

The Palingual

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COMMUNITY ENGAGEMENT

The Newsletter of Modern Languages and Literatures at Furman University



Alumni Survey Reveals Lifelong Impact of Engaged Learning Through Languages

By Stephanie M. Knouse

Community engagement. Engaged learning. The commitment to these pedagogical philosophies is the cornerstone to the meaningful teaching and learning that take place at Furman University. Under the leadership of President Davis, there is great momentum in expanding the already existing opportunities that have offered our students transformative academic and personal experiences with community members. The faculty in the Department of Modern Languages and Literatures (MLL) welcome the university-wide emphasis on experiential education and we are eager to take part in these conversations.

The goal of this edition of the *Palingual* is to showcase the high-impact activities in which MLL students, alumni, faculty, and staff are involved and how community engagement and engaged learning are natural elements of what we do in MLL. To substantiate this claim, the present report incorporates the findings of the "MLL Alumni Survey" that was distributed electronically in

Fall 2015. As of July 2016, 201 MLL alumni completed the survey. Of this number, 180 gave us permission to use their responses; we will only report on these respondents' answers. Even though this only represents a portion of all graduates of MLL programs, these findings offer valuable insights on what most influenced MLL alumni as undergraduates and how languages are still a part of their lives today.

The beautiful and serendipitous part about learning languages is that it naturally aligns with meaningful relationships with community members, both local and abroad, and engaged learning. For learners to acquire both communicative and intercultural competence they must have ample opportunities to have conversational exchanges in real-world contexts. Preparation in the classroom is crucial, and in the survey MLL alumni listed several professors that had an indelible influence on them. To complement this on-campus training, it was the out-of-class experiences

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Pictured above: MLL Department 2016-2017. Back, from left: Jerry Cox, Anna Notation-Rhoades, Bill Allen, Ilka Rasch, Maria Rippon, Erik Grell, Nathan Brown, Jeremy Cass, Cherie Maiden, Daniel Worden, Ron Friis, Adrián Massei. Front, from left: Stephanie Knouse, Lourdes Manyé, Sofia Kearns, Angélica Lozano-Alonso, Angeli Leal, Marianne Bessy, Anne Culberson, Bryan Betancur. Not pictured: David Bost and Bill Prince. Photo credit: Jeremy Fleming.

(cont'd)

with the language—where learners put into practice the skills they had previously acquired in a formal setting—that the alumni remembered as truly life-altering. Furman undergraduates majoring in French, German, or Spanish enhance their linguistic skills and knowledge of cultures through their participation in senior-level internships, linguistic research in the community, courses with community-based and service learning components, language house activities, and MLL-sponsored study away programs.

Of the endeavors mentioned above, study away has been MLL's signature experiential learning opportunity for decades. Over 82% of the respondents of the MLL Alumni Survey indicated that they had spent time abroad as a Furman student, and many expressed that this experience was nothing short of transformative. After participating in Furman's fall semester in Spain, alumna Bonnie Byrnes '02 explained, "I have been able to see the world around me and the world afar with new eyes. My whole perspective on life has forever changed and I have been made better for it." For others, like Mallory Porter '09, these programs serve as the first of many travelling adventures. After spending the "best three months" of her life in Versailles,

Porter returned to France in 2011-2012 and 2013-2014 through the Teaching Assistant Program in France (TAPIF) program. She affirmed that the knowledge, "experience, and confidence" she had developed during her time in Versailles gave her the necessary skills to maximize her travels to several other European countries and to make a smooth transition to life in France.

Study away and general language study have taken MLL alumni in many directions, professionally speaking. It is an understatement to say that MLL alumni have been involved in a fascinating array of careers since their years at Furman (Table 1). Several are dedicating their professional lives to teaching the same languages and cultures they learned at Furman (see the report on the Teacher Education Program in languages on p. 18), while many others have combined their international experiences and language skills with different fields. Career titles such as Speech-Language Pathologist, Dentist, Economist, Foreign Service Officer, Physician, Freelance Journalist, Associate Attorney, Full Professor, High School Teacher, and Fulbright Fellow are only some of the professional positions that MLL alumni currently hold. Approximately 86%

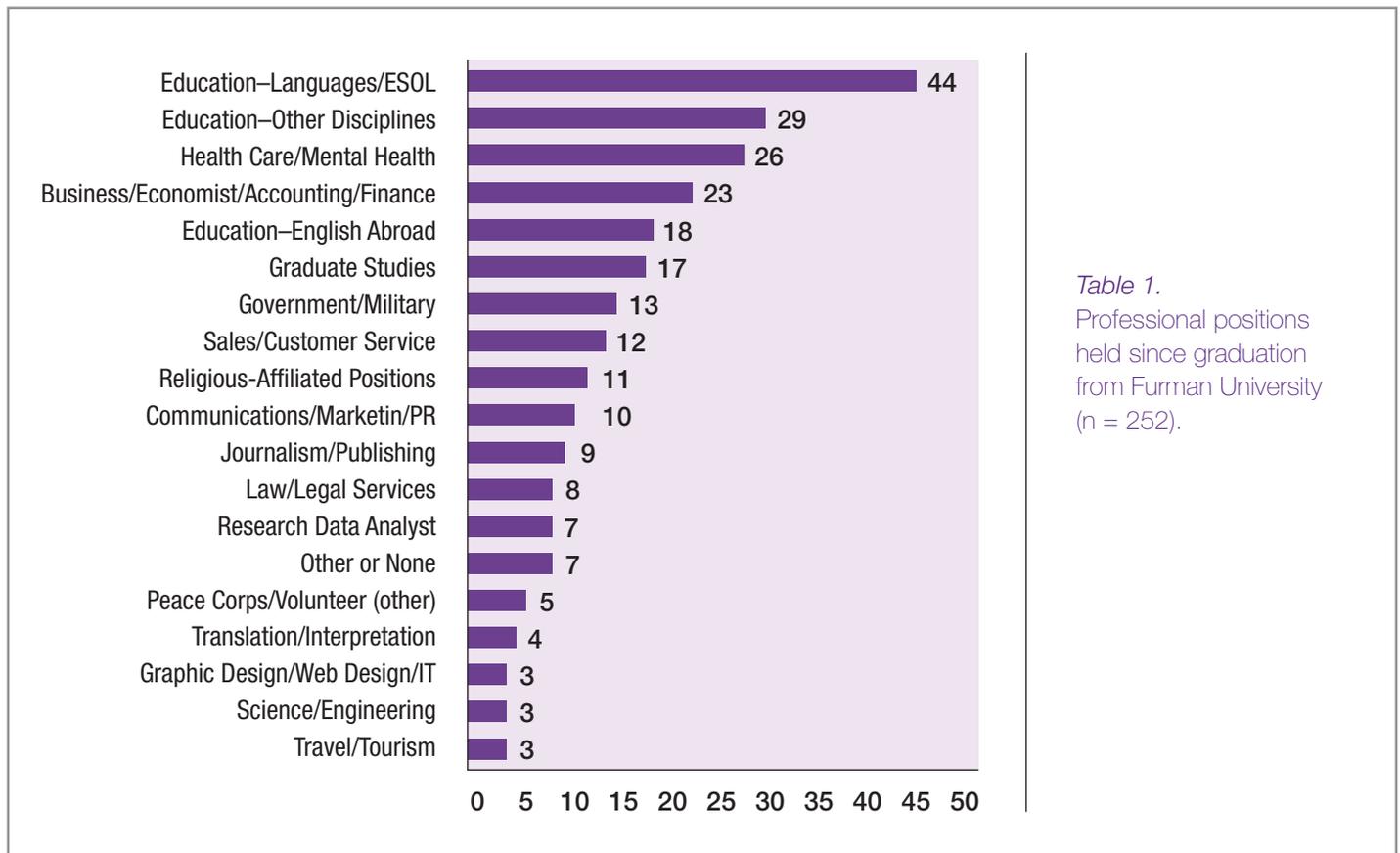


Table 1.
Professional positions held since graduation from Furman University (n = 252).

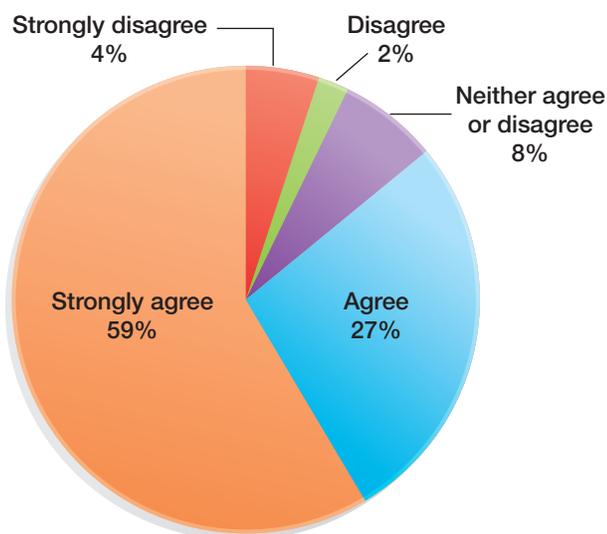


Figure 1. MLL alumni ratings for “Having pursued a major in modern languages at Furman has benefitted me professionally and/or serves me well in my current profession” (n=164).

