

# FRENCH & FRANCOPHONE STUDIES

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## A WORD FROM THE SECTION COORDINATOR

*Sylvie Blum-Reid*

Greetings from all in the French section. It is with great enthusiasm that I am introducing the Fall 2012 newsletter of our French and Francophone Studies program. As the new section coordinator as of August 2012, I will report briefly over the past year's accomplishments and changes. Our program continues to grow in new directions, as ever.

A new crop of enthusiastic undergraduate and graduate students in French has arrived, following the graduation of many of our students. Rori Bloom, our graduate coordinator will report on the past year's accomplishments. Our former students maintain contact with us, sending news about the paths they are now taking with their degree in French. It is good to know that they are thriving in their new positions and/or continuing studies. Such news tells us how those who major in French pursue many different careers from law school to international business to teaching in France. Their narrative

is to be found in the Alumnae section of the newsletter.

We welcome the return of our colleague Gayle Zachmann, fresh from Paris where she was director of the Paris Research Center for the past nine years.

As we are still working toward the implementation of a joint graduate degree program in the department of Language, Literature and Cultures, our offerings in French and Francophone Studies continue to attract applicants at both graduate and undergraduate levels.

Colleagues in French have distinguished themselves this year in their publications,



national and international conferences, maintaining visibility for our program and UF at large. Their contributions will be highlighted in their respective entries (present edition).

Professor Blondeau and myself are working on two different study abroad courses. One for the May 2013 intersession period, *French women and fashion culture* (Blum) will be offered in English and introduce students to the capital of fashion, Paris, through a variety of lectures, on-site visits and cultural walks. Hélène Blondeau is planning to offer her course on *French in the City: Interaction and Variation* for summer

B. These courses will be part of the UFIC offerings.

Last, Alioune Sow has accepted the directorship of the France-Florida Research Institute, as our former director Carol Murphy stepped down after ten years of leadership. Our speaker series continues with our first guest lectures on October 9, Catherine Jones (the University of Georgia): "The Chanson de geste and the Orient." An interview of Catherine Jones has been conducted by Brigitte Weltman-Aron and is published in the present edition.

We would like to hear from you. Send any news you want to share!

For updates on our activities throughout the year, visit our website: [www.languages.ufl.edu/french](http://www.languages.ufl.edu/french)

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# NEWS FROM OUR **CURRENT GRADUATE STUDENTS**

*by Dr. Rori Bloom, Graduate Coordinator*

As graduate coordinator, I am pleased to announce the awarding of 4 Ph.D. degrees and 2 M.A. degrees in Spring and Summer 2012. **Christian Ahihou** (directed by Dr. Carol Murphy) and **Laila Fares**



**Dr Theresa Antes and Christian Ahihou**

(directed by Dr. William Calin) received their doctorates in Spring with dissertations on contemporary Senegalese writer Ken Bugul and seventeenth-century French poet Pierre LeMoyne respectively. **Audrey Viguier** (directed by Dr. William Calin and co-directed by Dr. Rori Bloom)



**Dr William Calin, Clayton Luce and Ryan Gallant**

who wrote on texts of the French Revolution and **Kathryn Fredericks** (directed by Dr. Brigitte Weltman-Aron) who wrote on geography in Voltaire both received doctoral degrees in summer. In spring 2012, **Jordin Patten** (directed by Dr. Ben Hebblethwaite) defended her MA thesis on depictions of women in French rap and in Summer 2012, **Kelly Wiechman** (directed by Dr. Ben Hebblethwaite) defended her thesis on hypo-correction and lexicon in French hip-hop lyrics.

Kelly and Jordin will both continue into the Ph.D. program in French at UF while Laila and Christian also remain at UF as adjunct instructors of French. Audrey Viguier has accepted a teaching position in the Department of Modern Languages at the University of Texas at Brownsville while Kate Fredericks has a teaching position at State University of New York at Geneseo. We are very proud of our recent graduates and their accomplishments!

In Fall 2012, we were happy to welcome a new class of MA students. **Elizabeth Ziffer** is a former French teacher most recently at Bucholz high school in Gainesville. **Thomas Glenn** is a US Army veteran and former mathematics teacher who became interested in French after serving at the Ecole Militaire in Paris.

**Jean-Michael Paul** has taught French at Florida State College in Jacksonville and hopes to expand his professional opportunities by pursuing an MA at UF. **Nevena Seale** comes to us after completing a BA in Texas, **Clayton Luce** comes with

a BA from Stetson College in Deland, FL, and **Ann Healy** comes with an MA from University of Louisville. **Debbie Parrales**, former president of the UF French club, is beginning her MA in French having just completed her BA in French at UF.

**Ryan Gallant**, another UF BA in French and former Sciences-Po exchange student, just started his second semester in our MA program. We are excited to watch these new students progress in their studies.

Continuing in our program, **Richard Hendrie** pursues his interest in film at



**Dr Sylvie Blum and Thomas Glenn**

the Ph.D. level with Dr. Sylvie Blum-Reid. **Matthew Loving**, also a Ph.D candidate, is working on nineteenth-century author Charles Nodier under the supervision of Dr. Weltman-Aron. **Mustapha Sami**, directed by Dr. Alioune Sow, plans to defend his doctoral dissertation on childhood in Moroccan literature in Spring 2013. MA candidate **Robyn Novak** is working on a topic in French linguistics under the direction of Dr. Hélène Blondeau.

Our graduate program continues to be vibrant and dynamic thanks to the talent and hard work of students and faculty!



**Dr Weltman-Aron, Nevena Seale and Ryan Gallant**

# NEWS FROM THE **FRANCE-FLORIDA RESEARCH INSTITUTE (FFRI)** *by the Director, Dr. Alioune Sow*

I am very pleased to have accepted the position of Director of the FFRI. This is both an exciting and challenging task. The FFRI is part of a network of twelve *Centres multidisciplinaires d'excellence* supported by the French Embassy, which include the universities of Columbia, Cornell, Duke, Louisiana State, New York, Northwestern, Princeton and UCLA.

The mission of the FFRI is to contribute to the promotion of French language and culture in US Academia, to promote the numerous existing partnerships between the University of Florida and French and Francophone research centers and academic institutions. The FFRI works to create new linkages in the spirit of interdisciplinarity and internationalization that characterizes the University of Florida. Over the years, the FFRI has initiated many links with French universities and Centers (Rennes, Paris-Descartes, CNRS), helped and encouraged UF students to go to France (Sciences-Po), and has supported activities at UF in collaboration with the departments of English, History, Political

Science, the Center for African Studies, European Studies, Jewish Studies and many others. It has served both the scientific and the local community by inviting researchers and public figures, and by organizing workshops and conferences.

As new director, I would like to take this opportunity to pay tribute to Carol Murphy who stepped down last Spring as FFRI director. Dr. Murphy led the FFRI since its inception in 2002. The ten years under Carol Murphy have been dynamic, engaging and productive benefiting from her enthusiasm and devotion. She made it possible for UF to host such distinguished guests as French

Ambassador to the United States Jean-David Levitte; the writers Helene Cixous, Julia Kristeva, and Alain Mabanckou; Ambassador to Congo and novelist Henri Lopes; renowned scientists such as Pierre Jacob, Michel Waldschmidt and Jean Pierre Launay.

Proud of the legacy left by Dr. Murphy, the FFRI will continue in this direction, pursuing excellence and interdisciplinarity, strengthening existing relations with centers and departments on campus, and reaching out to the larger scientific community as well as the local community. The details of some forthcoming events are on our website: <http://www.clas.ufl.edu/Franceflorida/>

## FACULTY NEWS

**Theresa Antes:** 2011-12 has been a busy year for me. I am currently engaged in a research project on second language vocabulary acquisition and storage. At this stage of the project, I am comparing learners of English as a second language who have recently arrived in the US and are actively engaged in classroom instruction with speakers who have lived here for 5+ years and are no longer receiving instruction, to determine the effectiveness of pedagogical intervention and technological applications at various stages in the acquisition process. Depending on the findings that result from this study, I will then turn my attention to one or several levels of French, targeting a similar lexical item in the French language. Additionally, I submitted an article for publication based on my earlier research involving student interaction during information gap activities, and presented at the annual AATF conference in July.

