
Language Studies Department

Professor Audrey Gaquin
Chair

The academic year 2005-2006 has been very productive for the Language Studies Department. Our faculty has a well-established tradition scholarly research, with a long record of publications in prestigious refereed journals in the U.S. and abroad, and of presentations at distinguished national and international congresses. Faculty research this year continued to illustrate a broad range of interests spanning literature, linguistics, cultural studies, and pedagogy in Chinese, French, German, Japanese, Russian, and Spanish. The addition of a PhD in Arabic (Assistant Professor Clarissa Burt) during AY2003-2004 has added to that tradition of excellence a new focus on that important, but often neglected field of study. This year, Assistant Professor Todd Garth and Professor Sylvain Guarda completed their monographs on Argentine author Macedonio Fernandez and German novelist Theodor Fontane. These books are to be published by Bucknell University Press and the house of Koenigshausen and Neumann respectively. Professors Bosshard, Burt, Fujimura, Gwara, and Voros made significant progress on five other scholarly volumes that are near completion as of this writing and will likely go to press within the next academic year. Several other faculty members also have made steady progress on scholarly books. In addition, the faculty published eleven refereed articles or book chapters and six scholarly reviews, and made twenty six conference presentations.

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

Maryse Condé: *Histoire de la femme cannibale*
[Maryse Condé: The History of the Cannibal Woman]

Researcher: Professor Marianne Bosshard
Sponsor: Naval Academy Research Council (NARC)

In 2003, the researcher wrote a scholarly book review of Maryse Condé's fifteenth novel, *Histoire de la femme cannibale* (2003). This novel is set primarily in post-apartheid South Africa, and the researcher discussed the fate of the novel's female protagonist in the context of the South African Commission on Truth and Reconciliation. This book review has been accepted for publication in *The French Review*.

La Désirade: Histoire et Temoignages
[Désirade: Oral and Written History]

Researcher: Professor Marianne Bosshard
Sponsor: U.S. Naval Academy (Sabbatical Leave)

During the fall of 2003, the researcher wrote the first draft of a forthcoming book, *La Désirade: Histoire et Temoignages*. This project was originally meant to be part of a larger project that juxtaposes literary portraits of Guadeloupean women in the works of the three best-known contemporary Guadeloupean authors (Maryse Condé, Gisele Pineau, and Simone Schwarz-Bart) with real-life portraits of Guadeloupean women in order to contribute to an ongoing debate concerning the francophone Antillean women's quest for post-colonial identity. While studying the necessary historical and sociological contexts for this project, the researcher became aware of the fact that much of this background information was not readily available. Working on this part alone, conducting research in archives and libraries as well as conducting additional interviews, led to writing the first draft of what turned out to

be a book-length manuscript. At the end of the sabbatical leave period, the researcher submitted the draft to the principal editor of the Guadeloupean publisher JASOR (Pointe-a-Pitre), who agreed to publish it once a final version has been submitted.

Felicity's Parting: Imitation, Trope, and Gender in Classical Arabic Poetry

Researcher: Assistant Professor Clarissa C. Burt, Rockefeller Islamic Studies Fellow

Sponsor: John W. Kluge Center, Library of Congress

This project addresses the body of all extant classical Arabic odes marked by the formulaic initial phrase "Banat Su'ad" ('Felicity parted') in relatively synonymous first lines, as a means of exploring questions of genre building, literary imitation, reference, intertextuality, gender discourse, and poetic function in the (oral) compositions of early classical Arabic poetry. Each ode will be translated and analyzed as evidence of mechanisms of canon-building in the theoretically posited larger subset of the Arabic corpus comprised of such related poems.

Integrating Domain, Genre, and Register Data into the British National Corpus Words and Phrases Database

Researcher: Associate Professor William H. Fletcher

Sponsor: Naval Academy Research Council (NARC)

The researcher developed databases with a Web interface for his website "Phrases in English" (PIE, <http://pie.usna.edu/>). These databases incorporate linguistic data from the 100-million-word British National Corpus (BNC). They permit language scholars and students to explore the phraseology of English in various modes. The n-gram database contains all sequences of one to eight words occurring three times or more in the BNC, annotated with part-of-speech (POS) codes. Users can either browse dynamically-generated lists of word forms and their frequencies or search for specific words or phrases, which can then be viewed in context. PIE's phrase pattern discovery tool, phrase frames, finds variants of n-grams differing in a single word, e.g., "the * of the," with variants like "the end of the," "the rest of the," etc. These help uncover the most productive grammatical and lexical patterns. POS-grams or sequences of parts of speech reveal the recurrent structures that form typical English sentence templates. Finally, char-grams tally the groups of letters in word-initial, medial, and word-final position.

Macedonio Fernández, the Martinierrista Generation and the Age of Yrigoyen

Researcher: Assistant Professor Todd S. Garth

Sponsor: Naval Academy Research Council (NARC)

This project entailed extensive revision of the researcher's doctoral dissertation in preparation for publication. Revisions included condensation and reordering of chapters one and two, the complete reorganization of chapter three, substantial changes and enhancements to the secondary source references in chapter four, and the complete rewriting of chapters five and six. The work resulted in approximately sixty pages of completely new material and substantial revisions to another hundred pages of text. Also completed were original translations to English of over thirty pages of primary-source citations (not previously translated into English). The manuscript was made more accessible with the addition of several dozen subchapter headings, all listed in the table of contents. Secondary source citations were enhanced and updated. A contract for this book has been secured with Bucknell University Press.

