French and Italian Studies Alumni—
We would like to hear from you. Please send your news to kate.bennett@emory.edu.

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Department of French and Italian
N405 Callaway Memorial Center
537 Kilgo Circle, Atlanta GA 30322
Greetings from the Chair

On behalf of the faculty of the Department of French and Italian, I am happy to welcome you to our first newsletter. In it, we share some of the department’s latest achievements and—in the case of the in memoriam for Candace Lang—a great loss. In reporting, we have cast a wide net and include an assortment of updates covering summer 2011 to early spring 2012.

In addition to capturing a sense of the intellectual life of the department, one of this publication’s goals is to create a more engaged network of communication among our faculty, students, and alumni. If you are a former student, please consider this newsletter an invitation to contact us, at any time, with news about what you have been doing, where you are living, and how your work is progressing. Speaking for our faculty members, we are extremely proud of our graduates in French and Italian and look forward to hearing how your lives are unfolding. And, of course, we always appreciate knowing how your time at Emory (and perhaps studying abroad) has influenced you.

In this issue, we also include some (I hasten to say, not all) of our faculty’s recent research activity. As you can see, the department’s scholarship continues to be outstanding, and I would like to commend our faculty on the creativity and significance of their work. Similarly, our graduate students in French have had an impressive year in publications and conference presentations.

Finally, I sincerely would like to thank the many individuals whose enthusiasm and dedication to the goals of this newsletter made its first issue see the light of day.

With all good wishes,

Elissa Marder, Chair
IN MEMORIAM
Candace Lang
March 1950 - October 2011

It is with great sadness that we announce the passing of our friend and colleague Candace Lang. She died peacefully at her home on the evening of October 31, 2011, following a brave battle with lung cancer. A service to celebrate her memory took place in Cannon Chapel on December 1, 2011. If you would like a program from that event, please contact Kate Bennett in the Department of French and Italian (kate.bennett@emory.edu). Also, to read the message honoring Lang sent to the Emory community by the dean of Emory College, Robin Forman, visit http://bit.ly/KaBWNa.

The following is excerpted from the text Elissa Marder read at the “Celebration of the Life of Candace Lang” held at Cannon Chapel.

I have a very clear memory of the first time I met Candy. It was at the MLA in Toronto in 1993. I was interviewing for the job in French at Emory, and she was chair of the search committee. She was also giving a paper at that MLA, and in preparation for my upcoming job interview, I decided it would be a good idea to hear her speak. Even though it was so long ago, I remember it well. Candace spoke on Robbe-Grillet, food and eating, and guilt. I recall watching this elegant person read her elegantly written and very smart paper and thinking wow, I really want that job. . .

Candace’s most recent book manuscript, Settling Accounts: Guilt and Narrative in the Autobiographies of Gide, Sarthe, and Robbe-Grillet, was virtually complete before she died. In it, she was interested in exploring how postmodern challenges to the concepts of both self and story have changed the ways in which we think about the stories we tell about ourselves. In the book, as in all her work on autobiography, she shared—and she dedicated herself to the common good.

And she was fair. More than almost anyone I know, Candace cared deeply about fairness and had a real commitment—even a need—to speak out against injustice and to speak up for anyone whom she thought had been mistreated by an institution or by another person. . .On those very rare occasions when she felt compelled to defend someone weaker than she, she was candid, tough, and unwavering. Her sense of fairness made her a great colleague because she was always ready to do her share of the work—and even more than her fair share—and she dedicated herself to the common good.

So it really wasn’t fair that this special person, this amazing athlete and elegant writer, was stricken with cancer. But even though I am saying that it wasn’t fair, Candace never said so. She never complained about any aspect of her illness, and she never indulged in even the smallest moment of self-pity about the fact that she got lung cancer. Even though it was so long ago, I remember it well. Candace spoke on Robbe-Grillet, food and eating, and guilt. I recall watching this elegant person read her elegantly written and very smart paper and thinking wow, I really want that job. . .

I have a very vivid memory of one of the last conversations I had with her. It was at the department party last September. We had gathered to welcome new students and to thank Candace for her service as chair of the search committee. Many of us also knew that we had gathered to celebrate her and to say goodbye to her as she headed off to what would be her final vacation in Paris. At one point during the party, I asked her how she was doing, and she told me that she felt very lucky. She said that she saw lots of people who had it worse than she. When I expressed some surprise that she experienced herself as lucky, given the circumstances, she just looked at me and said, “You have to play the cards you’re dealt.”

