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This column carries reports of the Executive Committee of Phi Sigma Iota. Please send comments to contact@phisigmaiota.org to the attention of Mirna Trauger, President.

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The Curia, a section devoted to guest contributors, features an essay from Lifetime member Juergen Barbusca summarizing his language-learning experiences, preparing for certification through the *Test de connaissance du français* French language exam, and online language leaning resources.

FROM THE ROSTRUM

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Phi Sigma Iota exists to recognize students who excel in language learning. The experiences of learning a new language or of becoming better acquainted with a culture other than one's own are unique to each student. *The Rostrum* offers student members of Phi Sigma Iota the opportunity to publish their original writing about these experiences.

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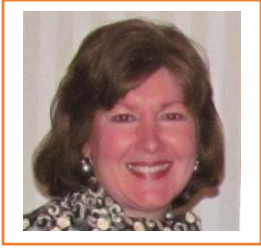
IT'S ALL ABOUT US!

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In this section, we publish your chapter news and photographs. We also report new chapter charters. Let us hear from you! Send news and pictures to Administrative Director Roz Macken at contact@phisigmaiota.org.

Editor, Kajsa C. Larson
Associate Professor of Spanish
Gamma Phi Chapter #222
Northern Kentucky University

FROM THE COMITIUM: President's Letter



¡Hola! As I end my two-year term as President of Phi Sigma Iota, I remain more optimistic than ever before about the future of language study in the United States and about the role of Phi Sigma Iota in both promoting and supporting language study. Our membership remains strong as is our commitment to their engagement in graduate and undergraduate language programs.

The continued financial health of Phi Sigma Iota organization allowed the Executive Board to award eleven scholarships to students whose proposals included requests to contribute funding for study abroad to Europe, South America and China along with attendance at an academic conference in order to present doctoral thesis research.

At the September 2017 meeting in Pittsburgh, the Executive Board continued discussions about arranging a PSI Convention for student members and chapter advisors in addition to the technology needed to involve national participants from PSI Chapters both on site and long distance. To this end, PSI will be circulating a survey to chapter advisors this year in order to aid planning for this important event.

On behalf of the Executive Board, I salute Chapter Advisors for their dedication to their student members and to the values espoused by Phi Sigma Iota in regard to the promotion of excellence in foreign language education. I especially salute PSI students for their hard work and for their many academic accomplishments as they further their understanding of other cultures through the study of language in our multicultural world. ¡Saludos!

All the best,

A handwritten signature in blue ink that reads "Joan F. Marx". The signature is fluid and cursive.

Joan F. Marx
President, PSI
January 2018



Executive Committee Members, Annual Meeting, Sept. 16, 2017

From left: Fabian Balmori, 1st VP elect; Kristen Hetrick, Sec.; Mirna Trauger, Pres. elect; Roz Macken, Admin. Dir.; Joan Marx, Pres.; Virginia Shen, 2nd VP; Phillip Wolfe, Finance Committee Chair

Phi Sigma Iota Scholarships

Application forms for both Collegiate and Alumni/Professional Members can be found on the “Scholarships” link on the Society’s website, <http://phisigmaiota.org>. The submission deadline for all applications is March 31, 2018.

Federal Civil Service Benefits

Phi Sigma Iota is a member of the Association of College Honor Societies (ACHS), and as such, **members of our Society are eligible for a higher, GS-7 starting salary rank for positions in the Federal Service.** Here’s a link to the Operating Manual page for the US Office of Personnel Management that gives the details. <http://www.opm.gov/qualifications/policy/ApplicationOfStds-04.asp>. **See the annual salary chart to compare what a difference this makes!**
<http://www.federaljobs.net/salarybase.htm>

If you work full-time in a public service job, you may qualify for Public Service Loan Forgiveness!

See if you qualify here: <https://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/public-service>

Scholarships and Awards for Members of Honor Societies

Phi Sigma Iota’s Member Resources page also has information on scholarships and awards available to members of any honor society belonging to the Association of College of Honor Societies (ACHS), a coordinating organization that maintains high standards, monitors, advises, and certifies the quality of member honor societies. For additional information, see also www.achsnatl.org.

We invite you to our new online skill-share and mentoring community

What is VineUp and How do I Join? To join the community simply visit <http://phisigmaiota.org> and click on the VineUp link. You will have the options to register manually or connect via your Facebook or LinkedIn accounts, making registration and updating of your profile information easy. During your registration process you will be prompted to enter the special access code provided to you in an email. This code will only be requested once and you will not need to memorize it. Once you have completed the steps you will have to verify your email address then, once your profile has been approved by our administrators, you will be able to access the community. The platform has a mobile ready interface, so there is no need to download any apps. It works smoothly and easily on all devices and browsers.

Beware of Bogus Organizations

from the Information Committee of The Association of College Honor Societies

This letter addresses the issue of “bogus” organizations claiming to be honor societies, which has posed very real problems over the years not only for our own societies, but for students who are confused and paying fees to groups they did not intend to pay. This letter also promotes the value of ACHS standards and certification.

Honor Societies have existed as a part of the higher education tradition since 1885. In 1925 the Association of College Honor Societies (ACHS) was established to help colleges and universities assess the value and credibility of these organizations.

Over the past few years there have been several groups that have emerged that are calling themselves an honor society but do not meet the standards to be certified by the Association of College Honor Societies. Based on the calls and questions that come to the ACHS office, these organizations are marketing themselves as honor societies and possibly creating confusion for students.

In order to help students and administrators make more informed decisions, the Association of College Honor Societies asks that you ask or assess these basic questions before determining any organization to be an honor society:

- **ACHS certification** – this link lists all member honor societies that are certified and meet the standards: <http://achsnatl.org/member-directory.asp>
- **Minimum scholastic standards for membership** – make sure there is a reason that the student is being honored and is not just being invited to join a group with no standards or criteria for membership.
- **Non-profit status** – a certified honor society will always be a non-profit, 501 c3, organization. Don't be deceived by the organization having a .org website address. These groups often don't disclose that they are for-profit in their marketing materials. You have to ask them, or you can check here: <https://www.guidestar.org/Home.aspx>.
- **Campus chapters** – make sure the organization is a registered and recognized chapter on your campus with on-campus leadership from students and/or faculty.
- **Fees** – all collegiate honor societies have a membership fee. The fee may be solicited from the invited student or, in some cases, paid for by the institution. Having a fee is comparable to your institution having tuition. The key factor is that the student should be paying to affiliate with an organization that has been certified to meet high standards the same way your institution has been accredited.
- **Transparency** – check the organization's website to make sure that it states it is a non-profit and that there is a phone number and address listed. Is there a listing of a functioning board who provides oversight to the organization?
- **Member participation in governance** – are members of the organization involved in governing the organization?

You can find more information about legitimate honor societies at www.achsnatl.org

Please help us share this with individuals on your campus who can help students make better informed decisions.

Show pride in your Society membership with the purchase of a variety of logo merchandise from our new on-line CafePress store at <http://www.cafepress.com/phisigmaiota1>.



Clothing

T-Shirts, Sweatshirts, Caps



Mugs, Glasses, Coasters, Pillows

Choose mugs, glasses, coasters, pillows, and sports bottles



Buttons, Decals, Magnets, & Stickers

Show pride in your Society membership with buttons, decals, magnets and stickers



Tote Bags, Note Cards & Ornaments

Pack it all up in our tote bag, send a note to a friend with our note cards and display a Phi Sigma Iota ornament.



iPad Covers & Phone Cases

Protect your electronic devices with these covers and cases.



Jewelry

Charms, key chains, earrings, necklaces, and other jewelry items.

Congratulations!

The Fellowship Board of Tau Beta Pi, the engineering honor society, announces **Mikayla G. Walters, Phi Sigma Iota member at the University of South Alabama** was chosen as one of 25 engineering students from 312 applicants for graduate fellowships in 2017-18. Mikayla was awarded a Zimmerman Fellowship to receive a cash stipend of \$10,000 for advanced study in the field of chemical engineering. All Tau Beta Pi Fellowships are awarded on the competitive criteria of high scholarship, campus leadership and service, and promise of future contributions to the engineering profession. Tau Beta Pi was founded at Lehigh University in 1885. It has collegiate chapters at 246 engineering colleges in the United States and active alumni chapters in 42 cities. It has initiated more than 580,000 members in its 132-year history and is the world's largest engineering society.