A Previously Unknown Adaptation of *Grimalte y Gradisa* in *La quarta parte de don Clarián de Landanís (Crónica de Lidamán de Ganayl) (Toledo, 1528)*

Researcher: Associate Professor Joseph J. Gwara

Sponsor: Naval Academy Research Council (NARC)

Significant progress has been made on unstudied plagiarism of Juan de Flores's *Grimalte y Gradisa* (ca. 1475) in Jerónimo López's *Crónica de Lidamán de Ganayl* (1528), the fourth part of the popular series of chivalric romances featuring the fictional knight Clarián de Landanís. The researcher prepared a transcription of the plagiarized sections of *Grimalte* based on Biblioteca Nacional (Madrid) R-5247, the earliest printed edition of

López's work (Toledo: Gaspar de Ávila, 1528). The researcher also undertook a literary analysis of López's adaptation, paying special attention to how the sentimental source was reworked in a chivalric context.

**Imaginary, Virtual, and Real Worlds:
Borges's Narrative and the Development of Digital Games and Narratives**

Researcher: Assistant Professor Perla Sassón-Henry

Sponsor: Naval Academy Research Council (NARC)

As of today, Borges's narratives have not been thoroughly studied in reference to digital games by scholars within the fields of modern languages or Latin American studies. Noah Ward and Nick Monfort open their 2003 book, *The New Media Reader*, with the Borges's story *The Garden of Forking Paths*. In his introduction to the book and in reference to *The Garden of Forking Paths*, Nick Monfort states: "Borges was no hacker, nor did he specify the hypertext novel in perfect detail. But computers do not function as they do today only because of the playful labor of hackers or because of planned-out projects to program, develop and reconfigure systems. Our use of computers is also based on the visions of those who, like Borges—pronouncing this story from the growing dark of his blindness—saw those courses that future artists, scientists and hackers might take" (30). Borges's short story *La Intrusa* has been the inspiration for the game *Intruder* by Natalie Bookchin, where the reader needs to play ten different brief games in order to get the whole story, which is narrated as the reader/player advances through the games. Within the same framework, Borges's work has been mentioned in relation to otherdigital games such as Simon Bigg's *Babel* and the commercially produced *Riven*.

Pito Pérez: Mexican Middleman

Researcher: Assistant Professor Robert S. Stone

Sponsor: Naval Academy Research Council (NARC)

This research is a continuing investigation into the evolution of the picaresque novel in Mexico. This undertaking extended research begun in the investigator's 1998 book *Picaresque Continuities*, which traced the spread of the picaresque genre through Europe up until the early nineteenth century. Nevertheless, the New World experience was seen as a key to understanding the appearance of the picaresque novel. Indeed, the publication of one conquistador's true adventures in the New World (modern Texas and Mexico) sparked, in this researcher's opinion, the entire picaresque phenomenon. Cabeza de Vaca's *Naufragios (Shipwrecks)*, 1542) narrates in the first person his quest for survival among sometimes hostile tribes. The conquistador's non-fiction text in many ways parallels and anticipates the structure of the first picaresque novel, *Lazarillo de Tormes*, published in Spain in 1554. Both the *pícaro* and the conquistador must overcome abandonment and constant hunger as they move from place to place and from occupation to occupation. The reader of these texts comes to sympathize with an unconventional perspective, i.e., the point of view of the disenfranchised narrator. Thus a connection is forged between history and literature that makes a compelling case for looking at the picaresque novels that Mexico has produced, while making the transition from Spain's colonial possession (New Spain) to an independent modern nation (The United States of Mexico).

**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*. During AY03–04, the researcher was able to conduct archival research to locate previously unknown documentation on this writer and her family in three different archives, the Diocesan Archives of Valladolid, the Historical Archive of Valladolid, and the Archives of the University of Salamanca. With both Leonor's baptismal record of 1611 and her death certificate of 1705, 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. Located now is the death certificate of her mother, Leonor de Silva, whose name she bears, on 14 August 1635. The mother's will, however, could not be located among the papers of the family lawyer, Francisco Enriquez de Amor. In Salamanca, the researcher found the

earliest known references for her uncle, Francisco, as a student of Canon Law in the enrollment books (*libros de matrícula*) with entries for 3 December 1576 and 20 November 1579. Although Leonor was married to Baltasar Blázquez de Frías, the researcher was not able to locate a marriage certificate in *libros de desposados* (marriage certificates).

Quasi-Suffixes in Mandarin Chinese

Researcher: Assistant Professor Jenny Zhijie Wang
Sponsor: Naval Academy Research Council (NARC)

This project is an investigation into “quasi-suffixes” in Mandarin Chinese—a very intriguing yet not quite well-studied topic in Mandarin morphology. The investigator had observed a contradictory phenomenon that, while the Chinese language was rather unanimously recognized as a morphologically “analytic” and “isolating” language, there seemed to be a growing body of literature with evidence of increasing affixation, especially in the number of “quasi-suffixes.” The investigator intended to find out to what extent the cited “quasi-suffixes” qualify as suffixes and whether or not they serve to manifest a typological change in Chinese morphology into affixation. The investigator reviewed maximally accessible literature and established a working bibliography. Around 100 quasi-suffixes were collected into a database, together with their sources, lexical categories, and original as well as supplemented examples. Preliminary analysis indicates that an overriding majority of the cited quasi-suffixes are in essence head nouns of compounds. They disqualify as suffixes in a few crucial aspects, including their quite substantial lexical meanings and their prosodic features of being tonal and stressed. The investigator has thus developed criteria and discussions around the issue and is questioning the appropriateness of designating quasi-suffixes as a well-motivated grammatical category in Mandarin morphology.