At the same time, I have continued my involvement with the AP French Language and Culture rewrite, continuing to serve on the committee in charge of developing that new curriculum and AP

exam. I presented at SCOLT (Southern Conference on Language Teaching) in April 2012, and will make another presentation at FFLA (Florida Foreign Language Association) in October, focusing each time on ways to better prepare students for the new AP exam, which launched in May of this year. In addition, the College Board commissioned an instructional module from me, published this Fall, for AP teachers to incorporate into their classrooms. This 10-day lesson plan provides teachers with a step-by-step plan for teaching one of the newly required interdisciplinary themes, science and technology, from a humanist perspective, using literature, newspaper and magazine articles, and video and audio podcasts. It has been exciting to be included in this revision process, which is being applied to *all* of the languages for which the College Board administers an AP exam. French and German led the way this year, with committees of eight people nationally (four secondary, four post-secondary) designing the curriculum and exam blue-prints. I am confident that the students who arrive at UF with passing scores on the French AP exam in

the future will, more than ever before, transition seamlessly into our upper-level classes.

**Hélène Blondeau:** Last year I was awarded a half year sabbatical research leave, so the last academic year has been very special to me. After spending the Fall focusing on my teaching and undergraduate coordination for French and Francophone Studies, I spent an exciting spring semester travelling and doing research on two new research projects. During that time I was delighted to spend time in Montreal, Canada where I researched the sociolinguistic dynamics of Montreal in the context a major collaborative research on French in North America *Le français à la mesure d'un continent* directed by France Martineau and funded by the Social Sciences and Humanities Research Council, Canada. In this context I have collaborated with Mireille Tremblay (Université de Montréal) to build a new corpus of 21<sup>st</sup> Century Montreal French in the form of sociolinguistic interviews, and we have presented our first

*continued on page 4*



joint paper based on our fieldwork in the context of a workshop I co-organized at the Sociolinguistics Symposium in Berlin in September 2012. We are grateful to our team of graduate students (from both the Université de Montréal and the University of Florida) for their help with data collection, transcription and manipulation. In addition I collaborated with Michael Friesner (Université du Québec à Montréal) to develop a new strand of research on ethnicity and language variation in an increasingly multicultural Montreal. I am also pleased to report my new article on language variation in Montreal French published in *Revue française de Linguistique appliquée* entitled 'Hors de la norme point de salut? Suivre la piste montréalaise de la variation des hypothèses en -si.' I have also co-authored two other articles published in peer-reviewed journals. The first one, the fruit of my collaboration with Michael Friesner, is published in *Arena Romanistica* with the title 'Le français au coeur de la métropole. Perceptibilité de l'ethnicité des Montréalais francophones.' The second one, in collaboration with the recipient of the University Scholars program Jenna Nichols, appeared in *Quebec Studies* and is entitled 'L'Extrémité méridionale du français québécois en Amérique du Nord. Pratiques langagières des Québécois en Floride du Sud'. In addition two book reviews appeared: one in *Langage et Société* (Fagyal, Zsuzsanna, *Accents de banlieue*, l'Harmattan 2010) and the other in *Revue française de linguistique appliquée* (Salmon, Carole, *Cent ans de français cadien*, Peter Lang 2009). Since our last newsletter I was invited to give lectures at Indiana University Bloomington and at the Université Laval in Quebec City. In addition I was invited to deliver the keynote address in sociolinguistics at the bi-annual colloquium *Les français d'ici* held in June 2012 at the University of Sherbrooke, Québec. On top of this I gave five refereed papers at the American Anthropological association, the Association for Language Awareness conferences both held in Montreal and at the Sociolinguistic Symposium in Berlin.

Now that I am back to UF I have reconnected with my students. I find pleasure in teaching *French in the Americas* a double component courses with undergraduate and graduate students. In connection with this course I am or-

ganizing a one-day workshop *Corpus linguistics in North America* on November 7<sup>th</sup>. I am also delighted to teach the new re-vamped conversation course at the third year level *French Conversation and Interaction*.

**Rori Bloom:** After presenting a paper on the representation of Versailles in seventeenth-century fairy tales at a conference in summer 2011, I contributed an essay "Technicians of Enchantment: Versailles in the Works of Perrault and Aulnoy" to the volume *Lieux de cour: lieux de culture* which will be published by Peter Lang in 2013. More recently, in spring 2012, I attended the meeting of the Southeastern American Society for Eighteenth-Century Studies meeting in Decatur, GA where I presented on a panel with our (former) graduate student Kate Fredericks (PhD 2012) and enjoyed the company of another UF alum, Joe Johnson (PhD 1999), who organized the meeting. I have revised my SEASECS paper on Restif de la Bretonne's *Les Filles du Palais Royal* and hope to see it published in a journal in the near future, and I plan to continue working on Restif, Revolution, and women's issues. In summer and fall 2012, I have had the opportunity to write book reviews for *Modern Language Review* and *French Studies*. As well, in summer 2012, I had the pleasure of reading the dissertations of Kate Fredericks and Audrey Viguière and participated as a committee member in their doctoral defenses. Currently, as coordinator of the graduate program in French & Francophone Studies, I am enjoying work with our new MA students as well as our continuing students at the MA and PhD levels.

**Sylvie Blum-Reid:** I delivered a paper on Rithy Panh's adaptation of Marguerite Duras's *Barrage contre le Pacifique* at the International Conference on Psychology and the Arts in Ghent (Belgium) in July 2012. I attended the 20<sup>th</sup> and 21<sup>st</sup> century Francophone Studies Conference in Long Beach in March and presented on Tony Gatlif's *Transylvania*, at the Road Movie panel. My essay on Gatlif and music in his road movies and is forthcoming in Thibaut Schilt and Michael Gott's anthology: *Open Roads, Closed Borders: The Contemporary French-language Road Movie* (2012). In Spring 2012, I co-taught the first Honors Interdisciplinary

course *Correspondences: Music and Texts* (Music and literature-team-taught) with Dr. Miriam Zach (Honors). The course was funded by the Center for the Humanities and the Public Sphere, and the Honors program. In February, I organized an *Homage to Edouard Glissant*, at the Harn Museum of Modern Art. This event combined a reading of Glissant's poems Poetry by Dr. Bernadette Cailler, and the film screening of *Edouard Glissant: Un monde en relation/One World in Relation* by Manthia Diawara. And last, I directed Ana Gonzalez's honors Thesis in French and Undergraduate scholar project: *A la recherche d'une mémoire perdue: Evolution d'une identité juive au cinéma français*. (Magna Cum Laude, Spring 2012). In fall 2012, I was entrusted with the coordination of the French section.

**William Calin:** My next book, *The Lily and the Thistle: The French Tradition and the Older Literature of Scotland*, has been accepted by the University of Toronto Press and is in production. Publication is scheduled for summer or fall 2013. This past year the following articles came out: "French Medievalism and Its Discontents: Testimony from the Proceedings of a Conference," October 19, 2011, *Medievally Speaking*, Web; "Postcolonialism and Medievalism: How French Regional Cultures/Literatures Reshape Their Past and Present," *Year's Work in Medievalism* 25 (2010): 23-32.

I was invited to give the keynote address at a Yale French Grad Conference on Ethics and Literature. Since I know nothing about ethics, I had to read up on it. The presentation, "The Ethical Turn: The Moral Imagination? or Ideological Moralism?" was a success. The students and faculty were gracious and appreciative. Other papers: "Morality Plays: French and Scots," and "Coming to Terms with Medievalism: Splendeur and Misère of the French Model," both at the Forty-Seventh International Congress on Medieval Studies, Western Michigan University, May 2012; and "Diversity in Nineteenth-Century Provence: Frédéric Mistral's Nostalgic Medievalism," at the Twenty-Seventh International Conference on Medievalism, Kent State University, October 2012.

Two excellent dissertations completed under my direction: Laila Farès, "Pour une poésie chrétienne à l'époque baroque: Mysticisme, héroïsme et féminisme

chez Pierre Le Moyne 1602-1671," and Audrey Viguié, "Littérature(s) radicale(s) de la Révolution Française: Exemples et représentations dans le théâtre d'Olympe de Gouges et les pamphlets de Paris et Toulouse." Spring 2012 I taught a Senior Seminar on "French Poetry," and Fall 2012 an undergraduate/graduate course, "Medieval Epic, Romance, Allegory." Spring 2013 I will spend at the Centre for Reformation and Renaissance Studies, University of Toronto. And so it goes...

**Benjamin Hebblethwaite:** In the academic year 2011-12, Benjamin Hebblethwaite has published the edited volume, *Vodou Songs in Haitian Creole and English* (Temple, 2012), in collaboration with UF students, Joanne Bartley, Chris Ballengee, Vanessa Brissault, Erika Felker-Kantor, Andrew Tarter, Quinn Hansen, and Kat Warwick. He published, with Michel Weber, *Le problème de l'usage scolaire d'une langue qui n'est pas parlée à la maison: le créole haïtien et la langue française dans l'enseignement haïtien* in the journal *Dialogues et cultures* (58.71-80). As sole author he also published, *French and underdevelopment, Haitian Creole and development: Educational language policy problems and solutions in Haiti*, in the *Journal of Pidgin and Creole Languages* (27.2.255-302). Hebblethwaite, with his co-PI, Laurent Dubois at Duke University, received over \$240,000 in funding from the NEH to build the Vodou Archive (<http://www.dloc.com/Vodou>). Hebblethwaite gave presentations at St. Louis University, at the regional meeting of the American Academy of Religion, at the British Commonwealth and Post-colonial Studies Conference, and at One Book, One Philadelphia. Hebblethwaite taught Haitian Creole at FIU's Haitian Summer Institute and continues his work on the *Bilingual Dictionary of French Rap*.

