

department of  
**romance**  
languages and  
literatures



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As the new Chair of Romance Languages and Literatures, I have rapidly come to appreciate more than ever the range and dynamism of the Department's activities. It is a privilege to take over from Peggy McCracken, who guided RLL for three years with consummate skill. Peggy will now be dividing her time between RLL and the Rackham Graduate School, where she will serve as associate dean for Academic Programs and Initiatives.

We have a full program of lectures and events coming up this year, beginning with a series by Alberto Moreiras, professor of Latin American Theory and Literature at the University of Aberdeen and a leading figure in the field of Latin American critical studies. Susan Maslan, associate professor at the University of California, Berkeley, and author of *Revolutionary Acts: Theater, Democracy, and the French Revolution*, gave a talk on "The Literary Imagination and the Invention of Modern Citizenship," in the context of this year's LS&A theme semester on "Citizenship." RLL will co-sponsor a conference on "Fascism, Film, and Cinematic Modernity."

We are pleased to welcome Daniel Noemi, formerly a visitor in our department, as an assistant professor in Latin American Literature and Culture. We are also delighted to have the writer and essayist Professor Bena Djangrang as a visitor for the year. A specialist on the thought and work of the poet Léopold Senghor, as well as on the philosophy of Maurice Merleau-Ponty and Martin Heidegger, he is offering courses on "The Legacy of Senghor to the French Enlightenment," and "Literature and Politics of Francophone Africa." You can read about our new faculty on page 4. At the end of last year we said goodbye to Lucia Suarez and Hugo Moreno from Spanish, and Alain Mabanckou from French. We are grateful for their hard work during their time at Michigan and wish them the very best in their new appointments. Olga Gallego stepped down as director of the language program in Spanish after many years of dedicated and distinguished service, and we were pleased to appoint Maria Dorantes, already an experienced lecturer in the program, as interim director.

Our faculty has been very active and you can read their news on page 5. We welcome back Alison Cornish from her year as a fellow at the Villa I Tatti in Florence, and David Caron from his year as a faculty fellow at the University of Michigan Institute for the Humanities. We are proud to announce that Peggy McCracken was given a Faculty Recognition Award. We congratulate Cristina Moreiras-Menor and William Paulson on winning Michigan Humanities Fellowships for fall 2006, and Larry Lafountain-Stokes for receiving a Woodrow Wilson Fellowship. George Hoffmann was named "Mentor of the Year" for his participation in the Summer Research Opportunity Program (SROP) for non-University of Michigan juniors and seniors considering graduate school. As a faculty we are committed to introducing students to the experience of research early on, which they find stimulating and exciting, and which often leads them to pursue research in their subsequent careers (see our story on the UROP program on page 8).

We continue to develop the cross-disciplinary offerings of our undergraduate programs. Katherine Ibbett and Alison Cornish are teaching a combined course on "Cultural Exchange between France and Italy in the Renaissance." A working group headed by Associate Chair Jarrod Hayes has been formulating a proposal, which we hope to submit to the College this semester, for a new concentration in Romance Studies, to enable students to concentrate in more than one Romance language in a comparative context. We are excited about this initiative and look forward to making it available to our undergraduates, many of whom have expressed the desire to involve more than one language and culture in their concentration. Over the summer, Lecturer Andy Noverr took a number of undergraduates on the Camino de Santiago pilgrimage which had proved so popular last year. Our undergraduate clubs have a wide range of activities planned, which are always listed on our website at <http://www.lsa.umich.edu/rll>.

We welcome seven new graduate students this year in Spanish, French, and Italian (see page 10). The graduate students are busy organizing the Fraker conference, which will take place in Palmer Commons on March 16 & 17, 2007. As you can see from our website, graduate fellowship support is a priority in our fund raising efforts, as we work to train future scholars and teachers in the fields which concern us all. In this context, I would like to thank all of you who have contributed to our strategic fund and development goals in the past. Please take a moment to keep up your support, which is greatly appreciated, and which is so important in maintaining the strength of our programs for students at all levels.

Do keep in touch and let us have your news.

*Michèle Hannoosh*

Michèle Hannoosh  
Chair

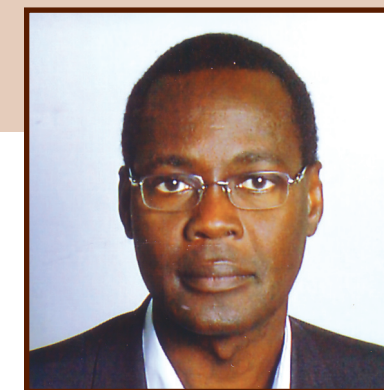
Department Chair: Michèle Hannoosh  
Associate Chair: Jarrod Hayes  
Editor/Designer: April Caldwell

Graduate Chair: Cristina Moreiras-Menor  
Interim Graduate Chair: Gareth Williams

Check us out on the web: [www.lsa.umich.edu/rll](http://www.lsa.umich.edu/rll)

Special  
Guest

## Bena Djangrang



RLL is pleased to have Professor Bena Djangrang here at the University of Michigan. His expertise on the philosophy of Léopold Sédar Senghor will be instrumental to the celebration of Senghor's centennial anniversary.