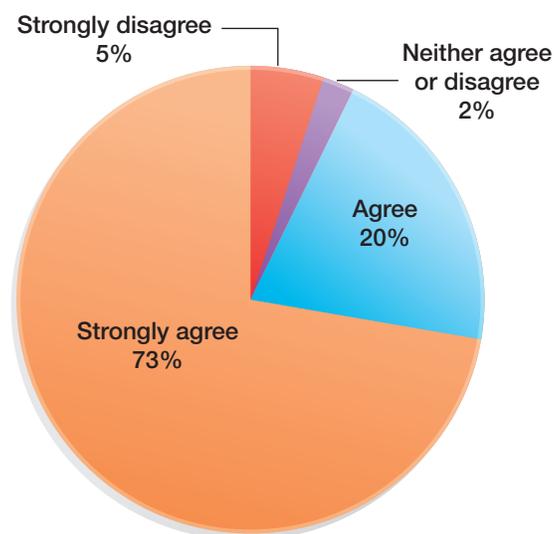


Figure 2. MLL alumni ratings for “Having pursued a major in modern languages at Furman has enriched my personal life” (n=164).

of MLL alumni agree or strongly agree that their language education has benefitted them professionally (Figure 1). Even if they do not use French, German, or Spanish on a daily basis, learning a modern language has allowed MLL alumni to fine-tune other professional abilities, such as communication, interpersonal, organizational, presentational, and analytical skills. It is easy to infer that MLL alumni are making an impact in their respective communities and their Furman education was pivotal to their professional formation.

What stood out even more than the professional benefits of majoring in a modern language was the resounding acknowledgement of how enriching studying a modern language has been for MLL alumni on a personal level (Figure 2). Knowing another language and culture has allowed our MLL alumni to meet life-long friends and romantic partners, and has expanded their sense of family.

It has instilled in them a love for art, music, literature, and linguistic intricacies that they now share with friends and family. MLL alumni are passionate about international travel and experiencing a variety of cultures at home and abroad. It has helped them become more empathetic, globally-aware individuals. Emily Poe-Crawford '08 attested to this by explaining how her English and Spanish studies at Furman gave her “a richer

understanding of people” and the ability to better “listen to, understand, process, and respond to the words and actions of both friends and strangers.” Many of these ways of life began here at Furman University.

It is impossible to convey in this short space all of the impressive accomplishments and adventures of our former students. They are experts in their fields and leaders in their communities. They are international explorers. They are responsible and active citizens, and ambassadors of Furman. Their stories serve as further evidence to support engaged learning and community engagement initiatives that are currently taking place at Furman, as MLL alumni have benefitted immensely as a direct result of their implementation for years. The MLL faculty is excited to continue its commitment to community engagement and engaged learning, and we are currently exploring new and creative ways of broadening and enhancing our in-house programs.

To view a comprehensive list of updates provided by MLL alumni, please visit <http://bit.ly/2enE3M2>. If you would like to participate in the MLL Alumni Survey, please feel free to access the link at <http://bit.ly/2b3rHqb>. To send us updates, please use this link: <http://bit.ly/2eeNcEZ>.

MLL Out of the Bubble: Recent Internships and Service Learning

French Students Serve Seasonal Workers Through Medical Interpretation

By Bill Allen

With perhaps 2,000,000 immigrants employed as farm workers each year in the US, numerous organizations exist to provide medical assistance to laborers who often work in harsh conditions with infrequent access to health care. For two Furman French students from Atlanta, using their skills as medical interpreters has been not only a way to serve others but to deepen their understanding of Francophone culture. Cesaria Martinez '18 and Kristen Rafuse '19 have worked 1-2 week stints during multiple summers in the South Georgia Farmworker Health Project. Cesi, a junior French major, originally volunteered in her native Spanish, but in recent years has used her French as well to bridge the gap between workers speaking Haitian Creole and English-speaking physicians and

assistants. Cesi speaks of the deep sense of satisfaction she gets from the work. "Language is about making connections," she says, and by serving as an interpreter she gains insight into the lives of others, such as a 15-year-old Haitian boy who had survived the 2010 earthquake in Port-au-Prince. Kristen, a sophomore, has spent long days working alongside physicians' assistants treating ailments such as allergies, arthritis, and PTSD. The experience not only opened her eyes to the challenges faced by seasonal workers who help provide food to America, but also to the great linguistic and cultural diversity in the Francophone world. Kristen and Cesi's stories remind us that language learning may begin in the classroom, but often takes us far beyond it.

French Major Interns at Prestigious Paris Museum

By Plicca Watt '17

Thanks to the very generous Elaine Duffy Childers Award, which covered all travel and living expenses, I was able to spend the summer before my senior year interning at the prestigious Marmottan Monet Museum in Paris, France. This internship proved to be a perfect combination of my two majors, French and Art History. While at the Marmottan Monet Museum, I was a full-time curatorial intern and spent most of my time conducting art historical research on the museum's vast collections which include Medieval illuminations; paintings, furniture, and decorative objects from the Napoleonic era; and Impressionist artwork from the likes of Berthe Morisot, Pierre-Auguste Renoir, Gustave Caillebotte, and the world's largest Claude Monet collection. The work that I produced this summer will be used at a future date toward the publication of a new guide to the museum's collections. During my internship, I was fortunate enough to witness the disassembling of the museum's temporary exhibit, "L'art et l'enfant," which examined the depiction of children in art in past centuries.

Through this internship not only did I improve my French skills and broaden my art historical knowledge, I also gained confidence in my ability to work professionally in another



Watt '17 at Marmottan Monet Museum in Paris. Photo credit: Plicca Watt '17.

country using only a foreign language. I was also given a taste of what the fine art world is like in Europe. This opportunity allowed me to have a better understanding of what I want to prioritize after I graduate from Furman in terms of my career and my personal life. I am very grateful to the Furman MLL Department for allowing me to broaden my learning outside of campus, and I wish to thank in particular Dr. Bessy and Dr. Allen for their help throughout this whole process.

Going Above and Beyond: Service Learning in a Latin American Civilization Course

By Sofia Kearns

“Immigrants come to the US and refuse to learn English.” This is one of the stereotypes that students in my Latin American Civilization course saw challenged through their service learning experience this past Spring 2016 at Neighborhood Focus (NF), a faith-based non-profit after-school program, located at the heart of Berea. What they witnessed through tutoring and mentoring the NF kids was the eagerness of many to improve their English, while others showed surprising excellent English oral proficiency, although most lacked academic skills. Service learning aligns classroom needs with community needs. This allows Furman students to reflect on some issues that usually don't appear in textbooks, such as the immigrant experience and its impact on school-age kids; the Hispanic neighborhood vis-à-vis the Anglo one; poverty and the community's strategies to deal with it; and Berea's Hispanic ethnic, cultural and linguistic diversity. For most students, this was a fun experience that allowed them to put their resourcefulness and creativity to work. As Matt Hogg attests, “The two hours of volunteering per week turned out to be far more than an effort put forth to earn a grade. From the time I walked in the door on my first day until I said goodbye to the kids on my last, there was nowhere I would have rather been... I played dodgeball and tag with the kids and tried to make learning a fun and engaging experience.” As for the benefits to NF, which, as most non-profits, struggles with the increasing numbers of applicants and scarce resources. Will Fallaw '14, former Program Manager who supervised students' service at NF, puts it best: “Furman students went above and beyond in helping us deliver an effective program and serve the students and families of NF.” Thank you, students, for a job well done! You made a big difference, and I am very proud of you!

We are always interested in exploring new opportunities for students. Please contact us at mll.alum@furman.edu if you have any suggestions of internships or service experiences where students could put into practice their linguistic skills and cultural knowledge.

My Incredible Encounter with Miramar

Nomonde Gila '19 recounts her summer 2016 internship in Miramar, Puerto Rico through the Individualized Internship course under the supervision of Professor Angélica Lozano-Alonso.

“Taxi! Taxi!” several casually-dressed men yelled in my direction as I was standing outside the airport. “No thanks,” I said as I waved them away and looked around for another taxi service that seemed more recognizable. As the universal yellow and black car pulled up, a man hopped out and said, “*Buenas noches, señora y señorita. Mi nombre es José y bienvenidas a la isla de Puerto Rico.*” “¡Hola, señor José,” I blurted out, unable to hide my excitement and eagerness to finally speak Spanish. “*Muchas gracias, señor José, y mucho gusto,*” I continued. Shocked by my ability to speak the language, he smiled. From the contentment behind Mr. José's smile I knew that Puerto Rico was going to be a welcoming journey.

In order to get to work I would take the public bus and make my way to the city center, Miramar. Each day in the office I had the chance of not only speaking countless hours of Spanish with the other employees, but also I had the opportunity to work closely with both industrial and mechanical engineers. Each group of engineers would give me an overview of the internal tasks they perform on a daily basis in order to keep the solar energy plants running. I was given the chance to work closely with a manager to learn how bills are paid, invoices are organized, and how payrolls are submitted. Moreover, I was introduced to the legal work that leads up to the preparation of the operation for each solar plant. Fortunately, during my time in Puerto Rico the company had one solar site in operation, one under construction, and several waiting for approval. Therefore, I had the opportunity to see the different procedures and strategies used. The chance to learn more about the Spanish language, the Latin infusion of culture, and Latin versus American political, economic and personal influences on daily life was incredible! I would love to go to another Spanish-speaking area to learn more about the vibrant culture and people.