Independent Research

Relationships among Academic Self-Concept, School Type, and Gender: A Case of Japanese High-School Students

Researchers: Instructor Shinobi Anzai and Associate Professor Chie Matsuzawa Paik

This study investigated possible relationships among academic self-concept, type of school, and gender for Japanese high-school students. Nine hundred fifteen Japanese high-school students attending coeducational and single-sex schools—both all-male and all-female—completed the Japanese version of the Dimensions of Academic Self-Concept Scale survey. The findings indicate a difference in academic self-concept by gender and a positive effect of single sex-schools on girls’ academic self-concept. The findings were discussed in Japanese societal and cultural contexts implicitly educating children differently along gender lines.

Annie Cohen

Researcher: Professor Marianne Bosshard

During the summer of 2003 and the spring of 2004, the researcher made corrections to an essay recently submitted for publication. Her essay on Annie Cohen, a contemporary French woman writer of Algerian Jewish origins, had been accepted for publication in *The Daughters of Sarah: Jewish Women Writing in French*, edited by Eva Sartori and Madeleine Cottenet-Hage. As a basis for her essay, the researcher chose a poem from Annie Cohen’s *La Rivière des Gobelins* (1999). Situating this poem in the context of Cohen’s literary production, the researcher discussed several specific topics linked to Cohen’s Jewish identity.

Elements of Tragedy in the Mythic Cycle of the War of al-Basus

Researcher: Assistant Professor Clarissa C. Burt

This book project, nearing completion, is an investigation of the social functions fulfilled by the diachronic sweep of literary forms from the Arabic literary heritage which deal with the pre-Islamic tale of a blood feud war. My argument is that this cycle of tales and songs functions in Arabic society in much the same way that Greek

tragedy functions in Western societies. I trace the tale from its form in pre-Islamic poetry to the most modern versions, including a television version aired in the last few years in Syria.

The Warrior Monks and the Military Orders in Seventeenth-Century Spanish Theater

Researcher: Professor María E. Castro de Moux

After the conflict in Spain between Muslims and Christians ended in 1492, the medieval religious military orders of St. James, Calatrava, Alcántara, and Montesa were gradually transformed from fighting forces, in which warriors had taken monastic vows, to an elite of knights known as *caballeros de hábito*. Although the warrior monks were still wearing the insignia of the cross and participated in military conflicts, throughout the sixteenth century they were gradually secularized and made part of the Spanish crown. The impact of the military orders in Spanish theater and history has yet to be studied in depth. In this project, the researcher analyzes the image of the monk warriors in several Baroque plays dating from early seventeenth century to the mid-eighteenth century.

The researcher has written a book-length study that is currently being revised. She examines plays written by Lope de Vega, Tirso de Molina, Calderón de la Barca, and José de Cañizares. Emphasis is placed in understanding of the role played by race and religion in those texts. Besides literary and historical analysis, the project includes the transcription of the censored manuscript of a play by Cañizares and an unpublished manuscript of a religious play *Caballero de Gracia* in which Jesus, in order to save souls, becomes a Knight Warrior.

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, undertheorized, and ignored. At the same time that 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. This book project 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. The researcher tries to give voice to the most exploited and vulnerable of people: not just children, but abandoned children as well.

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, which creates a hostile yet hypermasculine environment. Along with this hypermasculine environment comes a specific language, set of values, and practices which reflect, to a certain degree, a developed cultural tradition. This tradition is called hypermasculine in relation to traditional Russian notions of masculinity. Questions to be explored include: What are Russian notions of masculinity? How do these become elaborated upon over time in the context of the military? What are some civilian attitudes towards the culture of the Russian military and how are these substantiated? How do new soldiers experience the machismo and what are their stories?

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 which 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.

Minority Language Theater in Modern France

Researcher: Professor Audrey Gaquin

Since its inception, the European Union has supported the rights of speakers of minority languages within the borders of its member nations. New European Union members must sign and ratify the European Charter for Regional and Minority Languages. Although some European nations—Great Britain, Spain, and France—followed a policy of deliberate extermination of the minority languages spoken on their soil, most European nations, including Spain and Great Britain, now consider these languages a valued part of their national heritage and allocate resources for their preservation and continued vitality. However, France, after signing the Charter in 1999, has been unwilling to ratify it, claiming that certain provisions of the Charter are unconstitutional. Alternative measures in favor of minority languages have also been blocked. The right to learn minority languages and their use in books, periodicals, media, and public forums is still limited by restrictive laws and by a lack of financial support from the French government, which nevertheless showers funding on French-speaking media and printed materials both within its borders and abroad.

In this situation, minority theater plays a crucial role. At present, theater in France, especially regional theater, is not as strictly regulated as mass media, and theater productions are somewhat less difficult to finance. Minority language theater can respond effectively to the needs and interests of the local and regional population, and can function in community building, in mediating between minority and mainstream communities, and in preserving and renewing the language(s) of the minority community.

Borges and Macedonio: Inversions

Researcher: Assistant Professor Todd S. Garth

This research consists of analyzing in close detail the mutual influences between two Argentine writers: Jorge Luis Borges and his Argentine mentor, Macedonio Fernández (1874–1953). These two authors are arguably most responsible for the revolutionary change in Argentine letters in the twentieth century, and for the impact that change has had on contemporary Latin American literature. While Macedonio’s decisive influence on Borges is widely recognized, virtually no work has been accomplished to examine the true nature of that influence or to document it. This project consists of close readings of the two authors’ works—both Borges and Macedonio were prolific—as well as relevant criticism and biographical material.

Pater Doloroso: Horacio Quiroga and Abject Fatherhood

Researcher: Assistant Professor Todd S. Garth

This project discusses the peculiar nature of fatherhood in the short stories of Horacio Quiroga (Uruguay, 1878–1937). The research examines the role of Quiroga’s own actions as a father in terms of the realization and demonstration of his singular perspective. Library research conducted at the University of Texas libraries is to be incorporated into previously written text material.

