

2018-2019

LCL Expands Dual Degrees into Business and Health Sciences



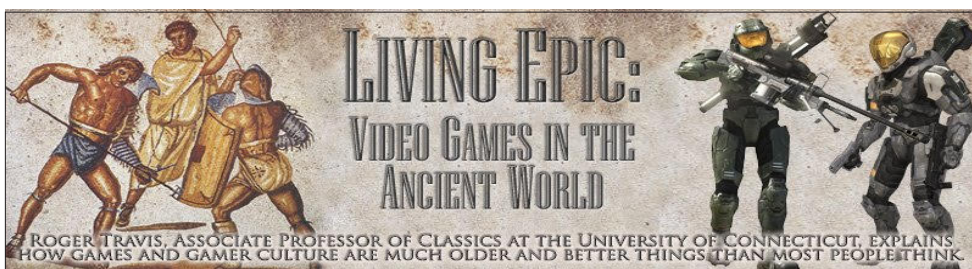
The University of Mannheim, Photo taken by Hubert Berberich

Over the past four years the Department of Literatures, Cultures, and Languages has launched a series of cutting-edge programs that promote the humanities in truly innovative ways. In each of our dual-degree programs, students combine a study abroad experience with a prestigious professional internship in a foreign country and culture. By marrying the technical skills of a first-rate professional degree with a meaningful level of fluency in the history, literature, and language of a foreign culture, students not only gain a new window onto the world, they acquire tools for understanding the forces that have shaped American culture and its professions. These programs thus embody the very best of what American universities claim to provide by championing a broadly focused curriculum: a practical education enriched by cultural perspectives that make for informed global citizens and great people leading interesting lives.

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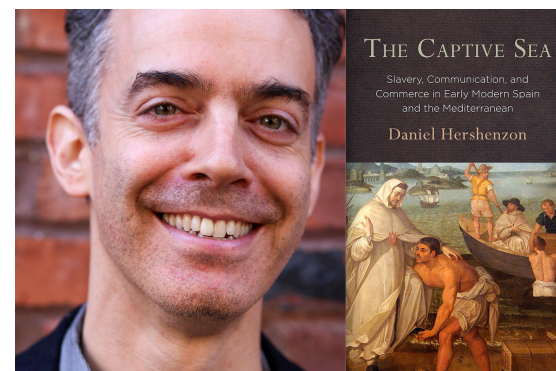
Non-Traditional Approaches to Classical Mythology

CAMS 1103, also known as Classical Mythology, taught by Dr. Roger Travis is a cornerstone undergraduate course offered by LCL's Classics and Ancient Mediterranean Studies program as part of UConn's General Education curriculum. As such, it falls under a list of select survey courses offered by different humanities programs on campus that aim to provide students with exposure to the different humanistic traditions from around the world: art, culture, and literature and media. This class employs a unique approach to teaching classical Greco-Roman completely on-line and adopts a comparative perspective between ancient and modern culture. While students who take the class engage a range of original texts in translation from Homer's *Odyssey* to Ovid's *Metamorphoses*, they also learn to identify how broader mythic patterns originating in such works are reproduced in modern cultural contexts through a variety of sources such as



Continued on Page 7

Daniel Hershenzon Awarded Fellowship at Princeton Institute for Advanced Studies

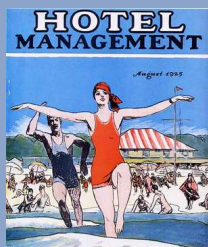


The Department of Literatures, Cultures, and Languages is very proud to announce that Daniel Hershenzon has been awarded a fellowship at the Princeton Institute for Advanced Studies for the academic year 2019-2020. This is one of the most prestigious fellowships in North America.

Professor Hershenzon joined UConn in 2012 after having received his Ph.D. in History from the University of Michigan. He has won many fellowships over his young career, most recently at the University of Connecticut Humanities Institute and the Bard Graduate Center. Before coming to UConn, and among many other prizes, he earned a Max Weber Post Doctoral Fellowship at the European University Institute and a Bernadotte Schmitt Research Grant from the American Historical Association. His work has appeared in *Past and Present*, the *Journal of Early Modern History* and *Philological Encounters*.