Gila '19 exploring Old San Juan, Puerto Rico. Photo credit: Majorie Gila.

LRC 2.0: Modern Language Center Renovations Near Completion

By Bill Allen (MLC Director)

The Duke Endowment grant which originally helped create MLL's Language Resource Center (LRC) in the mid-1990s is now funding a renewal of that space into a next-generation modern language learning facility, rechristened the Modern Language Center (MLC). The old LRC was one of the first computer labs on Furman's campus, and it took advantage of new technological resources like multimedia language learning modules complete with sound and video. For many students the LRC was their first exposure to PCs as well as to the growing non-English language internet. But as former director and French professor Pat Pecoy said a few years ago, "when everybody has an iPad, there will no longer be a need for the LRC," and after she retired in 2014, it remained closed.

Indeed, most Furman students nowadays have a personal computer, tablet and/or smartphone on their person every day, and virtually all on-campus teaching occurs in multimedia classrooms. Clearly the time had come for a generational change. Working with consultants and taking into account best current practices in classroom design, modern language professors have fashioned a new kind of learning space that supports not only innovative uses of technology but more traditional kinds of learning as well.

What's old is new again: as the new center of activity for modern language students, the goal is a space encouraging live encounters between real people.



Gone are the PCs around the perimeter of the classroom on immovable desks: in their place are brightly colored task chairs on wheels, arranged around component tables which can be rolled into other arrangements. Although some iMacs and iBooks are available, we encourage users to BYOD—Bring Your Own Device, and a circle of lounge chairs equipped with tablet arms encourages collaboration. Gone, too, are the signs forbidding food and drink: new lounge furniture grouped around a coffee table provides a relaxing space for conversation, and coffee and tea are available from a serving counter in the corner, adjacent to the erasable wall bearing the latest graffiti in various languages. Language House Assistants host their weekly conversation groups as well as game nights here. The new Language Center Associates are majors, always ready to initiate conversation in their language of choice or provide on-the-spot homework help to younger students.

Located in Furman Hall adjacent to the office suites and classrooms used by modern language professors, the MLC is a campus hub which lends a sense of community, identity and belonging to students pursuing a passion for languages. The initial "soft opening" of the MLC last spring was highly successful as users took enthusiastically to the new environment. Over the summer further structural changes were incorporated and a technology upgrade is coming soon. Departments from around campus have come to visit as they plan their own flexible learning spaces. The Center will be open to visitors during Homecoming 2016, so we invite our alums to come experience our latest efforts to take language learning out of the traditional classroom and into a space of meaningful encounters with others.

Chair's Message

by Ron Friis (Fall 2016 Acting Chair)

It doesn't take much to convince people that I have the best job in the world, especially when they learn that for the past nine years Bill Allen has been my Chair.

In addition to being, hands-down, the best dressed male professor in the department, since 2007 Bill has brought both style and steady leadership to MLL during a time of great transition here at Furman. As Chair, Bill worked under no less than four Furman presidents and hired some twenty full and part time faculty members in Chinese, French, German, Japanese, and Spanish. His contagious passion for travel and language learning led to the overhaul of the Language House program and reinvention of the LRC as the Modern Language Center (if you haven't seen it lately, you're missing out!). The department is deeply appreciative to Bill and Katie for hosting many celebrations in their home over the years and we are especially thankful for Bill's patience, warmth, and friendship when times were tough.

This fall, Bill will be returning to his usual teaching duties in French and Italian as well as working with the Language House and Modern Language Center. Starting in spring of 2017, we look to build on the momentum of Bill's tenure with Linda Bartlett as our new Chair. Linda will bring years of administrative



MLL Celebrates Bill Allen at Da Vinci's Restaurant. Photo credit: Katie Allen.

experience and a strong dose of positive energy to our growing programs in German, French, and Spanish.

It's an exciting time here in MLL in which many of my colleagues such as Lourdes Manyé and Marianne Bessy are receiving long-deserved recognition for their hard work and dedication to excellence in undergraduate teaching and mentorship. If you haven't seen us lately, be sure to stop by at Homecoming and catch up.

Best,
Ron Friis

Manyé Receives Award for Meritorious Advising

by Stephanie M. Knouse

During Commencement on May 7, 2016, Dr. Lourdes Manyé was presented with the Alester G. Furman, Jr., and Janie Earle Furman Award for Meritorious Advising for the 2015-2016 academic year. Dr. Manyé's commitment to mentoring undergraduates had been noticed by colleagues and students alike for years before receiving this well-deserved honor. Elizabeth Holman '12, Manyé's former advisee, describes her as "genuine, dedicated, compelling, and involved." Holman further explained that "without a doubt, Dr. Manyé left a lasting impact on me. She inspired me to live abroad after graduation and find ways of using my Spanish degree in my professional career. Her compassion for students, playful spirit, and abundant knowledge made taking classes from her something [students] looked forward to. Since graduation she has kept in touch with our *furmanero* group, meeting up with us over coffee." Dr. Manyé joins an impressive list of MLL faculty that have received the Meritorious Teaching or Meritorious Advising Awards.



Photo credit: Jeremy Fleming.

Meritorious Teaching

Dr. Bill Prince, 1999-2000
Dr. David Bost, 1998-1999
Dr. David Morgan, 1997-1998
Dr. Jane Chew, 1996-1997
Dr. Carey Crantford, 1972-1973

Meritorious Advising

Dr. Lourdes Manyé, 2015-2016
Dr. Sofía Kearns, 1998-1999

French

2015-2016 Happenings in French: Transitions and Continuity

by Marianne Bessy (French Section Coordinator)

Our readers will probably agree that the major news in the French Section this year is the retirement of Professor Harlan R. Patton. After 31 years of dedicated teaching and enthusiastic study abroad participation in Versailles, Professor Patton has left an incredible mark on our program and on our students' trajectories. We wish Professor Patton a very happy retirement! We can

in New France (Canada). Professor Worden's research examines figures of impostors, usurpers, and tricksters in fiction and drama from the Baroque to the early Enlightenment. Their original scholarly work will undoubtedly translate into exciting new course projects for our advanced students. Our new colleagues will also be involved, alongside Professors Allen, Maiden, and me, in teaching the

read in an earlier section focusing on community involvement, allowed her to travel to Paris to complete an internship at the Musée Marmottan Monet last summer. Additionally, we are delighted that several recent Furman alumni were selected to participate in the Teaching Assistant Program in France (TAPIF) for the 2016-2017 academic year. Emily Dunn '12, the alumna whose interview is featured on page 10, is a former participant of this program who currently works in the fashion marketing industry in Paris.

The French section at Furman continues to foster a lively community and intellectual life. Pauline Poudou, the 2015-2016 French House Assistant, conducted over 80 Cafés français last year, some of them in our newly renovated Modern Language Center, which is always buzzing with conversations in French, German, Spanish, Chinese, and Japanese. She organized many exciting events including a touching tribute to the victims of the November 2015 Paris attack. Although our Furman Versailles group was safely travelling with me in my native Brittany on that date, the traumatic event did cast a dark shadow on the end of the program. But, as student Emma Waters '17 reflects in the piece on the right, this tragedy also made for an amazingly inspiring lesson in resilience. Participating in the collective mourning that immediately followed the attack truly helped students understand the unbendable spirit of the French. We left with heavy hearts after a semester of linguistic, historical, cultural, and self discovery.



Versailles 2015 Group in Duingt by Lake Annecy. Photo credit: Marianne Bessy.

already picture him enjoying DIY projects with his sons, spending time with his wife Chantal and his four grandchildren, as well as visiting with us at Café français often. You can read more about our wonderful colleague in Professor Allen's warm tribute (right).

We are delighted to welcome two new faculty, Dr. Nathan Brown '06 (PhD University of Virginia, 2014) and Dr. Daniel Worden (PhD Princeton University, 2015), to our program. Professor Brown's research focuses on eighteenth-century Enlightenment and culture, particularly questions of identity

330 students usually enrolled in French courses at Furman each year, directing our study away program in Versailles, and contributing to our thriving program's co-curricular activities.

In May 2016, we boasted 37 declared French Majors, 14 of which received a B.A. in French at Commencement. The 2016 David Wells Morgan Award in French—presented annually to the French Major judged to be the most outstanding—was awarded to graduating senior Daniel Sanders. Plicca Watt '17 was awarded the sixth annual Elaine Duffy Childers Award which, as you

La pipe c'est lui

By Bill Allen



Au revoir Professeur Patton!
Photo credit: Jeremy Darnell '01

After 44 years in higher education, 31 of them at Furman, French professor Harlan Patton has decided to take his famous pipe-smoking breaks on his back deck rather than on the terrace outside Furman Hall. A beloved instructor known for his quick wit and his even faster

French, Harlan has been

a major force in building the strength of Furman's French program over the last generation, teaching more French courses throughout his tenure than any other professor. A passionate student of French literature and culture, Harlan is a voracious reader and has taught in virtually every area of specialization in the discipline. He directed or co-directed the Versailles study away program a record 12 times, and students lucky enough to travel with him always marveled at his encyclopedic knowledge of French history, geography and contemporary life. He was also a frequent faculty supervisor of the French House program, and a constant presence at out of class events like the Café français and French film nights, where students could appreciate his deep kindness as well as his wisecracks. Harlan's native-like French and passion for reading have often been put to use in the work of translating academic works and novels from French to English. That work may well continue in retirement, along with bricolage (Harlan loves to fix things), spending time with grandchildren, and enjoying life.