Dr. Susan Huffman, National President of Alpha Lambda Delta National Honor Society for First-Year Students, announced that **Julia Steffen, Phi Sigma Iota member at Northern Kentucky University** is the recipient of the Barbara Quilling Graduate Fellowship in the amount of \$5,000. Graduate Fellowships have been in place since 1940, awarding 26 Alpha Lambda Delta members thinking about pursuing a graduate or professional degree program. Alpha Lambda Delta is a national honor society that recognizes students' academic success in their first year at a college or university. Founded in 1924, Alpha Lambda Delta is present on over 280 campuses nationwide. Alpha Lambda Delta's mission is to "encourage superior academic achievement, to promote intelligent living and a continued high standard of learning, and to assist students in recognizing and developing meaningful goals for their unique roles in society."

FROM THE CURIA:

Online resources are a learning catalyst for foreign language acquisition *One student's experience also suggests motivation could be a Rosetta Stone*

Juergen Barbusca

Lifetime member, inducted in 1999 at University of Nevada, Las Vegas

As a mid-career public relations professional whose chief tool is language, I often scrutinize my ability to communicate effectively. I performed a similar exercise when I was employed in the field of language translation 22 years ago. Communicating effectively is important for every occupation using language. But achieving the desired level of language proficiency takes practice, dedication and time.

In early 2017, I took the *Test de connaissance du français* (TCF) French language exam as an English native speaker after investing nearly 1,000 hours of preparation. That took practice, dedication and time. And while the resources available to support foreign language teaching have undoubtedly changed since my days as an undergraduate learning German and French, one thing is certain: today's online and digital resources are abundant, and provide an extraordinary learning pathway for meaningful engagement with the target language. Such resources contributed in no small way toward my ability to confidently prepare for the TCF. When combined with traditional book-based learning, the multitude of online resources can markedly enhance the learning experience associated with foreign language acquisition. But it all starts with the individual student and their motivation to learn.

Research supporting the critical period hypothesis (CPH) suggests that acquisition of a first language – and likely a second language – comes easiest during the first few years of life and extends until puberty (Lenneberg, 1967). As one ages, CPH proposes that acquiring a new language along with its unique system of grammar and pronunciation becomes biologically more difficult, although it should be noted some newer research challenges this early form of CPH.

While the innate ability to acquire a new language in adulthood is not the focus of this writing, there are demonstrably certain factors other than CPH, which may influence the ability to learn a second or third language. Masgoret and Gardner (2003) suggest motivation is a strong predictor of successful language learning. Morris (2001) submits that *integrative motivation* provides the foundation for wanting to learn a language based on identification with the community that speaks it. In *instrumental motivation*, the desire to learn the language is linked to the language learner's needs and goals, for example to meet immigration requirements or employment demands.

As an undergraduate in the early 1980s, I would most closely have identified with integrative motivation as the rationale for pursuing what was then my first foreign language. But the story really begins with my mother arriving in North America from Germany and starting a family soon thereafter. I did not acquire much more than a scant handful of German vocabulary words during my upbringing because English was the dominant language in our household and the value of second language learning was not a primary consideration. For this and other reasons I was highly motivated to learn my mother's *langue natale* while attending college.

The language learning resources available to my classmates and me in that first semester of German instruction consisted of a lecturer, a textbook (which I still possess), and access to a somewhat rudimentary language lab. Classroom instruction focused on grammar objectives, reading exercises, and question and answer drills. Homework was assigned regularly with each student assessing their own level of preparation needed for weekly quizzes. The publisher did not record or include any companion learning tapes to support the textbook (published in 1975) and this made any real use of the on-campus language lab redundant.

My final grade in that first semester German class was just above failing, a result that would appear to support CPH and the difficulty it signifies for second-language acquisition by adult learners. But I pushed forward, retook the class and felt the excitement of the training wheels coming off after subsequently completing an additional beginning and one intermediate German class with highest marks. Language learning resources beyond the classroom were still virtually nonexistent. Classroom instruction, homework and practice, practice, practice represented the chief means by which I learned my first foreign language. Then, around the time of my intermediate German class, I discovered what studying abroad was all about.

The manifold benefits of the study abroad experience

In my mind, the study abroad experience held the key to attaining language fluency because, what could be more instructive and immersive than diving into the deep end without a lifeline and learning to swim? To a lesser degree, studying abroad also meant having an opportunity to learn more about the maternal side of my family while escaping the sanctuary of my parents' home and achieving some independence. And just as motivation had laid the groundwork for wanting to learn German, so too did it play a role in my decision to study abroad. I investigated and selected the Junior Year in Munich Program (JYM) through Wayne State University. The 60-year old JYM program had a great reputation then as now and is still used as a model for international programs sponsored by other colleges and universities.

Like many endeavors, the results one can expect from language learning are roughly equivalent to the effort one makes. My conviction that *Übung macht den Meister* or “practice makes perfect” gradually led to an increase in my speaking confidence upon settling into the student dormitory near the University of Munich. In addition, JYM's six-week, in-country orientation program focusing on language, current events, history, customs and etiquette also gave rise to a keen cultural sensitivity for those of us who were sufficiently attuned.

Living in a foreign country is wholly unlike any stateside classroom experience. It is quite simply the best language lab – digital, analog or otherwise – available to students of foreign language and culture.

An American learns French in Munich

After completing the two semesters of the JYM program, I continued my studies of German philology at the University of Munich as an independent student. During this time, I signed-up for a beginning French class held at the well-known Sprachen und Dolmetscher Institut, Muenchen (Institute of Languages and Translation, Munich).

The real challenge for me in this new classroom environment was found in attempting to learn a third language through a still nascent second language. I felt like a foreign language underdog. Most, if not all, of the other students already had some exposure to French. I had not. Our textbook (which I still possess) was written in German and French. Explanations on everything from verb declensions to latent word-final consonants were in a language of which I effectively had only a waystage understanding. The instructor moved quickly through the lessons; it was a bit of struggle to keep up. What's more, learning resources were rather elementary. As an example, the textbook's introduction (original printing, 1975) reminded readers that:

“In addition to this textbook, a collection of seven phonograph records and two compact cassette tapes is available...”

Reading that passage within the context of today's digital world is entertaining if not, well, downright absurd. How clunky and inefficient must it have been to lift and drop the tone arm into exactly the right groove time and again to replay key vowel and consonant sounds on a vinyl record? I

recall attempting to locate those audio resources in the institute's language library but they seemed to be in permanent use.

Bumping up to language immersion in Paris

The study abroad program in Munich served me well and I was hoping to duplicate that experience in Paris before returning to the U.S. I enrolled in a class at the Alliance Française, the well-known French language and cultural institute with 850 locations in 137 countries.

I found the environment at Alliance Française invigorating. Students came from Europe and many points around the globe. There was a great sense of internationalism and multiculturalism. The class instructor incorporated a teaching methodology based on speaking, listening and everyday situations; a technique known as the direct or natural method. Grammar is avoided. The concept was entirely new to me. Until then, my language instruction had been based entirely on the structural approach, where a complex of grammatical rules is learned one at a time in a set order. Fortunately, I was able to leverage my rudimentary knowledge of French grammar from the Munich course for a better understanding of what was happening in the Paris class. What's more, I continued to refer to the Munich textbook to further my *savoir-faire* of French grammar considering my taste for the structural approach.

Living in the French capital was a big boost to my language fluency. And it was thoroughly experiential. Language and culture were all around me. The simple task of asking for directions (even when I knew where I was headed), reading billboard advertisements, thumbing through newspapers and magazines, listening to radio, watching TV and striking up easy conversations with bus or subway passengers deeply impregnated both my conscious and subconscious. Soon, I reached that state of nirvana every language learner has talked about at some point—dreaming in the target language. According to De Koninck, Christ, Hébert and Rinfret (1990), there are significant positive correlations between REM sleep, dreaming and waking cognitive processes.

After four months in Paris, I returned to the U.S.

Evaluating language skills at the highest level

In my final year as an undergraduate, I squeezed in an intermediate French class and felt good about having basic-to-intermediate conversational fluency in two languages. Shortly after graduation, I returned to Munich where I continued to focus on my proficiency.

During the latter part of the 1980s, I prepared for two of the most widely recognized and accepted examinations for students of German as a foreign language. These were the *Kleines Deutsches Sprachdiplom* or KDS (Lower German Language Diploma) and the *Grosses Deutsches Sprachdiplom* or GDS (Higher German Language Diploma). Both tests were developed and implemented by the Goethe Institut, the well-respected language and cultural association with 159 locations in 98 countries promoting the study of German.

