



Letter from the Chair

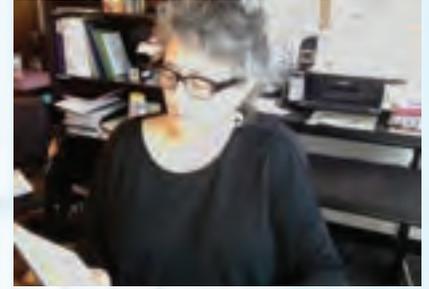
It is incredible how time flies. This is already my fifth (and last) year as Chair of the Department of Romance Languages and Literatures. I am very proud to say that these years have been a time of collaboration and collegiality, and that I have been extremely happy to be part of such a wonderful department. I am also proud to have such an exceptional group of colleagues whose unceasing help in the administration of Romance Languages and Literatures has allowed us to accomplish a lot in five years. We have brought in exceptional new faculty, put in motion new initiatives in the organization of the department, and developed great teaching and research projects. I want to express my heartfelt thanks to all faculty and students who over these years have cooperated with the RLL administration, doing so in such a way as to make our department a truly outstanding place to work and study.

As is the case every year, RLL undergraduate students have kept us busy since a great number of them have enrolled in our classes, organized events, collaborated with Faculty, run language clubs and applied in large numbers for internships and study abroad programs. The Department, with the generous help of our alumni, has been able to allocate a significant number of awards and grants to help with their programs abroad. We have also honored the excellence of our graduating seniors by giving diplomas and awards to those who showed excellence in the study of our Romance cultures. We are extremely lucky to have a large number of outstanding majors and minors in our French, Italian, Portuguese, Romance Languages and Literatures, and Spanish programs, and to have the support of our alumni whose generosity allows us to have the means to recognize these students.

The RLL graduate students have also been very active this past academic year. They organized the 19th Annual Charles Fraker Conference with the general topic of *Thinking with Things*, featuring Professors Webb Keane (Anthropology, University of Michigan) and Bill Brown (English and Visual Arts, University of Chicago) as keynote speakers. They also continue running the Romance Languages and Literatures Graduate Student online journal, *Tiresias*, whose latest issue was published recently. This year we have welcomed ten new graduate students to our Ph.D program and they are already helping with the organization of the next Fraker and the next issue of *Tiresias*.

This past year we hosted an outstanding program of distinguished scholars and lecturers. Among them, we welcomed the visits of Professor José Rabasa (Harvard U.), Endi Poskovic (U. of Michigan), Lisa Surwillo (Stanford U.), Wadda Ríos-Font (Barnard College), Patricia Keller (Cornell U.), and Seth Kimmel (Columbia U.). Their visit and talks were well-attended occasions to listen and speak with highly

renowned scholars. Professor and Dean of Humanities at UC Berkeley, Anthony Cascardi, gave an outstanding talk for our 32nd Keniston Lecture,



which is our opportunity to remember and celebrate the intellectual life of renowned Hispanist Professor Hayward Keniston, who was Professor and Dean of the College of Literature, Science and Arts at the University of Michigan. Finally, our department has been delighted to co-sponsor many interesting events across campus that had a direct impact on our students and faculty. We also had the opportunity to screen excellent films from Latin America, Spain and the Lusophone traditions. Professor Fernando Arenas organized the Lusophone Film Festival and graduate student Elizabeth Barrios organized *Screening Spain and Latin America*. Both of these festivals were a complete success.

For the fourth year we invited one of our alumni to participate in our Graduating Senior Ceremony. It was a great pleasure to share our RLL graduating ceremony with Mr. Luis Machado, who was very generous with his time and extremely eloquent in his talk to graduating seniors, their families, and faculty. Please allow me to introduce Mr. Machado to you: Luis Machado graduated in 1985 with a major in Spanish and went on to receive his JD from Loyola University Chicago School of Law. Luis now serves as Senior Vice President, Legal, and Assistant Secretary at L Brands, Inc. In this position, Mr. Machado manages the transactional and contracts group and is responsible for advising the company and its management regarding transactions, finance, securities, international operations and expansion, franchising, supply chain, brand protection and other general legal matters. He is directly responsible for all global mergers and acquisitions and for legal issues outside the United States, including the company's international expansion, both company operated and via franchising. Thank you, Luis, for your time and generosity.

Romance Languages and Literatures faculty have also been busy in publications, research accomplishments, and awards. David Caron, Juli Highfill, Javier Sanjinés, and Enrique García Santo-Tomás have all published important books. Giorgio Bertellini has published an Italian Cinema Reader. Our colleagues Jarrod Hayes and Karla Mallette received Fellowships for the Michigan Institute for the Humanities. Fernando Arenas, George Hoffmann, and Kate Jenckes received Michigan Humanities Awards, and María Dolores Morillo, Andrea Carruthers, Kathleen Forrester, Bethany

Kreps, Isabel Larrotiz, Maryline Hartman, and Jennifer Rivas-Murillo have all successfully passed major reviews for their excellent teaching skills in the language program.

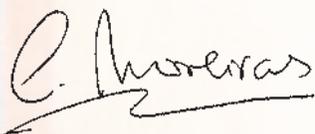
I am very happy to introduce two outstanding new members of faculty to our department: Stephanie Goetz (Lecturer III) is our new Director of the Elementary Romance Languages Program and Javier Castro-Ibaseta (Lecturer III) comes to us with scholarly expertise in the cultural history of the Spanish Renaissance. Both Stephanie and Javier will contribute enormously to expanding our offerings in Spanish and further diversifying our curriculum.

I am also very grateful to María Dorantes and Romana Capek-Habekovic for many years of outstanding service as the Directors of the elementary language programs in Spanish, French, and Italian. For many years they were able to develop and maintain a very successful program that served thousands of students. The Department wishes you the very best and thanks you wholeheartedly for the work you have put into maintaining the excellence of our language programs in the Department of Romance Languages and Literatures.

Since we teach a large number of students both in our language programs and in our majors and minors, one of our main priorities is the undergraduate curriculum and the teaching of our outstanding undergraduates. In 2014 we had 292 students who graduated with a major or minor in French (62), Italian (10), Spanish (216) and Romance Languages (4). I would like to extend my congratulations to all of them and to those who won RLL awards.

As I close this letter, I would very much like to share with you my and my colleagues' deep gratitude for your generosity and for considering, once more or for the first time, supporting our students and programs with your donations. It is your generosity and support that allows our students to receive scholarships, internships, and grants either as recognition for outstanding academic work, or as a means of experiencing what it is like to be immersed fully in a period of study abroad. Once again, I would like to emphasize that we would love to hear from you. If you are ever in Ann Arbor please stop by the MLB, and we would love to receive your alumni update to include it in "Alumni News."

With best wishes,



Cristina Moreiras-Menor
Professor of Spanish Literature and Film and Women's Studies

AT A GLANCE

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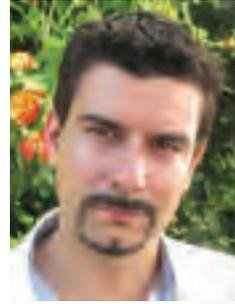




Stephanie Goetz

Stephanie Goetz, Lecturer III, is the new Elementary Language Director for all our four language programs: French, Italian, Portuguese, and Spanish.

Stephanie comes to us from Indiana University, where she worked as the Managing Director of the University Honors Program in Foreign Languages for High School Students. She holds a BA in Spanish and a BS in Secondary Education, both from Ohio University, and an MA in Hispanic Linguistics from Indiana University, where she specialized in Second Language Acquisition, and Pragmatics & Phonology.



Javier Castro-Ibaseta

Javier Castro-Ibaseta comes to Romance Languages and Literatures as a Lecturer III to teach in the Spanish program. He will be offering courses for our majors and minors dealing with cultural history in early modern and modern Spain, covering topics such as political life, the public sphere, and humor and society.

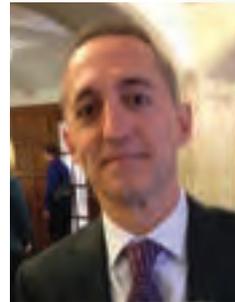
He received his PhD in Early Modern History from the Universidad Autónoma in Madrid and came to the University of Michigan from Wesleyan University where he was Assistant Professor in the Department of History and the College of Letters. His research interests are in the intersection between literature and political life, in particular the ways in which the stories we read or watch affect the public's political inclinations and practices.