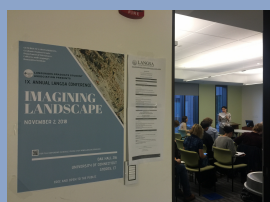
His new project builds on the work of his first book *The Captive Sea: Slavery,*

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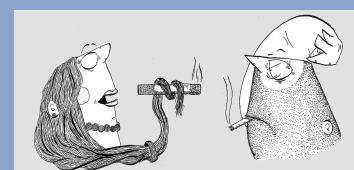
Rented Rooms

Guest lecturer in LCL
German section



LANGSA Imagining Landscape

LANGSA's IX Annual
Conference



Resident Cartoonist Gains National Audience

Introducing Lodi
Marasescu

PhD Student Publishes First Book



Alessandro Ceteroni

Dr. Alessandro Ceteroni is, interestingly, a PhD student in Italian who joined LCL in Fall 2018. His decision to join a doctoral program is not only a result of his desire to establish himself as a researcher in the US, but in part because academic careers can be even more difficult to launch in Italy and indeed in Europe than they are in the US. His interests in Italian Studies include realistic fiction, non-fictional novels, genre, and semiotics, as well as modern Italian bestsellers. Born and raised in the small coastal town of Sant'Elpidio a Mare, Alessandro went on to study at the Universities of Milan and Macerata as well as in Leuven, Belgium thanks to an Erasmus Exchange. Early jobs teaching history at high school and working as a tour guide helped him to realize that he wished to convert his interests in literature and culture into the focus of his career. Prior to coming to the US, he attended the University of Macerata where he received his first PhD. in Italian Studies in 2016. The product of that PhD was Alessandro's recent book, *La Letteratura Aziendale* (Business Literature) just published in 2019



Continued on Page 6

Rented Rooms

On February 6, 2019, Professor Bettina Matthias of Middlebury College presented her project on "Rented Rooms" for the German Studies section of LCL. This project is the reflection of a passion of hers and was a subject she developed during a post-doc at the University of Washington. She discovered the idea when preparing for her defense as a doctoral student. She was nervous about one particular professor who was known for asking obscure questions, so she prepared by reading a variety of literatures that had nothing to do with her project. She stumbled on a set of stories in which the same groups of people experienced different outcomes staying in hotels. For Prof. Matthias, the transient space of the hotel was emblematic of her own transitory position between graduate school and her first real job.

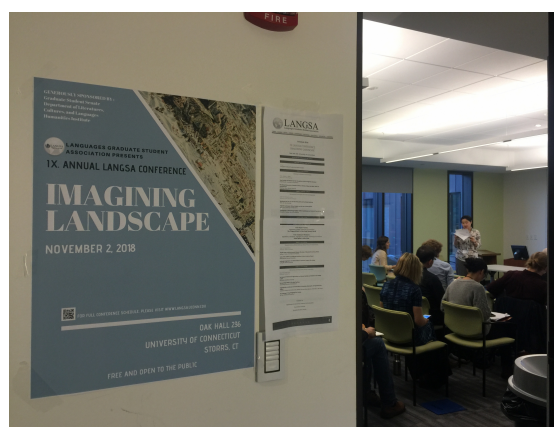
Matthias argues that during the nineteenth century, hotels became popular for the upper middle class because the idea of the bourgeois home had become increasingly problematic. The crisis of the family home was a reflection of the growing pressures on the ideal of the bourgeois family. *Madame Bovary*, *Liebele*, and *Effi Briest* each depicted the home as a space of suffocating obligation. Industrialization also played a role; by liberating bourgeois adults from certain forms of work, they gained more empty time to think about the quality of their experiences. Some theorists argued that this led to increased social atomization in the home since those who lived together no longer felt connected. The noted cultural theorist Georg Lukács coined the term "transcendental homelessness" to describe this condition.



"Ho Room, Edward Hopper (1931)

Continued on Page 6

The LANGSA Conference: Imagining Landscape



On November 2nd 2018, LANGSA successfully hosted its ninth annual conference entitled "Imagining Landscape." Panelists from UConn and other east coast universities explored landscape as emotion, dialectic, and space in areas shaped by European, African, North American, Asian, and Latin American experiences of environment and culture. Among the graduate student panelists from LCL, Anna Cheng and Yan Yan gave memorable presentations that explored the intricate cultural and literary landscapes of contemporary Chinese literature and films.