**Carol Murphy** presented a paper at the 20<sup>th</sup> and 21<sup>st</sup> Century International French and Francophone Studies conference sponsored by the California State University at Long Beach in March, 2012. The title of her paper was "Spectacular Women, Telling Tales: Re-reading Beauvoir and Duras." Her essay "Marie Nimier au zoo: animalité abjecte dans *La Girafe*," was published in *Sites: Contemporary French and Francophone Studies*,

Vol. 16, No. 1 (Spring 2012). Dr. Murphy was invited as one of four speakers to participate in the *Journée d'études Julien Gracq* organized by the "Institut Supérieur des Sciences Humaines" at the University of Tunis Al-Manar, Tunisia, on October 18. Her lecture, entitled "Gracq, lecteur de musique; *Le Roi Cophétua*, nocturne d'automne," will be published in a forthcoming volume prepared by the University's "Unité de recherches 'Poétique théorique et pratique'." This year, she is finalizing her edition of the *Correspondance Jean Paulhan-Jean Fautrier* for publication in the series *Cahiers Jean Paulhan*, Gallimard Editions, in 2014. The work on this latter project has involved the transcription, chronological dating, and annotation of almost 400 letters exchanged by the author-editor Jean Paulhan and the artist Jean Fautrier between 1942 and 1964.

**Alioune Sow** has pursued his research on memory, memoirs and narratives in Mali. He has presented papers at international conferences such as the African literature Association, and the Association for African theatre. He has organized with Professor White from the department of history a workshop on memoirs in Africa and is currently editing with Dr Canut from Paris Descartes a special issue of *Cahiers d'Etudes Africaines* on migration. He has published an article on the question of the military power in Malian cinema, in the journal *Critical Intervention*. He has accepted the directorship of the FFRI.

**Brigitte Weltman-Aron:** In 2011-12, Brigitte Weltman-Aron was on sabbatical leave and pursued her work on the writings of two contemporary writers, Assia Djebar and Hélène Cixous. She went to several conferences, including in Thessaloniki, Greece. Because of the tercentenary of the birth of the Genevan philosopher Jean-Jacques Rousseau, she participated in several events devoted to his writings (a conference in Brest, France, and the preparation of a special issue on Rousseau and emotions).

**Dr. Gayle Zachmann** returned to campus after serving 8 years in Paris as Director of the UF Paris Research Center at Columbia University's Reid Hall. She is delighted to be back to share her expe-

riences and new research with students and colleagues on campus. Her published and forthcoming work includes the edition of a special issue of *South Central Review* entitled *Cultural Production in Nineteenth-Century France: A Tribute to Lawrence R. Schehr*, published by the Johns Hopkins University Press and appearing in November 2012, two articles on Marcel Schwob, "Humoring the Republic: Marcel Schwob's Archeologies of Laughter and the Politics of Journalistic Culture" and "Fact and Fiction: Marcel Schwob's Archeologies and Medievalism." This year Dr Zachmann also completed writing of her book on writer, photographer and resistant, Claude Cahun, an offshoot of her previously published work on the metaphor of photography in Claude Cahun's writing appearing in *Studies in Twentieth Century French Literature* (27:2, 2003), and *Contemporary French and Francophone Studies* (10:3, 2006), and she published an article entitled, "Claude Cahun and the Politics of Culture: Resistance, Journalism, and Performative Engagement" in *Contemporary French Civilization* (2011), as well as an article to appear this spring on Simone Breton, Claude Cahun, Lise Deharme, Valentine Penrose and Valentine Hugo entitled "Femmes surréalistes au service de la révolution" appearing in *Mélusine* (2013). Dr Z presented a number of papers this year, including "Humoring the Republic: Erudition, Education, and the Democratic Orator in Marcel Schwob" at the Annual Nineteenth-Century French Studies Colloquium at the University of Pennsylvania, a paper on Stéphane Mallarmé entitled "Mallarmé's Displays of Visual Culture and the Press" at the *Culture Visuelle du dix-neuvième siècle* conference organized by the Centre de recherche français de Jerusalem, L'Institut français de Tel-Aviv and La Société des études romantiques et dix-neuviémistes held in Tel Aviv and Jerusalem in May 2012, and she was invited to speak at a symposium entitled *Articulations of Difference* at the University of Illinois, where she presented work on both Marcel Schwob and Claude Cahun. She is happy to serve as affiliate faculty in the Center for European Studies, is working on projects with the College of Fine Arts, and she is currently teaching *Children of the Revolution, Literary, Visual and Journalistic Engagements with the Social*.

# EMERITUS NEWS

As announced in our previous *Newsletter*, **Bernadette Cailler** presented papers at two international conferences that took place in Canada in May 2012, respectively Université Laval, Québec, and York University, Toronto. In September, she traveled to Paris to participate in an international conference entitled "Saint-John Perse, Aimé Césaire, Edouard Glissant. Regards croisés". This conference was organized by *L'Institut du Tout-Monde*, and held under the aegis of Président François Hollande and the *Unesco*. She served on the Scientific Committee and presented a paper entitled "Schœlcher, Briand, Mandela, ou la force de regarder demain par les voix de Césaire, Perse et Glissant". She also chaired a session on "Le poète, le critique et le lecteur: voies entremêlées". Actes to be published in the near future (invitations).

For 2013, conference activities include one session organized and chaired: "Nonviolence ideologies in African Literatures", for the 39<sup>th</sup> Annual Meeting of the *African Literature Association*, College of Charleston, South Carolina (March 20-24). She has also responded to invitations to present papers at conferences held in honor of what would have been Aimé Césaire's 100<sup>th</sup> birthday (*Centre Césairien d'Etudes et de Recherches*, Martinique, 24-28 June, and Cerisy, Normandie, 4-11 September 2013, Université Paris-Sorbonne). Topics TBA.

Publications for 2012-2013 include:

- "Le personnage historique en littérature antillaise: la question du genre (Delgrès, Schœlcher, L'Oubliée ...), *Etudes Littéraires*. (Pratiques romanesques francophones, vol. 43, no. 2), Université Laval.

**George T. Diller** has been working on a special edition of Béroalde de Verville, **Le Moyen de Parvenir** (un vaste banquet où Socrate, Démotène, Platon, Rabelais, Budin, Calvin, Erasme... s'entretiennent joyeusement à bâtons rompus sur les mots, les idées, le destin, la théologie...

**Raymond Gay-Crosier:** The cadence of my activities is still dominated by the nearly back to back anniversaries of Albert Camus's death (1960) and birth (1913) which have, and still are, generating worldwide numerous publications and symposia. An invited presentation at the Universitat Pompeu Fabra de Barcelona was published in the conference proceedings under the title « De la conception à la fabrication. Le travail éditorial : questions pragmatiques générales », Hélène Rufat [ed.], *Albert Camus. Pour l'Espagne : Discours de liberté*, Barcelona, PPU, 2011, p. 329-334. A keynote address on « Les Carnets : une conscience en action » came out in *Lire les CARNETS d'Albert Camus*, Anne Prouteau & Agnès Spiquel [eds.], Villeneuve d'Ascq, Presses Universitaires du Septentrion, 2012, p. 11-23. "Exiled in a spiritual geography: Albert Camus's road to values", another keynote, is programmed for April 2013, at the international Camus conference at Boise State University. In August 2013, I will direct a round table at the second *décade Camus* in Cerisy-la-Salle (I organized the first *décade* in 1982). Currently, two publication deadlines keep my full attention. The director of the publisher l'Herne has invited me to direct a special *Cahier* on Camus for the forthcoming centennial. And, in 2013, Gallimard is programming a new edition of the

*Œuvres complètes*, the fourth for volumes I and II, the second for volumes III and IV. As before, I am in charge of their editorial corrections.

- "Pour une vie autre: *Réflexions sur la vie quotidienne* de V.Y. Mudimbe" in *Entre Inscriptions et Prescriptions. V.Y. Mudimbe et l'engendrement de la parole*. Etudes réunies par Justin K. Bisanswa (Paris: Honoré Champion Editeur).

