



# The Grapevine

The University of Iowa

Department of French & Italian Newsletter

Volume 7, No. 1 Fall 2004

## FROM THE CHAIR

We start another academic year in a new location—111 Phillips Hall—sharing staff and office space with the departments of Spanish & Portuguese, German, and Asian Languages and Literatures, though preserving our departmental name and distinct identity. Rosemary is working harder than ever to keep the office running down on the ground floor, and deserves our thanks and gratitude for working to continue to get all the little (and big) things done to keep the Department running smoothly. To help maintain our presence on the 5<sup>th</sup> floor, despite the move, we have revitalized the 5<sup>th</sup> floor lounge as a meeting space for coffee and conversation, and have been able to bring two faculty offices—those of Wendelin Guentner and Roland Racevskis—up from the 4<sup>th</sup> floor.

The Department's undergraduate enrollments are up again, and have increased each year since 2000-01. In addition to the hard work of Debbie Contrada, Cinzia Blum, and Katja Liimatta to keep the Italian program going strong, Cecilia Boggio has joined us this fall as a lecturer to help us with the ever-popular Italian language courses.

In addition to serving the needs of our undergraduate majors, we are doing more than ever to offer courses that reach out to a broader group of students in the College of Liberal Arts and Sciences, and to attract these students to the world of French and Italian languages and cultures. In our Italian program, Cinzia Blum is scheduled to teach a course on "Images of Modern Italy" that promises to attract a large number of students. Jack Johnson and John Scott are teaching their highly sought-after course again this fall, "Paris and the Art of Urban Life," which examines the living culture of Paris both in the present and in the past, exploring the way it is animated with human beings in a myriad of activities, whether elite or popular, elegant or vulgar. And I am teaching a new course on "Cultural Misunderstandings: France and the U.S.," focusing on the history of French-American political relations, language and linguistic difference, cultural differences and stereotypes, tourism, and the effects of mass media journalism. In my course, students are encouraged to consider how others view them and how cultural understandings (and misunderstandings) shape the ways in which they view others and their cultures.

Roland Racevskis spent his final summer in 2004 as director of the Regents Summer Program in Lyon, before handing over the reins to the able Daniel Sipe and Jean-Pierre Taoutel at Iowa State University. Roland reports another outstanding year for the program!

I want to be sure to welcome our new graduate students who arrived this fall: Adam Franzen, Rebecca Leal, Sharon Meilahn-Swett, Jayne Machak, and Andrew Hauck. Andrew Hauck will go directly to France, to teach on our exchange program in Poitiers. Marion Duval successfully completed the MA last spring and was admitted to the PhD program. Natalie Allen, who was teaching on our exchange program in Amiens, returned from France this year to complete the MA.

We are also delighted to have three new visitors from France: Tony Balcaen, Alexia Machu, and Dashnee Seenivasa Pillai. Alexia is here on a brand new exchange program that we have begun with the University of Pau, with the help of the University Studies Abroad Consortium (USAC). I had the opportunity to travel to Pau last spring to meet faculty members and USAC staff, and to get to know the town of Pau, which (like Iowa City) is surrounded by cornfields and (unlike Iowa City!) is framed by the peaks of the Pyrenees. Several undergraduate majors have studied abroad on the USAC program in Pau, and we hope that the graduate exchange will be just as successful. Elizabeth Dunham, who completed a Masters degree with us last spring, will represent the University of Iowa as the inaugural graduate exchange student in Pau.

We have more guest speakers and presentations than ever this year! Algerian playwright, actor, and director Slimane Benaïssa visited Iowa City to read his work and meet with students on September 28<sup>th</sup> and 29<sup>th</sup>. Benaïssa examines the events of 9/11 and the relations between Islam and the West in his recent novel *The Last Night of a Damned Soul* (Grove Press, 2004). Ida Beam Distinguished Visiting Professor Herman Lebovics will travel to Iowa City in April, 2005. Lebovics is Professor of History at the State University of New York at Stony Brook, where he has taught since 1966. His three most recent books are devoted to twentieth-century France, with an emphasis on the politics of culture. Lebovics' forthcoming *Imperial Republic: Paris and its Possessions in the Twilight of Colonialism* (2004) builds on *True France* by looking at the long-term impact of France's colonial past with regard to ongoing debate surrounding identity at the level of nation. Also in April, in cooperation with the International Writing Program, four French poets will be in residence at the University of Iowa. For more details and up-to-date information on the events we sponsor, see the Department's web page--<http://www.uiowa.edu/~frenchit/>

--Downing Thomas



# PROFILES IN FRENCH AND ITALIAN

Interview with **Professor Marie-Chantal Kalisa** (University of Nebraska-Lincoln)

Conducted by Jill Bartelt, 16 September 2004

*1. When did you graduate?*

I graduated in December 1999.

