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In Memoriam

Translation Studies at the University of Illinois: New Teaching and Research Avenues for Students and Faculty in French



Drs. Elizabeth Lowe and Douglas Kibbee

In Fall 2008, the School of Literatures, Cultures, and Linguistics (SLCL) at the University of Illinois inaugurated the new Center for Translation Studies, directed by Dr. Elizabeth Lowe, former associate director of the Center for Latin American Studies and director of translation studies at the University of Florida. Creating a professional environment in which students and faculty can explore the different avenues that translation offers is something that Douglas Kibbee, professor of French and director of SLCL, has been wishing to do for several years: “Despite the advent of machine translation, in this global age, there is a rising demand for translators, and translation itself is becoming an increasingly important field of research.”

By training students as translators, the Center for Translation Studies will give them another opportunity to use their language skills professionally. As a first step toward this goal, in Spring 2009, the center began to offer a Certificate in Translation for advanced undergraduate and graduate students. The certificate will encourage students to explore “the complexity of communicating across cultures, and across national as well as linguistic borders.” It will give students official recognition of their translation skills, and thus make them even more attractive on the job market. Eventually, the center will also offer a master’s degree in translation. Since few universities in the United States currently offer a competitive graduate program in translation, through the center, the University of Illinois will be able to attract the best graduate students in the country.

Translation studies creates research unique in its kind, giving rise to opportunities for col-

laboration between scholars who have traditionally worked in distinct fields of research. For example, in research that explores the borders between linguistics and literature, Professor Kibbee compares 25 professional translations of *Alice in Wonderland*. In the presence of different available translations of a text, a naïve reader might wonder which one is correct. Professor Kibbee indicates that translation research has moved beyond asking such questions, and instead attempts to define the boundaries of acceptable translations and investigates such issues as what the different translations of a text might reveal about the structure of both the source and target languages and how texts are interpreted. Translation is in fact the president’s theme at the 2009 Modern Language Association convention, to take place in Philadelphia on December 27-30.

The newly created center will play an important role in the Department of French. SLCL recently hired French alumna Patricia Phillips-Batoma to teach French-English translation courses and coordinate the undergraduate program in commercial French. Patricia Phillips-Batoma has already begun integrating translation into some of her courses. In Spring 2009, she taught French 309 “Poetry” with a special focus on translation, in which students compared and evaluated different translations of French poems before proposing their own translations. Through possible internships, graduate students in French will also benefit from the presence of the Dalkey Archive Press on campus. Several French alumni, for example Drs. Jane Kuntz and Jordan Stump (both of whom were featured in the 2008 edition of *The French Connection*), have in fact published their translations through the Dalkey Archive Press. Last but not least, SLCL is currently pursuing relationships with French institutions in the hope of possibly implementing a joint degree in translation between the University of Illinois and these institutions. Such international relationships will create further opportunities for research collaborations between faculty members at Illinois and in France. Hence, both students and faculty in French will benefit from the teaching and research avenues that the Center for Translation Studies will create.



A WORD FROM THE HEAD

Dear Friends,

As I write, I am in my last term as head of the Department of French, and after the summer months Professor Karen Fresco will take over. Professor Fresco will bring several stints as acting head and director of the Medieval Studies Program to this task, and I am confident the department will be in good hands.

The French government has continued to support our status as a “centre pluridisciplinaire.” Our center, France@Illinois, brings in a series of outside lecturers on a wide variety of topics, according to the varying interests of the faculty. The French embassy’s support also allows us to cosponsor events organized by other departments. This year, we have had talks by Alison Rice, Kaja Silverman, Leon Sachs, Timothy Tomasik, Barbara Fuchs, Bruce Fink, Simon Gaunt, Jacques Géraud, Alison James, and Patrick Greaney.

We are very pleased that Patricia Phillips-Batoma has returned to the department as an instructor. After a PhD thesis on the *Roman de la Rose*, Phillips-Batoma worked for the Department of Chemistry for eight years as director of instructional computing. For French, she will teach courses in translation and business French, among others. For this term, she has served as acting director of basic language and has already brought improvements to our language courses.