Faculty Awards



Peggy McCracken has been awarded the Domna Stanton Collegiate Professor of French, Women's Studies and Comparative Literature. Collegiate Professorships are offered to faculty who are exemplars of our aspirations for excellence in all areas of our intellectual life. They are rewarded for outstanding work in scholarship, as well as both undergraduate and

graduate teaching, and for significant leadership in the unit, the College, and the University. Professor McCracken is internationally recognized and respected as one of the most important and influential French medievalists currently in the field, as well as a feminist scholar with important work on gender, sexuality and the body. Indeed, Professor McCracken has produced outstanding contributions in the three areas of scholarship, teaching, and service. Peggy has written many articles and has published two books, *The Romance of Adultery: Queenship and Sexual Transgression in Old French Literature*, and *The Curse of Eve, the Wound of the Hero: Blood, Gender, and Medieval Literature*. She also has co-authored a book with Donald Lopez entitled *In search of the Christian Buddha*. Peggy is working on a book titled *In the skin*.



Alejandro Herrero-Olaizola was named Arthur Thurnau Professor of Spanish. This award recognizes and rewards faculty for outstanding contributions to undergraduate education and honors those tenured faculty whose commitment to, and investment in, undergraduate teaching has had an impact on the intellectual development and lives of their

students. Professor Herrero-Olaizola is a most accomplished teacher and a committed mentor for both undergraduate and graduate students. He is being recognized as one of the most outstanding, remarkably dedicated, and successful teachers we have in the University of Michigan. Alejandro is also a leading figure in the field of Latin American literature and culture with a remarkable research agenda on contemporary literature and film. He is the author of many articles and essays on Colombia, Argentina, Chile, among other South American countries. He has published a considerable number of articles and two books: *Narrativas Híbridadas* (2000), and *The Censorship Files: Latin American Writers and Franco's Spain* (2007). He has also co-edited the reader *Teaching the Latin American Boom* to be published in the MLA Options for Teaching. Alex is currently working on a book on Colombia titled *The Colombian Condition: Global Violence as Cultural Commodity*.

Farewell to Romana

By Alison Cornish, Professor of Italian

With the retirement of beloved and distinguished Language Director, Romana Capek-Habekovic, an era comes to an end in RLL. In the last two years, Romana has been the director of not only Italian, as she has been for many years, but also of French, a double responsibility never before taken on by anyone. One mark of her recent leadership has been the “translation” of the semi-annual *Italianissimo* party put on by the Italian language instructors into “*Franco-fun*”, a similar celebration based on French food and culture.

Romana was born in the former Yugoslavia and majored in Italian at the University of Zagreb. When she came to this country with her husband, Darko, an OB GYN, and her young son Marko, she pursued a Masters in Italian at Wayne State and was accepted into the PhD program at the University of Michigan in 1978. Frank Casa was the Chair of Romance Languages at the time, Ilene Olken and Osar Budel were professors of Italian, and there were five students in her cohort. Romana wrote her thesis under Olken on Tommaso Landolfi, a 20th-century writer of grotesque fiction, literary critic, and translator from Russian and German. Her book, *Tommaso Landolfi's Grotesque Images*, was published in 1986.

Romana has been teaching Italian to others since 1972 when she was an instructor at the Institute for Foreign Languages in Zagreb, and in our department since 1978 when she started as a graduate student and

was pregnant with her second child, Vanja. At the time, there were approximately 70 students majoring in Italian. She was there at the foundation of GEO, the graduate student union. After her PhD she was hired first at Wayne State and then, as lecturer, at the University of Michigan in 1984. She was first named coordinator in 1990, and became Language Director and Senior Lecturer in 1997. She became interim Language Director of French in 2012. These titles, however extensive, hardly convey the role Romana has played in Italian at the University of Michigan and in the department of Romance Languages. She was elected to the Executive Committee several times. Her efforts for the sake of the Italian program were indefatigable, above and beyond all contract stipulation or even the call of duty. She was always organizing excursions – to exhibits in Grand Rapids, to the opera in Detroit. She gave big parties at her home for all the Italian teachers, where she also cooked all the food – Croatian and Italian. She led all the other Italian instructors in this culture of hospitality and celebration in organizing the *Italianissimo* party every semester, famous for its pasta, prosciutto and melon, insalata caprese, espresso, and Tiramisù, and featuring lectures, presentations, and musical performances, often by students of Italian. She also has been the organizer of the *Settimana della lingua italiana* (“Italian Language Week”) every October, featuring lectures, activities and musical performances, and collaborates in

vetting and editing the Italian students’ publication, *La nostra voce*.



Romana is a master-teacher – engaging students in the love of Italian language and culture. She has developed many courses during her tenure at every level of instruction, for target audiences such as “Italian for Spanish Speakers,” an accelerated reading course for graduate students, and on subjects such as theater and cuisine, always integrating the study of culture with the study of language. Crucially, she has developed a methods course for new instructors of Italian, as well as of the other Romance Languages taught in our department.

The Department of Romance Languages will sorely miss her expertise, her diplomacy, her friendly smile, and her infectious sense of do-ability.

Our Future is Bright

By Stephanie Goetz, Elementary Languages Director; Lecturer III of Spanish

Fall 2014 ushered in a new crop of basic language students to RLL, as well as a new director of basic language programs.

With four very big shoes to fill (two of Romana’s and two of Maria’s), I transitioned into the position of language director for French, Italian, Portuguese and Spanish – and our newly unified program hit the ground running.

Lecturers, GSIs and I have been up to a lot these past few months, including participating in in-house workshops to discuss our development as instructors, hosting several events for RLL undergraduates, ranging from an Italian luncheon to a French-inspired visit to University of Michigan’s Museum of Art, and from a visual retrospective of World War I to a crepe-making extravaganza, and growing together in understanding our goals for upcoming semesters in the basic language program. As we’ve gotten to know each other over our first semester together, there is one thing we can say for certain: our future is bright!

Thank you, María

By Olga Gallego, Lecturer IV of Spanish

We in RLL want to sincerely express our gratitude to María Dorantes as she steps down from her eight years of service as the Spanish and Portuguese Program Director. Thank you for doing an exceptional job

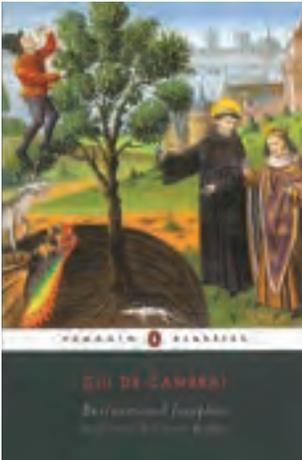
and for tirelessly leading the language programs. Thank you for your constant patience and calmness in the midst of so

much activity. Thank you for your positive attitude, and your personable and professional way of handling the many issues that came your way. Thank you for your humor, and lightening up even the most stressful situations. Thank you for always being there and for making everyone feel like they mattered as individuals, even in the most conflictive situations. Thank you for always keeping your door open to everyone, and for your friendly and welcoming smile every time we stop by. Thank you for your encouragement, and unwavering support to all.

We wish you the best María, both personally and professionally. We are happy that you will continue to be a vital part of our department.



María digging to re-plant a banana tree in Costa Rica

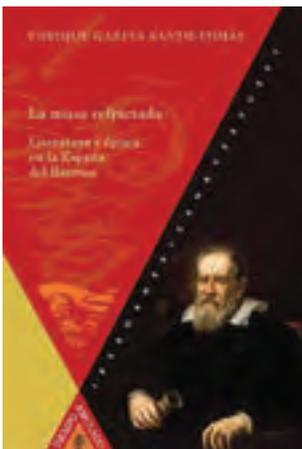
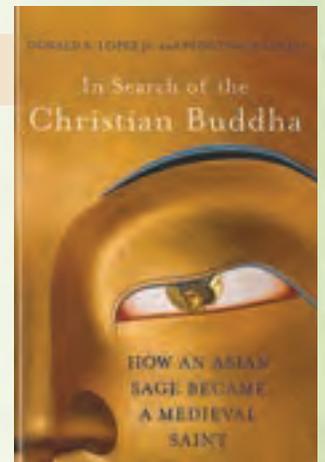


Barlaam and Josaphat: A Christian Tale of the Buddha
 • Peggy McCracken

Long attributed to the eighth-century monk and scholar, St. John of Damascus, Barlaam and Josaphat was translated into numerous languages around the world. Philologists eventually traced the name Josaphat as a derivation from the Sanskrit bodhisattva, the Buddhist term for the future Buddha, highlighting this text as essential source reading for connections between several of the world's most popular religions. The first version to appear in modern English, Peggy McCracken's highly readable translation reintroduces a classic tale and makes it accessible once again.

