

# The College of Humanities Newsletter

## Message from Humanities Dean Elizabeth A. Say



Elizabeth A. Say, Ph.D.  
Alum 1981

### IN THIS ISSUE

1. Message from Humanities Dean Elizabeth A. Say
2. In Pursuit of Cultural Fluency
3. Think Globally; Learn Locally
4. Partnering for the Greater Community
5. Diverse by Design
6. Newly Awarded Fulbright Scholar Travels to India
7. Shemmassian Puts CSUN's Armenian Studies Program on World Map
8. Fifth Annual CSUN College of the Humanities Film Festival
9. In Memoriam: Richard Anthony Arthur
10. In Memoriam: Lesley Johnstone
11. Delphine Ulibarri Lucero Memorial Award in Linguistics
12. Mission of the College of Humanities

The first CoH newsletter of the 2010-11 Academic Year provides occasion to remember the past, to celebrate present accomplishments, and to reflect upon future possibilities. In the following pages, we remember two of our own faculty from the Department of English: Tony Arthur and Lesley Johnstone. Drs. Arthur and Johnstone were both memorable in their own right and made lasting contributions to CSUN students, to their respective fields of study, and to the communities in which they lived. Both will be missed and remembered by their families and friends. We also remember the life of one of our extraordinary students who defied the odds to pursue her dream of education at CSUN, receiving her M.S. in Linguistics at the age of 73 and leaving a legacy for others who may follow in her path.

This newsletter will also introduce you to some of our current faculty and students who embody the mission of the College. One of our faculty members, Vahram Shamassian, was recognized for his scholarship and contributions to the "principles of freedom, equality, and justice." Another, Diana Contreras, has travelled to India as a Fulbright Scholar in her exploration of the "diversities of cultures, thought, and perspectives" of human experience. Additionally, you will share the experiences of our 2009-10 cohort of the CSUN Russian Strategic Language Initiative, newly returned from a six-week visit to Russia.

Finally, we celebrate The Maurice Amado Endowed Professorship in Applied Jewish Ethics and Civic Engagement. This generous gift from the Maurice Amado Foundation will enhance the outstanding offerings and opportunities provided in the Jewish Studies Interdisciplinary Program under the direction of Dr. Jody Myers. I hope that you will be able to join us at the Fifth Annual CoH Film Festival, sponsored this year by the Jewish Studies Program, or attend another of the program's activities throughout the year.

## In Pursuit of Cultural Fluency

When the 2009-2010 cohort of CSUN's Russian Strategic Language Initiative Program visited Russia over the summer, students eagerly anticipated cultural excursions to St. Petersburg and the Red October Chocolate Factory as well as meetings with Russian business leaders and educators. They could not have expected to encounter wildfires so numerous and devastating that the western part of the country was effectively shut down for the final two weeks of their visit. As hundreds of separate forest

fires swept the countryside in early August following a record-breaking month-long heat wave, the air became so thick with smoke outside the group's overseas base at the Russian State University for the Humanities in Moscow that residents of the capital were urged to stay indoors, as far removed from the potentially toxic smog as possible.

In the midst of an official state of emergency, Professor Dina Mokhnatkin, Director of the Russian SLI Program at CSUN, along with her daughter Janet, oversaw the relocation of all the students from their Moscow University dormitories to hotel accommodations with more modern windows and air-conditioning. Once the group's safety was secured for the remainder of their stay, Mokhnatkin, who teaches Russian language, culture, and literature in CSUN's Department of Modern and Classical Languages and Literatures, was relieved and eager to divert some of her attention... **continued on page 2**

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**"IT SEEMS THAT OVER HALF OF OUR SLI PARTICIPANTS SHOW A KEEN INTEREST IN EXPLORING POSITIONS WITH THE GOVERNMENT, ESPECIALLY IN DIPLOMATIC AND FOREIGN SERVICES," SAYS NGUYEN-LAM. "THERE IS AN INCREASED UNDERSTANDING OF THE ROLE OF CROSS-CULTURAL/CROSS-LANGUAGE COLLABORATION IN GENERATING GLOBAL PEACE AND GOOD WILL."**

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### **In Pursuit of Cultural Fluency - continued from front page**

from the national tragedy to talk about the 2009-2010 cohort's experiences over the course of their six-week trip, during which the group enjoyed trips to the aforementioned chocolate factory and notable sites in gorgeous St. Petersburg, along with visits to Red Square, St. Basil's Cathedral, and the formal royal estates Kolomenskoye and Tsaritsino on the outskirts of Moscow.