Study abroad continues as a vital program for undergraduate students. At a time when the University is aiming to increase the study abroad experience broadly, the Illinois Program in Paris is being regarded as a model. This spring, Professor Alain Fresco has been in Paris teaching for the Illinois Program in Paris students.

Finally, let me reiterate how wonderful it is to hear from alumni and to find out that many of you have donated money to the department. Gifts support all kinds of activities. For instance, it is now quite common for graduate students to travel to conferences to present their research, thus enhancing the reputation of the department and University; it is a pleasure to be able to say to these ambitious students that we can reimburse some of their expenses, thanks to donations from alumni. Another very important use for your donations is in supporting campus visits by admitted graduate students whom we are trying to recruit. Campus visits allow us to show what a good place this is for a graduate degree, how the faculty and the other students foster learning and are attentive to students’ needs. Not to forget our undergraduates, we are pleased to award academic excellence with junior and senior Undergraduate Excellence Awards, which are recognized at our annual awards ceremony in April along with the recipients of the Sciences Po Award and the McMillan Scholarships, named for Charlotte Kambarian McMillan.

Know that you are all welcome to come for a visit. We can arrange for you to meet graduate or undergraduate students so you can compare life as it is now in the Department of French to life as it was when you knew it. And as always, do send in your news to french@illinois.edu

A fond farewell to all,
Armine Mortimer, Department Head

Stay in touch!

If you have any alumni information that you would like to share, please drop us a line at french@illinois.edu. Please include your degree(s) and year(s) of graduation.

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College of
Liberal Arts & Sciences
AT ILLINOIS

FACULTY PROFILE

Assistant Professor Patrick Bray

The Department of French welcomed new faculty Assistant Professor Patrick Bray in Fall 2008. Professor Bray graduated from Harvard University in 2005, was employed for one year as visiting professor in the Department of French (2005-2006), was assistant professor for two years at Indiana University (2006-2008), and returned to the University of Illinois as assistant professor in August 2008. Professor Bray comments on his research in 19th-century French literature.

What does your current research focus on and what has led you down this path?

My research has two components: a corpus and a set of questions that motivate my readings of that corpus. As a scholar of 19th-century French literature, I am most interested in the great 19th-century French novels by Stendhal, Balzac, Sand, Flaubert, and Zola. But I am also interested in how, in more minor works, writers blur the boundaries between genres, such as Stendhal's experiments in autobiography or how Nerval and Baudelaire play with the distinctions between prose and poetry. My approach to works of literature is guided by a few basic questions: How does the text itself define literature? How does the text represent the world? How does the text transform our relationship to the world? The idea of literature, what it is and what it can do, changed in the 19th century, and I believe it is changing again today. My research and teaching attempt to draw attention to our assumptions about literature and, hopefully, to reaffirm its value in our contemporary academic context.

What led me down this path? My teachers in high school and as an undergraduate at Cornell University were very influential: they encouraged me to read texts closely in order to see how concepts emerge from form. When I started my graduate career at Harvard, my professors were puzzled by the fact that I had not been taught the canon of literary theory while at Cornell, at the time one of the capitals of "High Theory." What I realized when I started reading the literary theory in my graduate courses, notably Naomi Schor's theory seminar and Barbara Johnson's seminar on allegory, was that attention to detail in the literary text, close reading, is at the heart of all work in literature. In a way, I had been learning theory "by osmosis" all along.

Tell us about your current book project.

In my current book project, *The Subject of Space: Mapping the Self in 19th-Century French Fiction*, I examine first-person works that contain or that function as maps. Since my first year in graduate school when I read Descartes in Abby Zanger's class on authorship in the 17th century, I have been fascinated by how an author represents himself or herself in a text, how a real person becomes a subject of a book. In 19th-century France, first-person works, whether autobiographies or novels, focus on the spatial representation of the

subject, often in maps. For example, Stendhal's *Life of Henry Brulard* is an odd combination of autobiography and novel where the author includes dozens of rough sketches of maps of his hometown, complete with stick-figure representations of himself. I look at literary works spanning the century, including works by Stendhal, Nerval, George Sand, Emile Zola, and Marcel Proust at the beginning of the 20th century.

