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Accents Newsletter, Volume I, Number 1

Accents

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Dear Alumni:

The Department of World Languages and Literatures has decided to re-institute ACCENTS!, our newsletter. As the new department chair, I want to bring you up to date on the work of the department, and to share with you some of the visions for the future. In the last years we have added several new languages to our regular offerings: American Sign Language, Arabic, Chinese (Mandarin), Italian, Japanese, Korean, Persian, Portuguese, Russian, Luiseno, and Serrano (Native American languages). This year we have two visiting Fulbright Foreign Language Teaching Assistants, one from Russia and another from Brazil. After six years of a very successful Arabic Intensive Summer Program, we have added Chinese (Mandarin), Korean and Persian. This is the 7th year of the M.A. program in Spanish, and last fall term we saw the first Spanish Teaching Assistants in the classroom.

The Teatro universitario en español, established fourteen years ago, will be re-activated this academic year under the direction of Professor Bibiana Diaz. As usual we will plan to take the production to San Bernardino Valley College and to College of the Desert. Alumni members with some theatre experience are invited to audition for the spring 2014 production. I invite you to consult the department’s web page for more information.

From 2006 to 2012, Dr. Terri Nelson (French) very ably led the department; under her direction the department received several substantial external grants and hired several new faculty members. Dr. Nelson and Dr. Dany Doueiri have been instrumental in developing and sustaining the successful program in Arabic. We have an internship program that takes students to diverse sites in the Inland Empire including the Mexican Consulate, the Riverside School of the Deaf, the San Bernardino Catholic Diocese, and several of the area’s K-12 schools. Students continue to join our Summer Abroad Programs in China, France, Japan, Jordan, Mexico, and Spain as well as the CSU International Programs year-abroad. The Multi-Media Language Center, under the leadership of Ms. Alysha Timmons, houses the latest technologies in support of foreign language learning. The MMLC contains a large computer room, i-Pad carts for use in the classroom, the lab, rooms for tutoring, the peer-advising center, and a conference room.

F.L.A.G.S, the peer-advising center, continues to be an important unit of the department. In addition, it contributes to the organization of all our yearly cultural events: “Día de los muertos,” “Día hispano,” “Noche de cal y canto,” “International Week,” and “Cinco de mayo.” I am very proud of the contributions the members of F.L.A.G.S. have made in support of the department’s recruitment of new students. They have been instrumental in visiting high schools to orient and advise prospective CSUSB students, hosting groups of students and their teachers as they visit our campus, and organizing orientation sessions for parents.

Dr. Walter Oliver retired and now lives in Washington State; Dr. Mirta Gonzalez also retired and lives in Oceanside, California, and Dr. Daniel Whitaker, opting for an early retirement, moved to Lima, Perú.
The members of the department are: Prof. Bibiana Díaz (Colombia, Narrative and Colombian Theatre); Dr. Dany Doueiri (Lebanon, Arabic Language and Literature); Dr. Arturo Fernández-Gibert (Spain, Linguistics); Dr. Antonieta Gallegos-Ruiz (Mexico, Mexican Literature); Professor María García Puente (Spain, 20th and 21st-Centuries Spanish Language and Literature); Dr. Kareen Gervasi (Perú, Linguistics); Dr. Carmen Jany (Switzerland, Spanish Language and Second Language Acquisition); Dr. David Jerez-Gómez (Spain, Spanish Medieval and Golden Age Literatures); Dr. Oraib Mango (Jordan, Arabic Language and Literature); Dr. Elizabeth Martin (United States, French Language, Literature, and French for the Business World); Dr. Terri Nelson (United States, French Language and Literature); Dr. Aurora Wolfgang (United States, French Language and Literature).

Our Adjunct Faculty is an extremely important unit in our strong teaching performance. They are: Huda Aljord (Arabic); Ayman Ramadan (Arabic); Dr. Ali Miremadi (Persian); Valerie Morgan (French); Mary Ann McGuire (French); Makiko Amaya (Japanese); Yoshimitsu Mineyama (Japanese); Bom Hwang (Korean); Corrina Shih (Mandarin); Ana de Loera Moll (Spanish); Leticia Johnston (Spanish); Leonard Hill (Spanish); Mario Vega (Spanish); Loreto Petersen (Spanish); Dr. Dorothy Gaylor (Spanish); Rosalinda Charcas (Spanish); Gladys Schrom (Spanish); Fred Gravatt (American Sign Language); Joselita Dunn (Portuguese); Dr. Eric Elliott (Native American Language: Luiseño); Michael Navarrete (Native American Language: Serrano).

As the department prepares to celebrate the University’s 50th anniversary, I take this opportunity to renew our pledge to continue serving our area through strong leadership, excellence in teaching, and unwavering commitment to the community. We will build more comprehensive bridges with the area high schools and community colleges in order to provide a more efficient and cohesive transition of Freshman and Transfer students into our language programs at CSUSB. We will continue to support the mission of the Inland Empire foreign language teachers.