*2. What were your main areas of study and your dissertation topic?*

In general, I was interested in Francophone literature, comparative literature, and women's studies. For my dissertation, I chose the topic of violence in texts written by African and Caribbean female authors: Calixthe Beyala, Simone Schwarz-Bart, Ken Bugul, and Michèle Lacresil. I used Frantz Fanon as my main theoretical source.

I did not decide on this topic right away—in the first few years of my Ph.D program, I was just interested in how women from Africa and the Caribbean represented colonialism in their writing. However, at one point in my program I studied Fanon, who wrote quite a bit on the subject of violence. After I passed my comps, and thought more about what Fanon had written, my dissertation topic progressed into a study about violence.

*3. Describe the type of institution at which you have been teaching since graduation.*

After graduating, I taught at Wayne State University in Detroit; I was there until 2001. Wayne State is a Research I university similar to the University of Iowa. Since fall of 2001 I have been teaching at the University of Nebraska-Lincoln, which is also a Research I university.

*4. What rank do you hold?*

I'm an Assistant Professor of Francophone studies, and my position is tenure-track.

*5. Describe your department.*

I am in the Department of Modern Languages, which includes all languages except the Classics (Greek and Latin), so it's a very big department. We are divided into sections, and each section has a head, or an executive officer. The French section has six full-time professors and one lecturer. We also have graduate students who serve as teaching assistants.

*6. Describe your course load and the courses you teach.*

We each are expected to teach five courses per year. I usually teach three courses in fall and two in spring. I mostly teach Francophone literature and culture to the upper level French students. However, sometimes I teach courses in the Honors Program, where we study Francophone literature in translation. I also often teach second-year language classes similar to 9:011-12 and 9:105 at Iowa. Eventually, I plan to teach classes in the Women's Studies Program of which I am a member of Faculty.

*7. Describe any extra-curricular activities that you oversee.*

I coordinate a French and Francophone film series which I started when I arrived at this University. Like the other faculty members, I also participate in *La Table Française*, an extra-curricular activity where students meet outside of class to have conversations in French. This year will be a little different from years past because we are combining the Film series with the French Table. Hence, once a month we will show a film rather than have a conversation.

This past spring, I served as the Director-in Residence for our semester abroad in France. Each year, one of the faculty members accompanies a group of students to Besançon, in Franche-Comté, and this spring was my turn.

*8. Describe other duties that you have. Do you enjoy them?*

In my section, I am part of several committees. For instance, this year I serve on the curriculum committee, which meets quite often. Last year, as Director in Residence in Besançon, I had lots of work to do to prepare students—paperwork, training, logistics. I also served as advisor to the students taking part in this program. It was one of my busiest years as far as duties outside of teaching.

Additionally, I am on the advisory board for the Women's Studies program at the university. I also try to get involved outside the University. For instance, I am on a board for an organization called First Project that offers a variety of services for Immigrants and Refugees particularly those who survived torture.

Do I enjoy these extra duties? Sometimes it's hard, because I'd rather have the time spent in committees to work on my own research or classes. But in the end, committees are valuable. They help you make connections both with your colleagues and with others outside your department. Apart from teaching, sometimes you don't get out of your office much, and committee meetings provide an opportunity to learn about what your colleagues are doing. Also, while serving on a committee, you feel as though you are truly part of the university. Everything you do may be needed to help the university function.

*9. What is expected for tenure?*

We are evaluated in three areas: research, teaching, and service. For research, I have continued to work on violence in literature. I hope to finish a book by the end of the semester: it is on the same topic as my dissertation, but it will include more current writers and I have removed some information that is no longer relevant. I have also published articles on Frantz Fanon, on Ken Bugul, and on other African writers. Some of the articles have focused on violence, others on comparative literature (African and Caribbean). I am also editing a book with a colleague from the University of Missouri. The book is a collection of articles on literary responses—especially novels and poetry—to the genocide in Rwanda. My duties in the editing process include co-writing the introduction, editing the articles extensively, and trying to find a publisher. We hope to be finished by the end of the month. I expect that the genocide in Rwanda will be my major topic of research in the next few years. This will be a change for me, since the topic is specific to one country rather than being a comparison between two different regions (the Caribbean and Africa). When evaluating your research, the tenure committee looks at the quality of your work, how important the research is to your field,

and how interesting it is. I have gotten some monetary support from my department for travel and for expenses connected to publishing my book. I also have received excellent advice from my tenured colleagues—I feel very supported.