While the KDS certified candidates as independent users of the German language, the GDS affirmed candidates have extremely advanced language skills. Both of these exams evaluated language capability at the highest level based on the Goethe Institut's uniform testing format. Successful passage of these exams meant one could also fulfill a pre-employment requirement, officially enroll in an institution of higher education or satisfy German immigration conditions.

I approached my test readiness with a self-study mindset and the belief that my ongoing language and cultural immersion would automatically serve as a "preparation platform" of sorts. Even so, grammar and style books were my friends and helped ensure my foundational language principles were in order. I also practiced written self-expression on a near daily basis and concentrated on developing a fluid, clear and idiomatically correct style. Native speakers reviewed my work and listened to my spoken word. Flashcards were used to build and reinforce my vocabulary.

The results: on the three-level “very good – good – satisfactory” grading scale used by the Goethe Institute at the time of testing, I achieved an overall grade of “good” on the KDS and the GDS examinations.

A common standard for language teaching and testing arises

In 2001, the European Council established the Common European Framework of Reference for Languages (CEFR). It is “designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials and the assessment of foreign language proficiency.”¹ The CEFR tests reading, listening, speaking and writing skills and is used for at least 40 languages including English, French, German and Spanish.

The CEFR describes foreign language proficiency at six levels:

- A1 – beginner or breakthrough (basic user)
- A2 – elementary or waystage (basic user)
- B1 – intermediate or threshold (independent user)
- B2 – upper intermediate or vantage (independent user)
- C1 – advanced or effective operational proficiency (proficient user)
- C2 – proficiency or mastery (proficient user)

The CEFR is a systematic way to validate language proficiency by incorporating a highly standardized framework that describes capabilities in specific terms. Through the CEFR, governments, educational institutions, NGOs, administrators and others have a uniform basis with which to assess foreign language proficiencies by users. Language students in the U.S. looking for employment in or immigration to a European country could conceivably be faced with a CEFR-based exam. For still others, the CEFR may be seen as more of a personal challenge. Such was the case when I sat for the TCF French language exam in February 2017.

Leveraging digital resources to prep for the TCF

Preparing for the TCF was a big undertaking. First, it had been well over 20 years since I had used French with any regularity. It had also been many more years since I had formally studied the language, meaning that while I would not be starting at zero, I would need to efficiently reboot my French speaking, reading, writing and listening skills.

And then I discovered a profusion of invaluable language learning resources online and in digital format. These resources were conveniently available to me through my personal computer and on the road through mobile apps and podcasts. Several of these aids were geared specifically toward the TCF. A short list of the chief resources I used would include:

- TV-5 Monde (web): sample TCF exams dating back to 2013 with answer keys; special area of website dedicated to learners of French with graded resources; wide selection of on demand content; phone app;
- Official Guide to the TCF exam: practice tests with CD from CIEP, an arm of the French Ministry of National Education;
- TCF preparation tips and practice tests with CD from publisher CLE International;
- RFI-Radio France International (web): live audio/video streams, podcasts and transcripts of hourly newscasts in “easy French” format; phone app;
- France Info (web): live audio/video streams, podcasts; phone app;
- Radio-Canada (web): hourly news in French; phone app;
- *Ultimate French*. Living Language. Textbook and audio CDs;

- NewsInSlowFrench.com, website: subscription service with weekly language learning podcasts based on current events with vast educational materials; phone app;
- Linguee.com, website: a powerful online dictionary for many language pairs with extensive definitions, usage examples and translation capabilities; phone app;
- Quizlet.com, website: an online learning community with study sets, flashcards and gamification learning; phone app.

The above list makes no mention of the hundreds – potentially thousands – of web destinations that deliver credible information about French grammar, usage, style and pronunciation. One can always find an author who explains difficult concepts in exactly the right voice. Nor does the list include resources such as YouTube or Vimeo, which can provide additional interactive tools using their respective formats. Web mapping services such as Google Maps and MapQuest can be invaluable for locating places of francophone geographical, historical and cultural importance. This short list omits innumerable other online French learning tools such as audiobooks, self-guided quizzes, interactive curricula or other resources such as language translators or verb conjugators akin to Barron’s 501 French Verbs. There is a vast amount of online news, sports and entertainment content available in French on live and on demand streaming platforms. The list of high-quality, credible online resources is seemingly endless and can be used to the extent of one’s needs and interests.

It is my belief that the free and subscription-based online study resources I used provided me with targeted language learning support that contributed immensely to my success on the TCF. While students can benefit singularly from instructor-led, book-based classroom learning, when they pair it with today’s multitude of online and digital assets, the opportunities for language learning and testing success are amplified considerably.

The reward of using a digital learning strategy became clear when the TCF testing center reported my score on the three compulsory components of the *Test de connaissance du français* as 431 points or level B2, which is equivalent to an upper intermediate or independent language user. I was pleased with the result.

As described above, various types of motivation can be a strong predictor of successful language learning and, in this writer’s opinion, motivation can help overcome limitations to second language acquisition among adults as suggested by the critical period hypothesis. But in order to maximize the pedagogical effectiveness of foreign language learning, the wealth of online and digital resources should also be used to complement traditional book-based learning.

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FROM THE ROSTRUM

The Rostrum offers student members the opportunity to publish their original writing about language experiences.

Con destino a la acepción

Elizabeth Hernandez

Member Chi Omega Chapter #263, University of South Alabama

Media hora pasada de las tres. Subo al tren con mi hija. Nunca pensé que estuviera visitando la tumba de mi propio hijo. Siempre le había dejado instrucciones exactas para mi propio entierro.

--Hijo, recuerda que quiero que la gente traiga alcatraces. También recuerda que prefiero que mi caja sea de color café claro.

--Sí, madre lo sé. Deja de preocuparme con estos detalles que usted vivirá por siempre.

Pita el tren y es tiempo de bordar. Recuerdo esa conversación como si fuera ayer, pero no lo fue. Es más, hacía mucho tiempo que había hablado con Carlos, y mucho más tiempo desde la última vez que lo había visto.

Me siento junto a la ventana y empieza a llover. Siento que las lágrimas llenan mis ojos al recordar a mi pequeño Carlos saltar por los charcos enormes en nuestra calle llena de baches. Esperanza se cansa de seguir las gotas de la ventana con su dedo y se acurruca junto a mí bostezando. No me sorprende que no haya llorado ninguna lagrima al visitar la tumba de su hermano, pues no tenían ninguna relación.

--Disculpe Señora. ¿Gusta una tacita de té de manzanilla?

Té de manzanilla, era el favorito de mi Carlitos. Siempre se lo preparaba cuando se enfermaba o se sentía nervioso antes de una pelea de boxeo.

--No. Gracias, estamos bien.

Desde que se fue Carlitos, el boxeo está prohibido en la casa. No permito que se vea en la televisión ni permito que mi hija se junte con sus primos quienes boxean. El boxeo es la razón que nos dejó solas mi Carlitos. El me aseguraba que solo era un pasatiempo y que no tenía nada de importancia. Me prometía que él tenía sueños de asistir a la universidad y que ese pasatiempo le ayudaría conseguir becas. Mentiras.

Aún recuerdo el día en que se fue. Era la una de la tarde de un sábado caloroso y lo escuché abrir la rechinante puerta de la casa. Llevaba un suéter verde y su mochila vieja. Le pregunte a donde iba con tanto apuro y me dijo que tenía un proyecto para la escuela.

--Recuerda que la cena estará lista a las ocho. No llegues tarde o se te enfriara ‘mijo.

--Sí mamá no te preocupes. Dame la bendición antes de que me vaya.

Después de darle la bendición, me abrazo muy fuerte y me dio un beso en la mejilla.

--Te quiero mucho mamá.

Esas fueron sus últimas palabras. Esperanza solo tenía tres años y ella no entendía porque no comimos esa noche. Ni tampoco comprendía porque mis lágrimas mojaban su cara mientras la arrullaba esa noche a la hora de dormir. Como mis ojos, las nubes también lloraban esa noche como era de costumbre en Mobile y mis gemidos fueron cubiertos con el aulló del viento.

Ahora no me tengo que preocupar a cada momento de donde esta Carlitos ni preguntarme si comió esa noche. Tampoco me tengo que preocupar si anda en peligro. Aunque no me hayan permitido ver su cuerpo, ahora sé que él duerme tranquilamente en el panteón y por más que quiera reunirme con él, debo ser fuerte y sacar a Esperanza adelante.