- "Terre natale, terre d'accueil, terres vécues: créativité poétique et pensée complexe chez Hédi Bouraoui", *Canada-Mediterranean Center*, York University, Toronto.

- "Rêves sur les funérailles religieuses d'Edouard Glissant", *Revue des Sciences Humaines*, France.

- Articles in *Francofonía*, Università di Bologna, and *Comparative Literature Studies*, Penn. State University. Topics TBA.

**Albert Smith:** Al Smith writes us from his home in St. Augustine to say that he is still pursuing his watercolor painting but has had to cope with various doctors's appointments for himself and his wife Rita. Ever optimistic and cheerful, nonetheless, he sends us all a humorous message about aging: "do not under any circumstances make a sudden pivotal movement while standing or walking on tile!" Al is also pleased to see that French, other foreign languages and the humanities in general, are surviving despite the numerous assaults on our fields.

## SPOTLIGHT ON OUR STUDENTS

by Sylvie Blum-Reid

Christian Dior at UF— French Women and Fashion in French Cinema (class) Fall 2011

A former student and minor in French, **Rachel Suarez** returned to UF for Homecoming weekend in Fall 2011. A few days earlier, she had written to me to request a letter of recommendation, and had mentioned her work at Christian Dior, updating me on her life since her May 2011 graduation. I answered immediately and told her of the uncanny circumstances: I was currently teaching a class on Women and fashion in French cinema (in English), and she was now working in one of the Haute Couture spots in Miami, representing France. Excited by the opportunity to share her real-world experiences with our students, she offered to visit our class the following Monday, as she would still be in town.

This visit was totally improvised. She came with a few discussion points that had to do with Monsieur Dior, his childhood, his tastes, and some of ways these influenced the collections. As she began, she stated right away that the House was in a state of transition; we all understood (between the lines) about the John Galliano predicament, which occurred less than a year ago in Paris. As of November 2011, the maison, located on Avenue Montaigne, was still searching for a new designer.

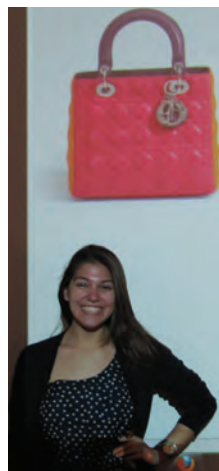


Dior grew up in Normandy, and, from what we gathered, the colors of his childhood cottage—a kind of pink/beige, surrounded by a park—were to mark him artistically. A picture of the Granville cottage housing the Dior museum helped to illustrate his love for nature and his attachment to the place. Dior once explained that: “I have most tender and amazed memories... of my childhood home. I would even say that my life and my style owe almost everything to its site and architecture.” (<http://www.musee-dior-granville.com/c/287/p/3cb01e9bbff8bb8edf3c86986361137b/Granville-Christian-Dior-Villa-Les-Rhumbs-Normandy-childhood-home-garden.html>)

Rachel felt privileged to share some of his universe with us. She prefaced her talk with the grateful acknowledgment that she owed her job to her knowledge of French. Indeed, the job interview had been conducted in French and English, and she was the only candidate who could speak French. In her email, she wrote:

I wanted to give you a quick update about my life since I've left your French film and grammar classes. This summer after submitting my resume to several different companies I received a call from none other than Christian Dior. I like to think that my ability to speak French and your patience with my learning helped me get this position. (November 2011)

Interestingly, nearly all of the colors are named in French, even in the American context. These range from *rouge foncé* (also the color of lipstick), *pétrole*, and *bordeaux* to *beige clair*, *whispering grey*, and *happy pink*... And these names



are now used in the stores by the salespersons. Rachel also discussed some of the handbags and how they came about. Many had unique stories. For instance, one was made especially for Princess Diana when she visited France in the 1990s. This bag, in turn, gave us “Lady Dior.” Alongside their history, Rachel also showed us the origins of the different patterns for these bags. One example is “cannage,” which is a quilted design that was based on Napoleon III’s chairs.

At one point in her discussion, during her presentation on jewelry, Rachel used the French term *bijoux*, which is used for the costume jewelry at the store. She then pointed out some specific examples, displaying the “bois de rose” ring and the Diorette floral ring, both of which

emerged in reference to the importance of nature for Dior.

Rachel works at the store as a sales associate, and while she is versed in several areas, her own area is handbags. As mentioned in one of her emails:

Dior’s pride and joy was always the clothing. All of our pieces have individual inspirations, however, they must all maintain the codes of the house: fauna & flora, star, cannage, bows/knots, ovals, etc. Dior prides itself on using the best of the best; ateliers, materials, and designs. Our signature look was the bar jacket, Dior believed that a woman should be able to easily transition from a day look to a night look. There is so much more to say!

As a final point, we all looked at the origins of Dior fame: the model made in 1947, which marked the arrival of the couturier on the Parisian scene. Rachel covered some of the striking details of this historic skirt and jacket.

**Post-scriptum:** Rachel has now left the Dior house to prepare for her LSAT exams. She is currently working for a non-profit humanitarian association. She plans to visit UF in spring 2013.

## Peace Corps in Togo

**Camilla Pearson** BS, Psychology, Minor in French (2009)

Après avoir terminé mes études de premier cycle à UF en août 2009, je me suis inscrite au Corps de la Paix (Peace Corps), une agence américaine qui envoie des volontaires dans plusieurs pays dans le monde pour vivre, travailler et partager les connaissances et cultures pour une durée de 27 mois. J’ai été choisie pour servir dans le programme « Education et Promotion de la Femme » au Togo en Afrique de l’Ouest. Je suis partie en septembre 2009 et je viens de rentrer le mois passé, en décembre 2011. Le langage national au Togo est le français et en plus les Togolais parlent plus de 40 langues locales. Je parlais la langue de mon village tous les jours, en plus du français, mais je suis sûre que mon accent a tellement changé !

J’ai contribué à la création et participé à la coordination de plusieurs projets avec



mes collègues togolais et les autres volontaires. Premièrement, j’ai aidé les filles au collège et au lycée avec les devoirs d’école, dans les disciplines comme l’anglais et les sciences. J’ai aussi organisé une Conférence régionale intitulée « Amenons Nos Filles au Travail » (« Take Our Daughters to Work ») pour 26 lycéennes de 13 villages dans ma région. Le but du projet était de renforcer la capacité de chaque fille à réussir et continuer dans ses études. Nous avons fait des séances ensemble concernant les thèmes comme « La confiance en soi » (Self Confidence), « Conseils pour étudier » (Study Tips), et « La gestion du temps » (Time Management). En plus, nous avons rendu visite aux femmes modèles dans différentes professions et nous avons organisé une table ronde avec des femmes leaders sur les difficultés auxquelles elles ont fait face et les conseils de comment les surmonter. Je suis très fière de ce projet.

J’ai eu la chance aussi de me lier d’amitié et de travailler avec des femmes dans ma région concernant la santé des femmes avec les sages-femmes et infirmières. Les deux ans passés avec le Corps de la Paix n’étaient pas faciles, mais étaient très gratifiants quand même. L’expérience a renforcé mon désir de trouver une carrière dans laquelle je peux continuer à soi-



Camilla Pearson with the participants of the “Amenons nos filles au travail/ Take our daughter to work”

gner et promouvoir la santé, l’éducation et l’autonomisation de la femme et de sa famille. Par conséquent, de retour aux Etats-Unis, j’ai soumis des dossiers dans les universités pour les programmes de deuxième cycle dans les domaines de l’infirmier et sages femmes. J’espère être acceptée et de commencer cet été. Pour le moment, je vais rester à Gainesville, obtenir plus d’expérience auprès des sages femmes aux Etats Unis et participer aux événements où je peux continuer à pratiquer mon français et partager mon expérience avec le Corps de la Paix avec ceux qui sont intéressés. J’encourage toute personne intéressée de penser à joindre le Corps de la Paix. C’est difficile, mais une expérience très gratifiante qui va vous changer. N’hésiter pas à me contacter si vous avez des questions ! [camillaapea@gmail.com](mailto:camillaapea@gmail.com)

# TEMOIGNAGE: TEACHING IN FRANCE

## Cecilia Leal

In September 2009, I hopped on a plane in Florida, and after boarding three planes and two trains, arrived in Montélimar, France, on a warm Thursday afternoon. My contact at the lycée where I was about to start teaching, Frederic, picked me up at the train station and brought me directly to the teacher's lounge at the Lycée Alain Borne, where the teachers were indulging in one of their many coffee breaks that take place every other hour throughout the school day. Following a weeklong training session in Grenoble, I began my routine as an English teaching assistant. At the Lycée Alain Borne, I worked about 30 hours each week, which included assisting English teachers with lesson preparation and grading, teaching entire classes, leading group activities, tutoring, and mentoring an extra-curricular English-speaking group. My students ranged in age from fifteen to nineteen and their English comprehension abilities varied drastically. Outside of school, I assimilated to life as *l'Américaine* in my small town in provincial southern France. Montélimar is a town of about 30,000 people 90 miles south of Lyon, famous for the sweet nutty confection known as nougat. Montélimar's proximity to Lyon, Provence and the Mediterranean, coupled with the French government's policy of providing education professionals with two weeks of paid vacation every six weeks granted me great opportunities for adventure and exploration in the French countryside and cities. Overall, the teaching assistantship was a fantastic experience, exposing me to *la vie quotidienne* and allowing me to put both French language study and TESL training to practice.