As chair of the department, I want to re-connect with you, our former students, and to invite you to become a partner of the Department of World Languages and Literatures. First, let us know about you by filling out the personal information section on the back of this Newsletter. Second, you can enhance that relationship with the department by contributing to the general scholarship fund. The department’s scholarships allow our students to spend a summer or a year abroad studying the language of their choice.

We will continue to keep you informed about the department through our Newsletter. The next issue will be online.

Dr. Rafael Correa

Accents Newsletter, Volume I, Number 1

Editors: Ms. Elizabeth Yaeggy ('12) and Ms. Alejandra Bañuelos
Co-Editor: Ms. Alysha Timmons
Meet the Faculty

Dr. Bibiana Díaz

Professor Bibiana Díaz received her Bachelor’s degree in Journalism at the University of Sabana, located in Bogotá, Colombia. During her time living in the United States, she obtained her master’s degree in Latin American Literature at Cal State Long Beach and her doctorate in Latin American Literature and Theater at the University of California Irvine. She mentioned that her passion for teaching was influenced by both of her parents. Although they were not teachers by profession, they always assumed the position because of their willingness to help anyone in need. Dr. Díaz has been at CSUSB for a year now, and so far, loves her students and the warmth with which she has been received.

I understand that your major scholarly interest is on Colombian Theater and Gender Studies. How did you first get interested in those areas and what are your current projects?

Ever since I was a little girl, theater has always ignited a type of passion in me. I believe that it provides a special space, sometimes quite astoundingly, where the topics I research are shown upon, or made strange, anew, or defiant towards the heteronormative prejudices, and/or towards the corporate political economies reigning over our globalized societies.

As per my current projects, I was recently invited to participate in the prestigious Annual Cádiz Ibero American Theater Festival, in Spain. Needless to say, the level of interaction between scholars, theater critics, playwrights and different theater companies, provided me with an unparalleled laboratory for my research.

Are you going to be working with the Teatro universitario en español? What kind of plays would you like to put on?

The department chair, Rafael Correa, and I are currently in the initial stages of pre-production for next year’s Teatro universitario en español. We are hoping for this play to take place during the Spring quarter. As of now, we have selected three short plays written by the late (Colombian) Enrique Buenaventura, and are currently hoping to bring the playwright Eusebio Calonge to our campus, who has been the recipient of the Spanish National Theater award. Our dream scenario would involve Mr. Calonge training our theater students in all elements of stage production via a series of tailored theater workshops. Needless to say, we are very excited with his potential visit to CSUSB.

What are your interests, besides teaching at the university?

Though I cannot say that I have much free time on my hands, I do enjoy traveling with my family. Although my daughters are still young, I am nonetheless convinced that this type of activity already instills in them an educated mindfulness of the world and its people. Our family trips are not necessarily to faraway places; my children are mostly excited to go just about anywhere with us. So I would say that as long as they are happy—and have that opportunity to learn and to interact with people from different walks of life—that I am also just as ecstatic.

As a new faculty member in the department, what are your expectations of students? What do you want students to learn in your classes?

My pedagogy places particular emphasis in the development of critical readers, thinkers, and writers in and out of the classroom. My goal is to promote the students’ intellectual engagement with the relevant literary and cultural texts of our recent past. In addition, I want to nurture these same students so they can become the discerning readers and writers who will ultimately shape our future. My intention has always been to provide my students with the necessary tools to grow in their own critical thinking: to prepare them, to the best of my abilities, to effectively confront and/or change the world around them through critical discourse and other forms of agency.
Joselita Dunn

Professor Joselita Dunn is a CSUSB alumni, she received her degree in Communications with an emphasis on Public Relations and a Master’s in TESOL – Teaching English to Speakers of Other Languages. This is her first quarter teaching at CSUSB. She is originally from Brasilia, Brazil, where she lived most of her life before moving to the United States in 1997. It was at thirteen when she discovered her passion for teaching while being a tutor for adults learning how to read and write in Portuguese. In Brazil she received her Bachelor’s degree in Elementary Education; she then went on to become an elementary school teacher and an elementary school librarian. She is currently teaching the Portuguese course at CSUSB and also ESL at Mt. San Jacinto College. In a classroom, she believes that she is a facilitator of language learning for her students, which creates a student-centered learning environment. Teaching foreign languages has been a dream job for her. Therefore, she is passionate about empowering others with the knowledge that she has gained throughout her journey of acquiring a second language.

How important do you think it is to have a Portuguese program at the Department of World Languages & Literatures? How many students do you have? Are they excited about the new language?

Portuguese is important for students to learn because Brazil is becoming a power house when it comes to business relations. More and more businesses are negotiating with Brazilian companies, thus it is necessary to learn/practice the language to conduct better business. For example, I had the opportunity to assist a gentleman, whose company had Brazilian business partners. This person spoke Spanish, English, and German and wanted to learn Portuguese language in 3 months in order for his company to succeed during a trade show in Brazil, which happened this past summer. When he came back from his business trip, he wrote: “The trade show was very successful. I was surprised about how much Portuguese I was able to speak during the week. I had my good days of course when all the right words would come to my mind and then on some other days I would be scratching my head. During the trade show people were positively surprised when I approached them in Portuguese. They would immediately smile and tell me how well it sounded. I noticed that Brazilian people can really appreciate it when someone is trying to approach them in their native language, it really makes a difference. I think I was even picking up the Paulista accent.”