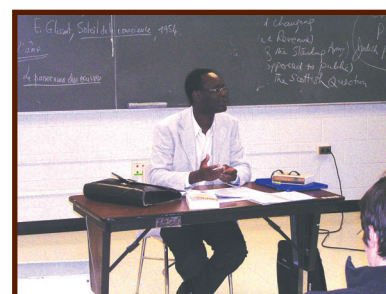


Poet, novelist and essayist, Bena was born in Tchad in 1959 where he completed his primary and secondary education. In 1984, he moved to Ivory Coast to study philosophy. Upon completing his high school education, he went on to teach high school French in the village of his birth from 1981 to 1983. He then undertook a master's degree from 1987 to 1989, after which he taught French and philosophy in the south-west province of Daloa, in Ivory Coast.

Bena's first collection of poetry, *Pierre, poussière* (Stone, Dust), drew the attention of renowned poet and statesman Léopold Sédar Senghor. The attention of Senghor to this collection helped Bena obtain a scholarship to write his dissertation in philosophy in France at the University of Amiens. He wrote his dissertation on "Art et pensée: La présence dans la phénoménologie contemporaine de Heidegger à Merleau-Ponty" under the direction of Professor Jacques Garelli.



Bena's literary and professional activities have been profuse. He founded *Aleph Beth*, a literary magazine on the politics of friendship between Jews and Africans, and served as its director from 1987-1999. With his friend and editor, François Boddaer, he founded, *Agotem*, a literary magazine dedicated to Francophone poetry in 2003.



In addition, he has participated in numerous writing workshops with children and adults. He has been widely published in a variety of media and genres, ranging from French literary magazines to short stories, novels, philosophical texts and poetry collections. His most recent publications include a chronicle of critical essays in the literary magazine, *Africulture*.

### Léopold Sédar Senghor (1906-2001)

The first president of Senegal, Léopold Sédar Senghor, was born in 1906. Although he began his education in Senegal, he completed it in Paris where he had won a scholarship to study. During his education in France he began reading the works of poets like Rimbaud and Baudelaire and those from the Harlem Renaissance. Granted French citizenship in 1932, Senghor later became the first African to complete the agrégation exam in French grammar, allowing him to teach at both the lycée (high school) and university levels. It was at this time that he became, with Aimé Césaire and Léon Damas, one of *les trois pères* (the three fathers), founders of the movement called *la Négritude*.

Defined by some sources as merely a literary school led by Francophone intellectuals and writers of color, Negritude was a much more complex social and political movement. Senghor's conception of Negritude was not simply about race or the color of one's skin, but about embracing the cultural heritage, traditions, and social contributions of all Africans, including those of Arab descent. He expressed this viewpoint in his widely acclaimed poetry, his career as a poet starting at the same time as his political career. His first poetry collection, *Chants d'ombre*, was published in 1945. Over the years his work has been translated into many languages including Spanish, English, German, Chinese, and Japanese. He became the first president of Senegal in 1960.

# Faculty News

## Faculty Profiles

### Michèle Hannoosh and Daniel Noemi

#### New Department Chair Michèle Hannoosh

Michèle Hannoosh, professor of French, was named the new chair of the Department in April 2006 for a period of four years. Hannoosh came to Michigan in 2003 from the University of Cambridge, where she had been Reader in French Literature and Art. She had previously held the established chair of French at University College London. She also taught at the University of California, Davis (1987 to 1993) and at Columbia University, where she held a postdoctoral fellowship in the Society of Fellows in the Humanities. A graduate of Wellesley College, she earned her Ph.D. in French, with a minor in comparative literature, at Stanford University, and was a foreign student at the École normale supérieure, Paris.