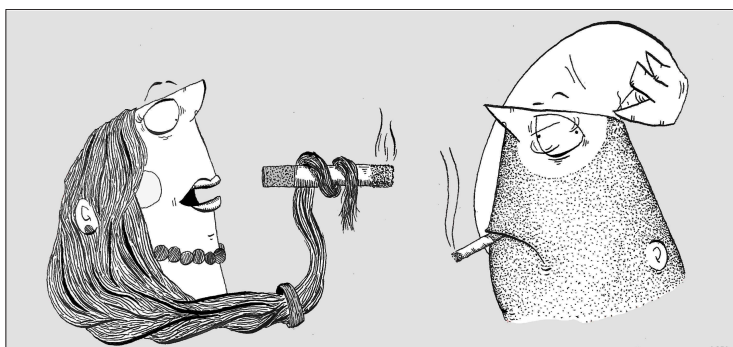
The conference's keynote addresses featured UConn professors Dr. Wayne Franklin (English Department) and Dr. Friedemann Weidauer (LCL). Dr. Franklin spoke on the aesthetics of spaces in Early Modern travel writings. Dr. Weidauer's presentation focused on Urban Spaces in postwar German film. Dr. Franklin addressed his personal experience with different landscapes both in the United States and in Europe. He emphasized the conceptual role of landscape in literature and how these play key roles in establishing place, connecting memory to physical and geographic experience. Citing, for example, how the seaward passage from Norway to Greenland was made possible via coastal recognition and latitude. Dr. Weidauer discussed the representation of landscape in the GDR both before and after the Berlin wall, showing the effect of an obstructed landscape on the people living on both sides of the wall.

Resident Cartoonist Gains National Audience



Lodi Marasescu is a highly talented graduate student in LCL, who joined the master's program in French in Fall 2018. His colleagues and mentors from the department and outside have come to know and admire him not just as a hard-working and dedicated student, but also as a brilliant cartoonist. Born and raised in the suburbs of Paris, Lodi developed a passion for sketching while he was completing high school. Reflecting back fondly on these formative years, he states that his arts class in school inspired him to think creatively about drawing. The year 2015 was a significant one. That year he began attending University of Paris as an undergraduate. This provided him with a forum to begin experimenting with his sketches more seriously. 2015 was also the year when the shooting at *Charlie Hebdo* happened in Paris. The *Hebdo* incident had a profound influence on him and made him think about his role as a cartoonist within a broader socio-political context.

At UConn, Lodi is known as the creator of the beloved fictional personas, Blaize and Blaizette, a cartoon duo that features in most of his works. "Blaize and Blaizette are like alter-egos to each other," Lodi explains, "they drink excessive amounts of coffee, smoke too many cigarettes and obsess over their looks, which, in a way, represent the simple existential aspects of life." He notes that the creation of these characters deliberately dramatizes a "white page syndrome" both in technique and as a theme. "The frustrations of the artist in achieving minimalist proportions of the nose or the facial hair or in postures reinforces an existential crisis that people experience in a day to day life." These characters have enjoyed immense popularity in the department and have been showcased in departmental journals, social media outlets, and event posters. Recently Lodi was approached by the prominent cartoonist Mr. Fish (a.k.a Dwayne Booth) who is preparing a collection featuring talented cartoonists drawing on the theme: "How to caption the meaning of a book in one drawing?". Mr. Fish's cartoons have appeared in publications such as the *Los Angeles Times*, *The Village Voice*, and *Vanity Fair*. Lodi's inclusion in this collection suggests that he is quickly being recognized among the front ranks of illustrators in the United States.



Daniel Hershenzon continued...

Commerce and Communication in Early Modern Spain and the Mediterranean (University of Pennsylvania Press), but shifts emphasis to the unstable status of religious objects often looted, sold, or held for ransom side-by-side with people.