Le développement de Ni Putes Ni Soumises: Le féminisme des banlieues

Taylor Jaczko

Sigma Tau Chapter #61, Alfred University

Une grande partie de l'histoire de la France se concentre sur les mouvements vers l'égalité, avec les idéaux féministes comme un facteur de motivation. Connus pour leur amour des grèves, des manifestations et des boycotts, les Français ont formé, sans surprise, quelques groupes activistes pour continuer cette lutte pour l'équité entre tous les gens dans l'état. Un tel groupe, Ni Putes Ni Soumises, a gagné beaucoup de notoriété au fil des ans en raison de leur leadership fort et leur présence répandue. Avec une préoccupation spécifique aux femmes musulmanes de milieux socio-économiques défavorisés, cette organisation féministe a joué un rôle important en attirant l'attention sur les populations sous-représentées dans les questions sociales. Grâce à la mondialisation rapide et l'utilisation des médias sociaux, entre autres aspects, le féminisme en générale a subi de nombreux changements récemment. Afin de maintenir l'efficacité dans la société, il faut que les groupes qui travaillent pour inciter le changement social puissent s'adapter. Ni Putes Ni Soumises est un exemple d'une association qui a continuellement développé sa mission et ses méthodes pour mieux traiter les problèmes et les valeurs actuels.

Dans la troisième vague du féminisme, qui est en vigueur aujourd'hui, l'accent a été mis sur le besoin d'intersectionnalité. Avec la croyance que les formes précédentes du féminisme ont été trop largement centrées sur les femmes blanches de la classe moyenne, cette idée appelle une représentation et une considération de tous les types de femmes dans les mouvements féministes (Collins). Ni Putes Ni Soumises est l'un des groupes féministes intersectionnels les plus connus en France. Fondé en 2002, le groupe a été créé par Fadela Amara, une activiste acharnée pour les droits des femmes. Ayant grandi dans les banlieues de Clermont-Ferrand, elle était très consciente de nombreux problèmes auxquels les musulmans étaient confrontés en France, notamment en termes de préjugés. Depuis un jeune âge, Amara s'est retrouvée impliquée dans des manifestations et des mouvements pour la justice dans sa communauté, comme avec la formation de pétitions lorsque les autorités voulaient fermer son lotissement, et dans l'établissement de l'Association des femmes pour l'échange intercommunautaire, qui a promu la pensée indépendante des femmes. En parlant de la perspective typique du féminisme dans sa culture islamique, elle dit, « Filles, soeurs, cousines et voisines doivent soit se conduire comme des vassales soumises mais vertueuses, soit être considérées comme des putes de bas étage. Le moindre signe d'indépendance ou de féminité est interprété comme un défi ou de la provocation » (Thieblemont 15-25).

Ces points de vue féministes forts ont été pleinement enflammés pour Amara en 2002, immédiatement avant la formation du groupe. Le 4 octobre de cette année, une jeune femme algérienne a été tuée dans la banlieue sud de Paris. Sohane Benziane, qui avait 17 ans, a été brûlée par son ancien petit ami devant de nombreux amis. Quand elle a pu s'échapper, sa mort a été constatée par au moins une douzaine d'autres camarades de classe qui quittaient l'école à ce moment-là. L'auteur du crime était un chef de gang bien connu dans le quartier. Une opinion populaire est que cette affaire a été malmenée dans la presse, ce qui a conduit à l'indignation généralisée parmi les grands médias— y compris la Marche des femmes des quartiers contre les ghettos et pour l'égalité, organisée par Amara le 1 février 2003. Cette marche était également dédiée à Samira Bellil, un autre membre fondateur de l'association, dont le mémoire *Dans l'enfer des tournantes* a fourni un exposé sur la vie des femmes dans les cités. Une immigrante algérienne vivant dans la banlieue de Paris, Bellil était sujette à la violence que les femmes subissaient souvent dans ces zones, en particulier les viols collectifs. Après avoir signalé ces crimes et fait face aux conséquences et au jugement de sa famille et de sa

communauté, elle a été encouragée à aider d'autres femmes dans des situations similaires à chercher refuge. Avec l'aide d'Amara, la création de Ni Putes Ni Soumises est finalement arrivée (Oktapoda 9-23).

Au début des actions du groupe, après avoir obtenu beaucoup d'attention de la part des médias, quelques représentantes ont été invitées à parler de leurs aspirations avec le Premier ministre et à créer un plan d'action. Bien que leurs préoccupations concernant l'égalité des sexes et le sexisme en générale soient importantes, la liste initiale d'objectifs de Ni Putes Ni Soumises était plus étroite. Le mouvement du groupe est basé sur la lutte contre la violence ciblant les femmes, y compris la violence domestique, les viols collectifs et les pressions sociales telles que le mariage des enfants. Les membres du groupe sont encouragés à comprendre que la condition des femmes dans les cités s'est détériorée, que leurs voix ne sont souvent pas entendues, que leur oppression n'est pas justifiée et que le silence n'est pas la solution (Amara). Les principaux buts étaient de produire un guide éducatif sur le respect, d'établir des espaces de vie sûrs pour les filles et les femmes qui fuient des situations dangereuses, et de fournir plusieurs plates-formes pour éduquer les femmes telles que des sessions de formation et des ateliers pour partager des idées. Ces propositions, entre autres, ont été acceptées par le gouvernement français qui s'est engagé à participer à la réalisation d'objectifs communs (Habchi et Lebdi).

Dans les années récentes, une grande partie du monde a rencontré des changements d'attitude en raison du nombre croissant de migrants issus de la mondialisation. En outre, il y a eu récemment de nombreuses attaques accréditées contre des extrémistes musulmans en Europe, comme le massacre de Charlie Hebdo et l'attaque au Bataclan à Paris lui-même. Bien que beaucoup comprennent que ces actions proviennent d'individus mal orientés et ne reflètent pas les idéaux de la religion dans son ensemble, le résultat malheureux est néanmoins un fort sentiment anti-islamique dans une grande partie du monde occidental. Ces préjugés ont été une force motrice dans les fondements de Ni Putes Ni Soumises et leur lutte, mais sont maintenant devenus un facteur encore plus important (Amara). En se focalisant sur le traitement réservé aux femmes musulmanes dans leurs propres communautés, il y a maintenant des préoccupations accrues pour les femmes musulmanes dans leur ensemble à cause de ces problèmes. Par exemple, la question de l'interdiction du « burkini » a pris les médias en 2016 en tant qu'un grand problème féministe en France. Une controverse a été déclenchée lorsque le maire de Cannes a mis hors la loi cette forme de maillot de bain. Certains officiels ont dit que cela était dû à la séparation légale de l'église et de l'état, ou laïcité, en France, mais il a également été cité que le burkini représente des liens avec l'extrémisme islamique. Cette situation est un fort exemple des problèmes contre lesquels Ni Putes Ni Soumises lutte actuellement, provoqués par les opinions sociales (Berg et Lundahl 263-283).

Cependant, comme il est évident, cet exemple ne comprend pas nécessairement la violence contre les femmes. À mesure que les questions féministes se sont développées en France, les objectifs de Ni Putes Ni Soumises ont également changé. Cela ne veut pas dire que le groupe ne plaide plus en faveur de l'arrêt de la violence contre les femmes, mais qu'il a élargi ses préoccupations pour couvrir des problèmes sociétaux plus répandus et évidents. Certains bulletins d'information récents du groupe se sont concentrés sur des questions d'actualité telles que la lutte pour le droit des filles de porter l'hijab à l'école, le chômage élevé des femmes musulmanes et des mouvements féministes plus généraux comme le manque de représentation des femmes dans le gouvernement. Bien que tout aussi important, de nombreux cas de préoccupation de ce type n'ont pas la même valeur de choc que les premiers cas de formation du groupe. Avec les situations de Samira Bellil et Sohane Benziane, lorsque les nouvelles des incidents se sont répandues dans les médias, une grande partie du public français était fâchée mais n'a pas senti que c'était leur rôle d'aider, ou ne savait pas comment le faire (Oktapoda 20). Avec les luttes actuelles du groupe, de nombreuses personnes sont au mieux complaisantes et indifférentes. Pour

lutter contre cela, le groupe a pris l'organisation de grandes campagnes de sensibilisation dans les écoles et autres lieux publics. L'idée derrière ceci est qu'avec une population éduquée, les gens seront plus motivés pour agir contre les injustices auxquelles font face les groupes minoritaires (Amara).

