Vincent Pollina, Associate Professor of French, devoted his Spring 2017 sabbatical to a book-length manuscript currently in preparation. Titled "Melodic and Poetic Design in Troubadour Lyric", it deals with word/music relations in the works of the Old Occitan troubadours of the twelfth and thirteenth centuries, a topic relatively little studied until recent decades. Professor Pollina has lectured and published on various aspects of the subject in France, Spain, Italy, Germany, England, Canada, and the United States. He is Past President of the North American society for Occitan studies (Société Guilhem IX), and was elected to the Executive Board and the Research Council of the International Association for Occitan Studies (AIEO). For services rendered to French culture, the French Republic awarded him the Palmes Académiques.
I began working on a senior project for my ILVS and Spanish majors at the end of the Fall semester of senior year, but my classes at Tufts and abroad in Santiago, Chile, and ongoing conversations with peers and professors had been cultivating a growing interest in photography and photography theory in Latin America long before that, finally taking the form of a hand-bound photography book. This book has been the product of years of critical visual studies at Tufts, aided by professors in many departments, and a need to really create something before I left the university. The Spanish department immediately took interest in the project and was extremely supportive throughout the entire process: Nina Gerassi-Navarro advised me, helping me see the book as not just a personal project, but also the synthesis of many academic and literary theories about Latin America, the department provided the funds for the materials I would need and offered me spaces and times to display the final work. SMFA professors Eulogio Guzmán, Jim Dow, and Garrett Yahn offered guidance, opinions, suggestions, and the space and time I needed to work on the project from the beginning. I'm incredibly grateful to all involved for the support I received and I know my project is better because of it. I have seen the project grow from an idea to a tangible product that I myself made (!!), and it feels wonderful to leave this place with something physical I can hold, feel, flip through, engage with and share with others.
ADDITIONAL PHOTOS OF SOPHIE’S FINAL PROJECT

To see more of Sophie Hecht’s photography, please go to https://www.sofiehechtphoto.com

INNOVATIVE TEACHING TECHNIQUES

Through a comparative perspective, students in Assistant Professor Mona El Khoury-Colella’s class built an archive of discursive and visual practices related to migrations, identities, and territories around the Mediterranean.

The students’ exhibits had to integrate the readings and films studied during the semester in an original approach, a sort of knowledge that could circulate and would manifest a pedagogical and civic engagement. Each student elaborated a virtual exhibit made of three items (which can be images, texts, audio clips, videos, maps, etc.) and 500-700 words accompanying each item, in addition to an introduction and a conclusion. The items have a strong thematic and argumentative connection to each other, and are analyzed in relation to the texts and films studied throughout the semester.

Many thanks to Annie Swafford and Chris Barbour of Tisch Library throughout the development and achievement of the project.

To view the exhibits, please go to https://omeka.library.tufts.edu/fr192.

A SUCCESS STORY: TUFTS IN CADIZ

It took an entire year of planning and working out details, including meetings with administrators on both sides of the Atlantic; designing an academic program; deciding on extra curricular activities; putting in place security measures and international health insurance; contacting hotels and restaurants; buying group tickets for trains and museums; finding TA’s and training them and a myriad of other pieces that had to come together. In the end, when May 2018 came around, Tufts-in-Cadiz was launched!

Universidad de Cadiz
The Department of Romance Studies, in cooperation with the Office of International Programs and Partnerships, created a new five-week summer immersion program at the University of Cadiz, Spain. Twelve very enthusiastic and eager students took up the challenge of learning about Spanish culture first hand. They were a very cohesive group, which at the end of the five weeks were enamored of Cadiz, its culture and its people and inspired to continue learning Spanish. That is how we measure success.

The group was led by Ester Rincón Calero who assisted them in navigating their new surroundings and understanding the people and their customs. Through informal conversations over tapas, trips to the Alhambra and Pueblos Blancos, walks down the streets of Seville, and office hours on the beach, the students developed a relation of trust and respect that was reflected in the appreciative comments they wrote about their faculty leader. It was Ester who, through her presence, dedication, organizational skills and enthusiasm contributed to making it a success story.