In his abstract for the Institute for Advanced Studies, *Captive Objects: Religious Artifacts and Piracy in the Early Modern Mediterranean*, Hershenzon describes:

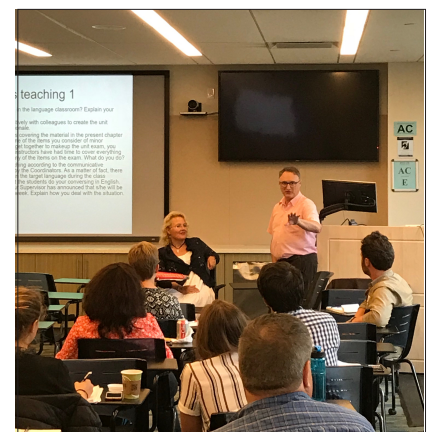
how religious artifacts trapped in the maritime plunder economy became the contentious subject of conflicting claims by a host of actors. Religious artifacts—Korans and Bibles, prayer shawls, crosses, images of Christ and the Virgin Mary, and relics—circulated in their thousands in the early modern western Mediterranean, crisscrossing the boundaries between Christianity, Islam, and Judaism. This mobility was largely a byproduct of piracy to which 2 to 3 million persons from all sides fell fate between 1500 and 1800 and which intertwined Spain, Italy, Morocco, and Ottoman Algiers. Reconstructing objects' trajectories and their involvement in human trafficking sheds new light on the experience of captivity and the practice of redemption, of both people and objects. More importantly, the project argues, the captivity of religious artifacts turned objects previously isolated in their respective realms into contentious objects that formed a distinct category and acted as religious boundary markers within and among confessions.

The Department warmly congratulates him for this notable distinction.



Left photo:
LCL students
and freinds
during the LCL
barbecue in
August

Right photo:
Eduardo Urios-
Aparisi and
Manuela Wagner
LCL summer
orientation



Simone Puleo Teacher, Scholar, Musician

Simone Maria Puleo is a PhD candidate in the Comparative Literary and Cultural Studies section of LCL. He is a native of Palermo, Sicily and



Simone Puleo

moved to the United States when his parents decided to relocate their pastry business, living briefly in New York and Connecticut before settling in South Florida. Before coming to UConn Simone obtained a BA and an MA in English at Florida

Atlantic University. After the bustle of Boca Raton, Simone loved the tranquility at the University of Connecticut.

Growing up in the United States, Simone was exposed to English novels, such as *Lord of the Flies*, while in the American school system. At home he had access to many classics of Italian literature, such as Dante's *Divina Commedia*. When he applied to CLCS at UConn, Simone decided to build on the interdisciplinary approach acquired during his undergraduate degree to bring together his interests in English Literature and in his Italian roots. He has found a real home in CLCS because it has provided him with the freedom to pursue work across disciplines: he is working under Wayne Franklin in English, Sarah Winter in CLCS, and with Norma Bouchard, an Italian professor previously in LCL who is now Dean of the College of Arts and Letters at San Diego State University.

In response to his hybrid cultural background, Simone developed an interest in works at the intersection of Italian and American literatures and cultures. He decided to explore an unusual vein of nineteenth-century travel writing—Americans traveling to Italy during the Risorgimento (the Italian Unification Movement). These visitors to Italy arrived during a moment when liberal and anti-clerical political sentiments were on the rise. The Americans travelers, mostly of Protestant background, tended to fall into two categories: those that saw Italy as an “open-air museum” that fetishized Italian artworks and the legend of the Renaissance, and the travelers who enjoyed art and history, but who were more invested in its people, in contemporary Italian politics, and in what was happening in Italian society. This latter group of travelers, including the famed transcendentalist author Margaret Fuller, became active in the political debates of the Risorgimento instead of contenting themselves with a more superficial cultural engagement.

Simone brings his personal interests and bi-cultural background into the classes he teaches and to his music. He's played music his whole life, experimenting with genres ranging from Brazilian percussion to punk rock. While he says that he sees his music as a “respite from academic work,” the two nonetheless inform each other. He uses the poetry and the poetics he has internalized while studying literature to help him write lyrics for his songs. His tendency to merge disciplines has not only been beneficial to his music, it has also shaped his approach to teaching. In a twentieth-century Italian literature class he taught recently, Simone had his students look for visual representations of the cityscapes in Italo Calvino's novel *Invisible Cities*. From this vantage point, students could reflect on the connections between modes of storytelling whether oral, written or visual. Simone believes that the merging of fields is essential to cultivating geopolitical and critical awareness in the students.



Left: Graduate Students at the LCL barbecue in August

Right: Tech Day Series, Fall 2018: "Digital Tools in the (Language) Classroom"



Left: Ana Rodriguez Gallego and Yasmine Essafi.