In Search of the Christian Buddha: How an Asian Sage Became a Medieval Saint • Peggy McCracken

In Search of the Christian Buddha traces the Buddha's story from India to Persia to Jerusalem and then throughout Europe, as it was rewritten by Muslim, Jewish, and Christian authors, illustrating its unsuspected integration into European culture. Through a comparison of the tale's various versions, this book reveals surprising convergences and divergences—between Christianity and Buddhism on subjects including the meaning of death, the problem of desire, and the view of women.



La musa refractada: Literatura y óptica en la España del Barroco • Enrique García Santo-Tomás

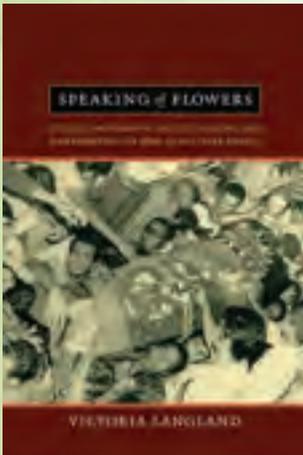
The historical journey of this book begins in a series of texts and authors of the reign of Philip and finished third in the closing stages of the seventeenth century. Throughout its pages explores the impact they had on Baroque Spain advances in optics achieved under the framework of the so-called “scientific revolution” and focuses specifically on the literary world, with particular attention to those texts and authors which incorporated references to applications of glass in the discipline of astronomy from its gradual transition from the Ptolemaic to the Copernican.

Don Diego de noche • Enrique García Santo-Tomás

Meeting together in this novel a compendium of action, teasing and teaching, with a protagonist sometimes endearing, sometimes abject, that roams the night pleasures and dangers of Baroque Madrid.



Faculty Publications

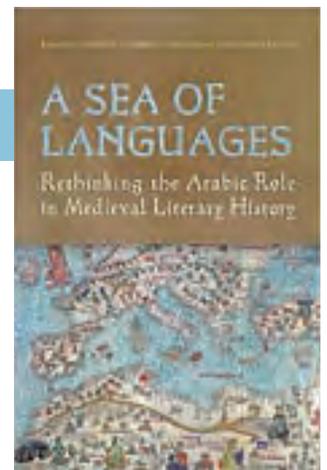


Speaking of Flowers: Student Movements and the Making and Remembering of 1968 in Military Brazil • Victoria Langland

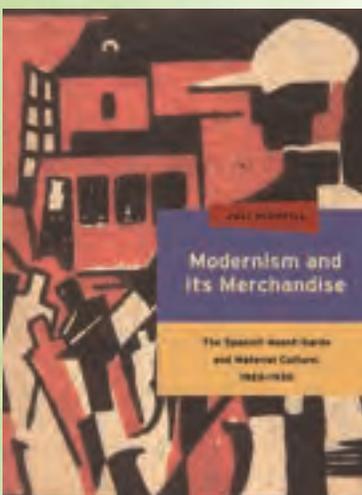
Speaking of Flowers is an innovative study of student activism during Brazil's military dictatorship (1964–85) and an examination of the very notion of student activism, which changed dramatically in response to the student protests of 1968. Looking into what made students engage in national political affairs as students, rather than through other means, Victoria Langland traces a gradual, uneven shift in how they constructed, defended, and redefined their right to political participation, from emphasizing class, race, and gender privileges to organizing around other institutional and symbolic forms of political authority.

A Sea of Languages: Rethinking the Arabic Role in Medieval Literary History • Karla Mallette

Medieval European literature was once thought to have been isolationist in its nature, but recent scholarship has revealed the ways in which Spanish and Italian authors – including Cervantes and Marco Polo – were influenced by Arabic poetry, music, and philosophy. *A Sea of Languages* brings together some of the most influential scholars working in Muslim-Christian-Jewish cultural communications today to discuss the convergence of the literary, social, and economic histories of the medieval Mediterranean.



Modernism and Its Merchandise: The Spanish Avant-Garde and Material Culture

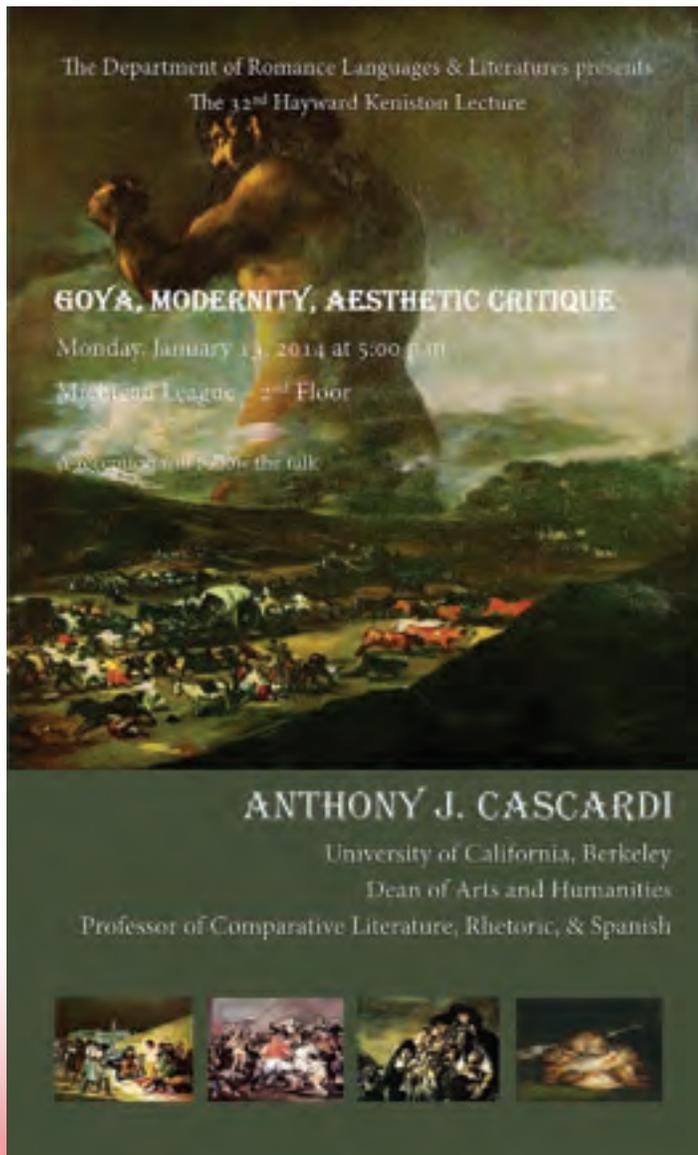


This new title by Juli Highfill, examines how the writers and artists of the 1920s engaged with the objects of modern life. Enthralled with the streamlined, mass-produced commodities of the Machine Age, the “vanguardists” incorporated these objects into their literary and visual works. And in doing so, they launched a broad inquiry into the relations between mind

and matter, people and things, words and world. This book traces that dissonant and productive line of inquiry by focusing on the objects that fascinated the vanguardists—starting with the fruit bowls of cubist still life, continuing with the merchandise, machines, and fashions of the 1920s, and concluding with objects of ruin and decay. The trajectory thus moves from the natural to the technological realms, and from the new-fangled to the out-moded. Throughout this study, objects appear ever in motion, engaging and altering their human subjects—whether as objects of exchange, as prosthetic organs, or as triggers for powerful affective responses, such as appetite, taste, and disgust. The insights that arise from these encounters with material things anticipate the knowledge emerging today in the fields of material culture, technology studies, and network theory.