As for teaching, the tenured professors in my department have come to observe my classes very early on in my time here. They wanted to be able to give me suggestions on how to improve long before I came up for tenure. I also have mentors who have had a lot of experience and who help me keep the right priorities so I will be ready when I am up for tenure.

The service component weighs less but is still important. I will have to show that I am an active member of this university, of my college, and of my department. My contributions to committees, to the French sections activities, and certainly to the study abroad program would be examples of ways I could demonstrate that I am useful to this the university.

*11. What experiences at Iowa were most beneficial in preparing you for your current job responsibilities?*

I found the workshops organized by various members of the department to be extremely beneficial. In those workshops, professors discussed professional issues: how to write a CV, how to represent yourself to a potential employer, and how to read and interpret a job announcement. In general, these seminars helped me learn how to understand academia and helped me develop into a professional faculty member.

Iowa also helped me to develop my teaching style: in my own teaching, I'm still inspired by the professors at Iowa. As I have continued on the profession, I have decided more and more how I want to teach, do research, and relate to my colleagues. But Iowa was where I really understood why I wanted to go into this career: the professors there were and still are my role models.

I also found my TA experience extremely beneficial. I learned in Kathy Heilenman's course on Teaching and Learning a Foreign Language that teachers should be creative. Then, when I taught 9:11 and 9:12, the textbooks we used were quite unusual, so these courses challenged me to be extremely creative. It would have been easier if we'd had a more traditional textbook to use, but the challenge has proved beneficial in the long run. I think back to my experiences in those classes when I teach language classes now. However, I would have liked to have been able to teach more literature classes at Iowa. When I began my career as a professor I didn't have much experience in teaching literature—I had only taught 9:105, where the texts students and I read were quite short. I would have loved to have had some more experience, but now I am comfortable teaching literature courses.

*12. What advice you would give current students?*

First, go to the workshops given by the university or the department. They give you familiarity with the American system and the mentality behind the American academic institutions—they help you learn how to “sell” yourself to future employers.

Also, I'd recommend reading “The Chronicle of Higher Education,” which is available on the Internet. Students can read about what challenges other people are facing as well as possible solutions to these challenges. Reading the “Chronicle” helped me go beyond being a student—it helped me learn how to present myself as a potential

colleague. I learned about what the academic system expected of me and what I could expect from it.

Graduate students at any stage would benefit from going to local and regional conferences, even just to observe them.

Take advantage of the library! I miss the Iowa library so much—I knew where every book I needed was, and the Francophone section is so much bigger than at the Nebraska library. I am the first person here to specialize in Francophone literature—my position is a new one. What that means is the library does not have a large number of books on Francophone studies. I am helping to build up the library.

Finally, I would give the advice that students should look for funding when they are in the dissertation stage of their program. Funding can give them the opportunity to do research elsewhere like overseas. There are seminars on campus that can help explain to students how to look for funding opportunities.

*14. Add anything you'd like to...!*

Hello to everyone! I miss Iowa City!