## Janelle Lyons

After graduating, I went to Pau, France to teach English to French high schoolers for seven months. I worked with students

from ages 15-24, doing mainly cultural and speaking activities with the younger students and discussing articles with the older students. Some of my students' favorite lessons were based on: themes of *To Kill a Mockingbird*, Thanksgiving, games to practice idioms and other concepts, and American football and the Florida Gators. I loved working with the students, learning more about the French educational system and enjoying the local culture. For the next year I will be serving as an AmeriCorps VISTA in Orlando. In this position I will be working with the local school system to improve the educational opportunities for homeless children in the area.

## Escalona Isabella

I participated in the Teaching Assistant Program in France (TAPIF) during the 2011-2012 school year in the overseas department of Guadeloupe. Guadeloupe is made up of several stunningly beautiful islands and located in the French West Indies. It has a varied landscape with many waterfalls, rivers, beaches, forests and even a volcano, along with a lively, fascinating culture.

I first heard about the TAPIF in my French classes and from advisors, and applied in late 2010 after my graduation from the University of Florida with a Bachelor of Arts in French and a Minor in Business Administration. The process for obtaining the necessary long-stay work visa was slow and frustrating, as was the process of opening a bank account, finding housing and getting my visa validated after arrival in Guadeloupe. Fortunately, I was lucky to have several very helpful and supportive teachers from my two schools to help me through the paperwork.

I was assigned to a middle school and a vocational high school in the town of Saint-Claude. The groups consisted of half of a regular class at a time, usually

around 15 students, and focused on organizing activities, games and discussions to improve the students' conversational English and spark their interest in Anglophone cultures. Although there were several challenges, such as little guidance in planning, few resources and frequent schedule changes, I shared some unforgettable experiences with my students. One of my favorite classroom memories took place when I asked one of my classes to break up into groups and write a short skit about Rosa Parks during Black History Month. Each group did a fantastic job performing their skit in front of the class, but my absolute favorite was the group that wrote the skit as a musical and danced to it while performing!

One of the advantages of my class schedule was that I had one or even two days off during the week and several vacations throughout the course of the school year. This allowed me to spend more time exploring the islands and enjoying all that Guadeloupe has to offer. I regularly went on hikes, kayaking, horseback riding and to the beach and was able to try new activities, like zip lining and surfing. I was also thrilled to experience the cultural aspects, such as the colorful Carnival parades, gwo ka dance classes and delicious food.

The opportunity to work as an assistant English teacher in Guadeloupe was, without a doubt, one of the most challenging, fascinating and rewarding experiences I have had. I met so many wonderful people, visited such beautiful places, improved my conversational French and pushed myself to learn new things (for anyone who thought they would never be able to drive stick shift... there's nothing like necessity to teach you!). If traveling, improving your language skills and exploring francophone cultures interest you, I encourage you to consider working in France through the TAPIF.



# NEWS FROM OUR STUDENTS

## Undergraduate News

### Leah Booth (BA French, 2011)

The language program at UF, particularly its French department, has done wonders for my personal growth. Upon graduation I sought to 'pay it forward' by working as an instructor for one of the only language immersion camps in the United States. I spent the summer of 2011 braving Canadian wilderness while instructing and inspiring students with adventurous French experiences. It was wonderful to be immersed in French culture and language at the Concordia Language College Villages, and the experience prompted me to find other ways to apply my degree while still practicing my languages in the United States. Fortunately, much of my degree was multilingual, and the curriculum of UF afforded me the opportunity to study business both in French and English. In looking for how to begin my career, I researched internationally expanding U.S. companies, in particular those with heavy European growth. I fortunately found a home with Abercrombie and Fitch New York, a US company I know very well; its brand is exploding in Europe and as soon as I was on-boarded I discovered we were opening stores in a different European tourist city almost every month. While still in my training period I was delighted to receive a call confirming which languages I speak and my levels of fluency! I have now worked for the company for nine months and have the opportunity of practicing and applying my linguistic and cultural knowledge almost daily. The University of Florida draws a very diverse and international crowd and the European craze for Abercrombie and Fitch holds steadfast in the US as well. I have moved through every management role in the store and have been given my choice of cities in order to relocate and run my own store. This is the last step before the company sponsors my visa and sends me abroad! Once on that path, I'll go into an intensive language program for almost 2 months and then head up a store in a European city. Eventually, I would like to be a member of the European new store opening team, a group of highly specialized strong performers within company management who travel to designated cities in which A & F plans to open stores.

This team creates the entire store, from bottom to top then moves onto the next location after the grand opening. It has been great to start on my international path in the safety of Gainesville's UF community. I still consistently have the opportunity to work on campus as a UF recruiter and enjoy giving back by helping to network and place other UF students with employment that sends its associates to wonderful stateside and international destinations. This all started with my intermediate French classes and the amazing professors at UF, and for that I am forever thankful.

### Ana Gonzalez (BA French 2012)

Since graduating in May, I have moved to Washington D.C. am attending The George Washington University Law School. Central to securing a spot in one of the nation's most prestigious International Law programs was my success in



the French and Francophone Studies program at the University of Florida. While at UF, I seized various opportunities offered by the French curriculum, for example: studying abroad at

L'Institut Catholique de Paris in 2010, gaining certification in Professional French from the Paris Chamber of Commerce and Industry with honorable mentions, writing a Senior Honors thesis in French film and literature, receiving a University Scholars Program grant for my thesis project to conduct research at the United States Holocaust Museum, as well as being awarded The Michael Hauptman Gold Medal for an outstanding graduating Senior in French Studies. All of these wonderful experiences were key factors in setting me apart from others competing for acceptance to some of the country's superior law schools. Looking to the future, the quality instruction I received from the faculty in French language, Francophone cultural studies and French business customs will be indispensable for what I hope is a long career in American foreign policy. With the help

of my GW Law mentor, Cherine Foty, Fulbright Scholar and Professor at Université Paris 1 Panthéon-Sorbonne, I plan on interning either with a French-American international law firm in Paris or with the French Embassy here in Washington D.C.

### Sara Leslie (B.A. French 2012)

Depuis deux mois, je travaille comme professeur de français dans The O'Neal School, une école privée située à Southern Pines en Caroline du Nord. J'enseigne tous les niveaux de français au lycée, de français I à français V.

### Aase Thompson BA (1968)

Happily retired from teaching High School French for twelve years after finishing at UF. With husband, many worldwide travels, but miss spending quality time in La France! When in Gainesville, volunteering as a docent at the Harn Art Museum, serving on the Board of the Natural History Museum and the Phillips Center for the Performing Arts and a member of the Alliance Française. Grandmother of two little ones in D.C. and L.A. and soon-to-be "grand-mère" of a set of twins in California. Also newly minted US Citizen and look forward to casting my vote in the upcoming presidential election.

### Joshua Villanueva BA (2011)

J'ai commencé mes études de langue française toute de suite en arrivant à l'université de Floride. Cinq semestres après, je me sentais assez confiant pour poursuivre un programme d'échange en France. Je suis allé à Sciences Po à Paris pour recevoir une formation de haute qualité dans le domaine de l'immigration et de la politique. En rentrant, j'ai creusé le sujet de l'Education Prioritaire en France, soulignant l'impact du « républicanisme » sur la création et présentation de ce programme. Mes recherches étaient à la base de ma thèse, pour le programme « University Scholars Program ».

Après avoir reçu mon diplôme en études internationales, j'ai déménagé à Chicago pour travailler dans une école secondaire qui s'appelle « Urban Prep ». Mon rôle est celui d'un conseiller pour 20 «freshmen », les aidant à maîtriser les « study skills », se familiariser avec les valeurs clés

*continued on page 10*

de notre école, et gérer le processus de maturation personnelle. Mon travail ne requiert pas le français mais j'exploite toute opportunité pour converser avec mes connaissances francophones et, quand c'est possible, d'expliquer à mes étudiants la racine française de certains mots anglophones.