We currently have five students participating in my beginner’s FLAN 101D -Portuguese course. They are very excited to be in the program because they are eager to speak the target language.

What kinds of activities would you like to see in order to promote the new program? Are we going to have a Carnaval celebration?

Gabriel and I would like to organize a movie night of Portuguese films sometime next quarter so that all students can be exposed to culture and the language that is Portuguese. We are also planning on promoting outside school events such as the Palms Springs International Film Festival in January 2014, which features films in Portuguese, and the Carnaval in Los Angeles in February.

We would like to implement a Carnaval celebration on campus sometime in the future and bring Brazilians to demonstrate and teach Capoeira, where customs such as folkloric dances can be seen along with great food and music. We are hoping that sometime in the future we can incorporate both of these events into CSUSB, so the students can learn more about European and Brazilian Portuguese culture.

Have you thought about having a Portuguese Table where students who are learning the language can go to practice?

Gabriel and I have thought about setting a Portuguese table as soon as possible by the last week of November, beginning of December and in January to promote the Portuguese program and to encourage students to practice greeting conversations in Portuguese as they visit the table. We have a couple projects in mind to bring to CSUSB that we hope to put into place on campus.
Bem-vindos!

Gabriel Matos
Gabriel is one of our department’s Fulbright scholars who is assisting Professor Dunn in the Portuguese course. He is originally from Rio de Janeiro, Brazil. He obtained his Bachelor’s degrees in English and Portuguese at Pontifical Catholic University in Rio. He also has a license in teaching and translating. He became passionate about teaching after years of denying that he would never become one because he believed he was too shy. He then decided to follow his mother’s footsteps and become a teacher after he tutored students in both Portuguese and English. He finally acquired the confidence he believed he did not have, through tutoring and countless teaching internships. This is his first quarter here at CSUSB.

We are all excited that we have started the Portuguese program, and that you were here to help launch it. Besides being the teaching assistant to Professor Dunn, what other activities are you going to organize to publicize your language and the places where Portuguese is spoken?

I plan on promoting the Portuguese program more next quarter by helping Professor Dunn organize events such as Capoeira, the movie night, and the table. I do plan on starting a Portuguese club next quarter where anyone who is interested in Portuguese can come and learn more about it through music, food, and of course movies. I would also consider helping Professor Dunn organize a play in the future.

How is it working with Professor Dunn?
I love working with Professor Dunn because she is a great professor and is very dynamic. She also lets me be more involved in the classroom by letting me do a few lessons and activities with the students, which I am very grateful for. I also have the task of meeting with the students once a week for half an hour so that the students can practice their Portuguese. I was pleasantly surprised with seeing the eagerness in the students when I found students staying with me for an hour instead of the required half an hour.

What do you usually do for fun, or during your free time?
During my free time I enjoy playing my guitar and singing. Unfortunately, I have not been able to acquire a guitar just yet, but I’m hoping the Music Department will let me maybe borrow one or rent me one since I miss playing.

I understand this is the second time you have lived in the United States, do you find California very different from New York State? How?

I actually like California and New York equally. New York can get very cold sometimes, but is truly the city that never sleeps. California is hot just like Rio, with lots of beach to enjoy.
From Russia with Knowledge

Olga Kuznetcova

Ms. Kuznetcova is a new member to our department and this is her first quarter teaching here. She graduated from Mary State University specializing in teaching both English and French. She is one of the Fulbright scholars who will be here for a year teaching Russian and also studying. In Russia, she taught English at different levels, teaching professional English to students studying Information Technologies, Economics and Sociology.

Why did you choose to learn, and then teach, English?

I did not start at first wanting to teach English. I wanted to be a translator because of my love of reading and working with books. I changed my opinion about teaching after I took several internships that required teaching, that is when I knew that I enjoyed the profession.

How will you spend your year here at CSUSB? Will you also take classes while you are here?

I will spend my time here at CSUSB, helping my students in Russian and by also taking courses here. I am currently enrolled in a Spanish class. I am also sitting in a French class to refresh my memory of the French language, I majored in it, but I have not been able to speak it for the past eight years.

Where is your home in Russia? Do you find many differences between students in your university and ours? What are the similarities?

My home in Russia is Yoshkar-Ola, Republic of Mari El. I actually do not find many differences between the students in my university than at CSUSB, they are pretty much the same except for the fact that the students here are more independent than the Russian ones. I currently have four students all of different language levels, while in Russia I had up to ten groups each year, ranging from ten to fifteen students.

Is this the first time you visit the United States? What were your first impressions of the people and the places you visited?