And so she did. She played those cards with dignity, humor, grace, and candor. And I can’t think of anyone with those particular cards who experienced herself as lucky, given the circumstances, she just looked at me and said, “You have to play the cards you’re dealt.”

The Undergraduate Program in French

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ince last fall, I have been honored to serve as the director of undergraduate studies after Dalia Judovitz’s inspiring guidance of our program. I would like to take this opportunity to thank her again for all her gracious help throughout this transition period.

First, I would like to congratulate the several outstanding students whose work was honored during the past academic year: Clara Pauw 11 and Kevin Hatcher 11 received the department’s annually awarded Mrs. Renee Bray Prize for Excellence in French. This award was established to recognize—by faculty nomination—those students who completed the year’s “best work in French.” Clara Pauw also was awarded highest honors for her thesis titled “(Un) Dressing Renee: Clothing and Identity in Zola’s novel La Curée.” Last spring, Jennifer Dilley received the Emory College Language Excellence Award in French offered by the Emory Language Center.

National Awards

Our congratulations go to Moiez Ali 12 (biology and French), a recipient of the nationally competitive Barry Goldwater Scholarship. And we are proud to highlight the following majors who were awarded 2011–2012 Fulbright Scholarships to advance their studies, perform research, and teach English abroad while serving as ambassadors to their host countries:

John Gibson 11 (History and French), to conduct archival research in Switzerland with both Neuchâtel and Bern, examining the diplomatic role of Switzerland during the French Revolution. He conducted previous research in these archives as a student, sponsored by grants from Emory.

Kevin Hatcher 11 (French and linguistics) received a Fulbright English Teaching Assistantship (ETA) to work in Morocco. He also will conduct informal research on code-switching in Morocco’s dual languages (French and Arabic). Following high school graduation and before enrolling at Emory, Kevin spent one year in Detroit as an AmeriCorps volunteer and one year in Paris, taking coursework and serving as an ETA. Dalia Judovitz was his honors thesis adviser.

Lauren Donnenfeld 11 (political science and French) received an ETA through the French Government English Teaching Assistant program to work in France. She was a nationally ranked debater at Emory. This is not a Fulbright award, but as a finalist for the Fulbright ETA in France, Lauren was automatically considered for the competitive French government-sponsored award.

As the spring semester continues, the department welcomes all continuing and new majors and minors in French. Enrollment is thriving. We had 32 majors and 39 minors in fall 2011. In spring 2012, that number rose to 34 students declaring a major in French and 44 declaring a minor. This year’s undergraduate course offerings cover the French and Francophone language, literature, culture, and film. We are enjoying a productive semester featuring great collaborative work and new accomplishments.
The Summer Abroad Program in Paris

Twenty-four students—led by Carol Herron and assisted by Holly York and student assistants—went to Paris in spring 2011 and sent witty articles to the Emory Wheel as news correspondents. One of those students was Clara Paus, who wrote on Emile Zola's novel La Curée—presented at Sciences-Po Paris.

In addition, recently named graduate adviser Souad Khari and Eric Rottman add their creative energy to the leadership team.

The French Club

The French Club continues to explore and enjoy French culture and conversation. In February a group of members, accompanied by Holly York, attended College Night at the High Museum of Art to see the exhibition Picasso to Warhol, Fourteen Modern Masters. A large crowd of students representing colleges and universities from the Atlanta area and beyond were treated to one of the larger concentrations of 20th-century masterpieces ever exhibited in the southeastern US. In addition to a guided tour, those with smartphones had free access to Art Clix—an app offering extended commentary by curators and the possibility of photographing the works in a format allowing for easy texting and tweeting. Funding for the French Club museum trip was provided by Emory’s Out There Arts.

The French Club officers for 2011–2012 are Bisnath Rahmat, Nicola Fuh, and Alyssa Fournier. In addition, recently named graduate adviser Souad Khari and Eric Rottman add their creative energy to the leadership team.

