain, was reexamined and found to be a fundamental book used as part of the pilots' instruction in the Casa de Contratación. The school for navigators housed in the Casa de Contratación was the most advanced of its time, but the knowledge and navigational techniques imparted to its pilots were, for the most part, well-guarded secrets. In this article, we analyze how theory informed practice in this environment and argue against the idea that the Spanish and Portuguese pilots received only practical training.

WANG, Jenny, Assistant Professor, "Teaching Culture at Entry Level: A Speech Act Perspective," *Proceedings: Southeast Conference on Chinese Language Teaching (SCCLT)*, edited by Wendan Li and Carolyn Lee. Duke University; University of North Carolina at Chapel Hill, 2002, pp. 83-89.

It is a common belief that teaching culture is more of a concern for intermediate level and above, whereas at the elementary level, due to limited vocabulary and grammar, there is hardly much cultural content to teach. This paper provides an alternative perspective. It shows that there are at least three major areas where teaching culture can be achieved and highlighted. One is in the teaching of functional words as related to the various speech acts they help to perform, one is in the teaching of idiomatic expressions to the same effect, and the other is in the analysis of conversational discourses. It is proposed that a "speech acts" approach be followed in teaching culture at the entry level and that teachers and students as well should try to develop a degree of awareness of possible cultural differences between target and source languages, so that cultural teaching can be well integrated into a language teaching curriculum from elementary till advanced levels.

Other

GARTH, Todd S., Assistant Professor, Review of: *Divergent Modernities: Culture and Politics in Nineteenth-Century Latin America* by Julio Ramos, in *INTERTEXTS*, forthcoming.

This 1100-word review summarizes the contents of the 2001 translation of Ramos's lengthy pioneering study on Latin American Modernity. The review points out the occasional pitfalls of the book as well as its important contribution to Latin America and subaltern studies and its prescient anticipation of later developments in the fields of Latin American cultural studies and social history.

GWARA, Joseph J., Assistant Professor, "Juan de Flores," in *Medieval Iberia: An Encyclopedia*, edited by E. Michael Gerli. New York: Routledge, 2003, pp. 336-37.

This work is a short entry (1,000 words) on this famous writer from medieval Spain.

Presentations at Professional Meetings and Conferences

CASTRO DE MOUX, María E., Professor, "Monstrous Deities in *Laberinto de Fortuna*: Lucan and Juan de Mena" ["El culto a las deidades terrestres en el *Laberinto de Fortuna* de Juan de Mena"], Annual Convention of the South Atlantic Modern Language Association (SAMLA), Baltimore, MD, 16 November 2002.

FLETCHER, William H., Associate Professor, "Towards Automating Compilation and Dissemination of Ad-Hoc Web Corpora," Teaching and Language Corpora, Bertinoro, Italy, 26-31 July 2002. Online at http://kwicfinder.com/Facilitating_Compilation_and_Dissemination_of_Ad-Hoc_Web_Corpora.pdf

FLETCHER, William H., Associate Professor, "How Useful is the Web as a Linguistic Corpus?" North American Symposium on Corpus Linguistics and Language Teaching, Indianapolis, IN, 1-3 November 2002. Online at <http://kwicfinder.com/AAACL2002whf.pps>.

FUJIMURA, Clementine, Associate Professor, "Urban Myths and Street Children: Coping with Cultural and Environmental Hazards," Forum on "Youth Explosion in Developing World Cities: Approaches to Reducing Poverty and Conflict in an Urban Age," Woodrow Wilson Center, Washington, DC, 10 February 2003.

FUJIMURA, Clementine, Associate Professor, "An Anthropological Contextualization of the Lives of Homeless Children in Moscow," Biennial Conference, European Association of Social Anthropologists, Copenhagen, Denmark, 14-17 August 2002.

GAQUIN, Audrey, Associate Professor, "The Offspring Theater Project: A New Era for Minority Language Theater," Comparative Drama Conference, The Ohio State University, Columbus, OH, 24 April 2003.

GAQUIN, Audrey, Associate Professor, "Une France Plurilingue?" Annual Convention, American Association of Teachers of French, Boston, MA, 14 July 2002.

GARTH, Todd S., Assistant Professor, "Multiculturalismo à la Borges: la elaboración de una voz mítica" ["Multiculturalism a la Borges: The Creation of a Mythical Voice"], European Conference of Latin Americanists (CESAL), Amsterdam, Netherlands, 4 July 2002.

GARTH, Todd S., Assistant Professor, "'Hombre de la esquina rosada': Borges's Paradigmatic Myth," Mid-America Conference on Hispanic Literatures, St. Louis, MO, 28 September 2002.