The Theatre of Manuel Martín

Researcher: Professor Elsa M. Gilmore

This ongoing project is a critical edition of three plays by Manuel Martín, a Cuban-born New York playwright who exemplifies the bilingual and multicultural theatre practice that has long existed in that city. The researcher has collected materials for the critical introduction and, as of this writing, has finished transcribing two of the three 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 waves of ethnic New York theatre, 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.

**Chilean Drama of the Nineteen Nineties:
From Political Ideology to Global Economy**

Researcher: Professor Elsa M. Gilmore

This article argues that beginning in 1990, with the notorious play *King Kong Palace*, Marco Antonio de la Parra and other Chilean dramatists who had previously been engaged in political and artistic resistance to military rule, initiate a shift from the expression of national and ideological concerns to a postmodern articulation of the cultural, economic, and political transformations of the late twentieth century. The study cites the theories of Bove, Jameson, and Fukuyama to demonstrate that these plays symbolize the transition between late modernist culture and a postmodern and post-national aesthetics and economy. Analysis of *King Kong Palace's* spatial setting (a gargantuan abandoned hotel in a Third World country), its pop culture characters (drawn from American comic strips), and its pastiche-like distortion of canonical Western texts (Greek and Elizabethan drama) lead to the conclusion that these plays express the concern of Chilean intellectuals on the right and the left regarding the diminishing role of the Third World and its artists in the late twentieth century.

**The Road Back from Post-Everything: Luisa Josefina Hernandez's
*La calle de la gran ocasion (Opportunity Street)***

Researcher: Professor Elsa M. Gilmore

The notes to Luisa Josefina Hernandez's 1962 play *Opportunity Street* call for images of a bazaar-lined road, traversed by men and women who negotiate, win, and lose, their endless dealings a metaphor for human life. *Opportunity Street* has traditionally been judged un-stageable, as the endless sequence of disconnected scenes and the enormous cast required to play them would make production unaffordable and the duration of the play unacceptable to a contemporary audience. However, a recent production by the National Theatre of El Salvador, grounded on post-modern theory, permits an interpretation of Hernandez's text not as an integral dramatic whole, but as a menu of choices, from which the director can choose to execute a limited number of scenes to best accomplish a particular purpose. Ironically, while such a production is made possible in the context of a postmodern theatre practice, the resulting "play" is ironically modern. The researcher proposes that this contradiction anticipates the ambivalent aesthetics noted by Kirsten Nigro and others in many plays written by Mexican and Central American women in the nineteen nineties and beyond, who blend post-modern assumptions about genre and performance with modern (realist, coherent) characters and themes.

**A Newly Discovered English Translation of Juan de Flores's
*Grisel y Mirabella (ca. 1475) Printed by Wynkyn de Worde (ca. 1531)***

Researcher: Associate Professor Joseph J. Gwara

The researcher identified the French source of a newly discovered English translation (ca. 1531) of Flores's romance. Weekly visits to The Folger Shakespeare Library (Washington, DC) allowed him to examine approximately seventy-five books printed by Wynkyn de Worde (d. 1534/35) and thus substantiate the attribution of the leaf to this early English printer. The researcher also verified the production date of the fragment.

**The Poema de Fernán González, the Villamartín Tile,
and the Diffusion of *cuaderna vía* Verse**

Researcher: Associate Professor Joseph J. Gwara

The researcher analyzed a prayer inscribed on a fourteenth-century roofing tile from northern Spain. He concluded that it was not copied directly from the *Poema de Fernán González*, which has nearly identical verses, but rather is an example of *cuaderna vía* verse that circulated in an oral tradition. The researcher argued that the tile had a genuine votive function.

Two Old Catalan Notes in the Manuscript of *Triste deleytaci3n*

Researcher: Associate Professor Joseph J. Gwara

The researcher analyzed two unusual notes preserved on flyleaves of the manuscript of *Triste deleytaci3n*, a fifteenth-century sentimental romance. He concluded that the first was written by a woman fictionalized in the story and that the second, a recipe for a poultice, links the work to the Masdovelles family, whose members included three of the most celebrated poets of medieval Catalonia.

Thinking in English, Writing in French: A Think Aloud Study of Six Second Language Writers

Researcher: Professor Elizabeth M. Knutson

Research has suggested that second language writers think in their first language much of the time. While the native language has traditionally been viewed as a source of interference and negative transfer, a number of recent studies have pointed to its potential facilitative effects. This think aloud study of six students of French was designed to explore the role of mental translation, or “thinking in the native language,” in second language writing. The writers in the study, who were at intermediate and advanced levels of study, used their native language for a variety of purposes including generation and planning of text, reviewing content, holding meaning in mind, and searching for vocabulary or grammatical forms. For most students L1 was the language in which the message, or intended meaning, was formulated throughout the thinking process. There was no consistent correlation between mental translation and L1 interference in the written product.

Pragmatics and Foreign Language Learning

Researcher: Professor Elizabeth M. Knutson

This study investigates the integration of linguistic pragmatics, or the study of language in social context, into academic foreign language instruction. Pragmatics is the branch of linguistics which studies language in context, or meaning as a function of the speaking situation. Pragmatics includes the study of registers of speech, directness and indirectness in speech forms, politeness conventions, styles of talk, discourse genres, and speech acts. Communicative norms are culture-specific, and one of the real challenges of cross-cultural communication and learning foreign languages is to “read” past the literal sense of utterances and understand speaker intent, or situational meaning. This research project aims to provide an assessment of the treatment of such issues in commercially available pedagogical materials and outline reasonable goals and appropriate venues for pragmatics-related instruction.