Michèle Hannoosh  
Chair and Professor of  
French

Hannoosh has worked on a wide range of topics in 19<sup>th</sup> century French literature, art, and society. She has written on the theory of parody, on Decadence, the city, modernity, realism, and the representation of history, and has developed a special expertise in the relations between the arts. In this context, she has worked extensively on art criticism and art theory in relation to literary works. In the last decade her research has focused on the writings of the Romantic painter Eugène Delacroix. She has recently completed a major new edition, in French and with commentary, of Delacroix's Journals. This will be published in France in 2008 and will include numerous unpublished texts which she discovered in the course of her research. Her books include *Parody and Decadence: Laforgue's Moralités légendaires* (Ohio State, 1989); *Baudelaire and Caricature: From the Comic to an Art of Modernity* (Penn State, 1992); *Painting and the Journal of Eugène Delacroix* (Princeton, 1995); and a volume of Delacroix's letters, *Eugène Delacroix: Nouvelles Lettres* (Bordeaux, 2000).

At Michigan she has taught classes on many subjects in 19<sup>th</sup> century literature, including the representation of Paris, the Fantastic, the relations between poetry and painting, representations of revolution, and autobiography. She gave an interdisciplinary freshman seminar on the image of Spain in the French Romantic tradition, in which literary works, painting and prints, opera, and film were studied. She designed a comparative course entitled "Literature on Trial," in which students studied both literary works which were taken to trial or publicly banned, from Flaubert to Salman Rushdie, and also the materials from the trials themselves. This semester she is part of a team-taught course, offered jointly with Professor Susan Siegfried of History of Art, on the figure of the artist as a social and literary phenomenon in 19<sup>th</sup> century France.

#### Daniel Noemi

Daniel Noemi Voionmaa received his Ph.D. in 2003 from Yale University, where he specialized in contemporary Latin American literature and culture. His dissertation "Leer la pobreza en América Latina: Literatura y velocidad" dealt with the visualization of poverty in literature and film in Chile, Argentina, and Ecuador from the 1990s to the present. It was published in 2004 by *Editorial Cuarto Propio*.

He has taught classes on Latin American new narratives, Post-Boom short stories, realism and avant-garde, and Chile's identity in the 19<sup>th</sup> and 20<sup>th</sup> centuries. He has published essays on Huilo Ruales, Diamela Eltit, Joaquín Gallegos Lara, Pedro Juan Gutiérrez, and César Aira, among others. His current research deals with new realisms-new narratives and the post-avant-garde movement.

"I am trying to read the realist tradition in Latin America from a new perspective," says Noemi. "So, I combine different approaches and disciplines in my work. I'm very interested in *dromology*, i.e., to read the velocities of our cultures; and how this affects political and social issues."



Daniel Noemi  
Assistant Professor of  
Spanish

**Daniel Noemi Voionmaa**  
Assistant Professor of  
Spanish

EDUCATION: Ph.D., Yale  
University, 2003

AREAS: Contemporary Latin  
American literature and  
cultures; Southern Cone;  
realisms /avant-garde;  
dromology

RECENT PUBLICATIONS:  
"Porque los sueños tam-  
bién se desvanecen en el  
aire: realismo y muerte en  
América Latina." *Persona y  
sociedad* (August 2006).

"The 'Uchronic' City: Writing  
(after) the Catastrophe."  
*Steel and Glass* (2007).  
180-195.

## Focus on Faculty

**Professor Larry La Fountain-Stokes** received a Woodrow Wilson National Fellowship Foundation 2006 Career Enhancement Fellowship for Junior Faculty and also received the Michigan Campus Compact 2006 Faculty/Staff Community Service-Learning Award for his work teaching Spanish 448: Hispanic Culture: Learning Through Community Service in fall semester 2005.

**Professor Giorgio Bertellini** co-organized the IX International Domitor Conference, held on May 29-June 2, 2006 at the University of Michigan Rackham Amphitheater. Domitor is an international association devoted to the study of early cinema.

**Professor George Hoffmann** won the "Mentor of the Year" award for participating in SROP, which is the summer UROP for non-UM juniors and seniors contemplating graduate school. He also presented "Montaigne: Pages from a Biography in Progress" at the Kentucky Foreign Language Conference in Lexington, Kentucky in April 2006.

**Professor Alejandro Herrero's** latest book, *The Censorship Files: Latin American Writers and Franco's Spain*, will be published in January 2007 (SUNY press). He also served as co-editor of a special issue of the *Arizona Journal of Hispanic Cultural Studies* titled "Market Matters" Vol 9, 2005.

**Professor William Paulson** received a LSA-OVPR Michigan Humanities Award for Fall 2006.

**Professor Cristina Moreiras-Menor** received an LSA-OVPR Michigan Humanities Award to do research during Fall 2006. She will spend her leave working on her book *Galicia's Boundaries: Literary Tradition and the Politics of Regionalism*. She has been invited as Keynote speaker to the Graduate Students Conference of the Department of Spanish at the University of Florida, where she will deliver a lecture titled: "Nuevas fundaciones: Historia, transición y temporalidad en la cultura española" and will also be delivering the keynote address at Johns Hopkins's Spanish Graduate Student Conference. She has recently completed an annotated edition of *Beatus Ille* by the celebrated contemporary Spanish novelist Antonio Muñoz Molina.