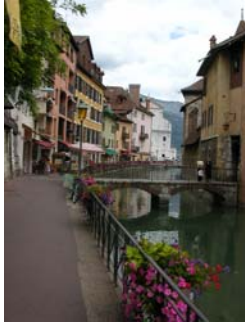
## ANNOUNCEMENTS

**Deborah Contrada**, Associate Professor of Italian, will be teaching a new seminar for the Honors Program this year “Melting Pot: The American Immigrants” (143:050:002). Professor Contrada describes her course: “The United States prides itself on being a land of diversity, a haven for those seeking political or religious freedom, a refuge for the poor and disenfranchised. But how does the country built on the labor of immigrants treat its immigrants? The rags-to-riches success stories are well known (and much envied and admired), but the land of opportunity also harbors a seamier side: bigotry, job discrimination, exploitation, internment. This course will examine the fortunes and misfortunes of the American immigrants through the study of one immigrant group in particular: the Italians. From Christopher Columbus to the *Sopranos*, from William Pace (signer of the Declaration of Independence) to Rudy Giuliani, from Antonio Meucci (“first” inventor of the telephone) to executed anarchists Nicola Sacco and Bartolomeo Vanzetti, the course will focus on how the Italian Americans have shaped the American landscape, how they have been regarded and portrayed in return, and the stereotypes that continue to dog them. In order to put the Italian Americans in their place on the continuum of the immigrant experience, students will research, explore and share the histories of the numerous other ethnic groups who have sought out the ‘land of opportunity’ and made it their own.”



## STUDY ABOARD: LYON

Another summer in Lyon has come and gone. A network of host families, a staff of teachers and program coordinators in Lyon, and a group of 24 students from Iowa State University, the University of Northern Iowa, and the University of Iowa all worked together to make the 2004 Lyon program a great success and a memorable experience. Students completed



seven weeks of courses in French language, history, geography, and civilization at the Institut des Sciences Urbaines in the heart of Lyon. We experienced Lyon's world-famous cuisine, its architecture and its rich history, and we visited the Beaujolais region, Beaune in the Burgundy country, Annecy in the Haute Savoie, Geneva and the U.N. building, Avignon, Arles, St. Remy de Provence, and finally Cassis on the Mediterranean, for a wild boat ride out to sea and through the spectacular *calanques*. Next year the program will have two new directors, Daniel Sipe and Jean-Pierre Taoutel at Iowa State



University. While continuing its rich traditions and its strong relationships with our Lyonnais host families, the program will also go in exciting new directions including a cultural excursion to the Avignon theater festival. For more information on the Iowa Regents Summer Study Abroad Program in Lyon, contact [dansipe@iastate.edu](mailto:dansipe@iastate.edu) or [jtaoutel@iastate.edu](mailto:jtaoutel@iastate.edu)

--Roland Racevskis



*The 2004 Iowa-Lyon program participants at Lyon's ancient amphitheater and Gallo-Roman history museum*

## STUDY ABOARD

Recently, many students have taken advantage of the various opportunities to study abroad in France and Québec through the University of Iowa.

<u>Name</u>	<u>Program</u>	<u>Date</u>	<u>City</u>
Crystal Crow	ISEP	AY '03-'04	Angers, France
Lindsay Goldberg	ISEP	AY '03-'04	Montpellier, France
Allison Raum	USAC	AY '03-'04	Pau, France
Raechel Torner	USAC	AY '03-'04	Pau, France
Lily Robert-Foley	CIEE	AY '04-'05	Paris, France
Jillian Bongard	USAC	AY '04-'05	Pau, France
George Rolston	USAC	AY '04-'05	Pau, France
Jessica Kitzman	IES	Fall '04	Paris, France
John Hardy	IES	Fall '04	Paris, France
Jane Wilson	USAC	Fall '04	Pau, France
Emily Bell	AESOP	Spring '04	Montpellier, France
Erica Taylor	CIEE	Spring '04	Paris, France
Elisa Ewing	USAC	Spring '04	Pau, France
Joshua Delott	Sorbonne	Spring '04	Paris, France
Rielyn Altman	Regents	Summer '04	Lyon, France
Matt Beisler	Regents	Summer '04	Lyon, France
David Buzzell	Regents	Summer '04	Lyon, France
Maeve Carey	Regents	Summer '04	Lyon, France
Kelsy Darden	Regents	Summer '04	Lyon, France
Sarah Kempf	Regents	Summer '04	Lyon, France
Jeffrey Landry	Regents	Summer '04	Lyon, France
Cassandra Matthews	Regents	Summer '04	Lyon, France
Livia Monroe	Regents	Summer '04	Lyon, France
Margaret Nixon	Regents	Summer '04	Lyon, France
Elizabeth Pearce	Regents	Summer '04	Lyon, France
Geoffrey Roughton	Regents	Summer '04	Lyon, France
Anjali Singh	Regents	Summer '04	Lyon, France
Zachary Spittler	Regents	Summer '04	Lyon, France
Kristin Wojcik	Regents	Summer '04	Lyon, France
Elizabeth Wyatt	Regents	Summer '04	Lyon, France
John Breffiehl	USAC	Summer '04	Pau, France
Collin Gerst	USAC	Summer '04	Pau, France
Sarah Watters	USAC	Summer '04	Pau, France
Sara Konopka	CIC	Fall '04	Quebec, Canada
Johanna Nagel	CIC	Summer '04	Quebec, Canada