On the Cover

Our cover photo of Paris’s famous bridge, Pont Alexandre III, was taken last December by French and sociology major Nayantara Dayal while she was a student in the semester-long EDUCO program—an experience she found “absolutely amazing,” saying, “even a semester isn’t long enough; I’d like to go back and live there!” About her photograph, she writes, “Pont Alexandre III is my favorite bridge over the river Seine. This intricately designed bridge seamlessly connects a section of the lively Champs-Elysées and the Grand Palais (night bank) to the area encompassing Les Invalides (left bank). I took this photo one winter evening at twilight as my fingers were going numb due to the cold. Yet, somehow, I still managed to capture the ambience of this beautifully lit-up portion of Paris, with the view of La Tour Eiffel and the parallel bridge in the background.”

Nayantara’s photograph (of which readers see only a detail) can be seen in full on the website of Emory’s Center for International Programs Abroad (CIPA): http://cipa.emory.edu/. It was an entry in CIPA’s 2012 Study Abroad Photo Contest and Exhibition. For more information on the EDUCO Paris program, see http://french.emory.edu/overseas/educolab.html.

French Study Abroad with EDUCO

Twenty-four students—led by Carol Herron and assisted by Holly York and graduate assistant Margaret Kenenam—participated in our summer program in Paris this past summer: Gabrielle Arondel, Zahra Dawson, Kelli Robinson, Paloma Leja, Shiyi Guo, Anna O’Carroll, Laura Withers, Marielle McDonagh, Agasha Katabarwa, Catherine Cai, Emily Bloom, Zhuxiang Qin, Peter Daniels, Nayantara Dayal, Jessica Jaksich, Jessica Labib, Anna Shapiro, and Sarah Corrigan. In addition, recently named graduate adviser Souad Khari and Eric Rottman add their creative energy to the leadership team.

French Studies Alumni Association

Clara Canon 11—different French major recently decided to create a community of current and former French majors and minors. She recalls, “I came up with the idea of starting a French Studies Alumni Association upon graduating in December and finding myself away from the department. In January, I went to Dr. Coropceanu’s office and brought up the idea of starting our own alumni group. The main goals of our new association are to connect soon-to-be graduates with previous graduates and help build those relationships, to fortify the Emory French Studies family and share inspirational stories of the many great accomplishments of our graduates.”

Since the association’s inception, it is thriving. Canon has set up a Facebook page and LinkedIn group that have acquired almost 50 fans/members to date. As she notes, “I am already seeing benefits from the group, as a handful of us— including myself—recently have been accepted into the Teaching Assistant Program in France and have been able to speak one-on-one with fellow graduates who have completed or are currently in the program.” Canon is planning several special events in the future to bring everyone together in real time and space. She welcomes new members, including alumni of the French PhD program, and hopes that all alumni receiving this newsletter will join.

facebook.com/groups/emoryfrenchalumni/ linkedin.com/groups/gid=426347061rky-mygug_opp_ovr

IN MAY 2011, 12 outstanding seniors graduated with a major in French. Among them was Clara Paus, whose honors thesis was on the role of fashion and the objectification of the female body in 19th-century naturalist literature. She is currently attending Indiana University’s Maurer School of Law. Reflecting upon her four years at Emory, here is what she wrote.

Defending the undergraduate thesis that I wrote on Emile Zola’s novel La Curée in French studies was the most memorable experience during my time at Emory. I had spent months in the library researching, writing, and rewriting my thesis. I had spent hours meeting with my adviser, Lila Coropceanu, discussing my topic and refining my ideas. Yet none of that had seemed as daunting as the prospect of standing in front of a panel of faculty and defending the work that I had poured myself into during the past academic year. I remember my trembling hands and the audible vulnerability in my voice as I began my presentation.

Before I knew it, my presentation was over and it was time for my reviewers to ask me questions. I was uncertain what they would ask. All I knew was that I had to think on my feet and come up with an answer to any question they might pose. I was terrified. Yet I drew confidence from the pride I had in my hard work and the warm smiles from Madame Coropceanu, and I somehow made it through.

At the time, I didn’t realize just how much impact writing an honors thesis would have on my personal growth and future academic career. However, when I got to law school, I was submerged in a world where teachers call on students unexpectedly and students have to be on their toes. In this world, students are expected to read pages of dense legal texts and be able to write well. I felt so lucky already to have begun developing these skills as an undergraduate, and I will never forget my amazing experience writing an undergraduate thesis in the French department.