Un autre développement majeur dans le mouvement est le passage des préoccupations des femmes musulmanes aux femmes en général. Tel que mentionné ci-dessus, les publications récentes de l'organisation ont porté sur les questions féministes de la France plus élargies. Les maîtres mots de l'association sont « laïcité », « mixité », et « égalité », et le groupe était longtemps fier du fait qu'il accepte les membres de tous les milieux. Souvent critiqué pour le manque de diversité dans le groupe, cependant, beaucoup de premières manifestations et actions de l'association ont mis l'accent sur les musulmanes seules. Pendant que leur influence s'est accrue et que leur taille s'est élargie, Ni Putes Ni Soumises en a profité comme d'une occasion pour aborder un plus grand nombre de problèmes auxquels les femmes sont confrontées. Une campagne récente lancée par le président nouvellement élu, Stéphanie Rameau, par exemple, traite de la violence domestique dans les couples et du viol commis par des partenaires amoureux— et malheureusement, c'est un problème auquel toutes les femmes pourraient potentiellement faire face. Cela témoigne encore de l'importance de l'intersectionnalité dans le féminisme et démontre que même un groupe ayant un public cible spécifique peut avoir un impact positif sur d'autres groupes de personnes aussi (Amara).

De plus, Ni Putes Ni Soumises a largement modifié ses méthodes pour faire face à ces préoccupations féministes et diffuser son message. Au cours des premières années du groupe, les membres se sont appuyés sur des événements organisés à grande échelle, tels que des marches et des manifestations, pour être entendus. Ceux-ci ont été particulièrement réussis, mais en raison du niveau de planification impliqué, n'étaient pas une méthode durable sur laquelle se concentrer, même s'ils restent un outil puissant pour les grands problèmes du groupe. En tant que solution, le groupe a adopté des programmes éducatifs et des publications pour atteindre un public plus large à un rythme plus rapide. Le bien-known *Guide du Respect* est l'exemple le plus notable de cette méthode. Les médias sociaux, bien sûr, et la montée de l'utilisation de l'Internet, ont été essentiels dans les progrès du groupe des années récentes. Le site Web de l'association présente des facettes intéressantes qui favorisent la facilité d'utilisation et permettent à un plus large public d'obtenir des informations cruciales. Comprenant un blog, des liens pour les actualités pertinentes, une liste des campagnes en cours, ainsi qu'une mine d'informations sur l'histoire et les positions du groupe, le site fournit tout ce qu'il faut pour agir. En outre, le groupe et ses leaders sont actifs sur de nombreux comptes tels que Twitter et Instagram, ce qui permet à d'autres de trouver l'information et de poursuivre d'autres recherches (Amara).

Ni Putes Ni Soumises a maintenu sa réputation au fil des ans et continue de se battre pour les droits de toutes les femmes en France. Grâce à la volonté du groupe de s'adapter, les mouvements sont toujours actifs et les factions du groupe se retrouvent dans toute la nation. La société n'est pas stagnante, et les problèmes qui en découlent ne le sont pas non plus. Donc, pour rester efficace et influent aux yeux du public, il est nécessaire que tout mouvement social se développe parallèlement aux problèmes pour lesquels il travaille, ainsi qu'au public auquel il s'adresse. Ce groupe a réussi à maintenir ses idéaux et ses plates-formes tout en devenant plus ouvert et utile à un plus large public, ce qui aidera leur lutte à l'avenir.

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Una Comparación de Feminismo en Tristana y La Dama Duende

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Tristana es una mujer que perdió a sus padres. Porque era menor, tenía que vivir con Don Lope, un amigo de su padre. Don Lope fue un caballero viejo que tenía interés en ella. Los dos tenían una relación, y por un momento todo era bueno. Pero cuando Horacio llegó a su vida, su perspectiva cambió. Repentinamente, las cosas infantiles no le interesaban. Ella empezó su despertar mentalmente. Quería aprender arte, música, literatura y escritura. Y Don Lope no se interesó tampoco.

En la Dama Duende, Dona Angela es una viuda joven, y porque ahora no tiene un hombre para guiarla, ella es la responsabilidad de sus hermanos Don Luis y Don Juan. Los hermanos son caballeros y machismos. ellos quieren que ella actúe en el papel de una viuda. Pero ella se rebela, y lleva vestidos extravagantes e intenta continuar una vida normal. Ella no quería perder su juventud. Quiere estar casada otra vez. Y se enfoca en el caballero Don Manuel. En una manera extravagante y cómica ella lo persigue.

Algo interesante en las dos obras es la utilización de hombres para la ganancia de las metas de las mujeres. Tristana originalmente tenía sentimientos para Horacio, pero eventualmente perdió interés en el amor de él también. Para ella Horacio, fue una puerta de conocimiento del mundo afuera de Don Lope. En La Dama Duende, Dona Angela no quería una vida de tristeza que los hombres de su vida han planeado para ella. Así, con la ayuda de su amiga, ella utiliza la falta de conocimiento del hombre para su ventaja. Había una puerta secreta que solo las mujeres sabían que existía entre los dos lados. El lado brillante fue el lado de las mujeres y el lado oscuro fue el lado de los hombres. En una manera esto puede ser un símbolo para tratar de estar en poder viajando al lado de hombre. Como en Tristana, la puerta fue su manera de ganar sus metas.

En el final de las dos obras ambas mujeres consiguieron las metas personales. Pero la cuestión es ¿a qué precio? En el fin sus futuros fueron determinados por hombres. Para Tristana, después de su enfermedad no tenía sus propios recursos y estaba limitada. En el fin, Don Lope fue su única manera de sobrevivir. En el caso de Dona Angela, aunque hizo todo ese intento, su futuro fue ultimado por sus hermanos para decidir y Don Manuel para aceptar. Ellos fueron en favor de su deseo. Pero últimamente, el valor de las dos mujeres fue determinada por hombres.

En conclusión, hay elementos de feminismo en estas dos obras. También hay una relación complicada entre el éxito de feminismo y la presencia de la caballerosidad. podemos resumir que estos personajes femeninos eran feministas para su tiempo. En un tiempo de machismo (sociedad patriarcal), no fue posible ser una mujer. Mostramos la idea de que, aunque no podían cambiar las circunstancias podían cambiar la dirección. En el caso de Dona Angela, perseguía a Don Manuel porque sabía que él era su manera para vivir una vida ambiciosa. Y aunque Tristana últimamente se casó con Don Lope, ganó su independencia para pensarse y expresarse.

Internship in Santiago, Chile

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My name is Mikayla Walters, and I am pursuing an M.S. in Chemical Engineering. I spent the summer in Santiago, Chile doing an internship with Academic Programs International. I worked in the polymers lab at the Pontificia Universidad Católica de Chile as a laboratory and teaching assistant.

When I started this journey, my first goal was to become fluent or very advanced in Spanish, which was a little ambitious since Chileans use a lot of slang and don't pronounce some letters, like final s's. During the first few weeks I was very discouraged, as I could understand fairly well when someone was speaking more slowly, directly to me, but when it came to understanding friends speaking to each other, I was lost. After six weeks, everything seemed to get easier, when I began working with two second-year students, teaching them about my experiments. This made a huge difference in my fluidity of speaking, and my understanding improved a lot as well. At this point, I would say I'm almost fluent.

My second goal was to learn how Spanish is used in an academic laboratory and obtain my Spanish minor, and I certainly achieved this. I learned the names of various pieces of equipment, chemicals, and processes. Surprisingly, scientific literature in Chile is published in English, and the names of many laboratory items were in English. For the minor, I wrote three essays about my work.

My third goal was to learn about Chilean culture. I experienced typical Chilean cuisine, from the meat-filled dough of empanadas to the heartiness of the soup cazuela. I watched a *fútbol* game with my coworkers and witnessed firsthand the deep passion it provokes. I went to museums and parks, and saw the strong family values of couples out with their children on Sunday afternoons. I was invited into homes with a warm welcome and a kiss hello. This was an enjoyable change of pace from my normal life, in which I'm perfectly content to stay inside and curl up with some popcorn and a movie. Abroad, I really enjoyed expanding my horizons and getting out of the house more. Now that I'm home, I want to explore my own city.

Of course, coming out of your comfort zone is bound to come with some growing pains. The challenges of working in an internship outside my field, having a different routine, and being away from my family left me feeling lost on a few occasions. In those moments, I wanted to abandon everything new and come home to my familiar day-to-day life. Ultimately, I knew this wasn't the right thing to do, as I would feel like a failure for giving up. I knew I had to push through and make the most of the experience, and that personal growth is always uncomfortable. After returning home, I am so glad I didn't give up. I learned a lot about Chile and its people, but most of all, I learned about myself. I am now more independent, flexible, and understanding of other ways of life, and I am stronger because of it.