### **In addition to language proficiency, what do you most hope students will take from the program?**

First, in terms of language proficiency, we hope that our students not only gain a fluency in Russian overall but also a working knowledge of terminology and vocabulary in their chosen field of study and/or profession. In addition to language proficiency, we hope that our students acquire an in-depth understanding of Russian culture and traditions as well as modern Russian life, including economics, media, education, healthcare, religion, and Russian identity.

### **How did some of the students' experiential field trips contribute to these broader goals?**

The students have the opportunity to gain a very well-rounded perspective of Russia and Russian life while here. They interact with presidents of companies like Kazmunaygaz, a Russia-Kazakhstan joint oil production and refinement company. During this particular visit, the president gave a lecture that was then followed by a roundtable discussion on the caveats of oil, energy, and business in Russia as opposed to the rest of the world. Questions from students were thoughtful and inquisitive, ranging from "What are your thoughts on cutting off the oil or gas supplies to entire countries?" to "Will Russia's Silicon Valley project, Skolkovo, accomplish the current administration's goals of technological advancement and allow Russia to be even more competitive with the U.S.? How will Skolkovo affect the U.S.?" Our speaker engaged the students greatly and answered each question thoroughly and completely.

Another particularly interesting aspect of the program included a furthering of our students' understanding of the Russian education system through a visit to one of Moscow's most revered lyceums, known as the Humanitarian Institute of Television and Radio named after M.A. Litovchin. The students were able to meet the president of the lyceum and institute, Dr. Yuri Litovchin, whose father was the founder, and to compare and contrast the Russian education system with that of the U.S. This field trip was extremely valuable because our students learned firsthand how the education system works in Russia.

### **What are some of the fields and professions in which students intend to integrate these cultural experiences and their Russian proficiency in the future?**

Several of our students each year desire to enter government service. Other fields that our students are often interested in include linguistics, international



Pictured from left to right: Christina West, Victoria Yue, Fiona Hay, James Heldt, Peter Potash

relations, national security, international law, and international business.

All members of CSUN's Russian SLI cohort are now safely home, reflecting on their journey and preparing their final project, an independently designed field research study that must be presented entirely in Russian. Through this key component of the program students demonstrate their proficiency in Russian language and cultural knowledge while showcasing individual academic and professional interests, at once reviewing their SLI Program experiences and progress as learners and previewing anticipated practical applications as future leaders. It is for Mokhnatkin and her students a triumphant end to an exhilarating and tumultuous year, wildfire evacuations and all.

— Submitted by Teresa K. Morrison

## Think Globally; Learn Locally

Just two years ago, Dr. Horace Engdahl, then-secretary of the jury that awards the Nobel Prize for literature, widely dismissed the relevancy of American thinkers on the multicultural stage when he declared to the Associated Press, "The U.S. is too isolated, too insular. They don't translate enough and don't really participate in the big dialogue of literature... That ignorance is restraining." Engdahl wasn't the first critic—nor would he be the last—to accuse U.S. citizens of being a bit incurious regarding multicultural phenomena.

Engdahl might be surprised to learn of the CSU Consortium for the Strategic Language Initiative Program, a federally funded educational objective offering accelerated instruction in the internationally critical languages Arabic, Korean, Persian, Mandarin, and Russian—along with cultural immersion in the communities and countries of origin. SLI Consortium Director KimOanh Nguyen-Lam notes that the program's value to international U.S. relations makes it a natural for congressional funding, which comes by way of a Defense spending appropriation cosponsored by Sen. Barbara Boxer and several House representatives from California. "It seems that over half of our SLI participants show a keen interest in exploring positions with the government, especially in diplomatic and foreign services," says Nguyen-Lam. "There is an increased understanding of the role of cross-cultural/cross-language collaboration in generating global peace and good will."

Boris Nestoiter, a 23-year-old member of the 2010-2011 Russian SLI cohort, is just one CSUN student whose SLI experience will yield ongoing dividends for U.S. investment. "I'm interested in entering government service," says Nestoiter, currently in his junior year at CSUN, "and this program will open many doors for me in various fields of government service." Nestoiter, who grew up in a Russianspeaking household in West Hollywood, continues, "As an... continued on page 3

### Think Globally; Learn Locally - continued from page 2

American citizen, I feel responsible to excel in this program in order to be a productive ambassador and to promote U.S. security."