GARTH, Todd S., Assistant Professor, "Horacio Quiroga's Heroes," Kentucky Foreign Language Conference, Lexington, KY, 24 April 2003.

GILMORE, Elsa M. Professor, American Association of Teachers of Italian and Portuguese International Congress, Rio de Janeiro, Brazil, July 2002. (Organizer of two conference sessions and chair of one)

GILMORE, Elsa M., Professor, "Ophelia, Lucrecia, Judith: Dramatic Heroines and Postnationalism in Marco Antonio de la Parra's *The Heroine: A Theatre Full of Women*," Modern Language Association of America, New York City, 28 December 2002.

GILMORE, Elsa M., Professor, "The Cultural Functions of Music in Two Plays by Dolores Prida and Mario Martin," Latin American Theatre Conference, University of Kansas, Lawrence, KS, 9 April 2003.

GWARA, Joseph J., Assistant Professor, "Juan de Flores and Cannibalism," Annual Convention of the South Atlantic Modern Language Association (SAMLA), Baltimore, MD, 16 November 2002.

GWARA, Joseph J., Assistant Professor, "The Spanish Sentimental Romance: Love Story or Academic Parody?" Annual Convention, Modern Language Association of America (MLA), New York, NY, 29 December 2002.

GWARA, Joseph J., Assistant Professor, "The Aristocratic Context of *La coronación de la señora Gracisla*," 38th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, 11 May 2003.

GWARA, Joseph J., Assistant Professor, Session Organizer, "Material Court Culture Reflected in Fifteenth-Century Spanish Texts," 38th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, 11 May 2003.

RIVERA, Gladys M., Professor, "Writing Portfolios: Teaching Learning Strategies and Self-Assessment," The Maryland Foreign Language Association, College of Notre Dame, Baltimore, MD, 11-12 October 2002.

RIVERA, Gladys M., Professor, "Writing Portfolios: Teaching Learning Strategies and Self-Assessment," Northeast Conference for the Teaching of Modern Languages, Washington, DC, 10-12 April 2003.

SASSÓN-HENRY, Perla, Assistant Professor, "'The Garden of Forking Paths' and 'The Library of Babel' through the Lenses of Hyper fiction and Chaos Theory," Mid-America Conference on Hispanic Literatures, St. Louis, MO, 28 September 2002.

SASSÓN-HENRY, Perla, Assistant Professor, "Chaos Theory in Jorge Luis Borges' 'The Library of Babel' and Stuart Moulthrop's Hyper fiction 'Reagan Library,'" Society for Literature and Science Conference, Pasadena, CA, 11 October 2002.

STONE, Robert S., Assistant Professor, "A Model Picaro in Mexico: Pito Pérez," Annual Convention of the South Central Modern Language Association (SCMLA), Austin, TX, 1 November 2002.

VOROS, Sharon, Professor, "Leonor de la Cueva y Silva and Her Family Context," Asociación de Escritoras Españolas y Americanas (AEEA) [Association of Spanish and Spanish-American Women Writers], Portland State University, Portland, OR, 12-14 September 2002.

VOROS, Sharon, Professor, "Leonor de la Cueva y Silva Out of the Archives," Annual Convention of the Modern Language Association of America (MLA), New York, NY, 27-30 December 2002.

VOROS, Sharon, Professor, Chair of Session on Sixteenth- and Seventeenth-Century Spanish Drama, Annual Convention of the Modern Language Association of America (MLA), New York, NY, 27-30 December 2002.

VOROS, Sharon, Professor, Conference Director of the Golden Age Spanish Drama Symposium, Annual Conference of the Association for Hispanic Classical Theater, El Paso, TX, 5-8 March 2003.

VOROS, Sharon, Professor, "Versos de Sor Juana Inés de la Cruz: una representación teatral de la Compañía de Germán Castillo" [Poetry of Sor Juana Inés de la Cruz: A Theatrical Performance by the Company of Germán Castillo]. Special Plenary Session on Performance in the *Comedia*. Presentation in Spanish. Eighth Annual Conference of the Association for Hispanic Classical Theater, El Paso, TX, 7 March 2003.

WANG, Jenny, Assistant Professor, "Teaching Culture at Entry Level: A Speech Act Perspective," Southeast Conference on Chinese Language Teaching, Duke University, Durham, NC, 28 September 2002.

WANG, Jenny, Assistant Professor, "Pedagogical Application of Phonological Insights into the Mandarin *Pinyin* System," ACTFL and CLTA, Salt Lake City, UT, 22-24 November 2002.

WANG, Jenny, Assistant Professor, "Unfavorable Learning Tools for Chinese Beginners," Princeton University Conference on Chinese Language Instruction: Materials and Pedagogy, Princeton, NJ, 26 April 2003.