Yes, this is my first time in the United States. It has always been a dream of mine to come to California. My first impressions were positive ones, I have so far had great experiences with the faculty and the students.
• Dr. Eri Yasuhara retired as CAL dean. She became a faculty member of the WLL.

• Dr. Terry Ballman the new CAL dean is a professor of Spanish Linguistics, she was the department chair at CSU Channel Islands.

• Dr. Dany Doueiri was invited by the Near East South Asia Council of Overseas Schools to present a two-day workshop at the Fall Training Institute at the American School of Dubai, UAE. The title of the workshop was "Arabic as a Foreign Language - Assessment Literacy", and took place on November 8 and 9, 2013

• Oraib Mango: Summer fellowship. Dr. Mango will be making a presentation on the “Impact of Service Learning in Higher Education” at the Lily Conference, along with two of her students. She was also mentioned in the journal The Language Educator, October 2013, in an article titled, “At a Tipping Point? TECHNOLOGY and Language Learning for a Changed World”, which discusses the successful use of iPads in the classroom.

• Liz Martin: Summer fellowship

• Aurora Wolfgang: Professor Wolfgang (with Professor Sharon Nell, Dean of Humanities at St. Edward’s University) has just completed an edition and translation of the feminist writings of seventeenth-century Franciscan priest Jacques Du Bosc, L’Honnête Femme: The Respectable Woman in Society and The New Collection of Letters and Responses by Contemporary Women forthcoming in the series The Other Voice in Early Modern Europe, Centre for Reformation and Renaissance Studies, Victoria University in the University of Toronto.

• Luiseño language of the San Manuel band of Indians is in its third year of being taught at CSUSB.

• Serrano language of the Pechanga band of Indians is in its first quarter at CSUSB.

• Dr. Arturo Fernández-Gibert is spending a year in Paris, France studying for a M.A. degree in European Studies.

• Dr. Antonieta Gallegos-Ruiz visited Oaxaca and Monterey, Mexico. She is now in charge of the Spanish lower division courses.

• Dr. Kareen Gervasi travelled through India and did the climbing tour of the Andes in order to get to Machu Picchu. She is now in charge of the Spanish upper division courses.


• David Jerez-Gómez was interviewed in an article from his hometown of Huelva, Spain regarding his scholarly accomplishments.

• Tania Quesada took over as ASA for the WLL, during Cynthia Moss’ maternity leave. Congrats Cynthia for your new baby!

• Department scholarships: Japan, Jordan, Mexico, Paris (summer), and Spain.

• Elsa Ochoa Fernandez Family Scholarship: Spain only

• Sweitzer Scholarship: France only

• WLL students taught English in South Korea during summer 2013.
Arabic

Ahlan Wa Sahlan & Welcome to CSUSB’s Arabic Program!

The study of Arabic at CSUSB combines training in language, culture, and current affairs as they relate to the cultural, socio-political, historic, and economic developments of the Arab world. With more than 55 different classes to choose from, including some offered online, students can pursue a B.A., a minor or a certificate. The program provides students with a competitive professional background and open career opportunities. It is the only one in the entire CSU system and one of only 4 in California among all CSUs, UCs, and private universities.

The Arabic program has also developed a rigorous Summer program comprised of both a 7-week intensive residential immersion session on campus and a 9-week study abroad session in Jordan. Over the past 7 years, enrollment in the Summer Program has substantially grown from 19 students (2007) to nearly 80 students (2013), most of them receiving scholarships and earning 16-20 units.

The intensive residential program is one of only a handful such programs in the nation and offers a full immersion experience. Students are involved in classroom activities for about a third of their time (4-6 hours/day). The rest of their schedule includes exposure to cultural and authentic aspects of the language through folkloric dance, authentic foods, calligraphy, guest lecturers, and field trips to nearby Arabic communities. Most participants reside on campus with native Arab students or learners of Arabic with advanced proficiencies who act as language partners, allowing increased opportunities to learn the language all the way through the late nights.

The study abroad program in Jordan extends over a 9-week period, though many students end up arriving earlier or staying longer to visit or continue studying and working in institutions they find on their own.

For additional information, visit us at: http://arabic.csusb.edu

Chinese

中文真有用! (zhōng wén zhēn yǒu yòng, Chinese is useful!)

The Chinese (Mandarin) program is in the capable hands of Professor HsiaoHui Shih, also known as Professor Corrina Shih. Ms. Shih was born in Taipei, Taiwan. In 2007, Ms. Shih received her Master’s of Science in Education Degree from California State University, Fullerton. In 2008, Ms. Shih received her California Single Subject Teaching Credential in Chinese from the same university. Ms. Shih has taught Mandarin Chinese for over five years. There are offering of Chinese 101 – 103, Chinese 201 – 203, Chinese Calligraphy, Conversation and Chinese 290, Chinese Literature in Translation. Chinese has also been part of the Summer Languages Intensive Program (SLIP), which takes place from the end of June to the beginning of August. Students undergo a total immersion experience living on campus, attending classes, participating in language and cultural workshops, calligraphy classes, and this past summer a special hands-on class on Asian ceramics. Meal choices alternate between the four different languages offered in SLIP (Arabic, Chinese, Korean, and Persian). Students also are taken on cultural trips around Southern California on weekends. An important component of SLIP is the opportunity students have to travel to China to study at the University of Beijing. This year 6 students spent eight weeks studying and seeing the sights around the Chinese capital. Professors Jack Liu from California State University, Fullerton complemented the program during the summer.
**French**