Als die Instinkte triumphierte

Sonya Smith

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Als ich ein Kind war, spielte ich viel Sport. Im Jahr 11 fing ich an, Softball zu spielen. Bis ins 16. Jahr war ich wie eine semi-professionellmäßige Softballerin, weil ich wie eine Professionellen Sportlerin trainierte und durch das ganze Land reiste, während der Geldgeber meines Teames dafür bezahlte. Wirklich plante ich nicht an einer Universität zu studieren, deswegen war es ein Jahr nach dem Abitur, wenn ich den Anruf von einer der Trainerinnen meiner Schule bekam. Dies bewirkte mein Leben für immer.

1978 belegte ich Kurse für ein Jahr an Bishop State, denn ich wusste nicht, was ich mit meinem Leben tun würde, als eine meiner Hauptschule Trainerinnen bei mir mit der bedeutenden Nachricht eines Sportstipendiumtestspiels anrief, die mich so überraschte. Sie sagte mir auch die Telefonnummer der Trainerin einer anderen Schule, deren Softballerin schon zum Testspiel ging war. Ich rief die Eltern dieser Spielerin an und wir planten im Voraus zusammen zu gehen. Ich brauchte einen Handschuh aber hatte keinen, deshalb lieh ich einen von einem Nachbar auf meiner Straße aus. Vor diesem Zeitpunkt versuchte ich nur ein Testspiel, das um Volleyball, der mein Liebling war und dort ich um den Bewerb sehr überforderte war. Aber wenn es um Softball ging, war ich innerhalb meines Fachgebiets.

Es kam den Morgen zu fahren. Die Trainerin an der Uni, die auch Trainerin von der Frauen-Volleyballmannschaft war, stimmte zu, dass ich mit der Mannschaft im Landhaus der Uni schlafen konnte, weil die Mannschaft seine Saisonvorbereitung hatten und die Familie, mit der ich fuhr, fremd war und es wäre ungünstig gewesen, für mich mit denen im Hotel schlafen. Ganz abgesehen davon, dass die Tochter und ich beide für eine Sportstipendium ausprobieren wurden und die Möglichkeit existierte, dass nur einer von uns es bekommen wurde. Ich hatte soviel Angst davor. Damals hatte ich das Gefühl, dass ich instinktiv existierte.

Nachdem wir in der Stadt der Uni ankamen, wartete ich beim Hotel mit der Tochter und ihrer Familie. Die Trainerin wurde bei uns anrufen, wenn Sie fertig mit der Mannschaft war. Als wir warteten, fragte mich die Tochter, ob ich ein bisschen üben möchte. Ja sagte ich, aber ich hatte die ganze Zeit das Gefühl, dass dieses war nur, um sie bei mir vorzufühlen. Wir hatten nur auf dem Parkplatz zu üben, der sehr uneben, holperig, und voller Steine war. Zuerst warfen wir den Ball durch die Luft, dann wollte sie den Ball auf dem Boden werfen. Der Ball wurde die von der Asphaltdecke vorgestandene Steine schlagen und sich zu aller Richtungen drehen. Unmöglich schien er zu fangen. Sicherlich wusste ich, dass es schien, als ob ich gar nicht fangen könnte. Fast eine Schuldgefühl habe ich, wenn ich heutzutage daran denken, wie sie wegen unseres Üben dachte, dass sie überhandnahm.

Das Spielfeld mussten die Eltern verlassen und dort realisierte ich, dass nur drei Spielerinnen ausprobieren gab. Morgenfrüh hatte es geregnet und da war das Feld noch naß, aus diesem Grunde (Wortspiel intendierte) tat der Ball so, als ob wir wieder auf dem Parkplatz wären. Der Ball machte fremde Dingen, wenn er den Boden schlug, aber ich vermisste nichts, als die Trainerin uns auf andere Positionen versuchte. Die Tochter war nicht so gut, obwohl ich sie ständig ermutigte und die andere Ausprobierende imponierte mich nicht. Nach dem Testspiel fühlte ich mich überzeugt und ich glaubte sicherlich, dass ich einer der Sportstipendien bekommen würde. Ich und die Tochter wussten, dass ich fehlerfrei gespielt hatte. Ich kann vorstellen, dass ich sie überraschte, denn ich hatte nicht das gleiche Ansehen als auf dem Parkplatz nicht. Dort trag ich die Sportschuhe und fühlte ich mich wie zu hause.

Die Rückfahrt nach Hause war schon unbequem... (Stellt man sich vor, dass eine Familie mir eine Mitfahrgelegenheit gab und da realisierte sie, dass es sehr möglich war, dass ich und nicht ihre Tochter ein Stipendium bekommen könnte.) ...und sehr ruhig. Plötzlich hielt der Vater bei einem Schnapsladen

an und alle stiegen aus Auto aus und gingen herein, außer mir. Sobald sie von dem Schnapsladen zurückkamen und ins Auto steigen, gab der Tochter die Eltern ein Bier und dann er trug mir (eine neunzehnjährige Fremde) der Vater nicht eine Soda oder Wasser an, sondern auch ein Bier. Ich verwunderte und ärgerte mich darüber. Aber ich sagte natürlich, „Danke, ich verzichte“. Jetzt stellt man sich vor, wie den Rest der Rückfahrt nach Hause für mich fühlte.

In jener Nacht rief bei mir die Trainerin von der Uni an und sie sagte mir, dass sie mich wählte, für das Sportstipendium. Sie gab nur eins.

Umsehend denke ich an alle Erkenntnisse, die mein Leben bewirkte und diese Erfahrung ist einer der profundeste.

La crítica del sistema patriarcal en *Tristana*

Tawni Orso

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Tristana, en mi opinión trata sobre el sistema patriarcal, el rol de género y acciones que sugieren una liberación de los roles de la mujer. *Tristana* es una joven que quiere explorar su libertad y no quiere casarse. En el capítulo XV *Tristana* explica que quiere “servir para las cosas grandes; pero que decididamente no sirvo para las pequeñas” (198). En toda la obra el lector sabe que *Tristana* no considera el matrimonio una necesidad para el amor. Para ella, ser educada y tener un trabajo como actriz, o quizás artista, es más importante que ser casada.

En mi opinión, *Tristana* valora su libertad tanto porque ella ha sido una esclava de la casa y las reglas de Don Lope casi toda su vida. Ella es la mujer de Don Lope afuera del matrimonio y tiene que ser su hija y amante al mismo tiempo. Ella quiere ser actriz para liberarse de la influencia de Don Lope. Pero, sabe que si ella se casa con otro hombre, va a ser la posesión de su marido en vez de Don Lope. Como mujer educada sabe que no hay una diferencia en estas dos opciones. Creo que ella cuestiona su rol de género cuando decide ser algo más grande que mujer de un hombre y cuando hace esto, está surgiendo una liberación de la mujer. Sabe que no hay muchas opciones para una mujer más que ser actriz, ser mujer (esposa/casarse) o ser prostituta porque su amiga y criada Saturna explica esto varias veces en la obra; sin embargo quiere romper las normas y declara su libertad.

Aunque Galdós está dando una pequeña crítica del sistema patriarcal y el papel de la mujer, en el fin de la novela todas los sueños de libertad que tiene *Tristana* no se llevan a cabo. Ella perdió su pierna en una amputación y no puede lograr sus metas de ser actriz por su desfiguración. Aunque ella quiere “servir para las cosas más grandes” como ser liberada y ser actriz, ella tiene que actualizar su destino de servir para las cosas pequeñas. Creo que esta amputación, Galdós la usa como una metáfora para los bloques (¿?) en la vida común y corriente como las imposiciones de la familia sobre la mujer. En el fin de la novela *Tristana* se pone más religiosa como una mujer debe ser según las normas y roles de la mujer. También realiza su pesadilla de ser casada cuando tiene que casarse con Don Lope. Después de la amputación, ella pierde su fe en un destino liberada y acepta el destino esperado de la mujer.

A Psychoanalytical Criticism of *Resguardo personal*

Elisabeth Estep

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The beginnings of psychoanalysis date back to the early 20th century and the psychologist Sigmund Freud. Even though many of Freud's theories are discredited today in psychology, some laid a foundation for an entirely new type of literary analysis that focuses explicitly on what is beyond the words on the page. Terry Eagleton states that, "it [psychoanalytical criticism] can tell us something about how literary texts are formed, and reveal something of the meaning of that formation" (Eagleton, 155) which can be quite valuable. For example, theoretical outgrowths from psychoanalytical theory help dismantle the complexities of the 1985 play by Paloma Pedrero *Resguardo personal*'s seemingly standard dialogue over pet-custody after a breakup. Throughout the course of the play the psychoanalytical ideas of semiotics, abjection, human nature vs. nature, the *fort da* theory, and the pleasure principle are reflected in the three main characters' interactions.