As one of just seven CSU campuses in the Consortium, CSUN, which launched its first Russian SLI cohort in the 2008-2009 academic year, has attracted greater visibility on local, national, and international platforms. "We are very proud of having this program at CSUN," says Professor Dina Mokhnatkin, Director of the Russian SLI Program. Currently working with her colleagues in CSUN's Department of Modern and Classical Languages and Literatures to expand the university's Russian program, Mokhnatkin points out that "CSUN is the perfect campus to house the Russian SLI Program because of its location. The San Fernando Valley is home to one of the major Russian language islands in the greater Los Angeles area." Adds Nguyen-Lam, "Heritage language communities provide the perfect environment for our students to authentically engage with native speakers in our intensive summer programs prior to going on study abroad. Our CSUN Russian program is very successful in getting Russian-speaking professionals to serve as mentors to our SLI students to support our students' language development in the content area."

The goal of the SLI Program is to promote intermediate to advanced language proficiency in three phases: a six-week, on-campus, residential program including in-class language instruction and cultural activities in the target language; continued study of the target language during the academic year via mentoring, individually tailored online learning materials, and projects integrating the language with individual students' academic majors; and a six-week study-abroad opportunity in Russia, where students who have reached at least mid-intermediate language proficiency will engage in self-designed, in-depth field study projects related to their major and career goals to deepen language skills and cultural experience. While in Russia, students are obliged to speak exclusively in the target language at all times.

Such experiences present a rare opportunity for students, says Mokhnatkin, who reports that in addition to government service, SLI participants are inclined toward study in linguistics, international relations, national security, international law, and international business. "We hope that our students not only gain a fluency in Russian overall but also a working knowledge of terminology and vocabulary in their chosen field of study and/or profession."

Nguyen-Lam says that through the 18-month program students can acquire a level of language proficiency that would generally require three to six years of study. And she reports that many students who have completed the program are already employed as bilingual liaisons and collaborators in their areas of study. "Usually, most students in language programs are pursuing teaching, literature, or linguistics," Nguyen-Lam told the Los Angeles Times in February. "Our goal is to graduate a large number of students from all disciplines and majors who can then use the language to collaborate with professionals from different regions of the world."

In addition to his direct interest in government relations, Bio-Chem major Nestoiter plans to advocate for American cooperation and investment in Russian venture capital stem-cell research firms. "Treatments for traumatic skin injuries, diabetes, and cardiovascular diseases [that can cause] heart attacks are a few of the goals of stemcell research," Nestoiter says. "While American controversy over stem cell research remains heated, in Russia these therapies are widespread."

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While SLI students like Nestoiter grew up speaking at least some Russian in their family households, the program attracts many more students who are actively studying Russian as a non-native language and have attained high-beginner to low-intermediate levels of proficiency upon entry. August Samie, a 21-year-old English major in his final year of undergraduate study at CSUN, was attracted to the Russian SLI Program for both linguistic and cultural learning opportunities. "Learning any language gives insight into the actions and thoughts of a people, and in partaking in the SLI Program I feel that I've come closer to understanding a wider range of people," says Samie, who grew up in a primarily English-speaking home in Northridge. Samie, who is also fluent in Farsi, entered the SLI Program having completed only one semester of Russian study, but over the six-week summer immersion he reports that he has learned the complete case system of the language, its tenses and verbal aspects, and over 500 new vocabulary words. He's currently looking into graduate school for English, Middle Eastern Studies, or Slavic Studies, and he foresees potential courses of study in Russian literature, Russian history, or Russian politics.

As both Samie and Nestoiter begin their year of individualized study, integrating language enrichment with their respective majors, there's a real possibility that their cohort could be the last: Federal funding for the Strategic Language Initiative is scheduled to expire after the 2010-2011 academic year at all seven CSU campuses hosting the target language programs. Nevertheless, Mokhnatkin, Nguyen-Lam, and their colleagues continue to actively lobby Senator Boxer and other congressional representatives to secure further support and ensure that this vital, innovative, hands-on learning experience remains available to CSUN students and their counterparts throughout the state. "We are grateful for this funding and believe that our CSU system is in a unique position to create the most impactful program with it," says Nguyen-Lam. "In all SLI programs we have documented students who were offered jobs with companies overseas as they completed their study-abroad program. Our SLI students are especially valued for being able to serve as the cultural liaison between the host country and the U.S. Their language as well as their knowledge of both cultures and economic systems proved to be their strongest assets in the global economy and increasingly interdependent world."