Parlez-vous français? Now’s your chance! CSU San Bernardino offers both a B.A. and a minor in French, as well as a Certificate in French/English Translation. Depending on their career aspirations, French majors can choose from one of three tracks: French and Francophone Studies, Teaching, or Business. We have many exciting courses for students at all levels, majors or non-majors, including French language, French and Francophone culture and civilization, translation, phonetics, conversation, literature, and business French. French Popular Music, The Gourmet Culture of France, and Introduction to French Advertising are among some of our newer course offerings. We have also introduced an online course sequence in French for Reading (FREN 301 and 302).

Several study abroad options are available to students who wish to further develop their French language proficiency and gain firsthand experiences and exposure to the French language and cultures. The CSU International Programs in France (Paris and Aix-en-Provence), for instance, provide students with cultural immersion in the context of an engaging and rigorous full academic year program. In addition to their courses, IP participants enjoy many cultural activities and group events, including excursions to locations around France that are historically, architecturally, or culturally significant. Students who prefer a shorter study abroad experience can spend the month of July studying French in Paris with a program offered through the European Studies Association (ESA). Since 1999, every student studying in France from CSU, San Bernardino has been a recipient of a Switzer Scholarship, provided through the estate of P. Richard Switzer, a former French professor at CSUSB.

For additional information regarding our French program, career opportunities, study abroad options and/or scholarships, visit our website (flan.csusb.edu) or stop by the Department of World Languages in UH 314 where you can pick up one of our brochures or French faculty business cards. We look forward to meeting you! A très bientôt!

**Japanese**

こんにちは！日本語プログラムへようこそ！

(Konnichiwa! Nihongo puroguramu e yookoso!)

(Hello! Welcome to our Japanese Program!)

The Japanese program currently has three faculty members: Prof. Mineyama, Prof. Nakamura, and Prof. Amaya. In the Fall quarter 2013, the WLL department is offering 2 sections of JAPN 101 (College Japanese I), a section of JAPN 103 (College Japanese III), a section of JAPN 214 (Japanese Conversation), and a section of JAPN 303 (Advanced Japanese I). CSUSB started a Japanese Minor program a few years ago, and in June, 2013 we had students who graduated with a Japanese Minor degree for the first time.

CSUSB’s Japanese program has been growing rapidly since we began offering courses in 2007. In the Winter 2014, a fourth Japanese instructor will join us. This new professor we will allow the program to offer a broader array of elective Japanese courses including Japanese Literature in Translation (JAPN 290), Japanese Calligraphy (JAPN 210), Analysis of Japanese Culture through the Study of Films (JAPN 370), etc.

Through a collaboration between the College of Arts and Letters and the Center for International Studies and Programs, the WLL department has offered a short-term study abroad program in Japan every summer since 2010. In July, 2013, CSUSB students studied Japanese language, culture, and business for four weeks at Hakuoh University, Tochigi, one of the CSUSB’s partner universities in Japan, pursuing 6 units of CSUSB credit. This program includes 8 nights of homestay experience, three company visits (Panasonic, Nissan, and Morinaga), three day visit to Tokyo, Nikko Toshogu (world heritage site) field trip, various cultural activities, abundant opportunities to interact with Hakuoh University students, and lectures about Japanese anime, business, politics, art, etc. taught by professors at Hakuoh University. Students who participated in this program had an unforgettable and valuable opportunity that can be experienced only in Japan. This academic year we are again planning the Hakuoh University study abroad program for the July 2014.

Every year during the months of February and March, CSUSB hosts Japanese students from Hakuoh University and Nagasaki University for one to two weeks. This gives our Japanese language students a number of opportunities to interact with Japanese college students through a variety of events, activities, lectures, trips, etc.
Korean

The Korean program offers the first and second level sequence of basic language courses and conversation taught by Professor Bomi Hwang. Professor Hwang is a native Korean speaker, and has attended college at Yonsei University (Korea), UCR, and CSUSB, studying mathematics, English literature, art history, and sculpture. She is interested in language and culture as well as art. She has worked for RAFFMA on various projects and has held a solo art exhibition.

Korean became part of CSUSB Summer Language Intensive Program (SLIP) for the first time in 2013, and we hope it will have an overseas component in summer 2014. In the SLIP program students undergo a total immersion experience living on campus, attending classes, participating in language and cultural workshops, and this past summer a special hands-on class on Asian ceramics. Professors Namhee Lee and Luna Lee from California State University, Los Angeles complemented the program during the summer.