**Professors Vincenzo Binetti & Alison Cornish, Lecturers Romana Habekovic, Sandra Palaich, and grad student Silvia Marchetti** all presented at the annual American Association for Italian Studies (AAIS) and American Association of Teachers of Italian (AATI) convention held in Genova, Italy, May 25-28, 2006.

**Professor Gustavo Verdesio's** article, "Hernán Vidal y los derechos humanos: Hacia una reformulación de la teoría y praxis de los estudios subalternos" was recently published in *Ideologías y literatura*. Eds. Mabel Moraña and Javier Campos. (Pittsburgh: Biblioteca de América, ILLI, 2006). 347-360.

**Professor Gareth Williams** was invited to participate in the Discourse of Autonomy in Social Movements & Political Theory Today conference held at UC Irvine. His first book, *The Other Side of the Popular: Neoliberalism and Subalternity in Latin America* (Duke University Press, 2002) is currently being translated into Spanish to be published in Santiago, Chile (Editorial Metales Pesados, Fall 2007). He will also present the keynote address at a conference organized by graduate students of Spanish in the Department of German and Romance Languages & Literatures at Johns Hopkins University.

**Professors Ivonne Del Valle, Paulina Alberto, and George Hoffmann** participated in the Teaching with Technology Institute in May 2006.

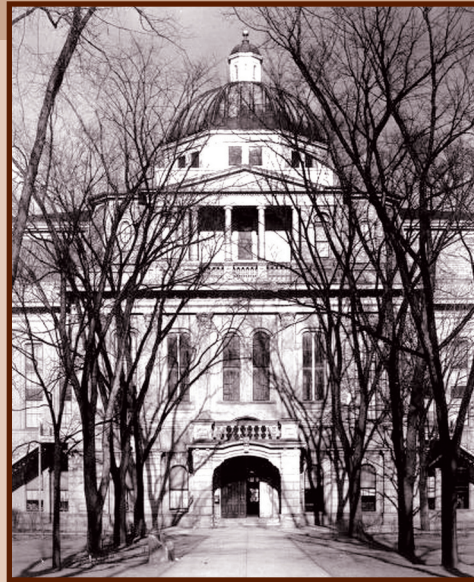
## Technology in the Classroom

### Italian 340

In her third-year course, Contemporary Italy: Studies in Italian Culture (Italian 340), Sandra Palaich takes advantage of the latest technology available in enhanced classrooms on campus. The goal of the course is to expose students to authentic Italian content in order to acquire cultural information directly and without filters. This in turn stimulates students' verbal and written communication. Besides using the traditional audio and video media, including recordings of relevant current television materials, the instructor makes full use of internet access in the classroom. The web component is crucial for the course, since current texts and audiovisual materials are not included in the course pack, but are accessed online by students themselves or by the instructor during class sessions. The web content is carefully chosen and accompanied by meaningful activities focused on the acquisition of factual information, exchange of opinions, group and pair work. Students are also often required to do independent research on the web, for which they use suggested resources, but are also free to explore on their own, and thus learn how to navigate foreign language sites. By all accounts, students find direct access to authentic cultural materials in and outside class one of the most enjoyable aspects of the course. Some examples of internet use in the classroom would be watching and discussing current Italian news shows available in high quality streaming video, watching and discussing cultural events, performances, festivals, real-time webcam videos of places and sites discussed in class, and learning how to navigate different sites to obtain needed information.

# The Early Days of Romance

## The First 100 years of Romance Languages



Like almost all classes taught in the early days of the University, Romance language courses began in the south wing of University Hall.



Dance at the University in 1944



Soldiers in library for an Army Specialized Training course during WWII

The Romance Languages Building, previously known as the Museum Building, played host to Romance language courses until 1959.



The teaching of Romance Languages is almost as old as the University of Michigan, Ann Arbor itself. Under the heading Department of Modern Languages, a course in French was first offered in spring 1847. Only ten years previously, the Literary Department, later to be named the Department of Literature, Science, and the Arts, had become the first established department at the University. With just seven students enrolled and two professors, the University had a modest start. However, by 1846 the Board of Regents, as forward-thinking as their East Coast counterparts at Bowdoin and Harvard, appointed Jean Louis Fasquelle professor of modern languages. At the time university course offerings in modern languages were sporadic throughout the country and the appointment of a professorship within the discipline was considered progressive.