Cette année (2012-2013) je continuerai mes études à « Tel Aviv University » où je vais me spécialiser en immigration et intégration sociale. A long terme, mon espoir c'est d'agir en tant que conseiller, aider à mettre en place des programmes et des politiques qui soutiendront des gouvernements à mieux gérer les flux d'immigration dans leurs pays.

**James C. Welch** (Spring 2011)

I graduated from the University of Florida in the Spring of 2011 with a bachelor of the arts in Linguistics and a minor in French and Francophone studies. I was accepted into UF's Student Personnel in Higher Education program for the following Fall. As part of this program, students are required to complete an internship in higher education at any institution of higher education around the world. Most students choose to remain within the United States, but I knew immediately that I wanted to go abroad. Using the International Center, I found a few sister schools with which UF had contacts and began my search. Almost immediately I was contacted by Florence Teste

at L'École d'Ingenieurs de Purpan in Toulouse, France. She was eager to have me work with her, but was hesitant because she wanted to be sure that I was able to speak, write, and understand French. Dr. Blondeau wrote to Mme Teste and a few months later, I was in Toulouse.

I was a program assistant for the Summer Study Abroad program, helping 50 students from around the world get settled and adjusted to their two-month stay in France. I was responsible for their housing, acting as a pseudo-Graduate Hall Director, and for their excursions. My studies in French helped me adjust quickly—I was showing students around the Carrefour within the first week. I also had the opportunity to follow students in all of their excursions, making my way to Barcelona and the Pyrenees, and got to translate a few winery tours along the way. Toward the end of the program, I was responsible for ensuring students arrived at their internships without too much ado, and checking up with their host families to be sure that they were adjusting well to the life of a French farmer. After my internship, I was able to travel around Europe using French as my lingua franca (except in Germany where my sorry German had to suffice!) and had an absolutely wonderful time. My minor in French has opened so many doors that I never expected, and I definitely recommend spending a month or two abroad!

## Graduate News

**Kate Hunter Fredericks** successfully defended her dissertation entitled "Leaving Home: Geography in Voltaire's Philosophical Tales: *Zadig*, *Micromégas*, *Candide*, and *l'Ingénu*" in July 2012 (Director: Brigitte Weltman-Aron). She is currently Visiting Assistant Professor of French at SUNY Geneseo in Geneseo, NY, where she teaches courses on French language and literature, and advises students on study abroad and post-graduate opportunities. Christian Ahihou has successfully defended his dissertation entitled *Langue et langage littéraires chez Ken Bugul – techniques et effets de glissement dans l'écriture du roman*.



Kimberly Ricketts et Caroline Stone

## ALUMNI NEWS

**Sophie Ganachaud (Ph.D 2008)** accepted a position in Chengdu, China, where she is currently teaching French Cinema and FLE.

**Cynthia Lees**, Assistant Professor of French and Foreign Language Education at the University of Delaware, earned a PhD in French at the University of Florida in 2006. Cynthia teaches French language, French and Francophone literature and cinema, Foreign Language pedagogy, and the Senior Capstone required of all language majors. Recently appointed to

the editorial board of Quebec Studies, she is coordinator of the Franco-American panels for the American Council for Quebec Studies' Eighteenth Biennial Conference, "Québec—Nord/Sud" to be held in Sarasota in November 2012. Cynthia is currently serving as Faculty Director of a new study abroad program to Québec and Trois-Rivières and is developing a new multidisciplinary course that addresses the historical evolution, politics, material culture, and literature of Québec province including its transition to an engaged, international player

in global markets and the branding of its intellectual and artistic commodities. This study abroad program, planned for summer 2013, is UD's first Canadian offering and will support those students who are working towards earning a certificate in French language or who are completing the College of Arts and Sciences language requirement. In her spare time, Cynthia, a classically-trained dancer, has earned three certifications in the teaching of Zumba, and team-taught this summer in her home town of Titusville, Florida.

**Paul Selçuk Merter** (Masters of Liberal Arts 1992/ Department of Romance Languages: Major in French, minor in English)

Après avoir terminé ma maîtrise en 1992 à l'Université de Floride, je suis rentré en France où j'enseigne l'anglais dans une institution catholique à Angers. J'ai obtenu le Capes privé qui me permet d'être titulaire de mon poste. Mon épouse Véronique Winiarski Merter qui était assistante au Département de Français en 1990-1991 est également professeur d'anglais (certifiée et bi-admissible à l'agrégation) dans un collège privé d'Angers. Ce collège proposant un projet pilote concernant le cerveau et l'apprentissage, elle fait partie de l'équipe qui est partie se former au Canada et en Finlande. Elle devrait rejoindre le groupe de recherches de l'Université Catholique d'Angers

ayant pour but de diffuser plus largement cette expérience. Notre fille Ysé, âgée de 12 ans a eu la chance de découvrir UF et de rencontrer le Dr. C. Murphy cet été.

**Barbara Petrosky, PhD (2006)**

J' ai publié un article dans Rondas Literarias de Pittsburgh (Duquesne University) intitulé « Comment enseigner Un Cœur simple et La Légende Saint-Julien l'hospitalier de Gustave Flaubert en utilisant les nouvelles technologies ». Cet article est basé sur une communication présentée à la conférence Pennsylvania Foreign Language Conference à Pittsburgh en septembre 2011. Je vais de nouveau participer à cette conférence en septembre afin de présenter une communication sur le français des affaires. Je viens de recevoir une bourse

du consulat de France à Washington DC afin de créer un festival de films intitulé The Tournees Festival. J'ai choisi les thèmes de l'immigration et de l'intégration. De plus, je suis en congé maternité jusqu'en janvier 2013. J'ai été titularisée et promue au rang de Associate Professor of French à l'Université de Pittsburgh à Johnston, mais je continue aussi à enseigner l'espagnol. Ma fille Olga est née en février 2012. Olivier vient d'avoir huit ans, et est en 3rd grade.

**David Petrosky, PhD (2009)**

J'enseigne des cours de composition anglaise pour les étudiants étrangers, et des cours de français élémentaire et intermédiaire à l'université de Pittsburgh à Johnson.



## INTERVIEW WITH CATHERINE JONES AND WILLIAM CALIN

by Brigitte Weltman-Aron

*"The analysis of the linguistic virtuosity of the chansons de geste indicates that in the Middle Ages knowing other languages was a desirable trait, either to contain or to be seduced by the other."*

In 2011, *Makers of the Middle Ages*, a collection of essays in honor of our colleague Dr. William Calin, was edited by Richard Utz and Elizabeth Emery, and published at Studies in Medievalism (Western Michigan University). In this volume, several artists and scholars (including our colleague Gayle Zachmann) reminisce about their encounter with the person and the works of William Calin, who is the author of twelve books and of

numerous articles. *Makers of the Middle Ages* praises William Calin's vast erudition and his generous mentoring. The contributors also emphasize the ways in which he contributed to, enhanced and renewed research and teaching on medieval studies. In sum, the editors argue that William Calin himself is a "maker" of the Middle Ages, just as the other illustrious authors examined in the *Festschrift* (including Madame de Sévigné, Shakespeare, Rudyard Kipling, to name just a remarkable few). *Makers of the Middle Ages* is a prestigious accolade in recognition of William Calin's profound engagement in literature and culture.

On October 9, 2012, Catherine Jones, Professor of French and Provençal, was invited by Professor Calin and myself to give a

lecture titled "The *chanson de geste* and the Orient" at the University of Florida, to an audience including professors and students of French studies, History, and Languages, Literatures and Cultures. In her lecture, Dr. Jones discussed how a Middle Ages audience perceived the Orient, and showed that in these epic poems intended to promote a universal Christian heroic ethos, the Orient was actually a fluid, relative space. On the one hand, textual attitudes to the Orient and to the Muslims were stereotypical; on the other hand, representations of the Orient could be complex, reflecting a mixture of admiration and scorn for the Eastern space. The analysis of the linguistic virtuosity of the *chansons de geste* indicates that in the Middle Ages knowing other languages was a desirable trait, either to



contain or to be seduced by the other. After Dr. Jones' inspiring conference, she and Dr. Calin kindly agreed to answer my questions.

**Professor Jones, in your first book, *The Noble Merchant* (North Carolina Studies in the Romance Languages and Literatures, 1993), you studied the writer of an epic poem who was popular in the Middle Ages but became unfairly neglected by the critics of our time. Can you explain what popularity and celebrity meant in the Middle Ages for a poet? What ensured success in a poem: its themes (and if so, which?), its form?**

CJ: Two ways of measuring the popular success of a medieval text are the number of surviving manuscripts and references to the work in subsequent texts. *Hervis de Mes*, the epic poem I examined in my first book, survives in three complete manuscripts and two fragments, as well as an early 16<sup>th</sup>-century prose adaptation. Its story was incorporated into two Chronicles of Metz, and François Villon alludes to it in his celebrated "Ballade des dames du temps jadis." *Hervis* was, therefore, rather well known and appreciated throughout the Middle Ages.