Writing for Meaning in a Second Language

Researcher: Professor Elizabeth M. Knutson

Labov (*Sociolinguistic Patterns*) explained that emotional investment in a message makes a speaker tend to forget about form and revert to natural speech patterns. This paper is intended to explore and clarify the relationship between emotional investment in a message and foreign language writing. What governs attention to form vs. message on the part of student writers? What are the effects on written output of investment in the topic and message? The paper will describe a small scale study of intermediate French writers alternately writing for meaning and writing for form in order to shed light on these questions.

A Culture-General Agenda for the Introductory Foreign Language Curriculum

Researcher: Professor Elizabeth M. Knutson

Recent research and theory on culture learning support a relational approach, emphasizing understanding of the foreign and home culture(s) as they relate to one another, with explicit reference to the learner’s culturally subjective position. Student-centered inquiry, cultural discovery through project-based learning, and interpersonal contact with native culture bearers are also important principles of current pedagogy. This article, currently under revision, explores a student’s sense of cultural identity and attitudes toward foreignness, and argues for emphasis on the development of cross-cultural awareness—an understanding of self as a cultural subject and openness of mind toward cultural difference—as a primary goal for lower levels of instruction. Informant interviews and text

collection projects are among the activities suggested to engage students' interest in the study of culture itself as expressed in language, values, and behavior.

Value Hierarchies of Midshipmen at the U.S. Naval Academy

Researchers: Associate Professor Chie Matsuzawa Paik, and
Professor Eloise Malone and Professor Charles Cochran (USNA Political Science Department)

This study examines value hierarchies of midshipmen at the United States Naval Academy, following Schwartz's 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 midshipmen and possible differences of value hierarchies by gender, class, academic major, ethnic identity, political orientation, and religious association.

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

Researchers: Associate Professor Chie Matsuzawa Paik, and
Professor Eloise Malone and Professor Charles Cochran (USNA Political Science Department)

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 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.

Value Priorities in Japanese and American College Students in Service Academies

Researcher: Associate Professor Chie Matsuzawa Paik

The present study compares value priorities of college students in service academies in Japan and the United States. Both Japanese and American college students in service academies completed anonymously Schwartz's Value Survey, consisting of 57 specific values. The study also investigates possible relationships of value priorities and gender in both countries. The study employs multidimensional scaling, factor analyses, and analyses of variance. Findings will be discussed along the lines of past and present research on the meanings of the basic human values in relation to the nationality and gender.

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

Researcher: Professor Gladys M. Rivera

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.

Writing Portfolios: Teaching Learning Strategies and Self-Assessment

Researcher: Professor Gladys M. Rivera

The paper, presented at both The Maryland Foreign Language Association Conference and the Northeast Conference on the Teaching of Foreign Languages, included demonstrations and analyses of sample writing portfolios 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.

Modern Mexican Society and Culture: A Multimedia and Literary Approach

Researcher: Professor Gladys M. Rivera

The study focuses on teaching topics on contemporary Mexico using a digitized and edited version of the Mexican TV drama *Nada Personal* (with complete on-line glossary, script, and pre- and post-listening activities), Mexican web sites, and current literary works. It addresses issues such as Mexican political and judicial systems, family structure, social hierarchies, women's roles, and relations with the United States. 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. This multimedia model is adaptable to other courses on foreign languages, cultures, and literatures.

Borges and his Legacy in Hyperfiction: A Study through the Lenses of Deleuze and Guattari's Rhizome Theory

Researcher: Assistant Professor Perla Sassón-Henry

The philosophical and metaphysical claims stated by Deleuze and Guattari and Jorge Luis Borges in his works allow the reader to better understand the role of the new emerging technologies since they provide a revolutionary look at the canonical premises of literature. The main commonality among Deleuze and Guattari, Borges, and hyperfiction writers is that they have succeeded in creating theories and works that allow the reader to interpret literature as a challenge, as a space that needs to be traversed and recreated in order to be understood. This study reveals how hyperfiction has been influenced by some of the premises upheld by Jorge Luis Borges as well as by some of the tenets present in Deleuze and Guattari's rhizome theory such as decentering, striated and smooth spaces, and nomadic thought.

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

Researchers: Professor Sharon D. Voros and Dr. 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 English translation of the text. Progress has been made on the prospectus for submission to possible publishers. This involves not only examples of the Spanish original text but about 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.

Aspects of the Beijing Syllable and Pedagogical Implications

Researcher: Assistant Professor Jenny Zhijie Wang

This project continues from the researcher's previous work on Beijing Mandarin's syllable structure and segmental phonology. While a manuscript has been tentatively drafted on the basis of a CLTA presentation in 2002, a paper that the researcher published in the journal *Modern Foreign Languages* in 1997 on one aspect of the topic was selected into a forthcoming collection of papers around the topic of comparison and contrast between English and Chinese. The editors informed the researcher to revise, and possibly abbreviate, the paper for reprinting. Hence, the current research project has switched to focus more on this specific aspect of the Mandarin syllable.

Speech Acts in an Integrated Mandarin Curriculum for English Learners

Researcher: Assistant Professor Jenny Zhijie Wang

This research is one part of a project on designing an integrated curriculum of teaching Chinese as a foreign language to English learners. It focuses on the pragmatic aspect of language teaching and learning, with special emphasis on listing and sequencing different speech acts and investigating the means by which each speech act is realized in Chinese. By this, the researcher intends to establish a taxonomy of speech acts with their devices of performance, and to seek ways to link the teaching of these language functions with the teaching of their forms in terms of grammar and vocabulary.