— Submitted by Teresa K. Morrison

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**"JEWS HAVE SURVIVED AS A PEOPLE BECAUSE THEY TOOK CARE OF EACH OTHER AND MADE VALUABLE CONTRIBUTIONS TO THE SOCIETIES IN WHICH THEY LIVED. THIS UNIQUE PROFESSORSHIP ALLOWS US TO STRENGTHEN OUR INTERNATIONAL APPROACH TO JEWISH CULTURE."**

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## Partnering for the Greater Community

The Maurice Amado Foundation, through the efforts of Ralph and Honey Amado, has awarded a \$500,000 endowment to the College of Humanities and the Jewish Studies Interdisciplinary Program to fund the Maurice Amado Endowed Professorship in Applied Jewish Ethics and Civic Engagement.

The Amado Foundation, established in 1961 with a mission to further Sephardic heritage and culture, continues as a grant-making organization 50 years later, with a contemporary emphasis on Jewish ethics, civic responsibility, and community involvement. The Maurice Amado Professor, according to the endowment agreement, will "teach and engage in scholarship drawn from the heritage of Sephardic, Ashkenazic, and other Jewish traditions," with courses that will explore "the Jewish ethical approach to communal and political challenges."



Maurice Amado

The organization found common cause with CSUN's Jewish Studies Program, which since the 1990s has connected CSUN students of all religious backgrounds and ethnicities with the Los Angeles Jewish community through its Service Learning component. "CSUN's Jewish Studies Program has contributed directly to the quality of life in Los Angeles by placing undergraduate interns in the non-profit agencies of the Los Angeles Jewish community," says Dr. Jody Myers, Coordinator of the Jewish Studies Interdisciplinary Program. "The Maurice Amado Endowed Professorship in Applied Jewish Ethics and Civic Engagement will build upon this strength and put it into a larger perspective."

"Jews have survived as a people because they took care of each other and made valuable contributions to the societies in which they lived," Myers continues. "This unique professorship allows us to strengthen our international approach to Jewish culture." Likewise, the Maurice Amado Professor will create opportunities for Northridge's Jewish students to interact with other ethnic and religious groups. An annual Amado Lecture, according to the endowment agreement, will aim to "engage the broadest possible participation by members of the campus and surrounding communities." Additional events will include gatherings like readings, speaking engagements, and performances representative of diverse cultures and perspectives.

"We look forward to teaching and researching Jewish communal concerns and civic engagements by exploring the broad range of Sephardic, Ashkenazic, and other Jewish communities and traditions," Myers says, emphasizing the Amado Foundation's principal interests in fostering Jewish ethics and the inclusion of Sephardic heritage in the education of all American Jews. A statement by the College of Humanities adds, "We believe that Jewish ethics and communal traditions have played a vital role in human civilization. Students knowledgeable about this heritage are more likely to become responsible global citizens committed to principles of freedom, equality, justice, and participatory democracy."

— Submitted by Teresa K. Morrison

## Diverse by Design

The extraordinary range of CSUN's Jewish Studies Interdisciplinary Program is quickly revealed by a visit to its home page, where you'll find pictures from last year's Wilderness Survival field trip, part of the Natural Environment and Judaism class. The course, available again this fall, is described as "an examination of teachings on the natural environment found in Jewish literature and oral teachings, with an emphasis on values and practices related to respect for natural life and environmental conservation."

The program's diversity is quite deliberate, says Dr. Jody Myers, who has served as coordinator of the Jewish Studies Interdisciplinary Program since 1986. When the program was created back in 1969, then offering a Jewish Studies minor as well as general education and elective courses—a Modern Jewish Studies major was added in 2006—ethnic studies programs had begun to demand greater voice in the curriculum, with many establishing their own departments. However, Myers explains, the three professors who formed the Jewish Studies program at CSUN, coming from the university's Sociology, History, and English departments, wished to defy rote categorization and potential marginalization by continuing to draw from a wide variety of disciplines. Today, professors and lecturers from English, History, Modern and Classical Languages, Religious Studies, and Sociology offer courses in the Jewish Studies Program to majors and minors as well as students across colleges.