How are the themes investigated in your book related to contemporary French literature and culture?

My book asks why, in 19th-century France, was space so integral to the sense of one's personal identity. The historical context of 19th-century France tells us that national space was undergoing radical changes due to politics and economics after the French and Industrial Revolutions. People's sense of stability, of identity and of place, was upset in the process, and reflected in the literature of the time. Today, in France and elsewhere, new revolutions, in the form of the incredible speed of communication and transportation, have radically transformed our perception of space—we can go from Paris to Marseilles in only three hours by train or have a live video conversation in Paris with someone in Tokyo. It seems to me that literature from the 19th century can teach us lessons to help us better confront the spaces of the 21st.

What research program do you envision for the coming years?

Besides my current book project, which I hope to finish by the end of 2009, I am also coediting a book with Phillip John Usher on the Louvre as a space of confrontation between art and politics. After these two projects, I plan on writing a book on the role of theory in the novel, and specifically on literature's justification of its own worth. I'm hoping to call it *The Price of Literature* after Marcel Proust's quip that theory in the novel is like leaving a price tag on a gift. My hypothesis is that the presence of theory in a novel not only puts into question the notion of aesthetics as a discipline independent from politics and philosophy, but also forecloses any appraisal by the literary critic (who more often than not dismisses the novel's theoretical narrative).



Professor Patrick Bray

"My approach to works of literature is guided by a few basic questions: How does the text itself define literature? How does the text represent the world? How does the text transform our relationship to the world?"

It seems to me that literature from the 19th century can teach us lessons to help us better confront the spaces of the 21st."



GRADUATE PROFILES



Awa Sarr, Michael Mulryan, and Juliette Dade

“The support we received [from the faculty] was fantastic,” indicates Juliette, and “invaluable,” say Michael and Awa.

If PhD students **Juliette Dade, Michael Mulryan,** and **Awa Sarr** had been asked 10 years ago what the future had in store for them, they would not have guessed that they were going to pursue academic careers in French literature.

Juliette, daughter of a French-speaking mother and an English-speaking father, had initially undertaken studies in classical music and piano. It was after teaching French in a local grade school in Urbana that she decided to redirect her academic interests toward the French language, culture, and literature she had grown to love so much. Her dissertation, directed by Professor Armine Mortimer, focuses on the creation of identity through language in three Sapphic (i.e. lesbian) female French writers at the turn of the 20th century.

Michael, a former museum cataloger and registrar raised by two English literature professors, was not planning to follow a career path similar to that of his parents. His passion for French had led him to perfect his language skills in France, all the while working in museums. It was also after teaching French for the first time that he realized the attractive prospects of working as a professor of French, a position that would allow him to interact with students while enriching his knowledge of French literature. His dissertation, directed by Professor Laurence Mall, analyzes the representation of festive, social, and artistic space in the chronicles of 18th-century French writer Louis-Sébastien Mercier.

For Awa Sarr, a native French speaker from Senegal, it was English that had been an academic interest all along. In Senegal, Awa completed graduate studies in applied linguistics, but shortly after her arrival in the United States, she discovered that she had an even stronger interest in modern Francophone literature. Thus, she decided that the latter would be the focus of her doctoral studies. Her dissertation, directed by Professor Alain Fresco, discusses the new generation of Francophone African writers and their refusal or negotiation of the theory of “engagement.”

