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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 LSAH 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 this 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 actively working on making it available to our undergraduates, many of whom are interested in developing the desire to involve more than one language and culture in their concentration. Over the summer, Lecturer Andy Nover 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.
Hannoush has worked on a wide range of topics in 19th 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 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: Laforge’s Moralistes légendaires (Ohio State, 1989); Baudelaire and Caricature: From the Comic to an Art of Modernity (Penn State, 1992); Painting and the Journals 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 19th century France, 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 19th and 20th centuries. He has published essays on Hulio Rualles, 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 dramaturgy, i.e., to read the velocities of our cultures; and how this affects political and social issues.”
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 courses 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 Scano, 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.
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 found on their website: http://www.las.umich.edu/urop.

Viewpoint: Michele 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 Eugene 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 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 not have fixed scripts.

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 Michele 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.

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, “Translocaos and Transmachos: Queer Latina/o 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 Renee Grinnell, LSA ’06), a Puerto Rican student from Patterson, New Jersey (Lauren Galara, 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 Josepha 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.

Viewpoint: Susan Shain, UM student

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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 dialoguing 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 Grazziella Paroti 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 applications Maxime Foerster, Marie Stoll, Juliet Guzzetta, Christian Kroll, Federico Pous, Elizabeth Shooltz and Marcelino Viera are

Mary Leigh Hughes Welch
(B.A. Spanish '44) studied in Mexico and traveled to Spain and Portugal. Currently I live Spanish 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 Queerants, 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.

Dolores Nachman Curiel (B.A. Spanish '56, M.A. TEFL '65) spent 16 years in Guatemala, earning a 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.

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Send an e-mail to rll.editor@umich.edu or mail in this reply.

Name: __________________________________________ Graduation year: __________________________

Degree/Language: __________________________ Email address: __________________________

(Your e-mail will be included in your Alumni Note, unless you note otherwise)

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

[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/

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