Born near Calais, France in 1808, Fasquelle had been educated at the École Polytechnique in Paris. He left France for England because of his involvement in the French Revolution of 1830, also known as the July Revolution, which overthrew the Bourbons and instituted a constitutional monarchy. In 1832, he came to the United States with his family and bought a farm in Putnam Township. Considered a “peculiar” individual, who struggled with his English pronunciation and accent throughout his career, Fasquelle was instrumental in getting the fledgling Modern Languages Department off the ground. The first offering of French was a single course given the last term of a student’s sophomore year. By fall 1848, Fasquelle had added a second course given the first term of a student’s junior year.

In the same year, Italian was also introduced, available only one term to seniors as an elective. Spanish made its appearance in the spring of 1849 as a course offered the third term of a student’s junior year. Strangely, when Fasquelle introduced German into the modern language curriculum in fall 1849, both Italian and Spanish were dropped completely from course offerings. Although no official reason was given, the curriculum change may have been due to the poor performance of students. Two-thirds of the students enrolled in the early Italian course failed the final examination, while students enrolled in Spanish were later found to be deficient in the language. Neither Spanish nor Italian would appear in course catalogs again for almost twenty years.

By the time Dr. Henry Philip Tappan was appointed first president of the University in fall 1852, enrollment for both French and German classes had tripled. The equal enrollment numbers for the two languages had an obvious explanation: those following the scientific course of study were required to devote one year to French, a second to German.

As the University moved from the three-term system to one made up of two semesters in 1856, the one-year language requirement for French continued, while Spanish and Italian remained absent from the curriculum. In fall 1858 French went from a one-year offering to a year and a half offering, being briefly limited again to only two semesters at the start of the 1859-60 academic year. Finally in 1868, both Spanish and Italian returned to the University, offered only as electives for seniors.

When James Burrill Angell returned from his diplomatic mission in China to resume the presidency of the University, the Spanish curriculum finally expanded. In 1884, it became a two semester course and would continue to be offered regularly from 1886 onward. Still, students interested in studying Spanish had to fulfill the French course requirement of one year, which had been established in 1881.

French, Spanish, and Italian finally separated from German in 1887 to form the Department of Romance Languages and Literatures and the Department of Germanic Languages and Literatures. Although no exact date has been recorded, it has been speculated that the first

degree in Romance Languages was awarded between 1887 and 1889.

In 1915, the Department of Literature, Science, and the Arts became the College of Literature, Science, and the Arts. However, separate special courses in French and German for engineering students were still taught by a professor of modern languages within the Department of Engineering. Not until 1928 did all language instruction return to the respective departments within the College of Literature, Science, and the Arts.

That same year demand and interest in language instruction increased and space in University Hall became scarce. In 1928, Romance Languages moved to the Romance Languages Building, which had previously been the Museum Building built in 1879. Here the Romance languages would remain until 1959. In the meanwhile, the U.S. would take part in two world wars, which affected the teaching of modern languages at the University.

During World War I, a number of faculty members were on leave due to military service, some with the French army. On campus, special courses emphasizing spoken French were given to enlisted men. Yet the study of French peaked just at the end of the war during the 1918-1919 academic year. In fact, as students shied away from studying German, several instructors from the German department began to teach elementary French.

Alexander Grant Ruthven was serving as University president when World War II broke out in 1939. Concerned that the war would disrupt University programs as much as World War I had, Ruthven was in outspoken opposition to the 1940 bill that required compulsory military training of college men. However, it was Ruthven who established a War Board that met daily to create a plan of adjustment for University operations. One of the most important changes came in 1941 when the War Board temporarily returned the University to a three-term system. The hope was to accelerate students through their academic programs before they entered military service.

To assist in the war effort, special language-training courses in French, Spanish, and Italian were again offered to students preparing to enter military service. Lectures on foreign civilizations and language training were given to military units stationed outside Ann Arbor. A Civil Affairs Specialist Training Program began in summer 1942 and provided language instruction and area studies. The Army Specialist Program was also initiated that summer and provided intensive language instruction. *Conversation Grammar for Italian*, partly written by Professor Vincent Scanio, at one time the only full-time faculty member for Italian, became a widely used book and received a special commendation from the government. Still, by fall 1942 male enrollment was down 17 percent.

Understandably, course offerings would not expand again until after the war and enrollment numbers recovered. With the changes in U.S. demographics, Spanish would increase dramatically at both the high school and college levels.

Today, the department annually offers around 170 sections of elementary Spanish, as well as upper level courses ranging from academic writing in Spanish to politics and the economy of Latin America and Spain. French continues to be strong with almost 70 sections of elementary French and a variety of courses on literature, composition, and art. Italian has grown rapidly with the recent introduction of the Italian minor, while Portuguese and courses in Catalan reflect the department’s interest in regional languages and cultures.