Right: Graduate students from LCL and other departments at UConn



A Note from the Department Head



Gustavo Nanclares

Dear LCL Community,

The study of languages and cultures and the different forms of literature, art, and media that are connected to them are at the core of the humanities and the mission of a liberal arts education. The need to learn languages and to become culturally competent in the global context, and also within the US, is more pressing than ever. Despite this reality, a staggering 651 world language programs were terminated in American universities between 2013 and 2016 according to an MLA report published

this past January. While it is also true that a significant number of new language programs were created during the same period, this data reminds us of the importance of the work that we do, the real value that we add to the lives and educations of our students, and the positive impact that we strive to make in the world.

We are excited to present the new issue of the LCL Departmental Newsletter. This has been another productive and fruitful year for LCL students and faculty. Our undergraduate programs continue to grow steadily, particularly some of the more recent ones, such as Arabic and Islamic Civilizations and Chinese Studies. The newest additions to our program offerings this year are the new major in American Sign Language and a minor in Literary Translation, both of which are still going through the different approval levels. Last year the department received a grant from the Korea Foundation that has enabled us to offer the full four-semester language instruction sequence with several sections at both first- and second-semester. The courses have been a total success with every section filled to capacity. This year we have also been able to offer the four-semester sequence of Portuguese language instruction for the first time in about two decades thanks to a Fulbright FLTA fellowship. Dropping the Portuguese program in the late 90s was a painful loss, and we are really hoping that reinstating the language courses will be the first step in a more ambitious plan to develop a full program over the years.

At the graduate level, we have finalized a new Graduate Certificate in Literary Translation, which has now received all the necessary approvals and will be offered starting next fall. We have also accepted the first cohort of graduate students to our new MA and PhD concentration in Applied Linguistics and Discourse Studies. We are confident that these programs will see significant growth in the next few years.

The last highlight I would like to share is the steady growth of our dual degree and interdisciplinary programs with other schools, particularly the consolidation of the four language, culture and Engineering programs: Eurotech Asia-Tech, ESP Spanish, and Technopole France under the umbrella of International Engineering, a destination program at UConn. Our Eurobiz and BizHispanica programs are also growing as we dedicate more resources to support them. Both business programs now have new websites where students can explore program requirements, obtain enrollment forms for their dual degrees, and receive additional information about the internship and study abroad experience.

I would like to end this brief note with a message of gratitude to all our faculty, students, and staff for their hard work, and to our donors for their continued support. It is humbling and inspiring to serve such a talented body of students and colleagues and to do so with the generous support of our many benefactors.

With best wishes for the end of the academic year and for a restful and joyful summer,

Gustavo Nanclares

Translating Cuban Letters with Kristin Dykstra and Anna Kushner



On September 12th 2018, the award-winning translators, Anna Kushner and Kristin Dykstra, spoke about the challenges of translating Cuban works for an English-speaking audience in the US in an event titled “Translating Cuban Letters” hosted by LCL. Kushner is the translator of prominent Cuban works such as *The Autobiography of Fidel Castro* by Norberto Fuentes, and *The Halfway House* by Guillermo Rosales. Dykstra is a writer, literary translator, and scholar who has translated authors including Reina María Rodríguez, Juan Carlos Flores, and Angel Escobar among others. Both the speakers emphasized that the work of a translator does not only involve an attention to differences in language, but also to the contexts in which language makes meaning.

The translators discussed translation as a mode of understanding and making visible the immense diversity in the diasporic experiences of Cubans and Cuban Americans both within and beyond the United States. Kushner used the example of her translation of *The Halfway House* to emphasize how Guillermo Rosales captures many of these experiences in stories that include meditations on complex psychological states, crisscrossing cultural narratives, and interweaving histories involving the US, Cuba, Spain, and Russia. Dykstra, on the other hand, foregrounded the way her work helped to break stereotypical perceptions of Cuban culture, replacing the images of “mojitos and old cars” with new narratives that capture the diverse lived experiences of the people of Cuba. Translating figures like Rodríguez, Flores, and Escobar, each from different regions of Cuba, has allowed her to offer a

The event garnered an active participation from an audience that included LCL faculty and graduate students. Professors including Jacqueline Loss, Odette Casamayor-Cisneros, and Peter Constantine enriched the conversation by sharing their views on issues ranging from the challenges and rewards of translating across linguistic and cultural barriers and the institutional and identity politics of translation for the future of translation studies within the broader fields of the humanities and the social sciences in the US.