French Studies

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Graduate Student Research

IN 2011–2012 OUR GRADUATE STUDENTS CONTINUED TO BE ACTIVE IN ACADEMIC FORUMS, RESEARCH, AND PUBLISHING.

Marilène Haroué—visiting assistant professor in French at the University of Minnesota–Duluth—presented a paper at the 2012 Modern Language Association Convention in Seattle and also has essays published or forthcoming in a book on Romain Rolland and in the Canadian Journal of Peace and Conflict Studies.

Abbey Carrico—who currently teaches French in the Department of Modern Languages and Linguistics, Florida State University–Tallahassee—presented her work at the South Central Modern Language Association. She received Professional Development Support Funds from the James T. Laney Graduate School in fall 2011 and a Piedmont TATTO Fellowship on Sustainability, Teaching, and Curriculum in summer-fall 2011.


Audrey Magré Burba and Anna Iguo each presented a paper at the 16th-annual UCLA Graduate Student Conference in October 2011.

Souad Kherbi published two chapters on Pascal Quignard in edited volumes recently published by Presses Sorbonne Nouvelle, Paris.

Kate Deal Miner and Gina Stamm gave presentations for the Emory Psychoanalytic Studies Program in November and February respectively.

Bronwyn Averett, Gina Westbeld Gallois, and Erika Serrato participated in the very successful “Comparative Caribbeans” conference organized by Emory Comparative Literature graduate students in November 2011.

Visit of Jacques Rancière

Philosopher Jacques Rancière gave a lecture titled “Telling, Showing, and Doing: The Poetics and Politics of Fiction” on April 25, 2012. He spoke to a packed audience of about 300 in White Hall 208. Additional audience members watched the lecture via a live video feed in an adjacent room. The event was hosted by the Department of French and Italian. Rancière’s stay at Emory was initiated and organized by Philippe Bonnefis and Claire Nouvet.

Since the late 1960s, Rancière has elaborated a complex political theory of democratic emancipation and redefined politics, aesthetics, and their relations. He is one of the most influential thinkers in the humanities. He is professor of philosophy emeritus at the University of Paris VIII and professor of philosophy at the European Graduate School in Saas-Fee, Switzerland.

His visit was cosponsored by the Departments of Art History, Comparative Literature, English, Film and Media Studies, and Philosophy, along with the Institute of Liberal Arts, Psychoanalytic Studies Program, Fox Center for Humanistic Inquiry, and the Hightower Fund.

This past September, the French graduate program welcomed four new students: Rose Gérazime, who is interested in Caribbean literature and African American Studies; Kris Knisely, who specializes in second-language acquisition, gender, and educational technology; Eric Rottman, who plans to study intellectual history, philosophy, and modern French thought; and Erika Serrato, who will focus on Francophone literatures of the Caribbean and the Maghreb. We are pleased to announce that Erika was a recipient of the highly competitive and prestigious Graduate Diversity Fellowship.

Two of our graduate students are currently conducting dissertation research abroad: Robyn Banton is living in Salon-de-Provence and researching the works of Algerian writer Maïssa Bey and Moroccan photographer Leila Essaydi as well as writers of North African descent in France. Lauren Uphaday is living in Flers, France, and working on Marguerite Duras at the Institut Mémoires de l’Édition Contemporaine. Both are also serving as assistantes de langue anglaise at French academies in a program sponsored by the French government.

The Graduate Program in French

VALÉRIE LOICHOT, DIRECTOR OF GRADUATE STUDIES

In all fields, with a maximum of 10 students chosen in any given year, Audrey Magré Burba is a recipient for 2011–2012, and Gina Westbeld Gallois received the award for 2012–2013. In addition, Starra Priestaf received a Mellon Graduate Teaching Fellowship to teach at Agnes Scott College during the 2012–2013 academic year. We offer our sincere congratulations to these outstanding students.

French Enrichment and Response Association (FERA), our student-sponsored group, continues to create an impressive program of talks and brown-bag seminars given by faculty and graduate students. Please visit our website for a complete list: http://french.emory.edu/events/index.html. Special thanks to this year’s FERA committee: Bronwyn Averett, Sharon Carlson, Kathryn Deal Miner, and Gina Westbeld Gallois.