# Views of UROP

In  
Depth

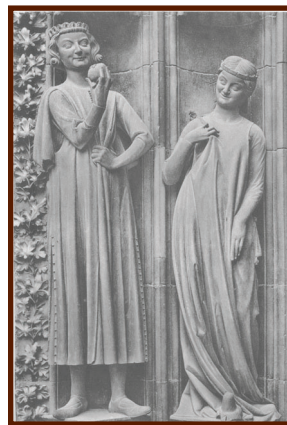
The Undergraduate Research Opportunity Program, or UROP, began in 1989 as a proactive effort to help retain and improve the academic achievement of underrepresented students at the University of Michigan. Under the guidance of a faculty mentor, first- and second-year UM students build research and academic skills through workshops, advising, seminars, and actual research work, receiving either academic credit or work-study compensation. Open to all students, UROP estimates that almost 900 students and over 600 faculty are currently working together on research projects. More information on UROP can be found on their website: <http://www.las.umich.edu/urop>.

**Viewpoint:** Michèle Hannoosh  
Department Chair and Professor of French

The UROP Program is one of the most beneficial and satisfying experiences for faculty and undergraduates which I have ever known. I took part in the program this past year in the context of a new edition of the Journal of the French Romantic painter Eugène Delacroix (1798-1863). Delacroix's Journal, kept during a brief period of his youth from 1822 to 1824, and then from 1847 until his death in 1863, is one of the most important works in the literature of art history, and is generally considered a great work of literature in its own right. It is also a work of exceptional interest for the social, political, and cultural history of 19th-century France.

The new edition will feature previously unpublished material which I discovered in the course of my research, and greatly increases the corpus of Delacroix's writings overall. I needed a student researcher to be involved in finalizing the manuscript for publication: filling in remaining gaps, verifying references, integrating new material on-line, assisting in library and bibliographical research, and corresponding with archives, collections, and museums. As the edition is in French, the student researcher needed to be comfortable working with sources in French.

I was fortunate to work with Susan Shain, a sophomore with a strong interest in the history of art and in French culture. She investigated a wide variety of questions to improve the accuracy of information provided in the notes: identifying places, people, and events alluded to in the Journal, clarifying discrepancies between earlier editions of the Journal and relevant historical resources, and finding details about paintings and other art-works. For example, when, in a visit to the Strasbourg cathedral in 1855, Delacroix records his impressions of the medieval sculptures, and indicates that he did drawings of them, we needed to identify the sculptures in question, for this would lead us to identify previously unknown drawings: Susan researched this question in depth. This is just one example of the kind of essential work that she carried out.



Above right: Sculpture of a "foolish virgin," Strasbourg Cathedral, main façade.



Above: Two views by Delacroix of the same figure (Paris, Louvre).

**Viewpoint:** Susan Shain, UM student

As a student researcher, UROP gave me an unparalleled opportunity to work closely with a faculty member and conduct substantive research. At a school which can sometimes feel impersonal and overwhelming, UROP aided in the development of a small community and the formation of personal contacts. Due to her incredible support and knowledge, my faculty sponsor Professor Michèle Hannoosh was one of the main reasons for my positive experience. In my specific project, my research methods focused mainly on the use of primary and secondary written sources from both the 19th century and the contemporary period. Other sources included microfilm, internet databases such as the Getty Provenance Index and Google book search. Over the course of the year, it became clear to me that Delacroix was a careful observer of his times, and that his personal memoirs are a valuable historical resource. Working as a UROP student researcher was both an educationally and personally enriching experience which I would recommend to any faculty member or student at the University.



Above: Pages from Delacroix's North African journal, Meknez, Morocco, 15 March 1832 (Paris, Louvre).

**Viewpoint:** Lawrence La Fountain-Stokes  
Assistant Professor of Latino/a Studies and Spanish  
Program in American Culture and Department of Romance Languages and Literatures

UROP gives faculty a rare, privileged window into the experience of undergraduates, and gives undergrads direct access to faculty like myself. It also facilitates opportunities for mentorship and career and life counseling.