## NEW GRAPES: 2004-2005

- ◆ **Natalie Allen** is a first year MA student. Natalie received her BA at the University of Iowa. She spent the past two years teaching in Amiens and is now teaching 9:010.
- ◆ **Adam Franzen** recently joined our department as a first-year student in the MA program.
- ◆ **Andrew Hauck** earned an M.A. in French Literature and in European History from Bowling Green State University, writing his joint French/History M.A. thesis on anti-right wing legislation in modern and contemporary France. Andrew is currently on the exchange program in Poitiers.
- ◆ **Rebecca Léal** is beginning her first year in the MA program at the University of Iowa. She is teaching First-Year French Review (9:010).
- ◆ **Jayne Machak** graduated from Southwest Texas State University (now Texas State) in May 2001 with a double major in French and History. After graduation, she spent time in France working as an assistant in primary and middle schools. Jayne is now teaching 9:001 as she starts her first year in the MA program.
- ◆ **Sharon Meilahn-Swett** is a first-year Ph.D student. She received her Bachelor's degree from the University of Wisconsin-River Falls and her Master's from the University of Northern Iowa. Her main areas of research interest include Francophone studies (North Africa) and women's studies. This year Sharon is teaching Intermediate French (9:011).

## FROM OTHER VINEYARDS

- ◆ **Tony Balcaen** comes from the village of Blérancourt, in the Picardie region of France. Tony is a student at the university in Amiens. At the University of Iowa, he is teaching Oral Expression in French. He is delighted to take part in the exchange program between the two universities.
- ◆ **Alexia Machu** comes to the University of Iowa from Pau, France. She is currently teaching 9:001, Elementary French I.
- ◆ **Dashnee Seenivasa Pillai** originally comes from Réunion Island, a French Département d'Outremer. She has spent the past four years studying English at the university in Poitiers. Dashnee plans to become a teacher and is gaining valuable experience as an instructor of French 9:001 at the University of Iowa. She is also continuing to work on her Master's dissertation on American civilization.



## GROWTH

◆ **David Eick** successfully defended his Ph.D dissertation, “Defining the Old Regime: Dictionary Wars in Pre-Revolutionary France,” in spring 2004, and landed a tenure-track position at Grand Valley State University in Michigan.

◆ **Nehemiah Anzah, Viviane Diamitani, Joseph Dieme** and **Amadou Ouedraogo** each successfully defended a PhD prospectus.

◆ **Marion Duvall, Rachel Beckett,** and **Elizabeth Dunham** passed the MA exam in spring 2004.

◆ On April 14-18, **Christophe Konkobo** attended the 30th African Literature Association Conference in Madison, Wisconsin, where he presented a paper entitled “Je(ux) masques: Pièces d’identités et Problématique identitaire postcoloniale.” At the same conference, **Amadou Ouedraogo** presented his paper “*Au bout du silence* de Laurent Owondo ou la quête de la renaissance.” **Joseph Dieme** presented “Le processus de la de-marginalisation dans *(La)Rue Cases-Negres*.”

◆ On May 13, **Christophe Konkobo** attended the 24th Cincinnati Conference on Romance Languages and Literature in Cincinnati, Ohio, where he presented a paper entitled “Je(ux) masques: Pièces d’identités et Problématique identitaire postcoloniale.” At the same conference, **Carla Calarge** presented her paper “*Les Enfants du paradis* ou de l’Olympe?”

◆ On September 15, at the University of Iowa Theater Department, **Christophe Konkobo** served as a panelist for the public Forum on African Theater. The topic of his panel was “State of the Art: The Contemporary African Theater Scene.”

◆ At the MMLA Conference in St. Louis, **Fara Rabenarivo** presented her paper entitled “Rêve(s) d’*Amour* de Marie Chauvet.” **Carla Calarge** presented her paper “(Re)lier...déliier: histoire d’une ceinture.” **Fara and Carla** jointly chaired a panel at this conference.