Chinese Vocabulary and its Teaching at Advanced Levels

Researcher: Assistant Professor Jenny Zhijie Wang

This project investigates the components and characteristics of Chinese vocabulary with a view to their implications for teaching and learning of the Chinese language at advanced levels. The researcher has observed that the monosyllabic morphemes in modern Chinese are highly independent, highly active, and highly flexible. Except for a limited number of true affixes, most of such monosyllabic morphemes are not only crucial elements of the language's innumerable disyllabic compounds, but they form larger lexical units by aggregation and segregation, and by constant division and reorganization. Such units are formed under certain semantic and prosodic constraints, and they can become a big challenge to learners at advanced levels. The researcher also argues that the carrier of each monosyllabic morpheme is not its syllable but its written form—the square character, since one identified syllable with exactly the same lexical tone can represent as many as twenty different meanings. These meanings rely on different characters for their distinction. Therefore the researcher proposes to regard the teaching and learning of these monosyllabic morphemes represented by characters as the biggest challenge in the teaching and learning of Chinese vocabulary at advanced levels.

Publications

Journal (Refereed) Manuscripts

BURT, Clarissa C., Assistant Professor, "Connecting Two Shores with Sound: Sa'adah's World of Loss," *Edebiyat*, 14 (2003), pp.133–147.

A critical introduction to a Lebanese-Australian poet and his works, with translations of two of his most remarkable poems, from a collection published in 1997.

GAQUIN, Audrey, Professor, "Une France plurilingue?," to appear in *The French Review*. accepted for publication.

The decision of France's Conseil Constitutionnel that France's Constitution prohibits signing the European Charter for Regional and Minority Languages has reopened the debate between the supporters of minority languages and cultures and the defenders of the status quo. This article discusses the responses of both factions to the Conseil's decision and future prospects for minority languages in France, the only founding member of the European Union that has not yet ratified the Charter.

GUARDA, Sylvain, Professor, "Friedrich Schillers *Wallenstein* und Theodor Storms *Der Schimmelreiter*: Geschichte versus Mythos" [Friedrich Schiller's *Wallenstein* and Theodor Storm's *The Schimmelreiter*: History versus Myth], to appear in *Schriften der Theodor-Storm-Gesellschaft in Husum* (Theodor Storm Museum). accepted for publication.

The 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 present study. An analysis of several common leitmotifs casts new light on the inter-action 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.

GUARDA, Sylvain, Professor, "Fontanes *Frau Jenny Treibel*: Ein stummer Sirenen-gesang als Raubspiel [Fontane's *Frau Jenny Treibel*: A Playful Act of Piracy in a Siren Song], to appear in *German Studies Review*. accepted for publication.

In analyzing the two key characters Professor Schmidt and the artist figure Adolar Krola in Theodor Fontane's *Frau Jenny Treibel* (1892), the researcher explains the puzzling conciliatory tone of the epilogue and brings to light a ritualistic dimension carried forward through Schmidt's siren song. The novel reveals itself to be far more than a satire on the bourgeoisie. It is in essence a playful act of piracy couched in a siren song and shares many artistic features with other works such as *Schach von Wuthenow* (1883) and *Der Stechlin* (1898).

VOROS, Sharon D., Professor, "El discurso onírico de Leonor de la Cueva y Silva," to appear in *Aquel Breve Sueño: Dreams and Theater in the Spanish Golden Age*, ed. Sharon D. Voros and Ricardo Saez (New Orleans: University Press of the South). in press.

This volume is a collection of ten articles by scholars from Spain, France, and the United States. The title *Aquel Breve Sueño* is from Garcilaso de la Vega's second elegy in which he recalls his friend don Bernaldino de Toledo, who died as a result of wounds received in Charles V's Tunisian campaign, a battle that Garcilaso himself participated in.

Conference Proceedings

BURT, Clarissa C., Assistant Professor, "Cyclic Violence and the Poetics of Negotiation in Pre-Islamic Arabia," to appear in *Proceedings of the Fifth Conference of the Shifting Frontiers of Late Antiquity: Violence, Victims, and Vindication in Late Antiquity*. in press.

BURT, Clarissa C., Assistant Professor, "Loss and Memory: The Exilic Nihilism of Wadi` Sa`adah, Australia's Lebanese Émigré Poet," to appear in *Proceedings of the "Poetics of Exile" Conference*, Auckland University, Auckland, New Zealand, July 2003.

This article examines the more recent work of Wadi` Sa`adah along with the philosophical problems of his nihilism and the paradox of his metatextual discourse. This is based on his last two collections of poetry, published in 1999 and 2001.

FLETCHER, William H., Associate Professor, "Facilitating the Compilation and Dissemination of Ad-Hoc Web Corpora," to appear in *Selected Papers from the Fifth International Conference on Teaching and Language Corpora* (Amsterdam: Benjamins). accepted for publication.

Since the World Wide Web gained prominence in the mid-1990s, it has tantalized language investigators and instructors as a virtually unlimited source of machine-readable texts for compiling corpora and developing teaching materials. The broad range of languages and content domains found online also offers translators enormous promise both for translation-by-example and as a comprehensive supplement to published reference works. This paper surveys the impediments which still prevent the Web from realizing its full potential as a linguistic resource and discusses tools to overcome the remaining hurdles. Identifying online documents which are both relevant and reliable presents a major challenge. As a partial solution, the author's Web concordancer KWICFinder automates the process of seeking and retrieving webpages. Described in detail are enhancements which permit more focused queries than existing search engines and which provide search results in an interactive exploratory environment.

FLETCHER, William H., Associate Professor, "Making the Web More Useful as a Source for Linguistic Corpora," to appear in *Applied Corpus Linguistics: A Multi-dimensional Perspective: Selected Papers from the Fourth North American Symposium on Corpus Linguistics and Language Teaching, Indianapolis, IN* (Amsterdam: Rodopi). accepted for publication.

Both as a linguistic corpus (body of texts) and as a source of texts for corpora, the Web offers significant benefits in its virtually comprehensive coverage of major languages, content domains and written text types. However, its usefulness is limited by the generally unknown origin and reliability of online texts and by the sheer amount of "noise" on the Web. This paper describes and evaluates linguistic methods and computing tools to identify representative documents efficiently.