Winner of the 2018-2019 LCL Photo Contest. Preston Brogan:
Montmartre

"The most fun neighborhood in Paris, Montmartre is a hotspot for street art and delicious food. It's all the way in the north of the city on top of a hill, but it's so worth the hike."

afford to be there. Their presence in the space led to the assumption that all hotel-dwellers belonged to a community of likeminded people with similar social values. They could afford fashion, fast cars, and other indulgences that deliberately wasted money. The hotel thus camouflaged its capitalist foundation, offering an explicitly marketed experience of luxury to its guests. In so doing, they reinforced the connection between leisure and class. The hotel thus started to serve an ideological function as a "home away from home" for the right class of clients.

Dr. Matthias divided the hotel novels into three categories: daughters in hotels, the coming-of-age stories of men in hotels, and con-artists and masquerade stories. *Felix Krull*, by Thomas Mann, features a young male protagonist who finds it freeing to not be attached to anything or anyone. On the whole, these novels tend to suggest that women cannot be liberated—to the point where they are rarely allowed to leave their hotels alive. *Faulein Else* by Arthur Schnitzler is an example of a daughter-in-hotel novel. The main character is not wealthy, and is eventually forced to strip for a guest so that she can obtain money to save her family from bankruptcy. Already humiliated, she strips in front of everyone in the hotel and then kills herself. Even in cases when the transience of the space does allow characters to detach from their identity and responsibilities, this respite is only temporary. When they are required to leave, the forces that shape the character's lives inevitably confront them in full force.

Rented Rooms continued...

With the turn of the twentieth century, writing from and about transient spaces became a new frontier of description for "realist" writers. Transitional spaces like hotels provided writers with endless narrative possibilities. While some novels, like *The Postal Girl* by Stefan Zweig, featured the story of one character, others focused on multiple characters with intersecting plots, for instance, Gottfried Reinhardt's *Menschen im Hotel*. In *The Magic Mountain*, Thomas Mann wrote one such ensemble-novel. Although he was famous for writing *Buddenbrooks* (1901), one of the great twentieth-century novels about the home as emblem of family pride, in *The Magic Mountain* (1924) he turned to a transitional space similar to the hotel, but represented, in this case, by a sanatorium. The transience of the space is maximized by the institutional, though luxurious, setting in which some of the wealthy clientele consumptives not only leave, but die.

With the invention of the railroad, the hotel shifted from being a resting place between destinations to become a destination in itself. In contrast to the family home, those who stayed in hotels had no claim to the space. Being away from home in an anonymous setting freed guests to do whatever they wanted without consequences. The hotel experience could be disorienting because it was such a transitional space. It was neither public nor private and was not sought out for practical reasons, but rather for its perceived social value.

The price one paid determined the quality of the space one occupied; however, the room remained unaffected by one's presence. Other patrons and hotel workers naturally assume that hotel patrons could



Left: Graduate students during summer orientation

Graduate Student Publishes continued...

with Calibano Editore, in Milan. The book examines the theme of "work" in Italian literature from 1995 to 2015 as represented in the works of a range of contemporary authors including Angelo Ferracuti, Eduardo Nesi, Giulia Fazzi, among others. Adopting a range of theoretical frameworks including cognitive and semiotic approaches, he explores how labor politics in different sectors—such as factory, offices, call centers, and multinational corporations—are represented by contemporary writers. The book also draws on a comparative lens to examine how representations of "work" maps onto different narrative forms, genre-specific plot scenarios, and conventions of characterization in literature. Ceteroni acknowledges that his interest in studying "work," is partly the outcome of his own experience of labor in academic settings in Italy and in the United States. For his next project, Alessandro plans to expand his research on "work" to include canonical films from modern Italian cinema, with a particular emphasis on understanding the labor politics in banks and trade.

Non-Traditional Approaches continued...

literatures, films, songs, and videogames. This class is very popular among undergraduate students of all levels with a high rate of enrollment every semester in which it is offered (including summer and winter intersession periods). Students particularly enjoy the opportunity to learn about how the broader storytelling mechanisms of their favorite films (such as *Harry Potter* or *Star Wars*) or *Video Games* (like *Bioshock* or *Call of Duty*) compliment and share many similarities with classical myths.