David Bost, a former chair of MLL, remembers Harlan "as a congenial, witty, and dedicated colleague whose passion to teach was infectious. He loved French, adored his students, respected and enjoyed his colleagues, and modeled for us what an ideal liberal arts professor could be." While we will miss Harlan's daily presence around campus, we know he's not far away in Travelers Rest and we look forward to seeing him and wife Chantal on a regular basis.

Versailles 2015: A Lesson in Resilience

by Emma Waters '17

Studying abroad always changes a person. I did not expect to return completely the same after leaving my home, my language, and my culture behind for a semester and allowing myself to be shaped by new experiences. The Furman Versailles Fall 2015 program was defining in a different way than many Furman programs that came before it. On November 13, 2015, we took a train from Paris to Rennes, in the northwestern corner of France. For many of us this was our first experience on a TGV, and we sipped our coffees as we stared out the window in wonder and tried to take in the French countryside that was zipping by.

That night, as my roommate and I sat in our hotel room, news of the coordinated attacks across Paris had already begun to reach people in the United States. Texts from family and friends poured in, prompting us to turn on the news. We watched in horror, in French on the hotel TV and in English on our laptop screens, as the story unfolded.

In the coming days I would begin to understand terrorism much more than I ever wanted to. Each time we avoided taking public transportation, entering a large museum, or walking down a busy street, it became more real. The point of terrorism is to scare you



Versailles Café Shows Support for Paris Victims.
Photo credit: Marianne Bessy.

away from living your life as well as making the life you once lived impossible. The uncertainty, the fact that it can affect anyone at any time, will drive you crazy. I had my bag checked (and occasionally zip-tied closed) in every grocery

store I went into after the Paris attacks. While it made me feel safer, it was also a jarring reminder, every time I went to Monoprix that things had changed.

The French realized quickly that they could not give in to the terror by giving up their way of life. They accepted everything that went along with the declaration of a state of emergency without fuss, but they refused to stop patronizing cafés or listening to music because of the possibility of another attack. Though the attacks were heinous, the resilience of the French people was an inspiring thing to experience while we were in France. Their resolve to carry on helped us feel confident that our decision to stay in France and remain undeterred by terrorism was the best way to fight it.

A Fashion Marketing Professional in Paris: Interview with Alumna Emily Dunn '12

by Marianne Bessy

Emily, when did you graduate from Furman?

I graduated in 2012 with a B.A. in French.

Where are you now?

What do you do for a living?

I'm living and working in Paris for a company that provides packaging and logistic solutions for retail luxury brands. I lead the development of packaging programs for current and new clients in Europe.

How did your Furman B.A. in French help you get there?

Some of the requirements for my position were someone who spoke French and had traveled within Europe. Thanks to my degree and my time spent abroad with Furman, I had an advantage over other candidates. In addition, my job is to make things as easy as possible for my clients, so speaking French helps enormously and makes them feel more at ease.

Did you participate in any of our study away programs when you were at Furman?

Yes, I was part of the Bessy-Patton group that went to Versailles in 2010. Such an amazing experience, I still have all my old notes and books from the classes we took. And Furman paired me with such a great *famille d'accueil* (host family); even now I go to Sunday lunch at their house in Versailles.

What was your favorite part of your French studies at Furman?

Aside from meeting some of my best friends through French courses, my favorite part was the relationships created with my professors. Dr. Bessy always encouraged us to be involved in the French program. Dr. Patton helped me translate a 15th century French text for a history course junior year. Dr. Allen let me sit in on one of his courses senior year, even though I had already taken it, because I wanted to take a French course each semester. All the professors in the department were excited about teaching, and to me that just made it so much more than just another class.

What is your favorite thing about France and French?

The culture, the people, the expressions, the cafés, the museums, the history, the food, and, of course, the wine.

Do you have any advice for current Modern Languages and Literatures students?

Take advantage of everything Furman offers—go on the study abroad programs, get to know the language house assistant, participate in the movie nights and the dinners. And don't be afraid to make mistakes when speaking another language!



Emily Dunn at Work in Paris.
Photo credit: Emily Dunn.

Faculty Publishes Book on Representation of Migration in French Cinema

By Marianne Bessy

Professor Marianne Bessy's new book, a multi-author essay collection co-directed by Professor Carole Salmon of the University of Massachusetts Lowell, examines representations of migration in contemporary French cinema. In *Racines et déracinements au grand écran: Trajectoires migratoires dans le cinéma français du XXI^{ème} siècle*, Bessy, Salmon, and nine other scholars analyze how migratory trajectories (past and present) within the national French space, and the debates surrounding them, have been addressed by contemporary French directors in their films. The book will be of particular interest to students and scholars interested in the broad field of Francophone cultural studies, film studies, migration studies, and postcolonial studies. The ten chapters focus on a variety of directors such as Yamina Benguigui, Laurent Cantet, Philippe Faucon, Philippe Lioret, or Marie-Claude Pernelle and on how important questions that affect French society and politics today—the historical legacy of the French colonial past, debates over “national identity” and insecurity, the increasing success of the ideas of the Front National party, the recent Roma repatriations, and the migrant crisis in the Mediterranean—are tackled in their films.

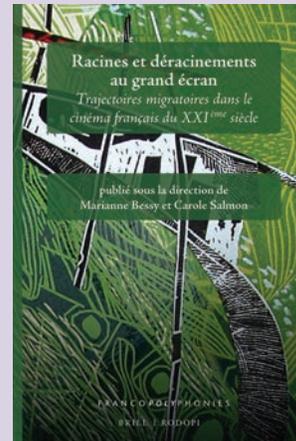


Photo credit: Brill.

ISBN: 9789004312265. Francopolyphonies Series, 20. Brill/ Rodopi: Leiden/Boston. 2016. 221 pages. In French. <http://www.brill.com/products/book/racines-et-deracinements-au-grand-ecran>

German Studies

New Beginnings

by Ilka Rasch (German Studies Section Coordinator)

Last year marked the beginning of an exciting new period for German Studies at Furman. While sad to see our outstanding lecturer Onyx Henry leave, we are thrilled to share about her next steps. Onyx will continue her education at the University of Michigan, Ann Arbor, joining one of the most prestigious Ph.D. programs in German Studies nationwide. Knowing my alma mater, I am confident that soon she will be a highly valued member of their community and create outstanding learning experiences for their undergraduate program.

Our FU-BEST study away program in Berlin was once again a huge success, with students and faculty alike looking back at this time with fond memories. We will continue our partnership with the Freie Universität Berlin in the years to come. During the Fall 2015 study abroad semester, the search for our new tenure track position was in full swing. The MLL Department is a close-knit community, and not surprisingly, the Spanish and French faculty members were closely involved in the German search. Our German majors also took a great interest in meeting with the candidates and providing thoughtful, detailed feedback. We are thrilled to welcome Dr. Erik Grell into our circle. Another new face around the department will be our Language House Assistant Finja Tietjen from Cuxhaven, Germany. Besides assisting students in the

lower and intermediate level German classes, Finja organizes our extracurricular activities like movie nights, Kaffeestunde, Stammtisch, and our annual Oktoberfest.

More good news to share! Last fall, Anne Culberson and I received a Humanities Development Grant to redesign GRM-201. We have developed our own course material and are no longer using a textbook. This allows us the flexibility to include contemporary events and respond to students' interests and needs. Two of our students received highly competitive fellowships this year. Logan Campbell was awarded the prestigious Congress-Bundestag Youth Exchange for Young Professionals; he will take courses for one semester at a German host university, followed by an internship in his field of expertise (Music). Samantha Strickland received a Fulbright Fellowship and will conduct research at the University of Leipzig (Germany) as part of a project entitled "Digital Athenaeus." Kayla Hirsch (Fulbright ETA fellowship recipient in 2015) received a second round of funding and will spend the coming year in Hamburg teaching English.

Please contact ilka.rasch@furman.edu if you have news to share, advice to give or are in a position to help the program and our amazing students flourish.

Berlin, Germany—a City of Endless Opportunity and Inspiration

by Ilka Rasch

Participating in a full-immersion study abroad experience is one of the most valuable, life-changing experiences students studying a modern language can engage in. When I joined the Furman faculty in 2007, I decided to move the program from Bonn to Berlin, a city I had fallen in love with during my graduate studies. I had caught what I call the "Berlin Bug." Once you have tasted what Berlin has to offer—art, politics, fashion, history, business, urban design, popular culture, etc—you will always long to go back. Based on the number of students who have returned to Berlin after graduating, it is safe to say that that I am not the only one being drawn back to Berlin. Currently, three FU-BEST participants live and work in Berlin. Instead of outlining why spending a semester in Germany played a key role shaping students' Furman experience, I will let these Berlin residents speak for themselves.