## ACCOLADES

◆ **Joseph Dieme** – Benhamou Graduate Scholarship

◆ **Cynthia Johnson** and **Nicole Powell** – The Helen K. Fairall Scholarship

◆ **Amadou Ouedraogo** received the T. Anne Cleary International Dissertation Fellowship (2004) to carry out field research in Africa for his dissertation. The grant enabled him to spend two months (June 15 - August 15) in Burkina Faso, Mali, Benin and Ivory Coast.



## THE CELLAR

◆ **Cinzia Blum** has co-authored a book, Carlo Michelstaedter's *Persuasione e rettorica: An Annotated Translation* with co-authors Russell Valentino and David Depew (Yale University Press, 2004).

◆ **Anny Curtius** has presented papers at several recent conferences: "Exotisme ou dé/sacralisation dans les chroniques coloniales des années 1930 et la littérature antillaise contemporaine" in the session on *(Post-) Colonial Spaces* at the 20th/21st Century French and Francophone Studies International Colloquium, Tallahassee, Florida, (April 3, 2004); "Christianity and Africa reconsidered" in a session on *African Cinema in Francophone Context: Representing Myriad Spaces*, Kentucky Foreign Language Conference, Lexington, Kentucky, (April 15, 2004); "*Le Grand Blanc de Lambaréné: lorsque la traduction d'une mentalité coloniale perd son sens*" in a session on *Cinéma africains francophones: mutations et nouveaux langages*, at the Conseil international d'études francophones, Liège, Belgium, (June 21, 2004); and "Negritude and Rastafari: Travelling Cultural Phenomenon in a Rhizomic Dialectic" in a session on *Crossing Lines: Interstitial Spaces in Caribbean Experiences and Expressions*, at the Latin American Studies Association Conference, Las Vegas, Nevada, (October 7, 2004). In addition, she was awarded the Old Gold Summer Fellowship in July of 2004 for her work on *Afro-Caribbean Religions in Writings by French Catholic Missionaries*.

◆ Professor **Wendelin Guentner** continues to work in the area of word/image relations in 19th-century France. She spent the summer revising a book manuscript, *The Sketch in Nineteenth-Century Cultural Discourse in France*. The talk she gave at Royal Holloway, The University of London, last fall ("Le Démon de la vitesse": Technology, Subjectivity and the Sketch"), which will form part of this book, is currently in press in the proceedings of the conference. She is also pursuing her parallel research project on art criticism written by women the 19th-century. "The Rhetoric of Art Criticism in Nineteenth-Century France: Claude Vignon" is forthcoming in Nineteenth-Century Prose. She is presenting a paper on another of Claude Vignon's salon essays ("The Legacy of Revolution in Claude Vignon's Salon de 1850-1851") at the Colloquium in Nineteenth-Century French Studies, Washington University, in October, 2004, as well as to the Department of French and Italian's "French Forum." To support interdisciplinary approaches in 19th-century French study, Professor Guentner has recently invited two speakers to campus (Professor Sonya Stephens, The University of London, Spring, 2004, who spoke on "The Atelier, or the Nineteenth-Century Aesthetic of the Unfinished," and Professor Michele Hannoosh, University of Michigan, Fall, 2004, who spoke on "Memories of Morocco-Delacroix and the Orient"). During fall, 2004, she is team-teaching a seminar with Professor Dorothy Johnson of the School of Art and Art History on "Romanticism: Art, Literature and Culture."

◆ **Jack Johnson** has an essay entitled "Stendhal, Baudelaire and 'Modern' Art Criticism" appearing in The King's Crown: Essays in Literature and Art in Honor of

Basil Guy, ed. by F. Assaf (Universitaire Pers Peeters, Leuven, fall, 2004) and a book chapter, "David and Literature" in Jacques-Louis David: New Perspectives, forthcoming with the University of Delaware Press. He published a review, "Jacques de Caso, The Drawing Speaks" (Houston, Menil Foundation, 1997) and of de Caso's Théopile Bra, L'Évangile Rouge (Paris, Gallimard, 2000) in Nineteenth Century French Studies, spring, 2004. He is giving a lecture, "Legacies Lost and Found: the Case of Théopile Bra" at the Nineteenth Century French Studies Conference in St. Louis at the end of October. In May 2005 he will give a series of lectures on various subjects in French Romanticism at several universities in Taiwan. He is currently teaching a course on "Paris and the Art of Urban Life."