vents 32nd Keniston Lecture

By Enrique García Santo-Tomás, Professor of Spanish



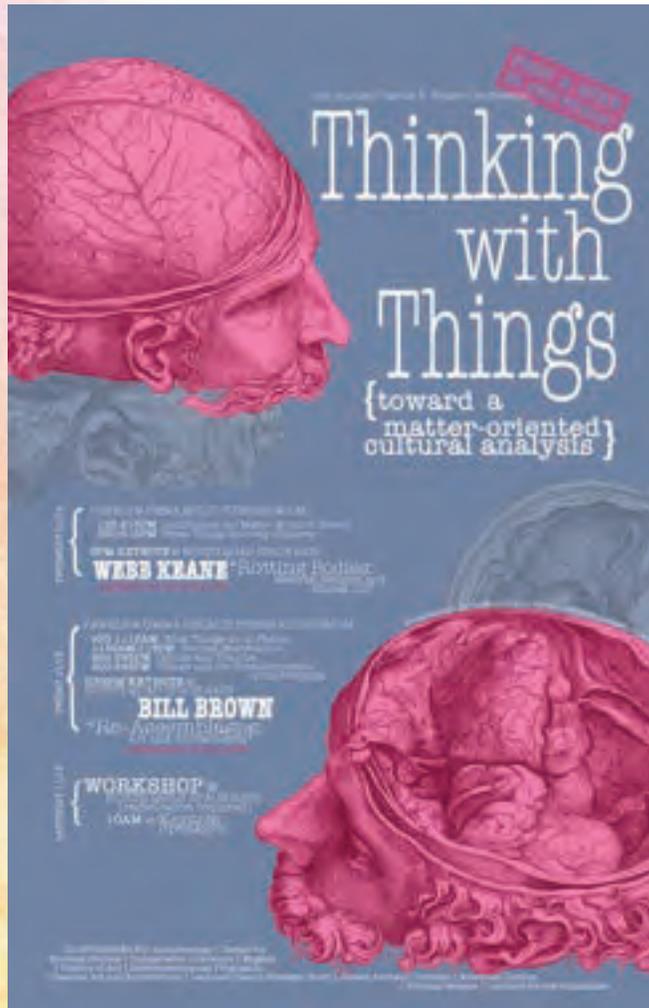
On January 13, 2014, the Department of Romance Languages and Literatures hosted the 32nd Hayward H. Keniston Lecture, in honor of Hayward Keniston, former Chair of the Department of Romance Languages and Literatures, and former Dean of the College of Literature, Science, and the Arts at the University of Michigan. The guest speaker was Professor Anthony J. Cascardi, Dean of Arts and Humanities, and Sidney and Margaret Ancker Distinguished Professorship of Comparative Literature, Rhetoric, and Spanish at the University of California, Berkeley. Cascardi has published extensively on the different intersections between early modern and modern Spanish literature, aesthetics, and philosophy. From his first studies on Calderón and Cervantes, to his work on Adorno, Wittgenstein and Kant, to more recent interventions on Ortega y Gasset and Goya, his work has been defined by exemplary versatility and depth. Cascardi's publications include *The Limits of Illusion: A Critical Study of Calderón* (1984), *The Bounds of Reason: Cervantes, Dostoevsky, Flaubert* (1986), *Literature and the Question of Philosophy* (1987), *The Subject of Modernity* (1992), *Consequences of Enlightenment: Aesthetics as Critique* (1999), and the award-winning *Cervantes and the Discourse of Politics* (2012). He is also an editor of *The Cambridge Companion to Cervantes* (2003) and *The Cambridge Introduction to Literature and Philosophy* (2014). Professor Cascardi's lecture, titled "Goya, Modernity, Aesthetic Critique" argued that Goya's internal contradictions are driven by a process of critique, and that the project of aesthetic critique is one by which Goya probes the relationship between art and those domains like history, family, society, and politics that stand outside it. Rather than anchor a story about modernity in art that culminates in the erasure of the subject, as some major critics have argued, the lecture proposed that Goya marks out an alliance between the work of art and the process of critique. The event was very well attended not only by members of the department, but also by students and faculty from across campus. Cascardi was also gracious enough to participate in a workshop with RLL graduate students.

Charles F. Fraker Conference

By Abigail Celis, French PhD Student

When prospective students or students from other departments at University of Michigan encounter the RLL graduate program, they'll often first note the robustness of the graduate student community. The small seminars and wide-ranging intellectual curiosity that the RLL department emphasizes help build this community. However, annual collaborative projects like the Charles F. Fraker Conference facilitate the building of generous scholarly and social relationships among us. The conference is entirely student run, from the development of the theme, to the inviting of keynote speakers, to the evaluating of proposals, to the booking of rooms, to the publicity, to hosting student presenters, to the moderating of panels. We spent countless hours over several months together, discussing our goals for the 19th Fraker, and I was consistently astounded by my fellow students' generosity and skill in accounting for the smallest to the most sophisticated of details. This generosity included the advice and efforts from previous generations of graduate students, who passed on a fundraising structure and organizational documents.

For this 19th edition of the conference, which took place November 14-16, the organizing committee had two primary goals. First, to choose a theme that was not directly based in any single Romance Language field, but that would be equally relevant to all. Secondly, to improve our communication methods at all stages of the organization to ensure a significant response from potential participants and from the public. In keeping with these goals, we developed as topic of the conference: *Thinking with Things: Toward a Matter-Oriented*



Cultural Analysis. We wanted to encourage graduate students from many fields and disciplines to think about how the material world plays a role in the way they analyze culture. We were thrilled when Bill Brown (University of Chicago—English) and Webb Keane (University Michigan—Anthropology) accepted our invitation to give the keynote addresses and lead a workshop with graduate students. In terms of communication, we revamped the mailing list, adding institutions and programs that we had not previously reached out to, and sent out the call for papers early and often. Our efforts paid off, as we received over 45 presentation proposals, more than we ever had, and after a difficult selection process, ended up with six carefully curated panels of three presentations each, by graduate students from over ten different fields coming from universities across the United States and Canada.

On campus, the conference was well attended, with scrambles for extra chairs during both keynote addresses, and over 25 graduate students attending the Saturday morning workshop with the keynote speakers, despite the temptation to sleep in after two long days of presentations. But what was most exciting was seeing the level of engagement from both presenters and the public. Thoughtful questions were posed, and audience and panelists alike demonstrated a genuine enthusiasm for each other's research. As an organizing committee and as a community of students, we couldn't have been more pleased to hear from the students that this conference helped them rethink their own research projects and inspired them to pursue new trails of ideas.





It makes me proud to share with you the successes of our graduate students in 2013-14. Six students passed their preliminary exams and moved into candidacy, and seven students defended dissertations. In addition to two One-Term Fellowships awarded by our department, six students won Humanities research awards. Further, graduate students won a Lacroite fellowship and a Rackham one-term fellowship toward completing dissertation work; one student participated in a Mellon summer seminar; finally, graduate students received a Rackham Predoctoral Fellowship, a dissertation fellowship in the Institute for the Humanities, two International Institute fellowships for research abroad, one Foreign Language and Area Studies (FLAS) Fellowship, three Rackham Centennial fellowships, a Tinker Grant, a Werner Glen Fellowship, and a Critical Languages Scholarship. You can read the full list of awards on the RLL web site under "Graduate/Funding Package."



We are delighted to welcome a splendid new cohort of graduate students to RLL: James Carter works on Italian film, especially silent cinema; Sabrina Righi plans to study immigration through Italian literature; Luis Miguel Dos Santos Vincente will research medieval and early modern Spain; Jaime Hernandez plans to study medieval and Baroque Spanish literature as well as colonial Latin American literature; Persephone Hernandez-Vogt is interested in women and madness in the French and Spanish Baroque period; Ignacio Huerta focuses on the intersections between psychoanalysis, Spanish literature, and the civil war; Alice McAdams will work on the place of Catalan and Galician writing in modern peninsular literature; Felix Zamora Gomez explores violence and trauma in modern Spain; in French, while Brylind Lawson plans to pursue medieval studies.