The fortunes of a given work vary with the aesthetic and ideological concerns of each era. When nineteenth-century scholars rediscovered the *Chanson de Roland*, it was drafted into the service of nationalism as a foundational text. Medievalists insisted on the "précellence" of its form and themes, and other works were judged against this masterpiece. Though the *Chanson de Roland* is actually atypical of the epic genre in many ways, 19<sup>th</sup>-century and early 20<sup>th</sup>-century scholars disdained texts that diverged from its formal and thematic features. Today, in the wake of reception theory, the genre's diversity is more generally appreciated.

**Professor Calin, one of your first books, *In Defense of French Poetry* (The Pennsylvania State University Press, 1987), noted that there is a prejudice on the part of critics when dealing with French poetry: they tend to ignore early French lyrical traditions, and you come to their "defense." Your book showed that this failure to acknowledge and discuss widely early literary produc-**

**tions is avoidable. In your opinion, which disregarded early lyrical poet would be of particular interest to readers today, and why?**

BC: Today's public will appreciate, first of all, poetry which conforms to its/their expectations of what makes up great poetry. I would propose a well-known master such as François Villon or one neglected by the French establishment such as Agrippa d'Aubigné. They offer, both of them, a "baroque" vision of life, with emphasis on torture, suffering, persecution, and also the persona of the poet as a witness and prophet denouncing the evil in it all. More idealistically, I could offer "classical" bards such as Ronsard and La Fontaine and try to make them live again for today's readers, make readers understand that they embody world poetry and not, say, the eccentricities of a Mallarmé.

**Both of you have published extensively on the Middle Ages. This is your period of predilection, Professor Jones, but you have also written about 20th-century French writers like Cocteau who transpose some well-known literary figures of the Middle Ages in contemporary settings. Do such transpositions seem effective to you? What is their necessity, their success, or their shortcomings?**

CJ: I regularly team-teach a course with my colleague Jonathan Krell (a specialist of modern French literature) entitled "Reflets modernes de trois mythes médiévaux," in which we examine medieval and modern versions of the Grail, Tristan and Iseult, and Mélusine. We look at the transformations wrought by modern authors who adapt the material to new contexts. Cocteau's adaptation of the Grail legend was not very well received in its time, because the critics hoped to find a "faithful" version of their beloved Arthurian world. We have no such bias. In the spirit of Genette's *Palimpsestes*, we begin our inquiry at the point of "infidelity" and examine the nature and function of the modern transpositions.

**Likewise, Professor Calin, you have written about 20th-century critics, for instance in *The Twentieth-Century Humanist Critics: From Spitzer to Frye* (University of Toronto Press, 2007), where you discuss methodolo-**

**gies at work in the interpretation of texts. Is there a link between these two topics? If not, what draws you to the study of each?**

WC: Four of my eight humanist critics—Spitzer, Curtius, Auerbach, and CS Lewis—wrote largely on the Middle Ages. Is this a coincidence? Hardly! I am convinced that the 20th-21st century is in some ways a return to the Middle Ages and that, consequently, French literary history is structurally cyclical as well as linear. The return of the emotions, the return of a partially oral culture, the repudiation of mimetic realism in favor of symbol, metaphor, and the ludic—these are both medieval and strikingly modern and postmodern. I am a dilettante! I work on all of French literature. I especially prize the oldest masterpieces and the vital living culture of today.

**My next question is precisely about the links between the past and the present. Professor Calin, in our age of the Internet, could you explain what is the relevance to you of studying Middle Ages literature and culture today in the United States?**

WC: For Americans, the Middle Ages is the idealized cultural past. It is not an accident that our country indulges in the Society for Creative Anachronism, in which people live the Middle Ages on the weekends. It is not an accident that Studies in Medievalism have come into existence in our time, and with them the recognition that, since romanticism, the Middle Ages serves as a potential source and counterweight to classicism, and that great literature will devour intertextually one or the other or both.

**In your talk, Professor Jones, you talked about the form of epic poetry called *chanson de geste* and the Orient. Can medieval literature teach us something about current cultural and political configurations?**

CJ: Postcolonial medieval studies is doing precisely that, exploring medieval discourses of religious intolerance and representations of alterity. While it is important to distinguish medieval and modern paradigms of race and ethnicity, reading the *chansons de geste* and tracing the history of its reception can reveal a great deal about the antecedents of current conflicts.

**Would you like to say a few words about each other's work?**

CJ: It was actually William Calin who unwittingly set me on the path to the study of epic poetry. When I was a graduate student, I read a very spirited debate between William C. Calin and Joseph J. Duggan in *Olifant*, a journal devoted to the study of the Romance epic. The debate ("Un débat sur l'épopée vivante," *Olifant* 8 (1981): 227-316) concerned the role of oral composition in the Old French epic tradition. The arguments were so fascinating that I resolved then and there to pursue a dissertation on the *chansons de geste*. I am forever indebted to Bill, and I admire and respect his work tremendously!

WC: Catherine Jones's books and her lecture at UF manifest the same traits: clarity, lucidity, insightfulness, a genuine

critical intelligence, the mastery of all the material covered, creative and scholarly, and a structural order and elegance. She worked on a relatively unknown epic from the Garin le Lorrain mini-cycle. She works now on the entire *chanson de geste* genre, with judiciousness and a genuine overarching, olympian vision.

**Professor Jones teaches and writes about medieval literature in Provençal, Professor Calin has written about Occitan as a minority literature in the twentieth century (Minority Literatures and Modernism, University of Toronto Press, 2000): have the ideological stakes behind writing in that language changed between the Middle Ages and now, and in which way?**

WC: Oh boy! Everything has changed. In the Middle Ages writers in the south of

France composed superb lyric poetry in the literary koine of their language(s), which they called "Lemosi" (Limousin) and which we today call Occitan. The language was the precise equivalent of Northern French — a language of high culture and the aristocratic courts. However, the capital was Paris and not, say, Toulouse. As a result, the langue d'oc declined in usage and in prestige. It became indeed a local patois. And then, in the 19th century (when it was called Provençal) and, more so today, brave writers and scholars have resurrected the language, are writing in it, are insisting on its value, its capacity to be equal to the major languages of Europe. They are cultural and aesthetic rebels (and a few of them used to be separatists; the Bretons still are). They will not allow the corpse to be buried. They bring it back to life or scream that it never died. And they are right.

## INTERVIEW WITH KATHLEEN K. DIAMOND, B.A., M.A. (FRENCH), UNIVERSITY OF FLORIDA *by Professor Carol Murphy*

*Kathleen Diamond is a consultant, entrepreneur, and business leader in the language services industry. In 1979, she founded Language Learning Enterprises, Inc. (LLE®), a full-service language company based in Washington, D.C. Over the next 30 years, under her leadership, the company grew from a sole proprietorship to a dynamic, multimillion dollar corporation, serving a wide range of clients, in both the private and public sectors, across the United States, and worldwide. In 2009, Kathleen negotiated the sale of LLE to CyraCom International, a language service company in Tucson, AZ. Today, Kathleen continues her work advocating for the importance and relevance of language services, as Commissioner on the Certification Commission for Healthcare Interpreters (CCHI), Chair of the Task Force on Standards for the Association of Language Companies (ALC), and serving as Membership Secretary of ASTM F43 Language Services and Products. Kathleen also serves as Secretary on the Board of Directors of the Center for Women's Business Research. Her consultancy focuses on helping companies grow by increasing their value, maximizing resources, and diversifying revenue streams. Kathleen is fluent in Spanish and French. She is the donor of the "Kathleen Diamond Scholarship for Foreign Language Studies" in the College of Liberal Arts and Sciences.*



**Thank you, Kathleen, for your willingness to talk with us. Let's start by discussing your interest in French and languages in general.**

My interest in language was really a gift from my parents who worked for Pan American World Airways and were assigned to stations in Latin America and the Caribbean. I was born in Miami, but at three months we moved to Panama. My first utterings, according to my mother, included such words as "agua," so she figured that she had better go to Berlitz to get some language training! While I was a child, we moved throughout the Caribbean basin and as far south as Montevideo, Uruguay. So my Spanish and my English were acquired very naturally in my surroundings. Then as circumstances would have it, at the end of my sixth grade, my parents chose to send me to a British boarding school in Barbados where all good schoolgirls learned French.