Books and Book Chapters

GARTH, Todd S., Assistant Professor, *The 'I' of Buenos Aires: Macedonio Fernández, the Martínfierrista Generation, and the Age of Yrigoyen* (Lewisburg, PA: Bucknell UP). accepted for publication.

This monograph reveals 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. This book is a complete departure from previous perspectives on Fernández, a writer regarded as fundamental to twentieth-century Hispanic American letters, yet often dismissed as purely abstract and unreadable. According to the outside reader for publication of the manuscript, this monograph promises to reorient criticism of this important author.

GUARDA, Sylvain, Professor, *Theodor Fontanes "Neben"-Werke: "Grete Minde," "Ellernklipp," "Unterm Birnbaum" und "Quitt": ritualisierter Raubmord im Spiegel-kreuz* [The Cross as a Reflection of Murder Rituals in Fontane's Minor Works *Grete Minde, Ellernklipp, Unterm Birnbaum* and *Quitt*] (Würzburg: Königshausen & Neumann, 2004).

This book 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. Even today these works are either discarded or looked upon as preliminary études to the so-called "Berlin" novels for which the novelist is internationally renowned. 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).

GWARA, Joseph J., Associate Professor, "The *Poema de Fernán González*, the Villamartín Tile, and the Diffusion of *cuaderna vía* Verse," to appear in *Historicist Essays on Hispano-Medieval Narrative in Honour of Roger M. Walker*, ed. Barry Taylor and Geoffrey West (London: Modern Humanities Research Association, 2004). in press.

The researcher analyzed a prayer inscribed on a fourteenth-century roofing tile from northern Spain and concluded that it was not copied directly from the *Poema de Fernán González*, which has nearly identical verses, but rather represents an example of *cuaderna vía* verse that circulated in an oral tradition. The researcher argued that the tile had a genuine votive function.

WANG, Jenny, Assistant Professor, "The Different Nature of Syllable-Final Nasals in English and Chinese," to appear in *Essays on Comparison and Contrast between English and Chinese*, ed. Juquan Wang. accepted for publication.

This paper is a revised version of the author's earlier publication with the same title, which appeared in the Chinese journal *Modern Foreign Languages* (1997). The major revision lies in the phonological analysis. Based on the author's understanding of recent developments in phonological theory, the constraint condition on the syllable-final nasal in Mandarin has been recharacterized into a stricter and more powerful

“Rime Nucleus Constraint,” which dictates that “All nasals under the rime nucleus are not nasal stops.” This analysis successfully accounts for the difference between English syllable-final nasals, which can follow diphthongs and can spell with the following syllable initial vowels, and Mandarin syllable-final nasals, which are weakened into nasal glides and which behave in the same pattern with oral glides to form diphthongs with a preceding vowel.

Reviews

BURT, Clarissa C., Assistant Professor, “Deconstructing the Monolith: Arabic between the Qur’an and the People of Egypt,” H-Gender-MidEast@h-net.msu.net (posted October 2003).

A review of Niloofar Haeri, *Sacred Language, Ordinary People: Dilemmas of Culture and Politics in Egypt* (2003).

GARTH, Todd S., Assistant Professor, review of Efraín Kristal, *Invisible Work: Borges and Translation* (2002), and Daniel Balderston and Marcy Schwartz, eds., *Voice Overs: Translation and Latin American Literature* (2002), *MLN*, 19 (2004), pp.388-392.

This review compares and evaluates two important additions to scholarship on translation in Latin American literature, commenting on the connections between the craft of translation and the analysis, interpretation, and understanding of literary works. The review also highlights the central role played by Jorge Luis Borges in both the recent history of translation in Latin America and in the direction taken by translation studies during the last two decades.

GWARA, Joseph J., Associate Professor, review of James Moran, *Wynkyn de Worde, Father of Fleet Street* (2003), to appear in *Papers of the Bibliographical Society of America*. accepted for publication.

The reviewer shows that this volume is a plagiarism of earlier sources and calls for its withdrawal from the market.

VOROS, Sharon D., Professor, review of José Luis Suárez García, *Teatro y toros en el Siglo de Oro español: estudios sobre la licitud de la fiesta* (2003), *Comedia Performance*, 1 (2004), 278–81.

This review examines José Luis Suárez’s analysis of both enemies and defenders of stage practice in early modern Spain and Spanish America since their treatises provide valuable information on costuming, music, staging, and acting. It is interesting to note that most moralists centered their objections to the presence of women on the stage.

VOROS, Sharon D., Professor, review of *Teatro y fiesta del Siglo de Oro en tierras europeas de los Austrias* (2003), *Comedia Performance*, 1 (2004), 274–77.

This review assesses the documents on theater and articles written by major scholars in this collection for the study of Early Modern staging and performance in the Baroque era in Spain, Italy, Portugal, Holland, and Austria. A wide range of information presented here includes stage practice, public festivities, and outdoor spectacles, all part of a rich Baroque tradition.

Other

GWARA, Joseph J., Associate Professor, “John Gornall, 1932–2003,” *Bulletin of Spanish Studies*, 81 (2004), 371–72. [With Geoffrey West.]

A short necrology of an English “gentleman scholar” who made important contributions to the study of Old Spanish lyric and epic poetry.

Presentations at Professional Meetings and Conferences

ANZAI, Shinobu, Instructor, "Relationship among Academic Self-Concept, School Type, and Gender: A Case of Japanese High-School Students," 34th Annual Conference, Northeastern Educational Research Association, Kerhonkon, NY, 24 October 2003.

BURT, Clarissa C., Assistant Professor, "Elements of Tragedy in the Arabic Literary Traditions of the War of al-Basus," Kluge Center, Library of Congress, Washington, D.C., 29 January 2004.