Persian

Persian is spoken and understood in Iran (known as Farsi), Afghanistan (known as Dari), Tajikistan (known as Tajik), Iraq, Arab Emirates and part of India and Pakistan. Persian, an Indo-European language, from its early days of illumination has been a source of inspiration to many Asian and European nations. From antiquity to the present, Iran has been the cradle for civilization and culture. It is not an exaggeration to be claimed that Renaissance partly owes its existence to lofty thoughts and scholarly ideas of the Iranian philosophers.

Doors to cooperation is open both inland and overseas. The normalization of relations between the two nations is underway. Markets are about to boom on both sides, Iran and USA, and there is great optimism that, in not too long, hundreds of educated men and women competent in Persian language and familiar with Persian culture will be needed to handle the new jobs.

A university with more international students and with more international interactions (CSU-San Bernardino inter alia) is the best channel through which world peace, human hood and brotherhood can be appreciated. We live in a world where politicians emphasize differences for which solutions are to be found. This is contrary to the fact that what brings nations together and helps settle down cultural clashes and disputes is immersion of nations, and awareness of the irrefutable evidence that similarities actually overshadow minute differences. This has to be achieved at university campuses if not other places.

At Cal State San Bernardino, we are offering an expanding curriculum of courses in Persian language, culture, and history. Students interested can take Persian basic and advanced courses with the title PERS 101, 102 (in class or online), 103,201, 202, 203 as well as PERS 555 (Independent study focusing on Persian culture, history, literature, philosophy and science).

If you would like more information about the Persian Program at CSU, San Bernardino, please check with the Department of World Languages and Literatures.
Supported in part through a Project GO/ROTC Language and Culture Grant funded through the National Security Education Program (NESP), the Directed Language Studies (DLS) program at CSUSB enables students to study languages for which regular classroom instruction is either very limited or not available. Languages that have been offered through the DLS program to date include beginning, intermediate and advanced-level Turkish, Russian, Persian, Italian, Korean, and Japanese.

Following the model proposed by the National Association of Self-Instructional Language Programs (NASILP), DLS language courses are offered solely in a self-instructional format enhanced through weekly small-group conversational practice with a native speaker. An Outside Examiner for each language recommends the course materials (which typically include a textbook with accompanying e-learning activities and/or CD-ROM and DVD), prepares a weekly study guide for each level, creates and grades a written midterm and final exam, and conducts a final oral exam (e.g., Oral Proficiency Interview) for each student.

The Moodle web site created for this program offers a wide array of language self-instruction materials, including the weekly study guides for each level and language in the program, links for virtual language learning (e.g., online tutorials with audio, podcasts, instructional videos, interactive exercises) and media (e.g., streaming TV and video channels, Internet radio stations). Scholarships and summer intensive language programs are also highlighted on the web site.

DLS courses attract students from CSUSB’s National Security Studies Program as well as business and science-related fields and other disciplines. A number of students pursuing their M.A. program in Spanish have also studied Italian through DLS. To better ensure students’ success, self-instructional DLS language courses (4 units) are restricted to sophomores, juniors, seniors and graduate students, with a GPA of 3.0 or better. Although course credits count towards graduation, languages offered through the DLS program do not fulfill the General Education language requirement for undergraduate students.

For more information, contact Dr. Liz Martin, Faculty Coordinator for Directed Language Study, Department of World Languages and Literatures, emartin@csusb.edu.
The Spanish Section continues to provide quality education to students in our service area. The Spanish Faculty has been very active participating in professional activities and traveling.

The department welcomed Professor Bibiana Díaz last academic year. A Native Colombian, she specializes in Latin American Narrative, Theatre, and Gender Issues in Colombia. Professor Díaz is looking forward to re-organizing *El teatro universitario en español* and to put on exciting works from the Hispanic world. This year, our new Spanish (Peninsular) faculty member is Professor Maria Garcia Puente. She is from Galicia, Spain and is completing her Ph. D. at the University of Kansas; her dissertation is on the fairy tale and the identity of women in the Post-Franco era. She will teach Peninsular literature of the 20th and 21st centuries.

Professor Arturo Fernández-Gibert led a group of students in another successful four week Summer Program to Valladolid, Spain. He will be in Paris, France for this academic year completing an M.A. degree in European Studies. Professor Gallegos-Ruiz spent the summer traveling through Oaxaca and Monterrey regions of Mexico. Professor Carmen Jany has participated in establishing the Native American languages’ curriculum –Luiseño and Serrano- in the department. David Jerez-Gómez, the proud father of Aitana, is on Sabbatical leave this fall. Dr. Kareen Gervasi toured India this past summer and then spent a couple of weeks hiking in the Andes in order to reach Machu Picchu.

We are very happy to report that the M.A. program is also growing and doing well. Last fall we implemented the Teaching Assistant feature; the best qualified graduate students are now teaching classes at the Lower Division level.

F.L.A.G.S. continues to provide peer-advising in its location at UH 007. The members of FLAGS organized several cultural and literary events throughout the academic year including *Día de los muertos*, *Día Hispano*, *Cal y Canto Night*, and *El 5 de mayo*.