In love with "Bärin."
Photo credit: Claire Greenstein '11.

(See following pages)

The Making of a German Scholar

by Claire Greenstein '11, FU-BEST – BERLIN (2009),
Ph.D. candidate at UNC, Chapel Hill/Freie Universität Berlin Fellow

When I was ten years old, my parents dropped a bombshell: we would spend the next year living in Munich, Germany, and I would be attending a German elementary school where no one spoke any English. I continued to take German in high school, and although I entered Furman without being entirely sure about what career I wanted to pursue, I did know that I would major in German. At Furman I took nearly every German course on offer, and I jumped at the chance to study abroad in Berlin. This was by far my favorite semester of college, and it contained all of the clichéd highlights of study abroad: making lifelong friends, traveling to new places, living with a host family and learning more about German culture, and taking challenging German courses that greatly improved my language skills. After having hated Berlin as a child (too gray, too dirty, too cold), I found that as a young adult it was the perfect mix of old and new, rushing city life and secluded parks, carefully curated museums and unexpected events to stumble across on the way home from class. Berlin was also the perfect setting for a budding political scientist: I got to experience the pageantry and joy surrounding the 20th anniversary of the fall of the Berlin Wall, and I started most mornings by discussing the latest developments in Angela Merkel's reelection campaign with my host dad.

In 2011 I started the political science graduate program at the University of North Carolina at Chapel Hill, where I have spent the last five years working on my PhD in comparative politics, focusing on—you guessed it—Germany. My language skills and experience with Germany allowed me to pursue a yearlong dissertation research fellowship through the Free University of Berlin's Program for Advanced German and European Studies. As part of that program, I have spent the last nine months poring through archives to find treasures, spending weeks bouncing between libraries to read books that simply aren't available in the US, and interviewing people who have spent their entire lives engaged in the political struggles I study in my dissertation. Without the support and opportunities I received at Furman, I would not have won this fellowship, which would have denied me the experience of living and conducting research in one of my favorite cities. I hope to earn my PhD within the next two years, and afterwards I am looking forward to starting a career as a college professor, teaching courses on European Politics and Eastern European Politics, and, if I'm lucky, helping a new generation of students explore and fall in love with Berlin.



FU-BEST Alumni Reunion in Berlin (Claire Greenstein '11 and Rob Sawyer '11).
Photo credit: Claire Greenstein '11.

General Education Requirement Leads to a Career in Berlin

by Robert Sawyer '11, FU-BEST – BERLIN (2009),
Developer at eBay, Germany

My journey to Berlin started with a GER (general education requirement) at Furman. We all knew we had to take language courses and I, having taken some German in high school, decided to stick with what I knew. After finishing a few classes, I moved beyond the realm of "I have to take this class to graduate" and into the one of "I want to take this class because it is interesting." With a bit of nerve and a lot of encouragement from my professors, I then enrolled in a semester abroad program in Berlin for half of my junior year.

The semester I spent in Berlin proved to be one of the most important I had during my time at Furman. I grew from being too timid to utter simple sentences aloud to brazenly butchering the language while getting my point across (the biggest and most important step in speaking a foreign language, in my opinion). And, as I managed that feat, I grew to love the city of Berlin. On returning to Furman, I went from "undecided" to a dual-major in Urban Studies and German Studies.

My first steps outside the Furman bubble led me away from my studies and into a completely unrelated field: User Experience design. Essentially, I design how users interact with and experience a system such as a website or application. While working back in Tennessee, my home state, I grew more and more convinced that I really

needed to get back to Germany. What were all those hours spent studying German (or not) for if I was never going to get to speak the language? A great deal of internet research and a Skype interview later and I was on a plane to Berlin with a large suitcase, an apartment for one month, and a vague, though largely incorrect, idea of how the visa process worked.

Since arriving in Berlin almost four years ago, the city has changed from a somewhat terrifying foreign cacophony to a

home. I spent the last years working for a small not-quite startup designing an online recruiting program then on to being in charge of UX for an in-development Game of Thrones computer game. Just weeks ago, the latest chapter of my time in Berlin started with a new job at eBay Germany. German has grown from a topic of study to a fundamental part of my daily life, both at and outside of work.

Study Away Experience Inspires a Search for Creative Solutions

by Benjamin Riddle '16, FU-BEST – BERLIN (2013),
Entrepreneur & Freelancer

In the fall of my freshman year, I had the opportunity to represent Furman at a conference in Potsdam, right outside of Berlin. Over the course of several days, I fell in love with the city and couldn't wait to return. After taking two semesters of German at Furman, I studied abroad through the FU-BEST program at Freie Universität in the fall of my sophomore year. During this semester, I lived with a local family, built relationships with new friends in the city, improved my German language skills, and immersed myself in new experiences that showed me what it was like to live like a Berliner.

This season in Berlin changed my life in unspeakable ways. Its grit and resilience inspired me to find hope in unlikely places, and its diverse and dynamic culture left me filled with insights on how to make space for people from all walks of life to be themselves and build community. After graduating Furman in May 2016, I was invited to return to the city for a conference. While I came with no clear plans to stay, I fell in love all over again and am now in the process of applying for a visa. This summer, I'm living in Kreuzberg while working as a freelancer with Intrapreneur, a human-centered design consultancy, and Coliga, a platform that helps communities



The Outdoors near Berlin. Photo credit: Benjamin Riddle '16.

become more self-organized and financially sustainable. On the side, I'm also helping organizations like The Migration Hub develop new initiatives that respond to the refugee crisis and assisting with the development of new learning programs at Agora that explore creativity, circularity, sustainability, and the collaborative economy. In my free time, you'll find me exploring the city with new friends, hosting dinner parties in the park, and helping people find their purpose and turning their passions into a lifestyle. For now, Berlin is a place called home. I'm beyond grateful to the German program at Furman for paving the way for me to live, work, and play where I am today.

Spanish

Spanish Program Builds Community at Home and Abroad

by Linda B. Bartlett (Spanish Section Coordinator, 2015-2016)

The 2015-2016 academic year was another exciting one for the Spanish program. With 13 faculty, approximately 1000 students served in our GER-level courses, nearly 100 declared majors as of May 2016, two successful study away programs (in Madrid and Chile—see related articles), student involvement in the community via service-learning and internship experiences, and multiple presentations at Furman Engaged!, the Spanish program is a dynamic and thriving presence in the Furman and Greenville communities and beyond.

Our revised major, introduced two years ago, is now fully implemented. Students now may count a wider variety of courses toward the major, including new advanced courses in Hispanic literature, linguistics, and culture (“The Cuban Sugar Plantation” and “Transition and Historical Memory in Spanish Fiction and Film” are representative examples among our fall offerings). The faculty anticipate developing additional exciting courses within these new rubrics. In other curricular news, this May we once again offered the “Medical Spanish” course (see course creator and instructor Dr. Rippon’s article on p. 15), which had a healthy enrollment of students (and new graduates) from various majors across the university. We hope to offer a similar course featuring “Business Spanish” in the near future.

The Spanish faculty continue to explore ways to build bridges within and between the Furman and Greenville communities, as our association with local entities such as Neighborhood Focus and Hispanic Alliance demonstrate. Students have benefited from these connections through service-learning and internships with these organizations. In addition, a number of faculty and students were able to attend this spring’s Hispanic Alliance fundraiser, aptly called “La Fiesta,” to celebrate and support the work of this organization with which we are building increased collaborative opportunities. On campus, members of the Spanish honor society, Sigma Delta Pi, provide a valuable peer tutoring



MLL faculty at *La Fiesta*, a fundraising event hosted by Hispanic Alliance to celebrate the organization’s progress and successes. Photo credit: Linda Bartlett

service and meaningful outreach opportunities to educate the campus about the cultures of the Spanish-speaking world.

The faculty continue to be productive in scholarly and creative activity, publishing in journals such as *Hispania*, *L’Erudit franco-espagnol*, *Bulletin of the Comediantes*, *NECTFL Review*, *MIFLC Review*, *Hispanic Poetry Review*, and *South Atlantic Review*. We were a strong presence at last fall’s Mountain Interstate Foreign Language Conference, with six of the Spanish faculty presenting papers and participating in roundtable discussions.

This year marked Dr. Bryan Betancur’s first year on the faculty. We have enjoyed welcoming him into the MLL and Furman communities and benefited from his contributions. We anticipate adding another new colleague next fall, as 2016-2017 will be Dr. Bill Prince’s last year in the classroom. As hard as it is to envision the department without his presence, we wish him well as he looks ahead to retirement.

We were all proud and excited this spring when Dr. Lourdes Manyé was named as a very deserving recipient of the Meritorious Advising Award at the annual commencement ceremony. Congratulations, Lourdes! We also congratulate Dr. Stephanie Knouse on receiving tenure and being promoted to Associate Professor in August 2016.