*George Hoffmann
Professor of French*



Congratulations to the PhD Recipients in 2014

French

Mamadou "Tapha" Ly

Dissertation: "Edouard Glissant in Theory and Practice: A Diasporic Poetics of Politics"

Chair: Jarrod Hayes

Placement: Post-Doctoral Fellow, University of Michigan

Tanya Camela Logan

Dissertation: "Sartorial Second Skins: Black Men, Masculinity, and Agency in Dress in Paris and Brussels from 1976 to Present"

Chair: Frieda Ekotto

Spanish

Diogenes Costa Curras

Dissertation: "Redeeming Realism: Alternate Historicities in Spanish Film and Literature"

Chair: Cristina Moreiras-Menor

Placement: Lecturer, University of Massachusetts

Rachel TenHaaf

Title: "Visualizing an Aesthetics of Resistance: The Role of Sight in 19th and 20th Century (Neo) Realism on the Iberian Peninsula"

Chair: Cristina Moreiras-Menor

Placement: Mellon Post-Doctoral Fellow, Kalamazoo College

Federico Pous

Title: "Beyond Incarceration: Prison Literature and Political Subjectivation in Cold War Latin America"

Chair: Gareth Williams

Placement: Assistant Professor, Elon University

Gabriel Horowitz

Dissertation: "Fantasies of Independence and their Latin American Legacies"

Chair: Gareth Williams

Placement: Post-Doctoral Fellow, University of Michigan

Mara Pastor

Dissertation: "La Dimensión Inexacta: Two Case Studies on War, Poetry and the Politics of Cultural Production in Puerto Rico in the 1970s"

Chair: Kate Jenckes

Placement: Post-Doctoral Fellow at Universidad Nacional Autonoma de Mexico



Petroleum and the Public in Mexico

By Travis Williams, Spanish PhD Student

Poster from the
Frente Popular
Revolucionario
in Oaxaca



Solidaridad en la autonomía patria. Una grandiosa manifestación nacionalista sin distinción. All sectors of the republic, without distinction of class or creed, will support the government. The morning of March 19th, 1938, residents of Mexico City awoke to these words on the front page of the daily newspaper *Excelsior*, under a lead headline that declared in large bold letters: “The Government of the Republic Decrees the Expropriation of the Petroleum Industry.” In a short radio address to the nation, the night before, President Lázaro Cárdenas had announced the expropriation of all properties belonging to foreign-owned oil companies operating in Mexico. In the days that followed, declarations of solidarity and unity in support of the president filled the pages of *Excelsior*. “The entire republic approves the stance of the government,” the paper announced on March 20th. Reporting on a march that occurred in the capital on the 23rd, the paper stated that the *pueblo* had never been more unified. Among the reported 250,000 people in attendance, the paper declared: “All social classes, from the most exalted to the most humble, marched.”



Oaxaca resists

I traveled to Mexico this past summer to investigate the ways texts such as those contained in *Excelsior* construct and shape a public. With the generous support of a grant from the Tinker Foundation, I was able to travel to Mexico City and

access the periodical archives of the National Library to examine the texts that were circulating through the Mexican public in the weeks leading up to and following the expropriation of the oil industry in 1938. Interested in how these texts address themselves to a public and, in so doing, shape this public, I investigated the ways these articles construct a sense of a unified and singular *pueblo*.

The formation of a unified sense of national identity around the expropriation event in 1938 is of particular interest today, as Mexico finds itself in a moment in which the concept of *reform* dominates political discourse. Spurred by initiatives from President Enrique Peña Nieto, the Mexican congress has passed legislation intended to reform the education and energy sectors, including a bill signed into law by President Peña Nieto on August 11th that reopened the oil industry to contracts with private companies, essentially reversing

President Cárdenas’s nationalization of the industry. Interested in how these two events in Mexican history are linked through conceptualizations of the Mexican *pueblo*, my research asked how the concept of the public has changed in discourse surrounding nationalization and privatization from 1938 until today.

In addition to my archival research, I took the opportunity to collect and document cultural texts currently in circulation in Mexico, asking how political debate, public protests, and the violent imagery associated with narco-culture reshapes the concept of the public sphere. These questions took me to the city of Oaxaca, where the regional teacher’s syndicate, Sección 22, had occupied the city’s *zócalo* in protest of proposed education reforms. There, I found the walls of the buildings in the city center filled with posters and graffiti denouncing Peña Nieto’s political party, the Partido Revolucionario Institucional (PRI). Large poster boards in the encampment in the *zócalo* linked the education and energy reforms, casting each as moves to privatize what rightly belongs to the public. On August 22nd, members of the teacher’s syndicate occupied gas stations within the city and began distributing gasoline. A spray-painted message on the side of a gas pump advertised “Free gasoline” for the *pueblo*. Even the mere act of occupation by the teachers, affirming their public presence, seemed a performative act of protest designed to resist privatization and reform, an attempt to reassert a sense of publicness that might be traced back to the march in the capital in 1938. In many ways, the contemporary political struggle in Mexico is more than a struggle over what belongs to the *pueblo*, it is a struggle for this public space itself, between competing claims over who and what can appear in this space. Grotesque acts of violence, the constant circulation of heavily-armed federal police, and public manifestations, such as those in Oaxaca, all make claims to the public sphere. With future work, I hope to elaborate on the relationship between these forces, further examining the ways in which changes in the circulation of cultural texts and the concept of the public mediate political debate in contemporary Mexico.

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My 2014 Summer Internship in Argentina

By Andrea Montoya, International Studies and Spanish Major



This May and June, I was able to participate in the LSA International Internship Program to do an internship in Buenos Aires, Argentina. As an International Studies and Spanish major, I was looking for a way to put my studies to practical use and get a feel for how I might want to use them in a future career. This program gave me a perfect

chance to do so by placing me in an internship where I would be able to use what I learned in the classroom as well as further develop my knowledge. I was placed with an organization called BA Cup, an organization that puts together international soccer tournaments in Buenos Aires. My position was an assistant in marketing and commercialization for the tournament, which was well suited for me as I'm interested in working in international business. I contacted teams from all over the world to market the BA Cup tournament to them, mostly teams in the U.S. and Latin America, but I also called some teams in Europe and even the Middle East. One of the coolest parts about my internship was that my coworkers were from all over the world; we had some from the U.S. and Argentina, but also from Greece, Brazil,

Ecuador, and Mexico. It was great that I not only learned about Argentine culture, but I got a truly international perspective. Even outside of my internship, in the cosmopolitan city of Buenos Aires, I had so many opportunities to meet locals and people from all over the world through the various exchange groups and international student organizations I took part in.

My experience in Buenos Aires this summer has added so much depth to my education. Not only do I get Spanish credit towards my major for my internship (and elective credit towards my International Studies major), but they are by far the most valuable credits I'll get. Forcing myself to conduct daily life in Spanish has broadened my understanding of the language so much, and I'm definitely a lot more confident in both my speaking and understanding abilities than I ever could have been just learning in the classroom alone. What's more is that I had an immersive cultural experience that also can't be replicated without spending time in another country. Getting the chance to practically apply what I'd been learning will make my education better rounded, but also it will make everything I learn more valuable since I now see how it applies in the real world. I've become so comfortable with and attached to Argentina through this experience that I hope I'll be able to return there as part of my future career.

The LSA International Internship Program

By Rachael Criso, Lecturer IV of French

What better way to improve your foreign language skills than to find yourself getting up each and every morning to a day full of *living* in that language?

For example, if you are learning French, you may spend a summer interning in Rabat, Morocco. You wake up in French, you go to work all day in French, you hang with your French-speaking family after work and then you go out with your French-speaking friends for the evening. You learn the etiquette of your work place, you participate in its daily life, and you offer your own, unique contributions.

Or, perhaps you speak Spanish. You can intern in Spain, or how about the Galapagos Islands, where you will work on conservation issues...all day...in Spanish.



Andrea Montoya at Salt Flats (Salinas Grandes) in the province of Salta in Argentina

Since 2002, the LSA International Internship Program has been placing students from all units in global summer internships.

This year also saw students in Chile, Mexico, Peru, UK, France, Turkey, Albania, Canada, and Argentina.

Several positions are hosted by University of Michigan alums, and some are through trusted international partners. We also partner with a handful of international universities who host University of Michigan students each year to work in their offices or teach their undergraduates English.

Credit is available in both French and Spanish for summer internships. We try to keep costs to a minimum, by maintaining close relationships with the placement hosts. Funding can be sourced from various units throughout University of Michigan.

The Ragpicker

By Tessa Adzemovic,
French Honors Major

There was one character that I found to be particularly arresting—the Ragpicker. He wore a threadbare hat, his cheeks drooped, and his doleful eyes looked past me. He was haggard, forlorn, and relegated to the outskirts of society.

I encountered this tragic figure through my study of the artist-writer Jean-François Raffaëlli for my French senior honors thesis. This painter-printmaker invented the theory of characterism, an art form focused on the depiction of Paris and its character types.

Having spent a year studying those on the outskirts of society in the 19th century, I decided to dedicate my next year to the empowerment of the underserved in contemporary society. After graduation, I was awarded grant funding via a Davis Project for Peace, due to the generosity of Kathryn W. Davis. Upon her 100th birthday, Miss Davis chose to donate one million dollars a year in increments of \$10,000 to college students and recent graduates to administer peace projects all over the world.