During the last two academic years (2004-06), I have worked with four different undergraduate students in the UROP program who have assisted me with research related to two ongoing projects, "Translocas and Transmachos: Queer/LGBT Latino/a Performance in the Americas" and "Queer Ducks and Other Strange Birds: Animals, Homosexuality, Cartoons, Television, Literature, and (Latino) American Culture." I have worked with an African American psychology concentrator from North Carolina (Carla Renae Grinnell, LSA '06), a Puerto Rican student from Patterson, New Jersey (Lauren Galarza, LSA '08), a young theater artist from New Jersey (Elizabeth Schwartz, Residential College '09), and an LGBT activist from Michigan (Shannon Harbin, LSA '08). I have often shared stories and experiences with these students, hearing their anecdotes about dorms, clubs, friendships, family, love relationships, classes, and plans for the future. Most importantly, I have trained them in the subtleties of library, Internet, and database research; of performance transcription, notation, and translation; and of film analysis. In addition to doing simple tasks such as photocopying and scanning, my students have produced annotated bibliographies and summaries of scholarly articles and books and watched numerous hours of documentaries, narrative films, and cartoons. One of the students transcribed interviews in Spanish and English with the Dominican performance artist Josefina Báez, as well as performance pieces by the Bronx-born Nuyorican drag performer Elizabeth Marrero, who improvises her bilingual English/Spanish shows and as such does not have fixed scripts.

The Graduate Program in RLL has been very active over the last academic year and will continue to be so this year. Our graduate students are organizing panels and presenting research papers at international and national congresses in their chosen fields of study, as well as participating in graduate student conferences around the country as a means of meeting and dialoging with members of their own intellectual generation.

In fall 2005, RLL graduate students once again organized the annual Charles F. Fraker graduate student conference. Keynote speakers were Professor Brett Levinson of the Department of Comparative Literature at The University of Binghamton and Professor Graziella Parati of the Department of French and Italian at Dartmouth College. The conference was a huge success, as each year it seems to attract more and more abstracts from graduate students from all around the country. Indeed, RLL students are currently organizing the next Charles F. Fraker graduate student conference for March 2007 with the suggestive title, "Ethics and Expression." I am sure that once again this event will be a major success for our graduate program.

All of this coincides with a period of renewed activity for the Romance Languages Graduate Students Association (RLGSA), which is currently organizing graduate student reading groups in the department, a RLL film series, as well as a series of mock job talks for graduate students who are going on the job market this year. It is, of course, very gratifying indeed to see our graduate students becoming increasingly involved in intellectual dialogue and in their own professionalization.

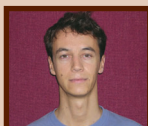
This year's cohort brings seven new additions to our graduate student body. Selected from a broad and competitive pool of applications Maxime Foerster, Marie Stoll, Juliet Guzzetta, Christian Kroll, Federico Pous, Elizabeth Shooltz and Marcelino Viera are already adding to the intellectual vitality of our program in Romance Languages & Literatures in new and important ways. I trust that the momentum and vitality demonstrated by our graduate students will continue into the coming year.



Gareth Williams  
Interim Graduate Chair

## New graduate students

**Maxime Foerster** (French)  
B.A., École des Hautes Études  
Commerciales



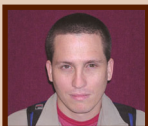
Interests: gender studies; philosophy; Decadent literature

**Juliet Guzzetta** (Italian)  
B.A., Connecticut College



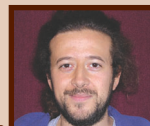
Interests: connections between contemporary Italian theater and film; feminism in Italy; politics and agenda of the Catholic Church

**Christian Kroll** (Spanish)  
B.A., Universidad Francisco  
Marroquin, Guatemala



Interests: Latin American cultural studies; urban studies

**Federico Pous** (Spanish)  
B.A., University of Buenos  
Aires



Interests: contemporary Latin American studies; cultural theory

**Elizabeth Shooltz**  
(Spanish)  
B.A., College of William &  
Mary



Interests: 20th century peninsular literature and film; visual arts; gender studies; questions of space and identity; exile and diaspora

**Marcelino Viera**  
(Spanish)  
B.A., Facultad de Psicología,  
Montevideo



Interests: Latin American cultural studies; cultural theory; psychoanalysis

**Marie Stoll** (French)  
B.A., University of Michigan



Interests: 18th-20th century French literature & cultural studies; the Marquis de Sade & Libertinism; religion, power & the construction of the sexual being in literature; philosophies: epicureanism, hedonism, materialism & nihilism.

**Mary Leigh Hughes Welch** (B.A. Spanish '44) studied in Mexico and traveled to Spain and Portugal. "Currently I use my Spanish a little as we have a fairly large Hispanic population here in Wenatchee [Washington]."

**Hubert P. (Herb) Weller** (B.A. Spanish '56) retired in 1996 after 34 years as professor of Spanish at Hope College. He still uses his Spanish as a translator, interpreter, and private instructor in his business, Weller Language Services. He and his wife, Ann, travel widely, most recently as hosts of a tour group to Querétaro, Mexico. Herb enjoys fly-fishing and flying, and has had a private pilot license since 2001. He lives in Holland, Michigan. Email: [hpweller@comcast.net](mailto:hpweller@comcast.net).