To begin by investigating the genre, drama is a unique one in that its popularity among the public stems from the innate tendency for human beings to imitate (Friedman, et al., 252). Humans tend to learn behavior through imitation of those in close proximity, and the theater often represents a clear imitation of reality. This draws in spectators with relatable characters, and recognizable plots. The authors of *Aproximaciones* assert that theater is only different from real life in that the playwright has control of the dramatic situation, whereas in reality, the people involved are immersed in the said situation and cannot alter what is happening from the outside (Friedman, et al., 252).

In Spain following the death of longstanding dictator Francisco Franco in 1975, a cultural explosion emerged that encouraged the growth and production of theater as well as visual art, literature, and film (Friedman et. al., 284). This time period is categorized as *El Teatro Peninsular de las Últimas Décadas* and was an effort to revitalize the stagnant cultural scene previously enforced by *franquista* nationalists with conservative classics, and folklores (284). The main goal of this movement was to challenge the previously set in stone moral, social, and economic norms by displaying conflicts regarding class differences, gender roles, psychological instability, and the cruelty of humanity.

Paloma Pedrero is one of the main dramatists that came forward during this movement and has written numerous acclaimed works including *Resguardo personal*. In the typical Pedrero-style one scene drama, *Resguardo personal* features a couple, Marta and Gonzalo, who are in the midst of weathering a breakup and use their pet dog Nunca as an outlet for voicing their resentments. During the play, Gonzalo comes to Marta's new apartment looking for Nunca who is missing. The couple argue, and Marta admits that the dog is at the dog pound and will be euthanized there because Gonzalo held up her schedule. Gonzalo leaves, insisting to give up hope, but once he is gone Marta reveals that she had been keeping Nunca tranquilized in a box the entire time. This concise scene does a phenomenal job in imitating reality with an unforeseen plot twist for the audience to revel in at the conclusion. As a playwright in the post-Franco time period, Pedrero's work sets up an opportunity for psychoanalytical criticism with all of the previously mentioned aspects working together.

When investigating *Resguardo personal* with a psychoanalytical lens it only seems appropriate to focus on the triad of characters in the drama, how they interact with each other, and how the audience responds to the action. To begin unpacking some of the most relevant aspects of psychoanalytical theory, the great significance in the words *fort* and *da* (that translate to 'gone away' and 'here' respectively) relate their combination to Freud's well-known pleasure principle (Eagleton, 160). This struggle of losing something, then scrambling to find it causes a pleasurable feeling when we once again find the thing back in its place.

The audience's response to the *Resguardo Personal* is uncovered using Freud's *fort da* theory. As a reminder, throughout most of the play the audience has no idea that Nunca is in the box right next to Marta. They only discover this after Gonzalo leaves when Marta, "Corre hacía una caja de embalaje, la abre y sala Nunca desperezándose." (Pedrero, 333) Up until this moment, the audience had only heard about Nunca, but supposedly believed, as Pedrero intended, that she was going to be killed and they would never see her. Using Freud's *fort da* theory, the audience realizes that Nunca had appeared to be absent (gone away), but actually had been present (here) for the duration of the dramatic scene. Based on Freud, this theory invokes pleasure in the hearts of the audience that the dog is in its proper location at the conclusion of the play. Following the happiness that Nunca will not die, the audience feels surprised and disturbed that Marta would lie and manipulate Gonzalo in order to keep the dog for herself. Regardless, the absence and return of Nunca supplies a tone of resolution for the plot of the play, and Freud's *fort da* theory remains relevant in critical analysis.

About half a century later, philosopher and psychoanalyst Julia Kristeva expanded on psychoanalytical criticism with her own influential points to the movement by investigating how semiotic language decenters and disrupts the minds of readers (Eagleton, 164). According to Eagleton, the semiotic process is "a means of undermining the symbolic order" and how it is, "opposed to all fixed, transcendental significations" (Eagleton, 163). The semiotic recognizes that words can possess numerous different meanings, and that these meanings are imperative in communicating ideas.

Because the conflict of *Resguardo personal* is based around the whereabouts of 'Nunca,' phrases from Marta and Gonzalo's dialogue can be interpreted different ways with the semiotic theory. After Gonzalo asks why Marta did not tell him that she was, "poniendo los cuernos," she replies with, "Nunca he conseguido averiguar el significado..." (Pedrero, 330) This line is most usually interpreted as she has never really grasped the meaning of that particular phrase for "cheating" on someone. However, with the knowledge that the dog is named Nunca, Marta's meaning can shift. With punctuation after '*conseguido*' or a slight pause for the onstage production, the line can have Marta saying that she has Nunca (the dog) and telling Gonzalo to guess the meaning of her cryptic words. Later Marta says that because Gonzalo was working long hours as a surgeon and was not spending time with her, she dreams of "corazones que nunca se paran" (331). At first look, this line reads as 'hearts that never stop beating,' but if the meaning of the same word is flipped again, Marta can be referencing how getting a dog as a pet ruined their loving relationship- 'hearts that Nunca stopped beating.' Alternatively, if the reader combines the words '*se paran*' to form '*separan*,' it can change Marta's meaning to dreaming of 'hearts that never separate.' Kristeva's semiotic theory is an ambiguous one since it is all about the fluidity of meaning, but this is a language game that Pedrero has Marta playing with the audience, and it is a pinnacle of the play's deeper meaning.

Another part of psychoanalytical criticism that comes forward is the complex relationship between humanity and the non-human form. Returning back to Freud, he theorized that in order for society to progress, this relationship between the two entities must be controlled and maintained (Nealon and Giroux, 230). Overall, this connection between nature and human nature is so intricate that it can either foster a separation between the two or they can be brought, "together in a kind of organic unity" (Nealon and Giroux, 231).

Marta's manipulation of Gonzalo in this scene is critical for her character development, and further shows her desire to control Nunca as well. Marta exemplifies the psychoanalytical relationship between human nature and nature throughout this scene. By the end of the play, it is clear that Marta had been controlling her own actions and putting on a show in order to trick Gonzalo, but it also shows how she was physically controlling Nunca. When she opens the box and Nunca comes out, she begins talking to her as if she was another human and says, "... Sólo ha sido un sueñecito," and as the stage

directions indicate, “*Saca una jeringuilla de la caja*” (Pedrero, 334). By saying and doing these things, Marta’s character shows two aspects of the nature and human nature relationship. First, Marta is actively trying to control her own human nature as she is lying to Gonzalo, and by sedating Nunca she is suppressing the dog’s natural animal instincts to leap out of the box at the sound of Gonzalo’s voice. The control and maintenance of this connection, as asserted by Freud, was imperative for Marta in order to make the progress she wanted. Second, by assigning Nunca subjectivity and talking to her as if she understood anything that happened during the scene, Marta is bringing humanity and nature together in natural unification instead of separating them.

Another subset of psychoanalytical literary criticism has to do with the audience’s perception of a particular work. In Laura Mulvey’s essay *Visual Pleasure and Narrative Cinema*, she discusses how an audience observing a work is fulfilling a narcissistic pleasure. This is the idea that the audience recognizes a likeness in the characters they witness which satisfies a sort of unconscious desire of looking into a mirror (Mulvey, 836).

According to Mulvey, the audience experiences a narcissistic pleasure from watching the three characters in this scene. This drama did its job of imitating reality, and the audience reaps the pleasures of watching (or imagining) people in this scene that are similar to them from afar. This psychoanalytical idea comes back to Freud as being another means of fulfilling the human psyche’s pleasure principle. A metaphorical mirror into their own conflicts, relationships, and dialogue, *Resguardo personal* causes self-reflection for the audience who have probably been a part of or witnessed a relatable situation of dealing with a breakup. The audience clearly has as much of a role in this dramatic scene as the three main characters, and this is proven true because of these psychoanalytical tenets at work.

Kristeva also made an impact on a final facet of psychoanalysis called abjection. The concept of abjection can best be described as the process by which a subject separates their sense of self from what they find most intolerable (Kristeva, 1). From Kristeva’s own pioneering essay titled *Powers of Horror: An Essay on Abjection*, she elaborates by saying that, “what is abject... is radically excluded and draws me toward the place where meaning collapses” (Kristeva, 2). This abstract concept seems that it would be a rare find in literary works. However, it is actually a common theme in much of character development no matter the genre or time period.