Myers, the first Jewish History professor to serve as program coordinator, puts a high value on such integration, emphasizing access to students from all religious and ethnic backgrounds. Many non-Jewish students are drawn to the program through experiential offerings like Wilderness Survival and Service Learning in the Jewish Community, the latter of which connects CSUN students of all religious backgrounds and ethnicities with the Los Angeles Jewish community through nonprofit social welfare and political action sector work. Through such hands-on avenues as well as widely ...continued on page 5



### Diverse by Design - Continued from page 4

accessible general education courses, Myers says, Jewish issues and history are given greater voice throughout the university.

Among a diverse student body, Myers notes, personal assumptions are challenged and individuals are encouraged to think outside their own experience. That idea is central to Myers' recently developed History and Peoples of Israel, an innovative course in which students forge a multicultural understanding of the complexities of the contemporary Jewish state and its place in the Middle East through studied interaction with online newspapers and YouTube videos originating in Israel, the West Bank, and Gaza. Throughout the course, which premiered in Spring 2010 and is being offered again this fall, students keep blogs in which they write analyses of current events and cultural articles found on reputable online news sites, with classmates continually reading each other's work and discussing their reactions in class. The objective, Myers says, is to promote a healthy skepticism of news sources—and our own potentially filtered reception of them—by scrutinizing as a group the "evidence, reliability, and perspective" of "parallel and competing narratives."

Drawing from such voices of contemporary Jewish life—in Israel as well as Europe, Asia, and the Americas—and 4,000 years of historical record, the Jewish Studies Interdisciplinary Program, according to its home page, examines literature, art, religious thought, history, social attitudes, and behavior as "expressions of a distinctive perspective that draws from the surrounding cultures." It's an expansive mission that Dr. Myers and her colleagues ably realize through innovative programming, effective outreach, and academic imagination.

— Submitted by Teresa K. Morrison

## Newly Awarded Fulbright Scholar Travels to India

The core Fulbright Scholar Program sends 800 U.S. faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields.

The College of Humanities is pleased to announce that one of our instructors, Diana S. Contreras, has been chosen as a Fulbright- Nehru scholar for fall 2010. For four months she will act as an official "cultural ambassador." She will conduct a series of lectures on the Contemporary Issues of Indian Women at St. Teresa's College (which is part of the Mahatma Gandhi University) in Ernakulam, Kerala. While there she will also host a Warrior Goddess Diva Women's symposium, which she has offered at CSUN annually in conjunction with her course of the same name.

Diana was fortunate to be able to bring her husband (whose family lives near where she will be teaching) and her two young children, Krishna and Maya,



Pictured from left to right: Prof. Contreras with her son and daughter and two cousins.

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SENATOR J.  
WILLIAM  
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along with her to India.

Please join us in congratulating Diana on this wonderful professional accomplishment which brings prestige to the whole campus community.

—Submitted by Joshua Einhorn

## **Shemmassian Puts CSUN's Armenian Studies Program on World Map**

The Ministry of Diaspora of the Republic of Armenia has awarded Dr. Vahram Shemmassian the William Saroyan Medal in recognition of his contribution to the promotion and preservation of Armenian culture and identity in the Diaspora. Shemmassian, the Director of CSUN's Armenian Studies Program in the Department of Modern and Classical Languages and Literatures, received the award in Lebanon during jubilee events in August recognizing the Musa Dagh resistance to the Armenian Genocide during World War I and the establishment of Anjar, whose residents are descendents of the Armenians of Musa Dagh.

As the world's leading authority on Musa Dagh, his ancestral hometown, Shemmassian had been invited by the jubilee committee to deliver a lecture on the preservation of Musa Dagh culture— presented along with vintage photos from his extensive personal collection—and receive a gold medal for his lifelong contribution to the study of Musa Dagh and its people. When Shemmassian attended the culminating banquet to receive this previously announced honor, the Minister of Diaspora also surprised him with the prestigious William Saroyan Medal. *continued on page 6*



## The Jewish Studies Interdisciplinary Program Presents the Fifth Annual CSUN College of the Humanities Film Festival "Becoming Who You Are"

The theme of this year's film festival is an exploration of the ways in which people, despite resistance and hardship, struggle to find their identity, voice, and place in the world. Whether individually or in community, the process of becoming is continual. These films show that transformation is, more often than not, to be found in the struggle, rather than in the triumph.