Travis recalls that this course was one of the main classes that he was hired to teach at UConn back in 1997. His original inspiration for it was a class that he took as an undergrad at Harvard's Department of the Classics called "The Concept of the Hero in Hellenic Civilization" (nicknamed "Heroes for Zeroes") taught by his undergraduate thesis director, Dr. Gregory Nagy. Travis recalls that in this class, Nagy was "amazing at deducing parallels from modern cultures in the form of movies that would illustrate mythological concepts." This experience inspired Travis to look for new and interesting ways to teach ancient materials. This goal became a central part of his academic vision while he was a doctoral student in Classics at the University of California in Berkeley. In developing his course, however, Travis departed from Nagy's approach significantly. While Nagy defined myth strictly as a "truth value" as defined by the structuralist tradition, Travis became more interested in narratology and literary theory particularly in how myths work narratively to reveal certain "transcendent" story patterns that have been passed down from ancient civilizations. As a result, he exposes his students to a variety of insights, illuminating the cultural contexts in which particular myths arose (inasmuch as these are knowable), while also helping them to identify values that are shared not only across cultures, but across time.

Since Travis started teaching the class in 1997, it has seen major changes. Before fully transitioning to an online format at the end of the 2000's, this class was offered as a large lecture with over two hundred students. It included traditional forms of assessments like in-class multiple choices and quote identification tests. While Travis admits that within such a setting it was quite a challenge to introduce experimental teaching methods. He recalls that his best moments were when he began integrating his research on the narratology of video games into his course "I often brought my Xbox to class and played videogames with the students on the big screen." By 2007, Travis decided to transform his course into a fully online class, gradually coming to the realization that "a well-designed online learning environment can be much more effective in getting students to meet learning objectives than a more traditional face to face lecture." With the help of Kathy Healy, a talented web-designer from UConn e-campus, Travis went through the design process for the course "that resulted in the structure that exists now."

The online platform allows Travis to blend elements of traditional and non-traditional teaching to construct a dynamic and effective learning environment for his students. The course is divided into seven different learning modules, each distinguished by a classical theme. Each module comes with its own readings, video lectures, and assessments that include pop quizzes, short essays, and online discussions. Students who are enrolled in the class are distributed into teams managed by teaching assistants. To be successful in each module, students are required to engage meaningfully with the course materials and to find innovative ways of comparing classical and modern sources. For instance, in one module devoted to the figure of the trickster in classical myths, students are asked to identify the similarities between classical tricksters like Hermes and Odysseus and modern ones such as Bugs Bunny and *Batman's* The Joker (among other examples). In another module, students analyze gender perceptions in the comparative contexts of Penelope from *The Odyssey* and *Mulan* from the modern Disney film. The discussions, which happen independently from other assignments in each module, provide a space in which students can share ideas and take sides when answering questions like: "Which is a better modern myth: *Harry Potter* or *Star Wars*?"



Roger Travis

Travis has also introduced certain game-based learning strategies to raise the enthusiasm of his students. For instance, in group discussions, students are often awarded non-credit Kleos points (or glory points) for exceptional work which are recorded and tallied. At the end of every module, the students with the highest Kleos points are recognized and honored for their contributions. Another innovative non-credit game strategy is called "mythomachy" or "story battle." In this game, different student teams compete against one another for the highest number of glory points awarded for the best answers in their individual discussion groups. Consistent excellence in the class promises to eventually lead to honor and recognition in the course's Hall of Fame. Weaving together such a diverse range of pedagogical techniques allows Travis to construct his class as, what he calls, a "transmedia possibility space": a space in which students do not just learn about classical myths and cultures in interesting ways, but in which they can themselves become storytellers who can transform, rediscover, and re-invent the old stories. By creating newer forms more in line with the modern expectations of storytelling (and the technological advances that have shaped them), students merely follow an example set millennia ago by the bards of antiquity.

LCL expands Dual Degrees into Business and Health Sciences continued....

Many people in the UConn community are aware of the German-based Eurotech Program. Inspired by the success of Eurotech, LCL and the School of Engineering now offer three new programs in addition to Eurotech: these include Technopole France in Toulouse, France; Asia-Tech in Shanghai, China; and Engineering Spanish Program in Valencia, Spain. All four programs, which are now referred to collectively under the banner, International Engineering, are open to any student admitted to the School of Engineering. Less well-known, but just as vital, is that during this same period, LCL has developed three other dual-degree programs all of which are proving successful: two with the School of Business and a Spanish program with the Department of Allied Health Sciences (housed in the School of Agriculture, Health, and Natural Resources) and the Pre-Med program in CLAS.