The academic program, designed by members of our department, was successfully taught by local instructors from Cadiz University. In addition to taking two classes on language and culture, students were fully immersed in the life of this city with more than 3000 years of history within its walls. They were exposed to workshops on flamenco dancing, paella cooking, visits to local emblematic sites and museums, talks by local authors, and more. Their contact with the gaditanos was enhanced by the opportunity to participate in volunteer work in different organizations, like ALZHE or the Fundación Fragela, where students had an opportunity to dedicate their time to the elderly.

An endeavor like this is only possible thanks to the cooperation of many. Dean Auner and the Summer School Committee gave us their vote of confidence on our proposal. Kevin Paquette from International Programs and Partnerships provided the administrative and bureaucratic support without which the program would not have been possible. Conchita Davis, Marisol Fernández García and Amy Millay were part of the Tufts-in-Cádiz Committee that helped shape this initiative.
A SUCCESS STORY: TUFTS IN CADIZ CON’T

This program is a perfect complement to the already well-established Tufts-in-Madrid and Tuft-in-Chile programs. It offers students who are unable to spend a semester abroad the experience of living and learning in a foreign country. I will leave you with the words of a student: I will carry these memories and friendships with me and I sincerely believe that anybody who would like to experience Spain and does not have the chance to do so during the school year would benefit equally from embarking on this journey!

Contributed by Marta Rosso-O’Laughlin

Fellowship: Isabelle Naginski

Congratulations, to our Professor Isabelle Naginski for being named a 2018 Fellow at the University of Strasbourg Institute for Advanced Study (USIAS). Isabelle is a Professor of French and Comparative Literature specializing in the 19th century French and Russian novel with concentrations on George Sand, Balzac, Stendhal, Flaubert, Dostoevsky, and Tolstoy. Isabelle will be at the institute from September - December 2018 and will be welcomed by Professor Guy Ducrey in the Literary Configuration unit working on the project “From Scrutinizing One’s Entrails to Letting the Wind Play One’s Harp: George Sand’s Poetics of Genius”. For information on the project and the institute, please visit http://www.usias.fr/en/fellows/2018-fellows/isabelle-hoog-naginski/.

Tufts Pre-College Intensive International Relations Program

The Tufts Pre-College Intensive: International Relations program was a 2 week, resident, for Tufts credit summer program for rising juniors or seniors in high school. It provided students with Tufts’ distinctive approach to the study of International Relations by analyzing current and enduring global issues with faculty from the School of Arts and Sciences and the Fletcher School of Law and Diplomacy, by immersing them in intensive college-level foreign language training.

In keeping with Tufts strong language and cultural proficiency for the understanding of global issues, students selected courses in beginning Arabic and Chinese, intermediate French and Spanish, and English as a second language (ESL). There were 60 students that participated in the program with 11 in Beginning Chinese; 14 in Beginning Arabic; 8 in Intermediate French; 6 in Intermediate Spanish; 11 in Advanced Spanish, and 10 in ESL. The students represented the US, China, Ecuador, Indonesia, Germany, and Lebanon.

The students were given credit for the program (the equivalent of 3 SHUs P/F) for their participation and performance in their language sessions as well as the international relations topic sessions, they also completed a 5-7 page research paper which was due 2 weeks after the program ended.
In addition to the curricular piece of the program, they participated in a mock US senate module at the Edward M. Kennedy Institute in Boston and toured other college campuses in the Boston area.

This was the first year the program was offered at Tufts.

**Latin American Studies**

The Latin American Studies major is an exciting interdisciplinary program that encourages students to explore in-depth the complexity of Latin America from different perspectives. We offer a wide variety of courses on different regions, from Mexico to Argentina, including Brazil. The minor requires only five courses from three different disciplines after which students work with faculty to design their capstone project.

These projects vary enormously, from research papers to photography exhibits or musical compositions, depending on the student’s interests. For more information students should contact the Program Administrator, Gari Horton, or the Director, Nina Gerassi-Navarro, in the Department of Romance Studies.

First page photo: the troubadour Perdigon playing his fiddle. Wikipedia