**Tell us about your first experiences with the French language.**

I had a terrific teacher from France who captured my imagination. We would sit there on this brilliant island of Barbados, and she would make us repeat words like *brouillard*. And I repeated it with such glee until finally I had enough temerity to ask her what the word meant. When she told me, I said, "Well that doesn't make any sense, we don't have any *brouillard* in Barbados." That was the beginning of my understanding that language was several things: it was communication, it was beautiful, but it also had to be relevant.

**What was your experience with language at the University of Florida?**

After continuing to study French in Barbados, and graduating from Balboa High School in the Canal Zone, I came to UF as an undergraduate. I could have easily chosen Spanish for my main course of study, but instead I chose French. However I didn't speak it very well. There was a terrific professor in those days, Dr. Wallace, who said to me "You know you seem like a good candidate for study abroad in France." With his help and that of the Institute of European Studies, now IES Abroad – The Institute for the International Education of Students, I spent my junior year in Nantes. And that experience solidified, absolutely solidified, my passion and my love for all things French. I struggled mightily to

master the language even in the face of criticism of my accent. And bit by bit, I was able to separate the three languages, English, Spanish, and French, especially the last two that caused me the most consternation in terms of ordering them in my brain.

**What encouraged you to pursue a Master's Degree in French?**

I returned to Gainesville for my senior year and graduated. Then it was wonderful faculty like Dr. J. Wayne Conner and others who said, "It looks clear to us, why don't you think about staying and doing graduate work?" I was also at that point considering becoming a young bride, and my future husband was going to study at UF's law school. I was accepted at Yale, but I chose to stay at UF, get married, and do my graduate

Kathleen Diamond heads out to defend her MA Thesis, August 1969, Gainesville, Florida.



work. One of my professors was Dr. Frieda Brown. She was quite something, an early leader in big thinking, and with her I studied 16<sup>th</sup> century French literature, with François Rabelais being my man. At the time, of course, we were in the midst of protesting the Vietnam War, so when I began to consider my thesis, I decided to look at Rabelais's stance on war. My Master's thesis, "War in the Utopia of Rabelais's Giants," was the culmination of my formal mastery, if you will, of the French language, and it has become a lifetime passion and love.

**How did your career as a language consultant and business entrepreneur evolve?**

When we moved up to Washington D.C., it was in the 70s, and there just were not many opportunities for language teachers. It was very tough, so I went down to a company called Berlitz, which I knew was a commercial institution. They interviewed me and thought that I would be a terrific candidate to teach for them in English, French, and Spanish. In drilling down the interview, however, I found that they were going to pay me something like \$4.80 an hour all the while charging students \$25 an hour! So it was at that point that my very dormant and very surprising entrepreneurial spirit perked up, and I said to myself "I'm going to start my own business. I'm going to hire teachers and I'm going to pay them \$14 an hour. I'm going to figure out where the money goes between \$4.80 and \$25." And from there, I never changed course. I was absolutely driven, some might say, to create an enterprise, and time was with me. President Carter was in the White House and the question of why women entrepreneurs were not receiving government contracts was being raised. So I just began walking the halls of government—in those days it was wide open—and I knocked on the doors of the contracting officers at the Department of Commerce and the Foreign Agricultural Service and asked them whether they wanted to buy language services.

**What a bold move, Kathleen, from an academic environment to a business model of success.**

I'll tell you, Carol, that when I found an agency that wanted my language services and wrote them a proposal, I realized that having a Master's Degree from UF had made that possible, because writing a proposal is not that much different from writing a Master's thesis. You had to go through all sorts of very rigid steps in responding to the RFP (Request for Proposals), and I paid attention to everything and doggone it if we didn't win! It was in 1980 that my company received its first government contract, and from there it was just adding on and expanding from Arabic to Zulu in instruction.

**Your company was it called LLE from the beginning?**

Yes, it wasn't very creative, you see. I'm a French teacher not a marketer. So I thought, "What am I doing here—language instruction and learning?" My only



real spark of creativity was the word “enterprises.” And I left it plural in case I had other ideas later on. So, the company became known as LLE, and we moved beyond language learning into translation, and then eventually into interpretation and finally into telephone interpretation. LLE was a 30-year journey, from just me, to me and 53 staff employees and 869 independent contractor linguists. It was a company that had three departments with three distinct divisions: instruction, translation and interpretation. And we added testing later on as the years went by as well. We were quite the company in Washington, D.C for three decades.

**I’ll say. Tell me, Kathleen, how did you recruit your instructors?**

Well, I had a very good idea of what is required of a teacher, because I had been well trained first as an instructor when I was a graduate student and then in doing my Master’s Degree with Dr. Conner. I didn’t know Arabic, and I didn’t know Zulu or anything in between, but I figured that the skills would be about the same. When I put an ad in *The Washington Post*, I had 200 responses! I held interviews at a coffee shop in a Holiday Inn in Alexandria, Virginia. You do stuff, and you look back and you wonder how you did that. I had confidence in my ability to pick out teachers and to eventually find classrooms. The hard part was having good people in your corps but not being able to put all of them to work, because not all languages were requested. Icelandic, for example, wasn’t in demand that year. But I was working with the federal government and was always ahead of the curve. We knew where the trouble spots were and the languages needed. Whether it was Macedonian or Urdu or Pashto or Dari, we were ready. I hired staff the same way I hired teachers, and I found a young woman who became my chief recruiter. She was a German teacher by training, and she became brilliant in putting together the best staff of people that a company could have. So we built it like a structure one block at a time, sort of like the cathedral of Notre Dame, over a long period of time. We didn’t start out with a VP of this and a VP of that. I built it very slowly and incrementally and worked with the marketplace to be sure that there was going to be demand for what we built.

**Were there many government agencies that you were working with or one in particular?**

Our two largest clients during those years were the Department of Defense and the State Department. Then the Department of Agriculture, and in the 80s, we became the trainers in French, Spanish, and Portuguese for the International Monetary Fund on their site. We also did a little bit of work with the World Bank. Later on, as we got into translation and interpretation, we moved more into the commercial sector, particularly into healthcare. That’s where the future lies for many of our students today.

**Tell me more about the future for our language students today.**

There is just such demand for our students to have good language skills, and I encourage them to think about translating and interpreting as a skill that needs to be acquired. We have a huge demographic of people in this country whose English is less than proficient. Whether it’s in healthcare or online banking, you name it, wherever the public is touching institutions and agencies, we need interpreters and translators to help with the communication process. What I would want to say to UF students is that there are great careers and great jobs for them as language students.

**Can you tell us more about these career opportunities for students of French? As you know the default response is that we need more translators in Spanish which in terms of demographics everyone can understand. I am not sure that French comes to mind as a language needing interpreters.**

Well it should come to mind. We are seeing a large population of people coming from French-speaking Africa, and they bring their families, and they need interpreting and translating services. There is a steady demand for French; perhaps not as urgent as the need for Arabic or Mandarin, or even Vietnamese, but French is right up there. This is very important, Carol, because oftentimes people will come from countries where they speak ethnic languages but, when probed, they can communicate at least the basics in a world language. They may speak Wolof but they can also speak French, because they are from Senegal. French is a very, very useful language.

**Since your retirement, Kathleen, what have you been doing?**

In 2009, I successfully completed the sale of LLE to another language service provider. Even though I am no longer in business I am certainly still in advocacy. This passion that I developed as a student at UF is still burning within me, that is, languages as a way of enhancing communication between people. I don’t ever want it to be diminished or considered not important. And so I’m very fortunate to be a founder-creator of a lot of new organizations with a focus on shaping the professionalism of the language industry. I’m a founding Commissioner (2009) for the certification for healthcare interpreters. Right now one of our problems is that we, as a nation, do not have a national certification program for health care interpreters. To be a nurse, to be an auto mechanic, you need to be certified, and I believe that to be a professional translator-interpreter, it’s not sufficient to be bilingual, you should be credentialed.

**Are you open to talking with our students at UF today about career possibilities?**

Absolutely I would love to. My ultimate desire is to have our own home-grown linguists in the US. If you look at the demographics of our interpreters and translators today, they are older people who have come from other countries and learned English. I would love to see UF graduates as interpreters and translators in the future.

**It’s been wonderful speaking with you, Kathleen. Is there anything else that you would like to add to our conversation?**

You know that I have endowed the “Kathleen Diamond Scholarship for Foreign Language Studies” in the College of Arts and Sciences. I am interested in reaching out to students who may be non-majors, but who see the value of language study as part of their professional development. This is very important to me. Because I had such great opportunities, I want to be sure that no student misses those opportunities, including study abroad, because of financial hardship. The Diamond Scholarship is there to help bridge that gap.

**Merci infiniment, Kathleen et bon courage!**

Present Activities: \_\_\_\_\_