◆ In 2002-2003, **Michel Laronde** edited a collection of articles on Leïla Sebbar, a prolific postcolonial author living in France. The book, Leïla Sebbar, was published in September 2003 by Editions L'Harmattan in Paris. Michel's contribution is a long presentation of the author's work and a complete bio-bibliography. In October, he was invited to an International Conference at Université Paris V René Descartes-Sorbonne to present a paper on René Fallet, the French novelist he wrote his dissertation on at Indiana University. "La 'veine beaujolais' et la question d'une littérature mineure chez René Fallet," will be published in *René Fallet. Vingt ans après*, edited by Marc Sourdou. In Spring 2004, Michel attended two conferences where he delivered a paper on the massacre of Maghreban immigrants by the French police in Paris at the time of the war in Algeria. "Paris, 17 octobre 1961 : (re)présenter l'Histoire forclosée," was presented at the Twentieth-Twenty-first French and Francophone Studies International Colloquium at Florida State University in April and at the annual meeting of the Conseil International d'Études Francophones in Liège, Belgium. In Liège, he was also one of two respondents at a roundtable of women Maghreban writers.

◆ **Roland Racevskis** has contributed an essay—"Of Cannibals and Colonizers: Irony, Gender, and Ecology in Rouge Brésil"—to a volume on "Postcolonial Revisions of Early Modern Histories" (forthcoming with Indiana University Press). This fall he will speak on "The Power of the Softsell: Voluntary Servitude from Corneille to Corporations" at the meeting of the Society for Interdisciplinary Seventeenth-Century French Studies. In the spring he will be organizing the 17th-century sessions of the Kentucky Foreign Language Conference. Congratulations to Roland for his promotion to the rank of Associate Professor with tenure!

◆ Currently chairing the Department of Women's Studies, **Rosemarie Scullion** delivered a MLA Forum paper at the 2003 MLA meeting in San Diego: "Translating the Political: French Theory in the American Academy." She also presented "Traces of History: Resnais, Perec Duras" at the XXth/XXIst Century French and Francophone Studies Colloquium (March 2004) at Florida State University, Tallahassee; and "Reaching Out: Interdisciplinarity in the Foreign Literature and Cultural Studies Curriculum" at the meeting of the Association of Departments of Foreign Languages (MLA affiliate) in June, 2004, at the University of New Mexico, Albuquerque. Professor Scullion organized a special session for the December 2004

MLA meeting in Philadelphia, entitled “The Future of Franco-American Relations: Que Faire?” She is offering a new course in Spring 2005—“Cinéma Engagé: Activist and Social Cinema in XXth Century France.”

◆ In addition to a co-edited book (*Operatic Migrations: Transforming Works and Crossing Boundaries in Musical Drama*, with Roberta Marvin, forthcoming at Ashgate Press) and an article on Montesquieu, **Downing Thomas** published a book review in *Notes* (Alessandro Di Profio’s *La Révolution des bouffons: l’opéra italien au Théâtre de Monsieur 1789-1792*) and has another review forthcoming in *Eighteenth-Century Studies*. He presented a paper in spring, 2004, at the Kentucky Foreign Language Conference, and will present a paper on “Early Performance” at the Opera Studies session at the Modern Language Association conference in December, 2004. Congratulations to Downing for his promotion to the rank of full Professor!

◆ **Steven Ungar** continues to serve as DEO of Cinema and Comparative Literature while teaching courses on twentieth-century French literature and culture. He is coauthor--with former Iowa colleague Dudley Andrew--of *Popular Front Paris and the Poetics of Culture* (2005). Forthcoming and recent research publications include: (1) “Writing in Tongues: Thoughts on the Work of Translation,” in *ACLA State of the Discipline* (2005); (2) “Saussure, Barthes and the First Wave of Structuralism in France,” in *The Cambridge Companion to Saussure*. New York: Cambridge Univ. Press (2005); (3) “The Third Term: Literature Between Philosophy and Critical Theory,” in *The Cambridge Companion to Modern French Culture* (2003); (4) “V Signs: Visuality as Vision in the Expanded Field,” in Julian Wolfreys, ed., *Glossalalia: An Alphabet of Critical Keywords* (2003); and (5) “In the Thick of Things: Rouch and Morin’s *Chronique d’un été* Reconsidered,” *French Cultural Studies* (2003). New projects include a commissioned article on Patrick Modiano’s Dora Bruder, a book-length study of Agnès Varda’s *Cléo de 5 à 7*, and a monograph on the films of Marcel Carné.



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