The Graduate Program in French
French Faculty News


Catherine Dana published an article on the Algerian-Jewish writer Marlene Amar; it is titled “Vox clamans in desert: and appeared in La Revue des Sciences Humaines 301 (2011). In August 2011 she was a recipient of a three-week residency at the Hambidge Center for the Arts to advance her novel, All Kinds of Jews.

Dalia Judovitz presented conference papers this year in Switzerland and at the University of Wisconsin-Madison and University of Paris; she also lectured at SUNY Buffalo and Emory. She published an article on Duchamp and an epilogue on Lyotard, as well as a new book, Drawing on Art: Duchamp and Company (Minneapolis and London: University of Minnesota Press, 2010). For an interview, see Cutting Edge Intellectual Interviews: rorotok.com/index.php/single/dalia_judovitz_book_inter view_drawing_art_duchamp_company.

Valérie Loichot was a keynote speaker at the annual Faulkner and Yoknapatawpha Conference in Oxford, Mississippi (July 2011), and also at the University of Kentucky symposium "Narrating the Caribbean: Food for the Soul or Food for Thought" February 2012. She served as visiting professor at the Université Paul-Valéry in Montpellier in winter 2012, where she taught courses in the programs of French, English, and comparative literature, delivered two public lectures, and was interviewed on Gallimard author Eugène Édouard’s literary radio show radiolaplas.fr/emissions/88-le-boudoir.html. Her essay, “Creolizing Barack Obama,” appeared in the journal Francophone Postcolonial Studies (spring 2012). She is the recipient of a Race and Difference Initiative Seed Grant (Emory, Office of the Provost), which she will use to conduct archival research in Martinique in May 2012 for her next project.


Holly York gave a paper titled “Breaking the Wave: Truffaut, Godard, and Hollywood” at the conference “Spaces of French Migration, Culture, and Politics in 20th-Century Americas” (February 2012), which inaugurated the South Atlantic Center for the Institut des Amériques at Georgia State University.

VISTING ASSISTANT PROFESSORS

Amin Erfani gave the lecture “Edouard Levé’s American Auto-portrait” at Georgia State University and presented a paper at Comparative Caribbean: An Interdisciplinary Conference (Emory). He was guest speaker for “Translating, Trans-Culturalizing, and Performing Koltes” at the University of Florida–Gainesville. He coordinated the artistic residence of French stage director Philip Boulay at Emory as part of the US Koltes Project (February 15–25, 2011), which included a series of theatrical workshops and other public programs. He is the author of the English translation of La Nuit juste avant les forêts and Tabataba by Bernard-Marie Koltes and of a work of fiction: “Fallen—A Soliloquy for a Trio” (Unsized Literary Journal 6 (Spring 2012), ed. David McLenden. In January 2012 he received the Ivory-Billed Woodpecker Award for Fiction by Un-sized Literary Journal.

Katherine Wickworth published “Sans figure aucune: La métaphore de la soif dans les Vers nouveaux de Rimbaud” Parade sauvage 22 (December 2011).

Alumni News—French PhD

For more on alumni placements, see http://french.emory.edu/people/gradstudents.html.

Amin Erfani 11 is visiting assistant professor in the Department of French and Italian, Emory, 2011–2012 (see faculty news, left).

Chadron Gille 95 became associate vice president for academic affairs at Gainesville State College in April 2011.

Naima Hachad 10 recently accepted a tenure-track position as assistant professor of French at American University in Washington, D.C.

Nicole Mills 04 is now coordinator of the Beginning French Language Program at Harvard University.

Kristina Watkins Morrow 03 promoted to the rank of associate professor of French at Georgia Gwinnett College, where she also serves as senior mentor for the School of Liberal Arts, coordinating student mentoring and advising and training faculty in student engagement.

Milo Sweedler 02 is finishing his term as chair of Languages and Literatures at Wilfrid Laurier University, Waterloo, Canada, where he is associate professor of French and cultural analysis and social theory.

Katherine Wickworth 08 is visiting assistant professor in the Department of French and Italian, Emory, 2011–2012 (see faculty news, above).