In June 2013, with the Davis funding awarded to me, I travelled with the Rebecca Davis Dance Company to Kigali, Rwanda to see how a functioning dance and reconciliation project works. In the afternoons I taught dance to former street boys, and in the mornings I conducted interviews with them. Repeatedly, I heard about the tribulations of living on the streets: scavenging for food, sleeping under highways, being bitten by maggots... Looking at these boys (the oldest one was 15), I was reminded of the ragpicker I had seen in old manuscripts. Now, I was looking straight into the eyes of a boy who had lived it, who at too young an age had been expelled from society.

The boys I worked with in Rwanda were different from my ragpicker, in that they were byproducts of an inhumane civil war in Rwanda in the 1990s that culminated in the largest genocide since the Holocaust. Almost all of their parents had been present in Rwanda during the war, and if they had been lucky enough to escape,



Tessa Adzemovic, left, with Mobarak, right, one of the youngest former street children at FIDESCO, the reintegration center in Kigali, where Tessa taught dance. This picture was taken after a dance class of Bridging Mostar Youth, in Mostar, Bosnia and Herzegovina. These children are living in one of the only remaining UNHCR funded refugee camps in Herzegovina.

they had lived in refugee camps in border towns in Uganda, which were overpopulated and under-resourced. It became evident why Rwanda has had such a large issue these last twenty years creating an adequate infrastructure for abandoned and orphaned children.

Equipped with the knowledge of the challenges of working in a post-ethnic-conflict country, I moved to Mostar, Bosnia and Herzegovina in October 2013 to create a dance and reconciliation program for the children in this divided city. Bosnia and Herzegovina had been the arena for an ethnic war from 1992-1995, and has been struggling to rebuild ever since. In Mostar, I worked with Bosnian-Croat, Bosnian-Muslim, and Kosovar children. The children live either in one of two refugee camps or the local orphanage. All children were of low-income backgrounds and some had special needs. The children from these three populations took to dance with an intensity that was inspiring and invigorating for me.

This June, the dance program, entitled *Bridging Mostar Youth*, was awarded an Interethnic Grant from the US Embassy to continue. In my last few weeks, I oversaw the administrative tasks and fine-tuned the day-to-day procedures of the program.

Despite this considerable success, I know that there remains much to be done and to be overcome. On one of my most recent field visits to one of the refugee camps, I led a creative workshop, asking the kids to draw their flag, their country, and to dialogue about their nationalities and differences. While in the middle of

this sensitive conversation, we were interrupted by the police. A fight had broken out in the camp. As families move out of the refugee camp and into permanent homes, other families have been compounding the abandoned shacks, hoping to sell the metal scraps at the nearby flea market. However, the demolition of the shacks has caused much dispute within the camp, as property rights are not well defined in this ad-hoc community. As the police drove up and tried to break apart several feuding families, I saw an older man picking apart the remains of one of the shacks, his canvas sack lying nearby. The *déjà vu* was almost too much to bear as I once again looked upon a real life replica of a ragpicker, an individual managing to sustain his humble lifestyle by selling and re-selling second-hand materials.

Only this time, the ragpicker was in Bosnia and Herzegovina in a refugee camp fifteen years past its expiration date. And, for the first time since I met this desolate character in a painting on the second floor of the Art Institute of Chicago two years earlier, I saw him as a symbol of hope. He was resourceful: salvaging and recycling what he could to make a more comfortable lifestyle for his family. He was hard working and unapologetic, and I hold his image firmly in my mind. No longer a representative of a depressed, conflicted society, but as a model of ingenuity and change. After picking up what appeared to be a piece of ceramic debris, he looked up at me. And this time, unlike the man in the paintings, rather than looking past me, his twinkling eyes met mine, and he winked.

2014 Agnes Nicolini Vincenti Award for an Outstanding Honors Thesis Recipient

By Eric Cosky, Biology and Spanish Major

Hello everyone, my name is Eric Cosky and I graduated in 2014 from the University of Michigan with degrees in Biology and Spanish, earning highest honors in the latter. On my study abroad program to Salamanca, Spain during the summer of 2012, I became interested in the link between amnesia and trauma when my home-stay mother did not want to recall familial or personal details regarding the Spanish Civil War. From familial experience I know just how devastating war may be for families, seeing as my own uncle fought in the Vietnam War and my grandfather in World War II.

To explore my interests further I took classes on the Spanish Civil War (Professors Aaron Boalick, Juli Highfill and Andrew Noverr) and the Argentine Dirty War (Professor Boalick) and learned more about the lasting effects that these wars produced in their respective societies. My honors thesis is titled: *The Trauma Cinema: Recovery of the Lost*

Memories in Spain and Argentina. In short, my work examines the Spanish Civil War and the Argentine Dirty War from a psychological perspective with a focus on amnesia and trauma using film and historical non-fiction.

I am extremely grateful for my mentor and honors thesis director, Professor Juli Highfill, and my thesis reader, Professor Alejandro Herrero-Olaizola, whose guidance and expertise greatly aided me in my scholastic endeavor. In addition, I would like to sincerely thank Professor Highfill for the nomination she gave me for the Agnes Nicolini Vincenti award for my honors thesis. As a first generation college student coming from a single parent household there are many expenses that went into financing college that were not always covered by grants or loans through the university. However, I will not be using the thousand dollars for my personal debt, but rather I used it to book my flight to the Dominican Republic where,



Eric Cosky with family and Professor Highfill

in August, I will be going to translate and perform triage clinics in the city of Mao with the UM Timmy Global Health organization. Recently, I started a fully funded masters program here at the University of Michigan in Molecular, Cellular & Developmental Biology. Beyond this, I am an aspiring medical school student and would like to pursue a medical career in surgery, science, and global health.

2014 Chiara Maria Levin Award for Breadth and Excellence in the Romance Languages Recipient

By Kyra Hauck, Arts and Ideas and Romance Languages and Literatures Honors Major

As an undergraduate at the University of Michigan, my program of study was eclectic, to say the least. Working across five different departments between two concentrations and two minors, I had a unique undergraduate experience. I graduated with BAs in RLL and Arts & Ideas in the Humanities and minors in Translation and International Studies. With such a diverse education, I had the privilege to work with many talented faculty members from different parts of the university. However, with this broad-spectrum approach to my undergraduate years, I was unfortunately unable to engage deeply with any single department.

In part because of how disconnected I felt from the RLL department, receiving the Chiara Maria Levin Award was a great honor, and truly a surprise. I am greatly humbled that the RLL faculty chose to select me for this prestigious award. Languages have been my passion since I first began learning Spanish at age 3, and it was wonderful to be recognized for my dedication to language learning as I graduated.

As I move forward from an incredible undergraduate experience, I plan to attend the Sorbonne in Paris for a Masters program in French Literature or Applied Languages, and then return to the United



Kyra Hauck in Ingalls Mall fountain

States to pursue a PhD. I would also like to continue to hone my translation work, and include translation in a future career. And of course, I plan to pick up a few more languages along the way.

Global Intercultural Experiences for Undergraduates

By Shelby Chaney, International Studies and Spanish Major

Buenos Aires is the perfect place to go if you are looking for a full Spanish immersion. Argentina was not colonized and therefore what most would call Spanish is actually called Castellano; however for this article I will refer to it as Spanish.

Language study is a very integral part of society because, each day, cultures are being infused and, as a result, the world is becoming more and more diverse. Spanish is an excellent language to learn because it is spoken in a wide variety of countries and is one of the top ten languages spoken worldwide.

In order to improve my Spanish, I participated in a University of

Michigan program called Global Intercultural Experiences for Undergraduates (GIEU). For one month, I lived with a host mother, learned about the after effects of the “Dirty War”, and explored the city’s rich culture. In addition to that, I had the opportunity to volunteer at an organization called Caacupé ONG which works towards bridging the gap in education in Villa 21-24 (www.caacupeong.org).

Being a minority in Argentina definitely added something different to my experience but it did not in any way make it a bad one. True, I got “catcalled,” people took pictures, and I couldn’t blend in anywhere, but I was also treated very kindly and was still able to immerse myself in the culture. If you go to Buenos Aires, you have to explore the history of the Tango, Evita, and the “Dirty War”. You should also try to learn important slang like “bondi” (bus), “ché (more or less hey), “morfar” (to eat), etc. Also, never be afraid to ask directions because you will get lost, and take advantage of the bus and subway systems.