The four films to be presented take place in Jewish settings, but explore universal issues of identity and becoming that will particularly resonate with young people regardless of their faith or ethnicity.

The festival will be held at the Alan Armer Theater in Manzanita Hall (Room 100) on Monday, November 15 and on Tuesday, November 16. This film festival is sponsored by the Jewish Studies Interdisciplinary Program. For more information, contact Jody Myers ([jody.myers@csun.edu](mailto:jody.myers@csun.edu)) or Mary Jane O'Donnell ([mary.o'donnell@csun.edu](mailto:mary.o'donnell@csun.edu)).

### The films are:

#### Monday, November 15 at 7:00 p.m.

"**Anita**" (2009), a film from Argentina directed by Marcos Carnevale, tells the story of the fragility of community in a large, diverse, and often-anonymous urban population. At the center is Anita Feldman, a vulnerable young woman who wanders through Buenos Aires in the aftermath of the 1994 bombing of the AIMA Jewish Community Center. With the loss of her highly protective mother, who was killed in the blast, Anita's presence poses a challenge to others. The film explores how our choices can determine the kind of person we become.

#### Tuesday, November 16 at 11:00 a.m.

"**Leaving the Fold**" (2008), an award-winning documentary film from Canada written and directed by Eric Scott, focuses on five young people who have chosen to leave the ultra-Orthodox world in which they were raised for the modern—and secular—world. These choices have come at great cost not only to themselves as they face denunciation, ostracism, and the loss of who they were, but also to their families who mourn the loss of their children from the world they believe to be ordained by God.

#### Tuesday, November 16 at 12:30 p.m.

"**Circumcise Me**" (2007), a documentary film from Israel about the decidedly unorthodox faith journey of stand-up comedian Yisrael Campbell from his errant youth, which included drug addiction and a deep aversion to organized religion, to his conversion, not once but thrice, to Judaism—Reform, Conservative, and Orthodox. Born Chris Campbell, the son of a Catholic school teacher and ex-nun in Philadelphia, he tells his story of faith and identity through humor. This is "a hilarious, searching and moving story of one man's quest for spiritual enlightenment against the bewildering backdrop of the Israeli-Palestinian conflict."

#### Tuesday, November 16 at 4:00 p.m.

"**Number Our Days**" (1976), an Academy Award winning documentary by Lynne Littman, who will be present and speak at the screening with CSUN anthropologist Sabina Magliocco. The film tells the story of anthropologist Barbara Myerhoff and her ground-breaking ethnographic study of the people of the Israel Levin Senior Center in Venice, California. It is not only the story of

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these elderly Jews, most of them European refugees with vivid memories of the Holocaust, but also the story of Myerhoff herself who sought, by studying the stories of her own people, to understand who she is and will become.

— Submitted by Mary Jane O'Donnell

**Shemmassian – continued from page 5**

"Cultural preservation begins at home," Shemmassian says of being awarded the medal, which is named for the Armenian American author William Saroyan, who set most of his stories and plays among Armenian communities in his native town of Fresno, California. "Naturally one's ego is cajoled by awards such as the ones I received," Shemmassian says. "It is a strange yet pleasant feeling that people recognize and appreciate your work that you have indulged in for decades with a passion."

Shemmassian later accepted an invitation to a Beirut TV studio for a live interview, where he spoke about CSUN's Armenian Studies Program, putting both the Program and the University on the map in Lebanon and Armenia. "Such exposure, I believe, increases the good reputation of both the [Armenian Studies Program] and CSUN," Shemmassian says, "inevitably yielding good dividends for both in many respects."

— Submitted by Teresa K. Morrison

## In Memoriam: Richard Anthony Arthur

Professor Emeritus Richard Anthony (Tony) Arthur passed away on Thursday, December 17, 2009. Equally devoted to his scholarly activities and to the Department of English, Tony Arthur enjoyed an extraordinary career both during his more than thirty years at California State University, Northridge and following his 2002 retirement.

During his long association with CSUN, Tony inaugurated a successful internship program for professional writing and authored six books on a range of historical and literary subjects. Known for being generous with his time, he embraced departmental duties willingly—and repeatedly.