It has been a busy year for Juliette, Michael, and Awa, all of whom entered the job market for the first time. In the midst of writing their dissertations, they sent applications for various tenure-track positions in the country, and were called

for interviews at the Modern Language Association convention in December 2008. When asked how they prepared for entering the job market, they agreed that the faculty in the Department of French had played a crucial role in this process by giving them extensive feedback on their application materials and conducting practice interviews with them. “The support we received was fantastic,” indicates Juliette, and “invaluable,” say Michael and Awa. They also feel that their graduate training has prepared them extremely well for the work of a professor. They share the opinion that the academic diversity of the department, including foci on both linguistics and literatures, and the opportunity to teach upper-level undergraduate classes were key elements in preparing them for their careers. Their job interviews represented a first step toward that goal, the beginning of their transition from student to professor.

We congratulate them on the near completion of their PhDs and wish them long and successful academic careers!



Michael Foster

Designing French 101 for a Princess

PhD student **Michael Foster** has recently been presented with an unusual teaching opportunity: to create an online version of French (FR) 101 for a princess in the Saudi royal family. Michael, who likes new challenges, has welcomed this opportunity with enthusiasm: “I am very excited to be given the chance to work with someone from such an interesting background in an online environment. I enjoy measuring experiences in my academic career by the first time they present themselves. Teaching FR 101 online for a princess in the Saudi royal family is a first on two different levels: it involves designing a French class that is completely online for someone in a different country and having a student who is not the typical Illinois undergraduate.” *continued on back page*

UNDERGRADUATE PROFILES

Time management is one of the many skills that **Vanessa Bordo**, a senior majoring in French and international studies, excels at. In addition to having an exemplary academic record, Vanessa is highly involved in the community, sharing her time between her studies and her work on the executive board of the Krannert Center Student Association. As the daughter of an orchestra conductor and a musician herself, she grew up with a passion for arts and cultures, which gave her a special interest in art administration, communication, and foreign languages, the latter including not only French, but also American Sign Language and Spanish. In Spring 2008, Vanessa participated in the Illinois Program in Paris, a study abroad opportunity that allowed her not only to enhance her French skills, but also to learn more about French arts and culture: “My time in Paris was wonderful in every respect. Aside from the sense of self and

independence my travels fostered, I found myself inspired by the history and all-encompassing art of the city. As a Parisian art history student, I acted as a presenter for a Louvre Nocturne, explaining ‘Vénus à sa toilette’ to tourists, which was a highlight of the semester.” Vanessa’s high proficiency in French, together with her administration and communication skills, led her to obtain a research assistant position with Professor Annie Tremblay in Spring 2009. Her work as research assistant involved recruiting and scheduling native and non-native speakers of French, administering linguistic experiments using cutting-edge technology such as eye-tracking, and helping with the data analysis.

After she completes her bachelor’s degree, Vanessa would like to pursue graduate studies in art administration, possibly with an international focus. One thing is certain: whichever path she chooses, she has a bright future ahead of her.

Senior undergraduate student **Joseph Radosевич II** grew up in a family where French holds a special value. Following his six siblings, Joe also began learning French in elementary school at the age of nine, and continued learning French in middle and high school. Pursuing French studies at the college level thus seemed the natural thing to do. Following in the footsteps of his brother Frank (featured in the 2005 edition of *The French Connection*), Joe spent the Spring 2007 semester at the Institut Catholique de Paris and the 2008-2009 academic year at Sciences Po, where he perfected his French skills and expanded his knowledge of French culture and literature. In 2008, he received the Twenty-First Century French Excellence Award for his outstanding academic skills. With Professor Lawrence Schehr, he is now working on a senior honors thesis that examines male identity roles in contemporary French literature after the sexual revolution.

In addition to French studies, Joe is pursuing an undergraduate degree in biochemistry. He intends to merge these two very different areas of interest by pursuing graduate studies in either international patent law for pharmaceuticals or in viticulture and enology (scientific aspects of wine making): “In this business, there is a definite need for scientific and legal experts who are also bilingual,” says Joe, “and this is where French comes in.” Whether he works in the United States or in a French-speaking country, Joe will certainly make excellent use of his French skills. We wish him all the best in his career.



“Aside from the sense of self and independence my travels fostered, I found myself inspired by the history and all-encompassing art of the city [Paris].”