If you are a student thinking about studying or volunteering abroad my



advice to you is do it! There are many scholarships available and it will truly be a rewarding experience.



Le Comité Francophone: Learning, Casual, Focused

By Valeriya Epshteyn, Environment and French Major

The French Club, or Le Comité Francophone (LCF), is a friendly group that attracts French learners and speakers at all levels, and is being revamped by the new leadership team (James Power, Valeriya Epshteyn, Cristina Glakas, Anne Lowell, and Léa Ono). In addition to the classic Monday evening gatherings at Amer’s on State St., the leadership will introduce peer tutoring,

Francophone events (such as movie and food nights), special guests, service opportunities, and a website to streamline publicity for LCF activities. Previous outings have involved dining at What Crêpe and seeing Les Misérables at the Michigan Theater. We welcome you to come for the crêpes and stay for the community!



Q&A with Luis Machado (Spanish BA '85)

What was your Major and Minor at the University of Michigan?

I majored in Spanish. At the time I attended, we did not have the option of having a declared minor. Had the option existed, my minor would most likely have been in Acting as I took as many classes in that discipline as I could.

Why did you choose the Spanish Major?

I would like to claim that I chose Spanish as a major and Acting as a “minor” based on a deliberate thought process with a specific goal in mind. I did not. I made those choices because I enjoyed them and did not have any specific long term goal or plan in mind. They provided training while maintaining my career options open. In retrospect, they were good choices in that they provide skills and a thought process that is applicable and helpful in many disciplines.

What do you miss and or what memories do you have of being a student at the University of Michigan?

I still visit Ann Arbor as often as I can. I am very happy that I now have an opportunity to visit more often because my son is a second generation Wolverine, joining the class of 2018. The one place I still miss when visiting is Drake's Coffee Shop, where I spent many long afternoons studying and drinking coffee. It was very close to the MLB and the 17 cent coffee refills were just the right price for a student. Sadly, it no longer exists.

My fondest memory is of meeting my future wife, also a Spanish student at the University of Michigan. On our first date, we picked up sandwiches at Zingerman's and had a picnic on the banks of the Huron River, near the old power station, on a beautiful Spring day. We have now celebrated our 25th wedding anniversary and our children are tired of hearing that story.

What are you doing now?

A few years after graduating from the University of Michigan, I attended law school and have been a practicing lawyer for 20 years. I am currently Senior Vice President, Legal, for L Brands, Inc., based in Columbus, Ohio. L Brands owns and operates retail stores under the brands Victoria's Secret, Bath & Body Works, Henri Bendel, and La Senza. My team and I oversee all legal matters outside of the United States, as well as all contract and finance matters, all mergers & acquisitions work and various

other areas. I also have oversight of a regional mall that the company owns. I have even gotten to like living in Columbus, with one notable exception which I won't name.

Before joining L Brands, I worked at Wrigley in Chicago, at S.C. Johnson in Racine, Wisconsin, and at a major law firm in downtown Chicago. My job has always been focused on international matters. I have had the opportunity to travel extensively and to meet and develop relationships with people all over the world.

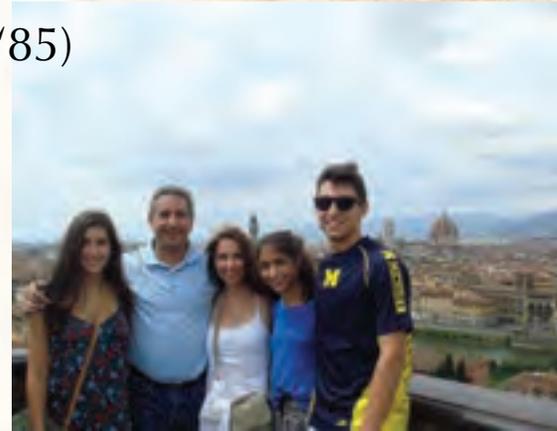
What job would you choose if you didn't do what you do now (dream job)?

I don't know that I would change what I am doing, although I would change where I do it, relocating to Spain, without a second thought. I enjoy my work and the variety of experience it provides. Were I not a lawyer, I would want to do something very similar on the business side, heading strategy or operations for a multinational business. The salient point for me is to have a broad scope that provides the opportunity to experience the wider world and to help improve it a little by increasing commerce and creating jobs.

What are your views about bilingualism in education? Could you talk about how being bilingual yourself has helped you in your career and in your own intellectual development?

I support the study of foreign languages. Becoming fluent in another language requires that one understand the thought processes and experiences that led to the development of that language, and be able to emulate them. This process expands both human understanding and individual thought processes. I have no empirical evidence, and education is not my field, but I suspect that those who have mastered a foreign language acquire additional mental flexibility which helps them to think creatively.

My own career experience has been enhanced because of my bilingualism. Not only have I been afforded opportunities to broaden my practice, but it has helped me to understand and communicate with a wide range of people. In the business community, most people speak English today. The messages they try to convey, however, are always colored by their cultural background and understanding. Assuming that the similar words in the same language convey the same ideas across cultures is a recipe for misunderstandings. Learning a language conveys



Luis with wife Marcy (also an UM RLL Grad), son Daniel (18 and started at UM this fall), daughter Isabel (16), and daughter Cristina (13)

the ability to suspend one's assumptions and attempt to truly communicate thoughts and ideas. I have found this perspective tremendously helpful in my career.

Why do you think students should choose Spanish as a major or minor? Should all students learn a second language?

I think that developing fluency in a second language is an overall benefit. Spanish is a great language choice in the Western Hemisphere because of the number of opportunities to practice it and because it will provide opportunities to experience the many cultures that speak Spanish.

I think taking the position that all students should learn a second language is over-broad. Amongst those with an interest, the capacity and the means, I absolutely agree that learning a second language is a benefit with no downside. However, I also support making the educational choice not to study a second language by a person for whom a second language will not provide a clear benefit in his or her chosen career, or who decides it would be beneficial to allocate his or her time toward other ends.

What would you recommend to graduating seniors in Spanish for their professional careers?

My recommendation is simply this, don't limit your career choices based on your field of study. The study of Spanish has provided you with valuable skills which you will use, directly or indirectly, in whatever career path you ultimately take. One of the things that I find fascinating in my travels is learning about the very many ways people have found to express their passions and make them into careers. Graduating with a degree in Spanish from a great university has given you a sketch with which to design a career, don't be afraid to color outside the lines.

1950-1959

Nancy C. Daines *Spanish BA '53, MA '55*

I attend monthly conversation & literary meetings in a Tertulia Española & la Soiree Litteraire during which we discuss a variety of classic & modern works. I also continue to teach and tutor and travel when I can.

1960-1969

Robert E. Hiedemann *PhD Comparative Literature, French, and German '67*

reh@hiedemannfineart.com

Formerly in higher education now an art dealer working with museums and wealthy collectors. At work on one book.

Ronni Lacroute *MA '67*

rlacrou@umich.edu

I am still operating an Oregon vineyard and winery business, Willakenzie Estate, specializing in Pinot Noir and Pinot Gris. In addition, I sponsor many of the theatre companies in Portland, Oregon, and am heavily involved in play development, so my literary studies are directly applicable to this aspect of my life.

John J. Janc *MA French '68*

I authored critical editions ("éditions critiques") of Victor Hugo's plays *Marion de Lorme* in 2013 and *Hernani* in 2014 (édition revue et augmentée). University Press of America.

Allan H. Pasco *PhD French & Romance Languages '68*

apasco@ku.edu

The second edition of my *Nouvelles françaises du XIXe siècle* is about to come out. It has been thoroughly reviewed, with more complete, explanatory documentation and four new authors (six new stories). Rookwood Press of Charlottesville promises that it will be out this fall.

Jan Kozma *BA Spanish '68, MA Italian '70, PhD Italian '73*

jan.rigaud@villanova.edu

Retired this summer after 37 years of teaching at The University of Kansas.

1970-1979

Timothy Johnson *BA RLL French MA RLL French '70, '71*

trbj@umich.edu

Timothy R B Johnson BA '70 French and MA '71 French was inducted into the Johns Hopkins University Society of Scholars on April 7, 2014. The Society was founded in 1967 by then President Milton Eisenhower to recognize former postdoctoral fellows, housestaff and junior faculty who "gained marked distinction elsewhere since their Johns Hopkins affiliation".

Dr. Johnson was a fellow in Maternal Fetal Medicine (1979-1981) and faculty (1985-1993) at Hopkins, and since 1993 he has been Arthur F. Thurnau Professor, Bates Professor and Chair of Obstetrics and Gynecology, and Professor of Women's Studies at the University of Michigan.