**Dolores Nachman Curiel** (B.A. Spanish '64, M.A. TEFL '65) spent 16 years in Caracas, Venezuela teaching ESL. When she returned she began teaching at Farmington High School (FHS) in Farmington, MI and retired in 2002. Many of her students went on to major in Spanish and became Spanish teachers. She continues to use Spanish in her travels, in reading, and with friends.

**E Beth Jensen** (B.A. French '77) met with fellow 1977 alum, Mary Salutz, in Aix-en-Provence, where they'd both participated in the Junior Year Abroad during the 1975-1976 academic year. "We retraced the steps we took as students, from Cuques to the Cours Mirabeau." Jensen adds that what distinguished this trip from her previous was easily being able to afford a café au lait at Les Deux Garçons. Email: [Beth.Jensen@abbott.com](mailto:Beth.Jensen@abbott.com)

**Desiree M. Ferguson** (B.A. Spanish '78) studied abroad the summer of 1976 in Salamanca, Spain with Professor Casa. She went on to earn a law degree from UM in 1982. She specializes in criminal defense appeals, using her Spanish to communicate with Spanish-speaking clients. "I hope to hear from others in my class, as well as some of my long lost professors and teaching assistants." Email: [Dferguson@sado.org](mailto:Dferguson@sado.org)

**Jodi-Marie Masley** (B.A. French '97) went on to UM Law School, graduating in 2000. She practiced civil rights law in Detroit for five years, working on the law school affirmative action case *Gutter v. Bollinger* for the intervening students and presenting arguments in defense of affirmative action. She now lives in New Jersey and will begin a masters program in education in June at New York University. She will be certified in New York and New Jersey to teach French and English for speakers of other languages in one calendar year of her start date.

**Wheatley Coleman** (B.A. Spanish '04) is currently teaching 8th thru 10th grade Spanish at the University of Detroit Jesuit High School & Academy in Detroit, MI. She is also coaching the 7th grade boys' basketball team and is in charge of the Spanish Club. Email: [wheatleysnow@hotmail.com](mailto:wheatleysnow@hotmail.com)

**Sarah Bederman** (B.A. Spanish '05) is working in Washington D.C. as a paralegal at the U.S. Department of Justice, Antitrust Division. She also volunteers once a week at the D.C. Employment Justice Center's Workers' Rights Clinic, where she uses her Spanish to do intake and interview workers about their workplace problems. Next year she plans to attend graduate school for an M.A. in Spanish, after which she will probably pursue a Ph.D. Email: [sarah.bederman@gmail.com](mailto:sarah.bederman@gmail.com)

## We want to hear from YOU!!

Send an e-mail to [rll.editor@umich.edu](mailto:rll.editor@umich.edu) or mail in this reply.

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Your news for Alumni Notes (please limit to 2-3 sentences):

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### Contact us:

Attn: Editor  
Romance Languages and Literatures  
The University of Michigan  
4108 Modern Languages Building  
812 East Washington Street  
Ann Arbor, MI 48109-1275

# The Michigan Difference

The University of Michigan has launched a fund raising campaign with the goal of \$2.5 billion. The Department of Romance Languages and Literatures is featured along with other LSA departments in the campaign, and RLL's campaign priorities are listed at <http://www.lsa.umich.edu/lsa/alumni/campaign/depts/>. With your help we seek to expand our strengths in interdisciplinary literary and cultural studies through strong commitments to a variety of study abroad and experiential opportunities for our students and support for faculty research.

RLL's development priorities include fellowship support for graduate students, study abroad and internship abroad support for undergraduate students, and a departmental strategic fund that will allow us to mount biannual conferences, invite visiting scholars and writers to campus, offer research grants to support faculty and students, support undergraduate travel to international conferences, and supplement faculty recruitment and retention offers.

These priorities are described in detail on our campaign webpage. In order to continue our innovative, engaging programs of study and to promote the research of our excellent faculty, RLL must be able to increase the variety of learning experiences we offer to undergraduates, offer fellowships to top graduate students, and support faculty and visiting scholars.

Campaign website for RLL: <http://www.lsa.umich.edu/lsa/alumni/campaign/depts/>

The Regents of the University of Michigan: David A. Brandon, Laurence B. Deitch, Olivia O. Maynard, Rebecca McGowan, Andrea Fischer Newman, Andrew C. Richner, S. Martin Taylor, Katherine E. White, Mary Sue Coleman (ex-officio)

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