Hiers Rainwater '16 received this year's Cervantes Award as the most outstanding Spanish student at the Academic Awards banquet in April. Several Spanish majors were inducted into Phi Beta Kappa, the oldest and most prestigious academic honor society. We are excited, too, by the endeavors our new graduates will pursue, from medical school to graduate school in linguistics and other fields, to teaching high school Spanish, to working with the Spanish-speaking

community through paid volunteer and other service work. Congratulations to you all!

As always, the focus of our program is our students, past and present. We love to hear from you, celebrate your successes with you, and hope to see you at Homecoming or whenever you are on campus.

Meeting a Critical Need with Medical Spanish

by Maria Rippon

According to the United States Department of Labor, the employment of interpreters and translators is expected to increase by 29% from 2014 to 2024. While competent medical interpreters have been required for Limited English Proficiency (LEP) patients since the Civil Rights Act of 1964, the Affordable Care Act has expanded this coverage and specified that the language of oral interpretation and written translation must be in language that is "plain" and "culturally and linguistically appropriate." The Greenville Health System (GHS) employs nearly 60 qualified medical interpreters, more than 40 of which interpret for Spanish-speaking LEP patients. Maria Johnson '99 ("Emerging Leader" in health care according to the *Greenville News*) has worked as an interpreter and patient navigator with GHS since 2006. She spoke with Dr. Maria Rippon's Medical Spanish class this past May, along with her colleagues Vy Henderson, coordinator of Language Services; Jeremy Palomo, supervisor of document translation; and Roberto Martínez, manager of Language Services. Dr. Rippon and her sister, Mary B. Rippon, M.D., a surgical oncologist with GHS, have offered a May Experience in Medical Spanish since 2014.

Students in this class spend a minimum of 12 hours shadowing interpreters at Language Services—for many, the highlight of the experience. Four of the alumni of this class are currently in medical school, including Spanish



Back: Vy Henderson, Jeremy Palomo, Roberto Martínez, Dr. Mary Rippon, Natalia López Yáñez, and Dr. Maria Rippon Front: Maria Johnson and Dr. Linda Bartlett. Photo credit: Maria Rippon.

majors Hiers Rainwater '16 and Lauren Thompson '14. Alumni Ally Karasik '16 and Carolyn Hartung '16 plan to pursue certification in medical interpretation, and alumnus Sam Pasco is pursuing a career in medical research in a "translational setting." Current Furman students who have taken the class have been putting their medical Spanish into practice, as well. Rachael Holtsclaw '17 interprets for diabetes screening at the Lutheran Church of Our Savior in Greenville. Sunyeop Lee '18 interned with *Fundación Aldeas de Paz* as a dental assistant in the Dominican Republic. Lizbeth González '18 worked with Language Services at GHS to help them create a greater bilingual presence on the Internet. And, Emily Vanderkwaak '17 spent the summer with Centering Pregnancy, which serves many Hispanic patients in Greenville.

Maria Johnson was particularly inspirational to this year's class, for she learned Spanish as a second language, beginning with Dr. Bartlett's SPN 11. Her advice will stay with us always: "You have to have a servant's heart to do this job." Her humility is matched by her clear commitment to lifelong learning.

Curricular Evolutions Mark Madrid 2015

by Angélica Lozano-Alonso

In Fall 2015 Drs. Bartlett, Rippon and I directed the Madrid study away program. Seventeen Spanish majors spent the semester studying at the Universidad de Nebrija. As a group we traveled to the regions of Cataluña, Galicia and Andalucía and visited local cities such as Segovia, Alcalá de Henares and Toledo. It was an exciting term as we modified several aspects of the program to reflect recent changes to the Spanish major.

The Furman professors team-taught a new course, "Spanish 310: Panorama de literatura española." We assigned peninsular literary works of different genres from the 18th and 19th centuries that focused on Spanish regions or cities and were assigned to coincide with group excursions. For several writing assignments, students traveled the city in the same way as the characters or contrasted their own experiences in specific regions of Spain with those of the works they read. As a portion of the course requirements students took a weekly theater workshop with Nebrija professor Pilar Alzugaray Zaragoza. The semester concluded with the students performing two original plays written by participant Adam Johnson '17.

As in the past, students took an Art and Civilization Class with beloved Nebrija professor Marisa Marina that counted for Furman University general education credits for visual and performing arts. They spent Friday's classes at the Prado Museum or visiting local cities and sites such as El Escorial.

Nebrija professor Juan Lázaro taught a stand-alone Spanish Civilization course and continued his tradition of giving



Students at the Atlético de Madrid game wearing their team scarves. Photo credit: Angélica Lozano-Alonso

his students nicknames like "Fanta" and "Las Morenas." Among our favorite memories is a group excursion to an Atlético de Madrid soccer game where Juan taught us the team cheer. As their final course projects students wrote research papers, four of which were presented at Furman Engaged! in April 2016. Rebecca Lankford '17, Alecia Nichols '16, Alana Parish '17 and Megan Althoff '17 shared their research on Spanish religious beliefs, prostitution, animal cloning, and the Spanish monarchy. Students also took different levels of language classes with various Nebrija teachers.

We thoroughly enjoyed teaching and living in Madrid. The Nebrija professors were as always impressed by the high quality of Furman University students. We were fortunate to go there with such a wonderful group.

Spain: A Crossroads of Cultures

by Tasneem Sabir '16

Fútbol. Churros. Flamenco. These are probably the three things that pop into your head when I mention Spain, and it was exactly what I was expecting when I signed up to study abroad last fall in Madrid, Spain. From museum visits, to afternoon siestas, to late night tapas and churros, Spain fulfilled the very image I had in my mind. What I wasn't expecting, however, was the integration of so many religions and cultures in one single country.

After attending classes Monday through Thursday, we had museum visits to the Prado Museum every Friday where we were entranced by the paintings of Goya, Velázquez, and El Greco among others. It's not every day that you can just hop on the metro and visit museums housing the greatest works! On the weekends we traveled to countless places such as Barcelona, Sevilla, and Granada. On these excursions was where I was able to truly grasp the union of different religions and cultures. Every place had something unique to offer. In Barcelona we saw La Sagrada Familia, a marvelous church designed by Antonio Gaudí.

In the city of Toledo, known as the "city of three cultures," we walked through not only Christian churches, but synagogues and mosques as well. The place that resounded most with me was Granada because of its strong Islamic influences. As a Muslim myself, it was amazing to see the similarities between La Alhambra, a palace and fortress in Granada, and current day mosques. Aside from the amazing new foods, efficient metro rides, and Spanish architecture, what really stood out to me about Spain was the integration and prevalence of so many different religions and their influence not only on architecture but the people and culture as well.



Tasneem Sabir '16 and Alana Parish '17 at the Mirador de San Nicolás, a view point overlooking La Alhambra in Granada, Spain. Photo credit: Emily Gale '17.

Life Lessons in Chile

by Michael Robinson '17

It isn't supposed to rain in the middle of the driest desert in the world. And yet, for two days in the Atacama Desert, our hopes to explore the remote extents of Chile's arid north were literally washed away. The highway into the Andes Mountains, the location of our excursions, was blocked by a massive landslide. Our group huddled around a small patch of dry sand and drew up an alternative plan for the day. An hour later, 19 Furman students were bumping along a potholed path with a new plan, a new van, and a sunnier outlook than before. Scrapping our original plans led us instead to flamingo-filled salt flats, floating in desert lagoons more saline than the Dead Sea, and cliff jumping at sunset. A day "lost" became a day "won."

This anecdote encapsulates the best of what we learned while studying away with Furman's program in Chile, Argentina, and Perú during the spring 2016 semester. Put simply, the best-laid plans are subject to the rules and norms of your host country. Where expediency and efficiency are part and parcel of American expectations, Latin Americans have a more nuanced understanding of convenience. Flexibility, creative thinking, and humility are invaluable traits I now appreciate after living in Chile.

The Furman program in Chile was more than a vehicle for sightseeing and ecotourism in Patagonia, Machu Picchu, and the Atacama Desert. The cultural exchange of the homestay—as much the Sunday barbecues with the host family as the late-night chats about politics and culture—paired with studies at Chile's most prestigious university created a comprehensive educational experience for our group of 19 students.



The Patagonia skyline in Argentina is best known for Mount Fitzroy, the most prominent peak in the photo in Argentina's Glacier National Park. Photo credit: Haley Holan '16.

Engaging Internationally: An Interview with Alumna Melissa Rekas Metz '00

by Sofia Kearns

Melissa, you now work for the World Bank. How did your classes and the opportunities provided by MLL influence your career path? How do those past experiences relate to what you do today?

At Furman, I majored in Economics with a concentration in Latin American Studies. My experiences in the MLL Department gave me skills that were critical to pursuing my career of working on economic development in Latin America, which I later expanded to many regions of the world.

Fluency in Spanish was a "must" for the job that most helped to put me on the career path I am on today. The MLL classes that I took, the experience studying abroad in Spain, and living in the Spanish Language House gave me the foundation that enabled me to develop fluency while living in Chile. The experience living abroad in Spain was invaluable. It opened my eyes to another part of the world and gave me the confidence I needed to continue to explore the world. The three months in Spain were the highlight of my time at Furman. I knew that I wanted to live abroad for at least one year after graduating from Furman.