Alumni News—French Alumni News—French

Alumni News—French Ph.D.
The Department of French & Italian Spring 2012

The Department of French & Italian Spring 2012

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the analysis of literary text, culture, and film. Readings include the history and principles of the slow food movement founded in 1989 in Italy (which fosters local food traditions), the Mediterranean diet, and relevant works of fiction, poetry, and film. The course contains an element of community-engaged learning in which students collaborate with Decatur High School, a local public school that has a culinary-arts course and a school garden. Emory Italian students work in teams to prepare four different presentation modules—an overview of the slow food movement in Italy; the Mediterranean diet and nutrition; a cooking demonstration; and a session on the social aspects of food in Italy. Modules are taught to classmates in Italian and then to Decatur High School students in English.

In addition, our new colleague, Angela Porcarelli, created a first-year seminar titled Thinking through Language. Using an interdisciplinary perspective, the course explores the current debate over the extent to which language influences nonlinguistic cognition. During the spring 2012 semester, students are investigating the following questions: How do words capture human experience? Does language shape thought? Do people who speak different languages think differently? Could cross-linguistic cognitive differences be tools for investigating the role of experience and language in the acquisition and representation of knowledge? Because of new experimental evidence, these questions are fundamental in the investigation of the broadly conceived theme of language and the human mind.

Finally, Medicine and Compassion is a unique pre-health course that integrates an undergraduate medical humanities course with on-site summer cultural studies in Italy; it was created by Judy Raggi-Moore. Each year, before leaving Atlanta, students prepare by shadowing health professionals at Emory hospitals. Once in Italy, they are joined by Ruth Parker, a medical colleague from the Emory School of Medicine, and two to three medical students. Participants analyze visual art, cultural history, and literature through the lens of what is compassion and what lessons can art communicate to health care?

The Undergraduate Program in Italian

JUDY RAGGI-MOORE • DIRECTOR OF UNDERGRADUATE STUDIES

CURRICULUM

The Italian Studies program has attracted many students this year again, among them 14 majors and 20 minors with many other nondeclared students enrolled in advanced courses. Our curriculum continues to be distinctive, characterized by a number of highly innovative courses, some of which involved the Atlanta community.

Senior lecturer Christine Ristaino’s first-year seminar How We Learn focuses on the Reggio Emilia teaching method followed by a community-engaged learning project that her students organize—usually for lower-income students from local schools with support from Office of University-Community Partnerships grants. For fall semester 2011, Ristaino’s first-year students designed a college day for students from the Ron Clark Academy, a junior high school in south Atlanta. Seminar students took their younger counterparts to Emory classes, breakfast and lunch at the DUC, and on a college tour that included a demonstration of wild science experiments (compliments of the Chemistry Club), a discussion with a panel of Emory athletes, and a panel of first-year students who shared their experiences of life as new college students. Ristaino was awarded a Crystal Apple Award in late February for this seminar, now in its sixth year.

The second course with community involvement is L’italiano nel piatto, developed by Simona Muratore as part of the Piedmont Project. This new course explores the art of cuisine through the analysis of literary text, culture, and film. Readings include the history and principles of the slow food movement founded in 1989 in Italy (which fosters local food traditions), the Mediterranean diet, and relevant works of fiction, poetry, and film. The course contains an element of community-engaged learning in which students collaborate with Decatur High School, a local public school that has a culinary-arts course and a school garden. Emory Italian students work in teams to prepare four different presentation modules—an overview of the slow food movement in Italy; the Mediterranean diet and nutrition; a cooking demonstration; and a session on the social aspects of food in Italy. Modules are taught to classmates in Italian and then to Decatur High School students in English.

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Summer Study Abroad

Our 2011 Italian Studies summer program in Italy took 38 students on an intense, six-week immersion course that explored Italian culture, history, art, literature, and current events while traveling through the entire country. After a week in Rome, on-site studies took place in more than 47 towns and cities, including Spoleto, Cinque Terre, Siena, Florence, Padova, Venice, Naples, Pompeii, Capri, and Sorrento.

Events

As part of our year-long lecture series A tu per tu, Luca Barattoni from Clemson University gave a presentation on Italian Neorealism cinema in the fall, and in the spring, Barbara Zaczek, professor of Italian at Clemson, and Rosetta D’Angelo, professor of Italian studies and literature, Ramapo College, presented “Resisting Bodies: Narratives of Italian Paradoxes.”