Working from the infrastructure already created by the German province of Baden-Württemberg, the Euro-Biz Program has just celebrated its inaugural year. The program was developed under the stewardship of Drs. Anke Finger, Professor of German and Assistant Director of the Humanities Institute for Digital Humanities and Media Studies, and Gerlinde Berger-Walliser, Assistant Professor of Business Law at the School of Business. Like the Engineering program it was modeled after, the Euro-Biz program is a dual-degree program: students complete degrees in both the School of Business and in German Studies. Unlike the Eurotech Program, however, Euro-Biz students can opt to complete their degree in either four or five years (five is the standard program length for all the International Engineering Programs because of the technical demands of engineering disciplines). If students enter the program with a good level of German, they can opt to spend the spring semester of their Junior year in Germany, first completing a semester in the business program at the University of Mannheim, Germany's top business school. After the term ends, students go on to do a four-month long summer internship with German-based or multinational companies operating in a wide variety of industries. If, however, students are beginning the program with no German, then they follow the same five-year plan as the Eurotech students do. These students will also typically end up spending an entire year in Germany with a longer internship during their spring semester.



Universidad de Granada

The Spanish Studies Program has two dual-degree programs, one in the health sciences and one in business. Proficiency in Spanish is a major asset for American healthcare workers whether doctors, nurses, or healthcare managers. The large population of Hispanic patients in the



Universidad CEU San Pablo en Madrid

United States means that it is a real advantage in terms of healthcare outcomes and daily efficiency to be able to deal with these patients directly. The program is designed for pre-med students or for those planning careers in health insurance or health-care management. It allows students to study abroad for a semester without interrupting the tight sequence of courses they need to graduate, a requirement that often makes it difficult for these students to study abroad. The abroad portion of the program usually takes place during the spring of Junior year. Students attend the Spanish Studies program at the Universidad de Granada in Spain from January to the end of April. From May to June they participate in an eight-week shadowing internship at the HLA Inmaculada Hospital during which they will pursue at least six different rotations. The program has been very successful. After six students took part in it in the first two rounds, the number of applicants grew five-fold this year and the expectation is that the higher number of applicants will require a selection process in the next couple of years.

Students in the Business-Spanish program will live in the political and financial hub of Spain, Madrid, which also has the third largest GDP in Europe. They attend the Universidad CEU San Pablo in Madrid, a private university, renowned for its requirement that every student it enrolls must complete a six-month internship to graduate. As a result, CEU has an exceptionally deep relationship with private companies and government agencies in technology, manufacturing, investment banking, insurance, transport, communications, agribusiness and leisure, and culture among many others. Students live and work in Madrid for the spring and part of the summer of their Junior semesters. The Business-Spanish program is not a standard study-abroad experience. The trade-off involved for being able to complete two degrees within a short four-year window means that while in Madrid students must combine being full-time university students alongside their internship responsibilities for a three-month period of their five-month stay. This can be grueling and though graduates have found it very rewarding, this program is tailored for ambitious students who are prepared for the challenge.

These various dual degree programs are attracting a new generation of students to LCL and even to UConn, and in the process making the learning of foreign languages and cultures relevant in new ways. In the next few years LCL will be seeking to expand its Business programs to France and China and, in the near future, is hoping to offer a shorter-term work-study program with the School of Business in Latin America or the Caribbean.



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Numbers at a glance

Did you know that in LCL there are...

281 majors

261 minors

181 dual degree students

410 courses taught

19 MAs who are also TAs

32 PhD students who are also TAs

12 MA/Ph.D. students who are active but not teaching

56 students abroad in France, Spain, Italy and Germany

48 full-time faculty members (including 31 tenured or tenure-track professors)

LCL Alumni Contact Form

We want to hear from you! Please e-mail the following information to Patricia Parlette at patricia.parlette@uconn.edu to receive departmental updates and news.

Name: _____

Mailing Address: _____

E-mail: _____

Graduation year from UConn: _____

Past program in LCL: _____

Current profession (optional): _____

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