After Furman, I decided to move to Santiago, Chile, to learn more about economic development in Latin America before trying to get a job based back home. I started out with the job I could get—teaching English. After six months in Chile, I had more questions than answers! So I decided to stay longer. Through friends of friends, I heard that the Chilean-American Chamber of Commerce (AmCham Chile) was hiring. I got a job in the Research Department as essentially AmCham's economist. This was at the time when the U.S.–Chile Free Trade Agreement was being negotiated and beginning implementation. Chile's Ministry of Economy really saw AmCham as a partner in economic development, especially small and medium enterprises (SMEs).

I was in Chile a total of five years. I returned to D.C. and got my Master's degree at the Johns Hopkins School of Advanced International Studies, concentrating in International Economics and Development. I then worked successively at two different consulting firms, on private sector development around the world, [focusing on and traveling to] Southeast Asia, Latin America, Africa, and Eastern Europe. In 2012, I knew it was time to pursue my "dream job" at the World Bank. I was able to get the job that I had been dreaming of since graduating from Furman in 2000. The job at AmCham in Chile was the first step that opened these doors, and I wouldn't have been able to get it without the experiences in MLL.



Melissa Rekas Metz '00 on the veranda of the Kennedy Center in Washington, D.C. Photo credit: Vivian Norambuena.

From the Language House Assistants

How does your role as a Language House Assistant (LHA) contribute to building a sense of community at Furman?



Fanny Tanguy

Hometown:
Plouigneau, France

“The French House creates a little French community in North Village. We all speak to each other in French, and not only about classes, but about daily life as well. Actually, students do not

need to be fluent in French to create a community on Furman Campus, and this why I like being a Language House Assistant and help them to improve their French skills.”



Finja Tietjen

Hometown:
Cuxhaven, Germany

“My role as an LHA can help to create a community at Furman because I am neither a teacher nor a competitor to the students. So we can build a relaxed relationship

to each other and we can discover the German language and culture as friends. We can simply enjoy what we are learning together that is the first step to build a community.”



Gema López Hevia

Hometown: León, Spain

“I think that my role as an LHA contributes to building a sense of community because we are a liaison between teachers and students. We help to bring second language immersion outside class in ways that

students can not only improve their language skills, but also their knowledge about our cultures.”

Language House Assistants. Photo credit: Bill Allen.

Leaders in World Language Education: Years of Positive Impact in the Upstate

by Stephanie M. Knouse

As the saying goes, “a picture is worth a thousand words.” The snapshot at right captures high school Spanish educator Sarah Blake '12 mid-lesson as she explains to her students the difference before *por* and *para*. She exudes confidence and is clearly enjoying herself. You observe this educator's dedication to discovering new and creative ways to deliver instruction. Most notably, her love for her students shines through, even in a two-dimensional photograph. These impressions are supported by the numerous interactions I have had with Sarah as a student and a professional. Sarah recently told me that, for her, “teaching a world language becomes a conduit for connecting students to novel people, places and ideas that ultimately instills cultural empathy and open-mindedness.” For these and many other reasons, the students at J.L. Mann High School selected Sarah Blake as the Teacher of the Year in 2015.

While always a small program, Furman's Teacher Education Program (TEP) is proud to have produced some of the finest world language educators who have been able to share their passion for and knowledge of languages with students in the Upstate. Like Sarah, other recent Furman graduates have enjoyed esteemed recognitions. Jessica Richardson Moses '12 was awarded Greenville County Schools' Emerging Teacher of the Year for 2014-2015. Kathryn Savarese Misenheimer '09 was named Teacher of the Year for Dorman Freshman Campus from



Sarah Blake '12 capitalizes on her musical talents to teach Spanish to students at J.L. Mann High School. Photo credit: Madeline Coker, J.L. Mann High School yearbook staff.

Spartanburg District Six in Spring 2015. Lara Savitz Vincoli '11 was the recipient of the Childers Education Foundation Teaching Excellence Award from Furman University in December 2011. Presently, there are ten graduates from Furman's TEP in world languages since 2006 who are currently working in local-area schools (see list below). Many of these educators have already completed or are currently pursuing advanced degrees in Spanish, Teaching English as a Second Language (TESOL) or Curriculum and Instruction.

This is not to say that this dedication to excellence in teaching began in the past ten years or is limited to educators in the Upstate. For decades, the faculty and staff in Furman's Education Department have provided extensive training and mentorship to aspiring public school teachers and have a long tradition of creating effective language instructors working locally and in other areas of the US. Additionally, the success of the world language education program must be attributed to the tireless work of C. Maurice Cherry '65, a product of Furman's TEP himself as a Furman undergrad. Dr. Cherry served as the University Supervisor of World Language Education until 2011 and established the framework to ensure that Furman's programs in French, Latin, and Spanish received national accreditation.

Educators like Sarah and others mentioned in this article are providing their students with an opportunity to learn an invaluable skill. We thank these professionals for making the study of a world language a meaningful endeavor and for the important role they play in the lives of hundreds of students in the Upstate community each year.

Please contact Stephanie Knouse (stephanie.knouse@furman.edu), the current University Supervisor of World Language Education, with updates, questions, or comments.

List of Furman's TEP Graduates in Spanish and French Language Education from 2006-2016 That Teach in the Upstate of South Carolina

Name	Grad. Year	Language(s)	School
Sarah Blake	2012	Spanish	J.L. Mann Academy High School
Ben Campbell	2012	Spanish	Maudlin High School
Xaymara Correa	2016	Spanish	Eastside High School
Ángel Dieguez	2016	Spanish	Blue Ridge High School
Amanda Owens Duncan	2006	Spanish	Maudlin High School
Sandra Estrada	2014	French, Spanish	Woodmont High School
Kathryn Savarese Misenheimer	2009	Spanish	Christ Church Episcopal School*
Jessica Richardson Moses	2012	Spanish	Travelers Rest High School
Landri Tripp	2013	Spanish	Hillcrest High School
Lara Savitz Vincoli	2011	Spanish	J.L. Mann Academy High School

*Kathryn Savarese Misenheimer formerly taught Spanish at Dorman Freshman Campus. She recently transitioned to teaching Spanish at Christ Church Episcopal School, a private institution in Greenville, SC.

Faculty Updates

Linda Bartlett's MIFLC presentation last fall, a paper entitled "Riding in Cars with Girls: Female Automobility in *Cuéntame cómo pasó*," is the latest installment of her scholarly work on the popular Spanish TV program *Cuéntame cómo pasó*. A Fall 2016 sabbatical will provide her the chance to pursue this research further, as well as to continue her ongoing work on the literary and philosophical oeuvre of Miguel de Unamuno. When she returns from sabbatical for the spring 2017 semester she will assume her new appointment as Chair of MLL.

Marianne Bessy published *Racines et déracinements au grand écran: trajectoires migratoires dans le cinéma français du XXIème siècle*, a multi-author book she co-directed with Carole Salmon (UMass Lowell) which analyzes representations of migration in contemporary French cinema. Bessy continues to produce scholarly work on author Vassilis Alexakis with an article published in *Cahiers Vassilis Alexakis 2* and a paper presented at the University of South Carolina's French Literature Conference. The Atlanta French Consulate named Bessy "Honored French Citizen" in July and featured her in their article

"Marianne Bessy, engaged and charismatic university professor" in *Bonjour Southeast*.

During the past academic year, **Bryan Betancur** published an article in the *Bulletin of the Comediantes* and presented a paper at the Kentucky Foreign Language Conference. He also received a Humanities Development Fund grant to support the design of a course on early modern Spanish theater that will include travel to the International Golden Age Drama Festival in El Paso, Texas.

Jeremy Cass '00 enjoyed a full-year sabbatical during the 2015-2016 academic year. He presented papers at the annual meetings of the Mountain Interstate Foreign Language Conference (College of Charleston) and the Southeastern Council of Latin American Studies (Cartagena de Indias, Colombia). He used his time away from teaching and serving as Spanish Coordinator to read, to complete article manuscripts on the fiction of Alberto Fuguet (Chile), to prepare a new upper-level Spanish offering, and to focus on his editorial responsibilities with the *MIFLC Review*.

Sofia Kearns published the article "Widening the Spectrum of Desire and Nation: Anacristina Rossi's Fiction" in *QED: A Journal in GLBTQ Worldmaking* in the summer of 2016.

Stephanie M. Knouse published an article with Laurel Abreu (University of Southern Mississippi) titled "Using Pinterest to Facilitate the Learning of Culture" in *NECTFL Review* in January 2016. Knouse delivered two co-authored presentations this year as well: (1) "Reaching 'Communities' Standards through Emerging Technology" with Begoña Caballero-García (Wofford College) at the Southern Conference on Language Teaching in February 2016 and (2) "Culture as Content in the Introduction to Hispanic Linguistics Classroom" with Abreu at the American Association of the Teachers of Spanish and Portuguese in July 2016.

Angeli Leal participated in the 2016 Spanish Language and Culture Advanced Placement (AP) Reading in Cincinnati, OH. This was her fifth year serving as an AP reader.