We thank and congratulate our Adjunct Faculty for greatly contributing to the success of the Spanish program. Its members are: Dr. Dorothy Gaylor, Ana de Loera-Moll, Leticia Johnston, Leonard Hill, Mario Vega, Loreto Velarde-Peterson, Rosalinda Charcas-Salazar, and Gladys Schrom. The TAs for fall are Carolina Fiallo, Linda Vega, and Julieta Cabrera.

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**Portuguese: Bem-vindos!**

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FLAN 101, Section D, Tuesdays and Thursdays, 2:00 PM - 3:50 PM, JB 387 (Gabriel Matos)
FLAN 102, Section D, Tuesdays and Thursdays, 4:00 PM - 5:50 PM, CE 109 (Joselita Dunn)

For more information, contact: Dr. Liz Martin, emartin@csusb.edu
News From Students

Sarah McKee-- France, Study Abroad

Spending the summer in Paris with the ESA Study Abroad program was one of the best experiences of my life! From the planning stages to the flight back home, the staff was professional and accessible; they answered all my questions, responded to all my emails, and gave me all the tools I needed to be prepared and make the most of the trip. Every day was packed with cultural and historical experiences - walking tours (in French or English), museums, cathedrals, street art, cuisine! As a French major, it was so wonderful to observe and connect with what I had studied in books, to stamp my own impressions on all that I had learned, and to sip my first kir at a sidewalk cafe. I returned home much more confident in my French, much more self-assured, and determined to go back.

Alelia Luna-- UC Santa Barbara Summer Seminar

My impression of the seminar overall was that it was well put together; not only was it educational, but it was also fun and exciting. I definitely think the experience was valuable. I was able to learn about the Common Core and 21st century skills of teaching. Even though I'm not a teacher yet, it was very helpful to get ideas on how to teach students a new language. I also felt that the speakers were a very valuable part of my experience. I particularly liked the fact that the speakers and teachers were interested in our opinions. The highlights of the week included when I had the opportunity to interview a teacher. Her name was Yolie Diego, and she told me the reason why she decided to become a teacher and I was able to ask her all the questions I had pertaining to teaching, which I found very helpful. Another highlight of the week was when one of the Japanese teachers came to the "student strand" (the area where all the students were) and started speaking in Japanese to us. It was interesting because even though many of us did not understand the language, we still managed to learn how to say the numbers 1, 2, 3, 4, in Japanese. He told us that in the high school where he teaches, he always speaks Japanese to his students even on the first day of class. He said that although his students get scared, he does this to expose them to the language and to get them used to hearing it. I found this to be very interesting, and it gave me a new perspective on teaching a language, along with giving me some good ideas for when I become a Spanish teacher. In the "student strand" we had two amazing teachers, Julie and Peter. Not only did they make the seminar fun, but they brought in a personal speaker to talk about the Credential and Master’s programs. Julie and Peter also put us in groups and we had to make a “commercial” on why it is important to speak a foreign language. I really enjoyed working with other students that plan on also teaching a language because we had so much in common. In addition, the seminar was enjoyable because it was specifically for people that teach or want to teach a language. I really enjoyed my time at the seminar, there were many fun activities like the dinner at the beach, the ice cream social, etc. What I got from this experience was knowledge on how to teach students of the 21st century, and also the importance for students to learn a foreign language. I found it extremely helpful because it was eye-opening to see how important it is to incorporate foreign languages into the curriculum in elementary and high schools. Going to this seminar further motivated me to pursue teaching, and the amazing teachers I met inspired me even more. I would definitely recommend this seminar to other students that are considering becoming teachers. It is a seminar that you will not forget, and will definitely have a great impact on you.
Dr. Pilar Agudelo

In 1992, I applied to transfer to the California State University of San Bernardino when the fever of the lottery just started in California. I wanted to get my Bachelor’s degree in Spanish; then, when I received the letter of acceptance, I said to myself, “I won the lottery, this is my big prize!” Subsequently, I graduated in 1994 with a B.A. in Spanish and went on to earn an M.A. degree also in Spanish from California State University at Fullerton. Earning my master’s opened many doors: I obtained a lecture position at Riverside Community College where I taught Spanish for several years. In the meantime, I attained my Multiple Subject and Bilingual Teaching Credential. I worked at Randall Pepper Elementary School, in Fontana, as a kindergarten teacher. I loved working with small children because they were spontaneous, genuine, and eager to learn, but my ambitions and desires of upward mobility led me to return to my Alma Mater, California State University, San Bernardino. I was hired as a lecturer in Spanish, and I enjoyed my work very much. The students were very serious, studious and determined to finish their career; being an instructor at California State University, San Bernardino was a great honor to me.