BURT, Clarissa C., Assistant Professor, "Revenge Tragedy and War: The Arabic Mythic Cycle of The War of al-Basus," Lt. Kylan Jones-Huffman Lecture Series, U.S. Naval Academy, Annapolis, MD, 19 February 2004.

BURT, Clarissa C., Assistant Professor, "Ibn Tufayl's *Hayy ibn Yaqzan*: Philosophical Permission and Religious Restriction," Friday Night Lecture Series, St. John's College, Annapolis, MD, 9 April 2004.

BURT, Clarissa C., Assistant Professor, "Loss and Memory: The Exilic Nihilism of Wadi` Sa`adah, Australia's Lebanese Émigré Poet," American Comparative Literature Association, Ann Arbor, MI, 17 April 2004.

CASTRO DE MOUX, María E., Professor, "La limpieza de sangre en Las órdenes militares de Calderón de la Barca" [Racial Purity in The Military Orders by Calderón de la Barca], Association for Hispanic Classical Theater, El Paso, TX, 4–8 March 2004.

FLETCHER, William H., Associate Professor, "Phrases in English: Present and Future of an Online Database for English Phraseology," The 5th North American Symposium on Corpus Linguistics, Montclair, NJ, 21–23 May 2004.

GARTH, Todd S., Assistant Professor, "Houses, Balconies, Cafés, Streetcars: Macedonio in the City," 25th Annual Conference on Spanish and Latin American Literature, Montclair State University, Montclair, NJ, 16 April 2004.

GARTH, Todd S., Assistant Professor, "Borges's other Borges: Unpublishing Macedonio Fernández," Annual Convention, Modern Language Association of America, San Diego, CA, 27 December 2003.

GARTH, Todd S., Assistant Professor, "Borges/Macedonio: Inversiones," "Diálogo sobre el Cono Sur: Encuentro en Maryland," University of Maryland, College Park, MD, 15 November 2003. (invited lecture)

GILMORE, Elsa M., Professor, "Cultural Transitions in Latino Theatre: Popular Music in *Beautiful Senoritas* and *Rita and Bessie*," American Association for the Study of Popular Cultura, San Antonio, Texas, 7-10 April 2004.

GWARA, Joseph J., Associate Professor, "A Newly Discovered English Translation of Juan de Flores's *Grisel y Mirabella* (ca. 1475) Printed by Wynkyn de Worde (ca. 1530)," II Hawaii International Conference on Arts and Humanities, University of Hawaii-West Oahu, Honolulu, HI, 8–11 January 2004.

GWARA, Joseph J., Associate Professor, "Two Old Catalan Notes in the Manuscript of *Triste deleytación* (MS 770, Biblioteca de Catalunya, Barcelona)," 39th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, 6–9 May 2004.

KNUTSON, Elizabeth M., Professor, "The Imperfect Art of Teaching the Plus-que-parfait," Maryland Foreign Language Association, Baltimore, MD, 11 October 2004.

PAIK, Chie, Associate Professor, "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," International Association of Cross-Cultural Psychology, Budapest, Hungary, 12 July 2003.

PAIK, Chie, Associate Professor, "The Reliability and Construct Validity of a Six-Dimension Self-Construal Scale for a Sample of American College Students in a Service Academy," International Association of Cross-Cultural Psychology, Budapest, Hungary, 16 July 2003.

RIVERA, Gladys M., Professor, "Modern Mexican Society and Culture: A Multimedia and Literary Approach," Maryland Foreign Language Conference, Baltimore, MD, 10–11 October 2003.

SASSÓN-HENRY, Perla, Assistant Professor, "Borges and His Legacy in Hyperfiction: A Study Through the Lenses of Deleuze and Guattari's Rhizome Theory," Mid-America Council of Latin American Studies (MACLAS), Allentown, PA, 20 February 2004.

SCARUFFI, Ellen, Instructor, "Original Genius or Prisoner of the Past? The Problem of Authorship in Vladimir Odoevsky's 'Opere del Cavaliere Giambattista Piranesi,'" New England AATSEEL Conference, New Haven, CT, 3 April 2004.

STONE, Robert S., Assistant Professor, "*Los tres diamantes*: Lope's Drama of Disappearance," Annual Convention, Modern Language Association of America, San Diego, CA, 27–30 December 2003.

VOROS, Sharon D., Professor, Session Chair, "The *Comedia* and Its Historical Contexts," Sixteenth- and Seventeenth-Century Spanish Drama, Annual Convention, Modern Language Association of America, San Diego, CA, 27–30 December 2003.

VOROS, Sharon D., Professor, "Belisa Discreta: A Performance of María de Zayas' *La traición en la amistad* on the Chaimzal Stage," Association for Hispanic Classical Theater, El Paso, TX, 4–8 March 2004.

VOROS, Sharon D., Professor, "Live Performance and *Comedia* Scholarship," Plenary Session in Honor of the Twentieth Anniversary of the Founding of the Association for Hispanic Classical Theater (AHCT), Association for Hispanic Classical Theater, El Paso, TX, 4–8 March 2004.

WANG, Jenny, Assistant Professor, "Cultural Notes in Mandarin Structural Words and Their Related Speech Acts," 30th LACUS Forum, University of Victoria, British Columbia, Canada, 2 August 2003.

WANG, Jenny, Assistant Professor, "Word Structure and How it Matters in Grammar," ACTFL and CLTA, Philadelphia, PA, 21–23 November 2003.

WANG, Jenny, Assistant Professor, "Chinese Vocabulary and Its Teaching at Advanced Levels," Harvard University Symposium on Chinese Language Teaching at Advanced Levels, Harvard University, Boston, MA, 20 March 2004.