Robert A. Romano *MA Spanish '75*

39-year update. After graduating Rutgers Law School in 1982 I was in private practice in NJ and Manhattan. In 1990 I joined the NJ attorney-general's office and I have served as deputy state treasurer since 2010. I have been married for 38 years to Jennifer (whom I met at UM) and have two adult children.

Thomas Albin *MA Romance Linguistics '77, and PhD Romance Linguistics '84*

talbin@embryneusner.com

I am a partner in a Groton, Connecticut law firm where I have worked since 1988. Married with six kids ranging from 16 to 24, loving life. Passionate bowhunter in my off-time.

1980-1989

George D. Greenia *PhD '84*

gdg@umich.edu

Founder of the William & Mary Institute for Pilgrimage Studies, senator and member of the Executive Committee of the Phi Beta Kappa Society.

1990-1999

Candice Floyd Castle *PhD French '92*

cjflo@umich.edu

Candice has made a full-time career in secondary education. She has taught French and English, and has adjunct status with Kent State University. As qualified World Language teachers are in demand, she has been satisfied with this career path, as opposed to being a part-time college instructor.

Stephen Bishop *MA French '93 PhD '99*

sbishop@unm.edu

Steve Bishop received a Fulbright grant to do research during the academic year in Cameroon affiliated with the University of Yaounde I. He will be accompanied by his son Brian.

2000-2009

Amy L. Hubbell *PhD French '03*

amy.l.hubbell@gmail.com

After working at Kansas State University for seven years and reaching the associate professor level, Amy decided to move to a research intensive university and is now Lecturer in French at the University of Queensland, Australia. Amy's latest book *Remembering French Algeria: Pieds-Noirs, Identity and Exile* will be published with the University of Nebraska Press in 2015.

Susana Draper *PhD Spanish '05*

Promoted to Associate Professor, Department of Comparative Literature Princeton University.

Lauren McDonnell French Minor '05

mcdonnell.lauren@gmail.com

Lauren McDonnell is starting a new teaching position this year at the Lycée Français de Chicago, where she will teach English to middle and high school students who have just moved from France. Lauren previously worked as an English teacher in Chicago Public Schools and, during the 2005-2006 school year, taught English as a second language in Thionville, France.

Megan Moore PhD French '05

My book, *Exchanges in Exoticism: Cross-Cultural Marriage and the Making of the Mediterranean in Old French Romance*, was published by the University of Toronto Press in 2014. *Exchanges in Exoticism* examines the role of women in the creation and exchange of medieval Mediterranean empire. Please see <http://www.utppublishing.com/Exchanges-in-Exoticism-Cross-Cultural-Marriage-and-the-Making-of-the-Mediterranean-in-Old-French-Romance.html> for more details.

Megan (Ryan) Rich BA Spanish '05

Alum Megan (Ryan) Rich published a travel memoir, *Six Years of a Floating Life*, in June 2014 about living in China, Germany, Sweden and Japan from 2005-2011. www.sixyearsofafloatinglife.com

Will Travers French Minor '05

willtravers@gmail.com

I am currently beginning a PhD program in Spanish Linguistics at Georgetown University. After studying abroad in Paris my third year at UM I learned Spanish in a fraction of the time it took me to learn French. I therefore intend to study third-language acquisition, which may even include the development of a new class I hope to teach: French for Spanish speakers.

Andrew A Yeung Spanish Minor '05

yeunga@umich.edu

I spent nine years as a U.S. Marine Corps officer, most recently serving at the Pentagon as a financial analyst with Headquarters, U.S. Marine Corps. I now work on data stewardship for the Associate Vice for Finance at the University of Virginia to harness its data for robust financial planning and decision support.

James Carson Spanish Minor '06

I am an orthopedic surgery resident in Washington, DC. I am currently on a pediatric orthopedic rotation at Children's National Medical Center. There is a high concentration of Spanish-Speaking citizens, so I use Spanish on an almost daily basis at this hospital.

Jonathan James Cattey Spanish Minor '06

jcattey@umich.edu

Joined the Law Offices of Robert A. Levine based in Milwaukee, Wisconsin as an Associate Attorney handling civil litigation.

Jena Christine Gutierrez BA Spanish '06

gutierrez.carmen1@gmail.com

I use my Spanish language skills everyday as a lawyer who represents children from Central America.

Stephanie Marie Mansour Spanish Minor '07

Steph@stepitupwithsteph.com

Stephanie started her business, Step It Up with Steph, in 2008 to motivate and coach women to feel happy about their bodies and to live a healthy lifestyle. She used her diverse Michigan education to create her own brand, and was recently featured on the Dr. Oz show. Get her free guide to feeling more happy and fit here: <http://www.StepItUpwithSteph.com>

Kevin Szawala ('Mr. Peace') BA Spanish '07

kszawala@umich.edu

Since graduation in 2007, I have traveled the country sharing a message of hope, peace & compassion through assemblies to over 300,000 students (Grades K-12) at schools nationwide. My main website is: www.mrpeace.net, & the hottest topic I speak on is Bullying as it relates to so many young people's hearts who are in pain out there. As a youth speaker, youth minister & hip-hop artist, I am working tirelessly to let youth know they never have to go it alone & that sometimes just a couple of words or being a friend to someone can change a life forever, possibly even save a life.

Laura Beck BA Spanish '08

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Started a graphic design and branding agency called Tiny Rebels in New York City.

Julie Robert PhD French '08

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Julie Robert has been promoted to Senior Lecturer in the School of International Studies at the University of Technology, Sydney. She is working on several projects on the cultural studies of alcohol in Canadian, French and Australian society.

Lindsey Ann Rogers Spanish Minor '08

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After working for several years in the nonprofit sector, Lindsey is now a writer, consultant, and life coach for people and organizations who want to change the world. You can find out more at www.alchemi.org.

Ana Ross PhD Spanish '08

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I published *The Post-dictatorship Generation in Argentina, Chile, and Uruguay* (Palgrave Macmillan, 2012). I was promoted to Associate Professor and I am Undergraduate Director at Binghamton University.



Joshua Serlin *French Minor '08*

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Graduated from Northwestern's Kellogg School of Management ('14) and accepted a position as Consultant with The Boston Consulting Group in their Philadelphia office.

Fernando Velasquez *PhD Spanish '09*

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Promoted to Associate Professor in St. Joseph's College, New York.

2010-present

**Anahid Mari Matossian
*Spanish Minor '11***

I moved to DC where I interned on the policy team for an exciting NGO, Physicians for Human Rights, and recently moved to Virginia to work as a cultural anthropologist for the Marines in the Center for Advanced Operational Culture Learning. I would eventually like to work with refugee women in post-conflict areas, specifically Syria/Turkey.

Jennifer Marie Perkowitz Solheim *PhD French '11*

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I am Visiting Assistant Professor in the Department of French and Francophone Studies at University of Illinois at Chicago.

Galina Stefadu *French Minor '12*

I will be an English teaching assistant in Nimes, France this upcoming year!

Amy Afonso *Portuguese Minor '13*

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I lived in São Paulo, Brazil for six months and taught English. Currently I am pursuing a Master of Science in Information (MSI) through the UM School of Information, and I work as a Program Assistant for the UM Center for Latin American and Caribbean Studies.

Brittany VanderBeek *Spanish Minor '13*

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Working as a sustainability consulting analyst for BrownFlynn in Cleveland, Ohio. I am still passionate about the Spanish language,

literature, and culture. While I do not speak Spanish in my day-to-day work, my ability to translate Spanish has proved useful any time BrownFlynn has had Spanish-speaking clients. In addition, I have volunteered as an ESL teacher at El Barrio (part of the Cleveland Centers for Families and Children), which has enabled me to speak Spanish with Latinos in Cleveland who are hoping to learn English and U.S. cultural traditions as they enter the U.S. workforce. I also traveled to Costa Rica in the spring and enjoyed practicing Spanish there. I hope to continue to find ways to connect globally with the Spanish community. I look forward to seeing how I can continue to put my Spanish minor to use as I advance in my career (both personally and professionally).

Hannah Tuttle *Spanish Minor '14*

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I am a research study coordinator and research assistant at the University of North Carolina's Center for Developmental Science. I work on studies examining the effect of nicotine on infant developmental and eating behaviors in substance abuse patients.





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