I was very happy with my accomplishments, but at the same time, I was eager to pursue a doctoral degree. I graduated from California University of Riverside with a Ph.D. in Latin American Literature in 2007. My greatest accomplishment as a mother and as a teacher is that my two sons earned their business degrees at California State University, San Bernardino. My education has given me many opportunities such as working in the field I chose, meeting different people, traveling abroad, and being an exemplary citizen. For instance, when I traveled to China, it was an enrichment experience getting to know the culture, the people and cities such as Beijing, Shanghai, Chon Chin, Gulling and other places. Also, attending different national and international conferences opened doors for me to present my research. Currently, I am working as a Spanish professor at the College of the Desert in Palm Desert. I am working on a Spanish book for Spanish speakers as well as continuing to be the best teacher I can be for every generation that comes through my classroom. CSUSB will be in my heart always, and all that I am today I owe to my professors.

Daniel Robles

Ever since I was a child Spain had been a dream destination for me a number of reasons; amongst them were its history, music, literature, culture, traditions, and customs that are similar to those of my own Mexican background, but unique in its own way. When I got the chance to go for the first time in 2011 as a study abroad student, I fell in love with the country even further, I knew I had to go back; that’s where I wanted to be. During the year after my return I thought and schemed of different ways that I could make my way there again for more than a short visit, but given Spain’s tuff economy, options were few. I had heard about the possibility of teaching English there through the Spanish government’s Auxiliares de Conversación program, so I decided to apply since I would finish my bachelor’s degree in Spanish that summer. The idea of working as English teacher in Spain while being able to practice and immerse myself in the Spanish language and culture was unbeatable. There was nothing holding me back from doing what I wanted to do, being where I wanted to be, and living the life I wanted to live, so I decided to apply and, like a happy ending to a motivational story, now I am here.

We are all products of our experiences, those experiences shape us and justify our actions; CSUSB has without a doubt hugely contributed to where and who I am today. The faculty of the often-rigorous general education, elective and capstone courses laid the foundation that prepared me to move abroad. They did this by helping me have an open and receptive mind and by making me a well-rounded and educated individual ready to tackle the future. Having majored in Spanish, the Hispanic world was always at the forefront of my studies which, of course, added to my desire to see it for myself. However, what truly sold Spain and the rest of the Spanish-speaking world to me were the passionate and outstanding lectures, conversations and commentary of my professors who truly conveyed a love for that which they taught; they helped me and supported me through all my decisions from studying abroad to finally finding a job here. Working and volunteering at the study abroad office and with other international programs, being in the World Languages Department, as well as meeting a plethora of international students, faculty and staff also served as a great influence and living-proof that one is not confined to the place where one is born and can be successful elsewhere.
(Robles continued)

All in all the classes, the workload, the subjects all helped influence my branching out to new places, but most of all it was the people at CSUSB that made the biggest difference and helped me be courageous and prepared.

Nerik Orozco

My journey so far not just here in Korea, but as well as in the states has been a difficult one. I was one of those students that had to pay his way through college working at an endless job with endless hours. I would be getting off my working shift at around nine in the morning when I had to be at school by ten. Thank goodness my home was not too far away from school. After work I would rush home half asleep get ready and head off to school. I remember asking people who would sit behind me to kick the desk if they would see me falling asleep. I did this for many years until about one month before I graduated. I was tired and exhausted; the bags around my eyes had turned green of how tired I was. I was tired of working.

Everything stated above is the reason why I decided to come to Korea. The first time I came to Korea I was offered a job at the international office at Dankook University, DKU. I would be helping out as a Graduate Teachers Aid, GTA, as well being an ambassador to the international department to all students who came to DKU to study or attend special exchange programs. In return, as a way of payment, the international department would pay for my Master’s degree. When I was told this it didn’t take much convincing for me to say yes, all I said was where do I sign. After five long years of struggling, trying to pay tuition during my undergraduate time, I finally got a break and a big break if you ask me. It was a difficult journey at Cal State San Bernardino, but my mother always told me it would pay off and it did. All this almost didn’t happen, but thanks to some friends who have traveled and studied abroad in the past they convinced me to go. I’d like to thank my friends for convincing me that there is a greater world out there than just southern California. I will stay in Korean for about two and a half years not just working and receiving my Master’s degree, but also experiencing a different culture and learning my third language.

William Desmond

My motivations for coming to China were pretty varied. I’d say the main reason here is really wanted to try something different. My studies at CSUSB were aimed towards one day becoming a Spanish teacher. However, I wasn’t able to afford to take the time off from work that would be required to get into a Credential program and/or Master’s program. That, and the news I always got about the job market for teachers were grim. Only after arriving here did I realize that I’m now able to save more total dollars over here because the cost of living is so low. I’m supporting myself, my wife, and my newborn daughter while still saving money AND paying off my student loan. I’m sure I wouldn’t be able to do half of those things if I were still living and working in California. My main reasons for coming here were finally getting out of California, the only place I’ve ever lived, and wanting to share my love of language with other people. Plus, China is one of the most ancient places on Earth! Again, I paid thousands of dollars to get a piece of paper that I might never get a lot of use out of other than to fill an empty space on my wall. The good fortune I had in getting to know such wonderful people, that goes for all of my professors and classmates at CSUSB, is absolutely priceless.
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