Angélica Lozano-Alonso published two peer-reviewed articles in the 2015-2016 year. "Exile, Identity and Friendship in Silvia Molina's *En silencio la lluvia*" was published in the *South Atlantic Review*. "The Pleasure of Devouring Marriage, Mexico and Gorditas Pellizcadas con Manteca in Italo Calvino's 'Under the Jaguar Sun,'" co-authored with Furman Communication Studies Professor Richard Letteri, was published in the *Cincinnati Romance Review*. She has completed an article on the future of the profession that will be published in the fall of 2016 for the centenary anniversary of *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese.

Cherie Maiden presented a scholarly paper "Adichie and Selasi: Culture, Identity, and Social Justice" at the African Literature Association's 42nd Annual Conference in Atlanta, Georgia, April 6-9, 2016.

Lourdes Manyé continues serving as President of the North American Catalan Society which had its annual board meeting on July 4, 2016 at the Institut Ramon Llull in Barcelona. She published an article

with Linda Bartlett titled "Television as Textbook: *Cuéntame cómo pasó* in the Spanish (Literature) Classroom," in the September 2015 issue of *Hispania*. She also presented a paper at the 65th annual Mountain Interstate Foreign Language Conference held in Charleston, SC on October 15-17, 2015. As part of her spring 2016 sabbatical project, she developed a new course titled "Transition and Historical Memory in Spanish Fiction and Film," which she will be offering this fall 2016.

Maria Rippon completed her second term as Vice President for the Southeast for Sigma Delta Pi in 2016. Her presentation at the 2015 MIFLC, entitled "Fact and Fiction in *Águila Roja*," outlined ways to use this popular, historical Spanish *telenovela* in the classroom. She will be speaking at the 2016 MIFLC on "Constructing the Canon for Twentieth-Century Peninsular Literature." She created a hybrid course in Medical Spanish for the USC School of Medicine Greenville in 2015, which she is teaching for the second time this year in collaboration with her sister, Mary B. Rippon, MD. She also continues to work on a translation of Mercedes Salisachs' *El declive y la cuesta*.

New Faces in MLL



Nathan D. Brown is a proud Paladin ('06) who earned his Doctorate from the University of Virginia in 2014. Dr. Brown works primarily on transatlantic visions of the French New World in the eighteenth century with secondary interests in Enlightenment writers and Québécois

identity issues. He has published or presented on subjects as disparate as transvestism in the eighteenth-century to the video game *Assassin's Creed III: Liberation*. After two years as an Assistant Professor at Randolph-Macon College in Ashland, VA, Dr. Brown is excited to be back at Furman. He looks forward to utilizing the new MLC and French house resources to create compelling opportunities for student learning inside and outside the classroom.

Erik Grell earned his BA in History and German from St. Olaf College and his PhD in German Studies from the University of North Carolina at Chapel Hill and Duke University. Before arriving at Furman, Dr. Grell served as a Lecturer at Hamline University in St. Paul, MN. In addition



to teaching all levels of German language, from beginning to advanced courses, Dr. Grell also teaches a wide variety of courses on linguistics, literature, and philosophy. His principle area of research is nineteenth-century German narrative fiction. He is specifically interested in uncovering the strategies by which literature helped foster political identities and vice-versa. A recent article on Adalbert Stifter's *Brigitta* appearing in *The German Quarterly* offers a taste of his current project, which explores the connections between allegory, liberalism, and erotics in German realism. Dr. Grell is thrilled to be a part of the Modern Languages and Literatures faculty at Furman, and excited to support a fantastic group of majors and non-majors. He is also ready to help to grow the study of German language and culture, both on and off campus. Go Schland!

Anna Notation-Rhoades received her B.A. in History from Barnard College with a minor in Latin, and was awarded distinction on her Senior Essay on the women's suffrage movement. She earned a J.D. from The Chicago-Kent College of Law and interned for a Federal judge and with



the Cook County Public Defender's Office Felony Division. Upon graduation she worked as a Staff Attorney and a Public Defender for the 18th Judicial Circuit Court and taught Criminal Justice at Aurora University in Illinois. She has also been a professional proofreader, preschool teacher, Director of a Parents' Morning Out program, worked in customer service and support, and volunteered extensively including serving as a Family Law Mediator with the Upstate Mediation Center in Greenville, SC. Ms. Notation-Rhoades is married to the Rev. Stephen Rhoades and they have five children. They have lived in Illinois, Tennessee, California, Florida, and settled in South Carolina in 2013.

Daniel J. Worden completed a doctorate at Princeton University and has studied at the University of Oregon, the Université de Poitiers and the Université de Genève. His research focuses on seventeenth- and early-eighteenth-century literature in French. Dr.



Worden invites students to explore what early modern French studies can teach us about the roles we play in nature, society, and the cosmos. He argues that the literatures of the Baroque and Neoclassical eras offer wondrous intellectual prisms, capable of refracting and reframing the most crucial issues of our own time so that we can contemplate them in starker clarity. His work on the author Simon Tyssot de Patot has recently appeared in print in *Literature in the Age of Celestial Discovery: From Copernicus to Flamsteed*, edited by Judy A. Hayden, and *Imposture et fiction dans les récits d'Ancien Régime*, edited by Nathalie Kremer, Jean-Paul Sermain, and Yen-Mai Tran-Gervat.

We congratulate the following MLL students for their accomplishments in 2015-2016:

2016 MLL Award Recipients

David Wells Morgan Award in French

Daniel Sanders '16

Goethe Award in German

Anhang Ning '16

Cervantes Award in Spanish

Hiers Rainwater '16

Elaine Duffy Childers Award in Study Abroad

Plicca Watt '17

Phi Beta Kappa 2015 Inductees

Alise Alexander (French), Sarah Clark (Spanish), Alice Hall (Spanish), Catherine Hinshaw (Spanish), Alecia Nichols (Spanish/Chinese Studies), Anhang Ning (German), Hiers Rainwater (Spanish), Daniel Sanders (French), Claire Sullivan (Spanish), Sarah Walsh (Spanish/Chinese Studies)

MLL Student Presentations at Furman Engaged! 2016

Oral Presentations

“Fall Study Away in Madrid 2015 Research Projects” organized by Angelica Lozano-Alonso

Meghan Althoff '17:

“The Role of Religion in Contemporary Spanish Society”

Rebecca Lankford '17:

“Prostitution in Spain”

Alecia Nichols '16: “Public Opinion and Policy on Animal Cloning in Spain”

Alana Parish '17: “The Spanish Monarchy of Today: *La Monarquía de Hoy*”

“Engaging with Hispanic Communities: Cultural and Professional Lessons in Greenville and Abroad” organized by Sofía Kearns and Stephanie Knouse

Professional Lessons

› Brock Baker '17:

“Manos Abiertas, Buenos Aires, Argentina”

› Carolyn Hartung '16:

“Neighborhood Focus”

› Annie McAlister '16:

“Hispanic Alliance”

Cultural Lessons

› Meg Demaar '18, Haley Lyman '18, Alice Navarro '17, and Ellie Williams '18:

“Diversity of the Hispanic Population in Greenville, South Carolina”

› Sarina Basile '18, Becca Bosch '19, Gabby Haddad '19, Evan Jager '18, and Libby Robinson '18:

“How Does Neighborhood Focus Help Children of Latin American Backgrounds Assimilate to US Culture?”

› Raj Ghosh '19, Megan Kelly '16, Olivia Smith '18, and Casey Wood '18:

“Religious Life of Hispanics Living in Greenville: Catholicism and Protestantism”

› Bree Burnette '18, Hannah Dubois '17, Lizbeth Gonzalez '18, Madi Lachance '18, and Sun Lee '18:

“Resources for New Immigrants in Greenville”

› Maria Bartlett '18, Parker Cecil '19, Jose Cruz '16, Matt Hogg '19, and McKenna Luzynski '18: “What Programs are Offered to First-Generation Hispanic Immigrant Students in the Greenville County School System to Help them Transition to the United States?”

Poster Presentations

Sarah Dunn '16:

“Canadian Parliament”



The presenters of the panel “Fall Study Away in Madrid 2015 Research Projects” at Furman Engaged!. Photo credit: Linda B. Bartlett.



Let us hear from you!



Share your photos from past MLL study away programs

We invite you to post your study away pictures from past programs on Instagram. In the caption indicate location, program, and year. Also, tag us @Furman_MLL and use the hashtag #mllstudyaway. We can't wait for you to share your memories of your time abroad with us! *Merci, danke, gracias!*

To make a gift to the department of Modern Languages and Literatures visit ForFurman.com. Select Academic Excellence then enter Modern Languages and Literatures in the comments.

Send us your updates

We are still gathering information on what our alumni are up to professionally and personally. If you haven't completed the MLL Alumni Survey, please do so here: <http://bit.ly/2b3rHqb>. If you've done the survey and would like to update us on a recent accomplishment, please do so here: <http://bit.ly/2eeNcEZ>.

MLL on the web

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Thank you to everyone who contributed to this second issue of *The Palingual*. Please feel free to email us at mll.alum@furman.edu or write us at Modern Languages and Literatures Department, Furman University, 3300 Poinsett Highway, Greenville, SC 29613

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