What Our Students Say

Jacob Light

2012 Recipient of Emory College Language Center Excellence Award; Double Major: Italian Studies and Chemistry

When I arrived at Emory I enrolled in Italian 101, and it was fantastic. I had never taken a foreign spoken language before. I had taken Latin, so I was a little nervous when I first started, but I found that the professors I have had are good at taking students who have absolutely no prior knowledge of the language and integrating them into it from day one. . . . What is great about Italian studies here at Emory is that Professor Raggi- Moore has developed a teaching method, IVC (Italian Virtual Classroom), through which you can read texts in Italian and watch videos of Italian speakers and almost get to know them. . . . so it is almost like you have multiple Italian natives to talk to. . . . I plan to do a semester full-immersion in Rome with all my courses at the University of Rome and with an internship and a homestay. . . .

Some people ask me, so what is it you are going to do with Italian? How is that applicable in the United States? I say to them, I suppose you could approach it that way. I am planning to go to medical school some day, so my interests are not directly tied to the utility of the Italian language. But if there is one thing I have learned (aside from the language) through my Italian studies at Emory, it is that Italy is so much more than a language. It really is the cradle of Western civilization. You look at Italy and you see so much of where we are today; you see the origins of it—whether it is religion, science, art, literature. All these concepts have origins in Italy, and so when I look at what I have done in the Italian studies program here, I see a complete education. I say to people, Italian keeps me sane; it keeps me in touch with humanity. I may be a little biased, but I would say that Italian studies is probably the greatest example of what a well-rounded humanities education is here at Emory.

Meredith Green

A Sophomore Who Has Decided to Become a Major

Learning Italian through the IVC (Italian Virtual Classroom) is very different from how I learned a language in the past. You are definitely immersed in the culture and you learn a lot about the culture at the same time as you are learning a lot about the language. I love the IVC because it allows me to dig deep on my own. As opposed to learning “here is a set structure, now go apply it,” with IVC you have to come up with the structure and apply it. . . . I find that a valuable strength of the IVC method and of the Italian studies program is that I feel definitely very comfortable facing any text in Italian. I have learned how to recognize and comprehend the meaning of texts that are well beyond my preparation level. I am not afraid, but instead find this an exciting challenge. We do a lot of listening and a lot of reading, so I feel that my comprehension is really good. . . . A lot of what I have gained during this first year at Emory is because I decided to try something totally new. Italian was that wonderful challenge that has given me so many rewards. This is the most important lesson I learned, so I would encourage students not necessarily to take the language they came to Emory already having AP credits in. Try something different; learn about another culture.

Italian Studies Faculty News

Angela Porcarelli, Judy Raggi-Moore, and Christine Ristaino (panel chair) organized a panel at the South Atlantic Modern Language Association 2011 convention in Atlanta titled “Virtual Colleagues: The Virtual Class Format:” Ristaino discussed the use of guided inductive pedagogy in the Italian Virtual Classroom method; Raggi-Moore talked about the nuts and bolts of the Italian Virtual Class; and Porcarelli spoke on real-world applications and technology.

Judy Raggi-Moore and Christine Ristaino were declared joint winners of the contest “How to Teach Italian at the College Level in the 21st Century,” sponsored by the National Council for the Promotion of Italian Language in American Schools.

Judy Raggi-Moore chaired a panel at the 2011 American Council on the Teaching of Foreign Languages (ACTFL) conference in Denver, it was titled “I.V.C.: Bridging the Gap through Virtual Class and Virtual Colleagues.” She gave a talk in spring 2012 titled “Italian Virtual Class Project: Adventures and ‘Misadventures’ in Pushing the Limit of L2 Teaching.” With Christine Ristaino and Andrea Rizzi, she published “Linking Texts in Italian Culture and Language Teaching: An Australian and a US Perspective,” Italian 89:1 (2012) that was presented at the 2011 ACTFL conference in Denver.

Angela Porcarelli chaired a session titled “Italian Medieval and Renaissance Literature” at the South Atlantic Modern Language Association conference in 2011.

Christine Ristaino was awarded one of Emory’s high commendations, the Crystal Apple Teaching Award (February 2012) for her first-year Seminar How We Learn. (See http://bit.ly/1eKQdm.)