Vanessa Bordo



“In this business [viticulture and enology], there is a definite need for scientific and legal experts who are bilingual,” says Joe, “and this is where French comes in.”

Joseph Radosевич II



Jennifer Lonigro Giovannoni

Study Abroad with Jennifer Lonigro Giovannoni

Every year, undergraduate students in French have the opportunity to enhance their knowledge of the French language and culture by participating in one of several study abroad programs in France: the Illinois Program in Paris, the summer session in Avignon, and the Sciences Po exchange. Similarly, graduate students can take part in exchange programs with universities in Liège (Belgium), Quebec City (Canada), and Dijon, Lyon, and Metz (France). According to Jennifer Lonigro Giovannoni, coordinator of the study abroad programs and language instructor in the Department of French, students who embark on these adventures all come back changed in a positive way.

Much of the programs' success can be attributed to Jennifer's diligent work. Each semester, she recruits undergraduate and graduate students by visiting classes, meeting with students, attending the study abroad fairs, and hosting informational sessions. Behind the scenes, Jennifer is responsible for processing students' applications and meeting with the study abroad committee, which reviews the applications. Once students have been accepted, she organizes meetings to help them select and apply for housing, prepare their visa paperwork, and take any necessary placement exams. She also organizes pre-departure orientations with Professor Alain Fresco and the program accountant and works closely with the resident directors in Paris and Avignon and with the partner universities regarding the details of the trip. In the summer, she even accompanies students to Avignon and teaches one of the courses there.

In addition to coordinating the study abroad programs, Jennifer facilitates incoming graduate student exchanges. She helps students go through the lengthy process of being admitted to the University of Illinois and translates their paperwork from French to English. She welcomes them when they arrive in Urbana-Champaign, organizes temporary lodging for them for the first few days following their arrival, and helps them initiate the paperwork that will allow them to stay (and work) in the United States. Jennifer finds her work quite fulfilling: "I love being able to offer this [study abroad] opportunity to students. It is so exciting to help someone realize their dreams of going to a French-speaking country." And it is thanks to your efforts, Jennifer, that students can live this dream!

According to Jennifer, students who embark on study abroad all come back changed in a positive way.

EVENTS

Translating the Middle Ages

The international, interdisciplinary conference "Translating the Middle Ages" was held at the University of Illinois on October 28-29, 2008. The event was organized by Professor Karen Fresco, director of the Program in Medieval Studies and associate professor of French, and cosponsored by the Center for Translation Studies and the Department of French, among other campus units. Speakers included medievalists from around the world who work on the cultural "translation" of medieval ideas, images, and ideologies in both the Middle Ages and modern eras. The highlight of the conference was an evening at the Krannert Center for the Performing Arts, during which Pulitzer Prize-winning poet W. S. Merwin and former U.S. poet laureate Robert Pinsky, moderated by prize-winning novelist Professor Richard Powers, discussed their translations of Dante's *Divine Comedy*.

4th Annual Tournées French Film Festival

The Tournées French Film Festival, cosponsored by the University of Illinois and Parkland College, returned to Boardman's Art Theatre for a fourth consecutive year on October 31-November 6, 2008. The organizing committee consisted of Elizabeth Black, Martha Bowser-Kiener, Colleen Cook, Audrey Evrard, Maggie Flinn, and Amber Landis. They were assisted by undergraduate student interns Vanessa Bordo, Leslie Cornell, Nimbe Juarez, Janea Raines, Tina Ruskuls, and Jessica Weitzel. The seven films presented this year included *Dans Paris/Inside Paris* (Christophe Honoré, 2006), *Daratt/Dry Season* (Mahamat-Saleh Haroun, 2006), *Elle s'appelle Sabine/Her Name is Sabine* (Sandrine Bonnaire, 2008), *La faute à Fidel/Blame It on Fidel* (Julie Gravas, 2006), *Une vieille maîtresse/The Last Mistress* (Catherine Breillat, 2007), as well as a double feature of children's classics by Albert Lamorisse, *Le ballon rouge/The Red Balloon* (1956) and *Crin blanc/White Mane* (1953). The festival included a special discussion panel on Sandrine Bonnaire's documentary *Elle s'appelle Sabine/Her Name is Sabine*, sponsored and organized in part by the Illinois Program for Research in the Humanities, which raised issues about the status of and institutional responses to people with disabilities in French society. The festival was again a great success, attracting more than 1,450 viewers through the course of the week. The children's double feature was an enthusiastically supported and acclaimed addition to the traditional programming.