In his dedication to academic service and professional achievement, Tony was truly exemplary and his commitments did not diminish following his retirement. In 2006 he published *Radical Innocent: Upton Sinclair*, a critical biography of the progressive social reformer Sinclair, best-known for his muckraking exposé of the meatpacking industry in the 1906 novel *The Jungle*. This book received widespread national and international acclaim, and proved instrumental in Tony being awarded CSUN's Preeminent Scholarly Publication Award (2006-07). At the time of his death, from cancer, Tony was completing another historical work, this one on the *Mexican Expedition of Confederate General Joseph Shelby: General Jo Shelby's March* (Random House, 2010). This book has been submitted by the publisher as its nominee for a Pulitzer Prize.

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"I'M 73 AND I'M  
PROUD OF BEING  
OLD AND STILL  
LEARNING."

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## In Memoriam: Lesley Johnstone

Lesley Johnstone, Professor Emeritus of English at California State University, Northridge, died on August 7, 2010.

Lesley was born on October 9, 1935 in Shillong, Assam, India, where her father managed a tea estate. The family returned to Scotland in 1937, and she later completed her education at Cambridge University in 1962. She was the first woman to earn a Ph.D. in English literature from Cambridge University. After a brief teaching stint at the University of Nebraska, Lesley accepted a position at California State University, Northridge in 1965. In 1987 she received a distinguished teaching award in recognition of her excellence in teaching and her mentorship of students. In addition to her academic career, she was very active in animal rescue work, becoming the inspiration for the Good Samaritan Program at Pet Medical Centers of West Hills, Chatoak, and Sunland. Services were held on August 14, 2010 at Bastian and Perrott Mortuary Chapel. Donations may be made to Living-Free Animal Sanctuary on their web site or via the mailing address at P.O. Box 5, Mountain Center, CA 92561. Donations also may be made to support the English Faculty Scholarship, which is designed to support student success and to honor the memories of colleagues in the English Department. Checks can be made to CSUN Foundation, with English Faculty Scholarship on the memo line, and sent to the

## Delphine Ulibarri Lucero Memorial Award in Linguistics

A scholarship fund has been established in the name of Delphine Ulibarri Lucero (1923-2010). Born on the downside of advantage and orphaned at an early age, she was a woman of accomplishment who sustained a love of learning throughout her life. Profiled in *The Los Angeles Times* (1996) article that recognized unique students who had defied obstacles on the way to earning their degrees: "At age 69, Lucero fulfilled her lifelong dream of earning a college degree when she graduated cum laude with a bachelor's

degree in liberal studies in 1992. But for Lucero, that wasn't enough. Four years later, Lucero received her master's degree in linguistics and a credential in English as a Second Language - making it through school despite heart problems, surgeries and a cancer scare. 'I'm 73 and I'm proud of being old and still learning,' said the Chatsworth resident."

With her master's degree, Lucero taught English as a Second Language (ESL) and the textbook and teaching aids she developed continue to be used by ESL teachers. At the time of her death at age 87, she was developing a multimedia website to make her materials available online and was about to launch online tutoring using see-you-see-me technology. Her interest in English as a second language began when she taught bilingual students in a one-room country school in Cordova, CO under a special teaching credential during WW II. Her passion for teaching and commitment to improving social conditions and educational opportunities for all ages led to careers that championed programs that spanned ages beginning with preschool to the elderly. She will be remembered as the driving force behind the establishment of the Head Start Program in Trinidad, CO, her home town, and for establishing Colorado's first Senior Center under the Johnson administration's Model Cities Program. Lucero was Colorado's representative to the White House Conference on Aging during the Nixon administration. She served as the Director of the Senior Center for many years prior to joining her daughters in California in 1988.

Delphine realized a life-long dream when she received her degrees from California State University, Northridge. One of her daughters, Professor Brennis Lucero-Wagoner, served as the Interim Associate Dean of the College of Humanities in 2006. Donations to the scholarship may be sent to the College of Humanities noting: "Delphine Ulibarri Lucero" in the check's memo line.

***Donations can be mailed to: CSUN/College of Humanities, 18111 Nordhoff St., Northridge, CA 91330-8252***





## **The Mission of the College of Humanities is to create a community of learners who...**

Explore and value the diversities of cultures, thought, perspectives, literatures and languages of humanity;

Critically reflect on and analyze multiple dimensions of human identity and experience;

Contribute to scholarship and creative production and innovation, and

Act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy.

### **Newsletter Editorial Team**

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