10th Generative Approaches to Second Language Acquisition Conference

The University of Illinois held the 10th Generative Approaches to Second Language Acquisition Conference on March 13-15, 2009, co-organized by Professor Melissa Bowles (Spanish, Italian, and Portuguese), Professor Tania Ionin (Division of English as an International Language/Linguistics), Professor Silvina Montrul (Linguistics/Spanish, Italian, and Portuguese), and Professor Annie Tremblay (French). The conference gathered over 40 presenters whose scholarship focuses on the mentalist aspects of second language acquisition, including non-native grammars and non-native processing, from a generative perspective. The invited speakers for the event were Alan Juffs (University of Pittsburgh), Roumyana Slabakova (University of Iowa), and Antonella Sorace (University of Edinburgh).

QUOI DE NEUF?

FACULTY NEWS

Awards

Professor Maggie Flinn was awarded research funding by the Research Board for Fall 2008 and Spring 2009.

Professor Douglas Kibbee was the recipient of a grant from the National Endowment for the Arts in 2007 and a grant from the Office of International Programs and Studies/Worldwide Universities Network in 2008.

Emeritus Professor Émile Talbot was awarded the Distinguished Alumni Award by the University of New England in 2008.

Professor Annie Tremblay received a Humanities Released Time and research funding from the Research Board in Fall 2008. She was also the recipient of the Liberal Arts and Sciences Dean's Teaching Award for creating instructional materials for FR 213 "French Phonetics."

Books and Edited Journal Issues

L'Harmattan published **Professor Evelyne Accad's** collection of short stories entitled *Les femmes du crépuscule* (2008).

Professor Maggie Flinn coedited a special issue of *Contemporary French Civilization* entitled "The New Wave at 50" (2008).

Professor Karen Fresco coedited a collection of essays entitled "*Chançon legiere a chanter*": *Essays on Old French Literature in Honor of Samuel N. Rosenberg* (Summa Publications, 2007).

Professor Douglas Kibbee edited *History of Linguistics 2005: Selected Papers from the Tenth International Conference on the History of the Language Sciences* (John Benjamins, 2007).

Professor Adlai Murdoch coedited (with Jane Kuntz) a three-volume special issue of the *International Journal of Francophone Studies* (vol. 11, 1-3), marking the 60th anniversary of the former French colonies of Guadeloupe, Martinique, French Guiana, and Réunion acceding to the status of overseas departments in 1946. The volume, entitled "Departmentalization at Sixty: The French DOMs and the Paradoxes of the Periphery," for which Professor Murdoch also wrote a critical introduction, was made up of extended versions of papers delivered at a conference held here at the University of Illinois to mark the said occasion in November 2006. These issues appeared in June 2008 and January 2009. Professor Murdoch also coedited and cowrote a critical introduction (with Professor Pascale De Souza of the Johns Hopkins University) for an additional volume of the *Inter-*

national Journal of Francophone Studies (vol. 11, no. 4), entitled "Oceanic Routes: Migrations and Métissages in South Pacific Literatures and Travelogues," which has just appeared.

Professor Lawrence Schehr edited a special issue of *South Atlantic Quarterly* entitled "The Rhetoric of Safety" (2008).

Sabbatical

Professor Zsuzsanna Fagyal was on sabbatical leave during Fall 2008.

Professor Laurence Mall began her sabbatical leave in Spring 2009.

Professor Karen Fresco was also on sabbatical leave in Spring 2009.

GRADUATE NEWS

Awards/Recognition

PhD student Leïla Ennaili was awarded an Illinois Program for Research in the Humanities Graduate Student Fellowship for the 2009-2010 academic year.

PhD student Audrey Evrard received a School of Literatures, Cultures, and Linguistics Dissertation Fellowship for the 2009-2010 academic year.

PhD student Jenelle Griffin won the 2007 Women in French Graduate Student Essay Award for her article "Responding to the Shadows: Reimagining Subjectivity in Véronique Tadjo's *L'Ombre d'Imana*." Her article is published in the 2008 volume of *Women in French Studies*.

PhD student Virginie Réali's poem *Fibromyalgia* was selected as the Editor's Choice for 2008 by The International Society of Poets. The poem will be published and recorded, together with 29 poems from participants around the world.

PhD Defenses

On August 7, 2008, **Jessica Sturm** defended her PhD dissertation "Accent Marks in L2 French: Keyboarding, Presentation Format, Working Memory, and Pronunciation Ability," directed by Professor Peter Golato. She now works as a visiting assistant professor at Purdue University.

Assistant Professor Positions

PhD student Juliette Dade accepted a visiting assistant professor position at Indiana University, starting August 2009.

PhD student Michael Mulryan accepted a tenure-track assistant professor position at Christopher Newport University (Virginia), starting August 2009.

PhD student Christopher Stewart accepted a tenure-track assistant professor position at the University of Texas-Arlington, starting August 2009.

ALUMNI NEWS

Patrick Forbes (BA '82) writes: For the past two years, I have been receiving *The French Connection* newsletter. With it comes a flood of fond memories of the inspirational professors and a language I learned to love at UIUC. I especially credit and remember Dr. Dianne Andrews whose influence was indeed life changing. Upon studying under Dr. Andrews, I decided to major in French. Dr. Andrews unselfishly devoted a great deal of her office time assisting to make comprehensible my otherwise tortured accent and pronunciation. I certainly was no exception: Dr. Andrew was accessible to all her students and tirelessly provided an enriched learning experience beyond the call of duty. Moreover, she imbued us with her love of language, thereby unlocking new worlds. What followed for me were: study abroad (Sorbonne - Paris IV & Institut Catholique), a BA in French, an international MBA (Thunderbird), and a rewarding international career allowing me to live and work abroad, and consequently learn other languages along the way (sometimes by absolute necessity). At present, I have settled mainly state-side, in New York City. I am a senior director at Standard & Poor's. My work occasionally takes me abroad—mostly to Asia and less frequently (unfortunately) to Francophone countries.

Cheryl Toman (PhD '96) published *Contemporary Matriarchies in Contemporary Francophone Literature* at Summa Publications (2008).



In Memoriam

It is with sadness that the Department of French heard of the passing of Dr. Wilga M. Rivers (1919–2007), an Australian-born scholar who graduated from the Department of French in 1962, worked as professor of French at the University of Illinois between 1971 and 1974, and joined the Department of Romance Languages and Literatures at Harvard University in 1974. Dr. Rivers made important contributions to the research on language teaching methodology, including *The Psychologist and the Foreign-Language Teacher* (1964) and *Teaching Foreign-Language Skills* (1968, 1981). She was known for her conviction that language teaching methods should foster meaningful communication between language learners and take into account individual differences in the classroom, two principles that have become ideals in second and foreign language pedagogy.

Designing French 101 continued from page 4

Given his experience with language teaching technology, Michael is an ideal instructor for this course. After accepting this assignment, he helped create the website that is currently serving as the course platform: “I have worked with an instructional designer from the Division of Academic Outreach to create an online course website (via Illinois Compass) where I can place all of the course materials such as the syllabus, homework assignments, and exams for the princess to access. The website allows the princess to upload and then submit her written assignments to me for grading. For the speaking component of the course, a computer-to-computer audio program called Elluminate is used to schedule speaking sessions between me and the princess.” Michael looks forward to seeing how this ongoing course will unfold and hopes to be able to adapt it for future online uses.