Kristeva’s concept of abjection comes through when Gonzalo reacts to Marta telling him the fate of their dog, Nunca. She voices that Nunca is going to be killed if Gonzalo does not let her leave, and Gonzalo responds back to her with an exceptionally flat affect. In this moment, Marta forces Gonzalo into the realm of abjection. Instead of reacting emotionally and wanting to save Nunca, Gonzalo refuses and says, “Los caprichos de loca hay que pagarlos. Se acabó, ya no hay tiempo.” (Pedrero, 332). This represents a turning point for Gonzalo because the idea that Marta put Nunca in that position is so intolerable to him that he separates himself from it and refuses to investigate it further. Conversely, Marta also experiences abjection throughout this scene because she is striving for her independence from Gonzalo. By allowing Gonzalo to believe that he has won the argument, Marta ends up victorious, confident, and abject from the idea of being restricted from her damaged relationship with Gonzalo (Corry).

Returning to the words of Eagleton, psychoanalytical theory is so easily applied to literary works because its basis, “regards the fundamental motivation of human behavior as the avoidance of pain and the gaining of pleasure” which is the foundation for all psychoanalytical ideas elaborated here (Eagleton, 166). By endeavoring into this means of analysis, we are able to grasp an understanding of what these literary works are attempting to convey. Many Spanish authors, poets, and playwrights in the age after Franco questioned the traditionalist patterns of Spain. Pedrero executed this with

Resguardo personal by using a genre that imitates reality. All of these factors come together in dialogue, stage directions, and the audience's reaction to allow us to analyze *Resguardo personal* with psychoanalytical criticism. By observing this work through a psychoanalytical lens, the reader and the audience are able to understand *Resguardo personal* at a much deeper level. This is a victory in itself, and is an undeniable goal for literary theorists everywhere.

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La Voluntad del Mercado Libre

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El intercambio de dinero o productos por otros servicios y productos ha existido en la sociedad humana desde el nacimiento de la civilización. A través de los siglos, ese intercambio se ha convertido en lo que llamamos la economía hoy en día. Esa economía es más que un mercado grande; la economía mundial refleja el estado de la civilización humana en cualquier periodo de tiempo. A través de examinar la economía de un periodo de la historia, se puede descubrir información sobre los deseos, conflictos, y necesidades de la gente que vivían dentro de ese periodo.

La naturaleza fundamental de la economía la convierte en un buen sujeto para la discusión. Además, estudiar la economía profundamente levanta una cuestión difícil... ¿Cuál tiene más control: nosotros sobre la economía, o la economía sobre nosotros? En sus ensayos "Las plantaciones, los latifundios, y el destino", "Porque importa la economía informal", y la "La Sociedad del Espectáculo", Eduardo Galeano, Hernando de Soto, y Mario Vargas Llosa exploran esta cuestión.

Si uno viviera en el mundo de Eduardo Galeano, sería destinado a hacer la voluntad de la economía que lo rodea. Su ensayo "Las plantaciones, los latifundios, y el destino" narra la historia del azúcar en América del Sur. En el proceso, el ensayo investiga como la riqueza influye a la gente que la obtiene. Galeano argumenta que después del descubrimiento del "oro blanco" (Galeano 1), la demanda creciente por el azúcar en todos los lados de Europa le convirtió a la planta en un rey. El "rey azúcar" (Galeano 1) exigió miles y miles de millas de tierra fértil y aún más "combustible humano" (Galeano

1), o esclavos. A cambio de recibir tantos recursos de la gente de los países de América del Sur, el azúcar dejó solamente la destrucción detrás de sí. La gente que explotaba los países latinoamericanos en el servicio del mercado internacional contribuyó simultáneamente al desarrollo de los países Europeos (los cuales no tenían que crecer el azúcar) y al empobrecimiento de los países de Latinoamérica. Galeano cree que la fuerza detrás de estos eventos, y más generalmente detrás de la explotación de los países subdesarrollados por los países desarrollados, es la codicia humana. Galeano argumenta que los humanos sirven principalmente al lucro y que la explotación de Latinoamérica por Europa fue destinada por la naturaleza humana.

Mientras Galeano argumenta que la economía determina las acciones de las personas, Mario Vargas Llosa sugiere que la cultura creada por las personas influye a la economía. En su ensayo “La Sociedad del Espectáculo”, Vargas Llosa explora el mercado de las ideas, específicamente en la prensa. Él describe como la “prensa seria” (Vargas Llosa 1) llegó a parecer más y más a la prensa amarilla. Llosa argumenta que un “problema cultural” (Vargas Llosa 2) sesgó el mercado libre de ideas hacia “la chismografía, el esnobismo, la frivolidad, y el escándalo” (Vargas Llosa 3) y que la prensa seria solamente se adaptó al nuevo mercado. Sin embargo, él cree que la sociedad puede cambiar su cultura y así cambiar el mercado de ideas (Vargas Llosa 2), y como consecuencia, la prensa seria.

Hernando de Soto también piensa que la cultura influye a la economía. Sin embargo, él argumenta que las leyes de un país crean la cultura que influye a la economía. En su ensayo “Porque importa la economía informal”, de Soto investiga los negocios no documentados de Perú. Él encontró en sus investigaciones que “el 42% del Producto Nacional Bruto” (de Soto 26) resultó del trabajo informal. A través de la experimentación, de Soto determinó que las leyes de Perú eran demasiado prohibitivos por los negocios pequeños. Él argumenta que la solución al mercado disfuncional es la mejora de las leyes que gobiernan ese mercado.

Galeano, Vargas Llosa, y de Soto examinan la economía desde perspectivas históricas, culturales, y legales, y ellos llegan a conclusiones influenciadas por esas perspectivas. Históricamente, el mercado, parcialmente creado por la codicia humana, ha determinado los destinos de los países. Culturalmente, los intereses de las masas sesgan el mercado de los libros y de la prensa hacia esos intereses. Legalmente, las leyes que promueven los negocios pequeños también promueven la riqueza de un país. Las acciones humanas contribuyen a un mercado internacional que influye el conducto de cada individuo del mundo. Galeano cree que el mercado controla al individuo. Vargas Llosa argumenta que la cultura creada por el individuo crea el mercado. Hernando de Soto piensa que las leyes que gobiernan una economía controlan esa economía. En realidad, un equilibrio existe entre la cantidad de control que tiene la sociedad sobre el mercado y la cantidad de control que tiene ese mercado sobre la sociedad, y aunque la historia parcialmente determina ese mercado, la sociedad está libre a determinar la posición de ese equilibrio a través de su cultura y sus leyes.

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Flüchtlinge

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In unserem heutigen Jahrhundert spielen die Flüchtlinge, sowie ihre Integration in verschiedenen Ländern eine sehr große Rolle. Sie fliehen vor Krieg, Hunger und Armut und wünschen sich nichts sehnlicher, als dieser Bedrohung zu entkommen, um ein neues Leben in Ländern, wie zum Beispiel Deutschland zu beginnen. Dabei hat Ihre Integration einen sehr hohen Wert. Sie ist nicht immer einfach zu vollziehen, aber dennoch eine große Investition in die Zukunft unserer Gesellschaft. Zur Integration zählen hierbei Faktoren wie die Bildung, die Sprache und die Kultur. Es gibt viele Lösungen und Wege den Flüchtlingen zu helfen, sich in ihren neuen Ländern zu integrieren. Einige besuchen Schulen und Sprachkurse, andere machen Praktika in verschiedenen Werkstätten. Dennoch mangelt die Integration in einigen Punkten. Es sind meistens die kleinen Alltagsprobleme, die das Leben der Flüchtlinge erschweren. Probleme, wie das bezahlen an Kassen, das bestellen in Läden sowie Restaurants, oder einfach das alltägliche Verhalten. Nur wie ist es möglich die Kultur und das Verhalten einem Flüchtling beizubringen, der nicht einmal in dieser Kultur geboren ist? Flüchtlinge kommen von verschiedenen Orten, und die meisten haben traumatische Erlebnisse miterlebt. Sie flüchteten und ließen alles hinter sich. All diese Erlebnisse tragen dazu bei, dass Flüchtlinge Probleme haben, sich voll zu integrieren. Es ist die Vergangenheit, die sie dabei beeinflusst, und Ihnen das ganze dabei auch erschwert. Ein weiterer Punkt ist auch, dass jeder Flüchtling mit einem anderen Hintergrund in ein Land, wie zum Beispiel Deutschland kommt. Junge Flüchtlinge kommen zum Teil alleine nach Deutschland, da sie auf Ihrem Weg Ihre Familien verloren haben. Sie haben in Deutschland die Möglichkeit, ihren Schulabschluss nachzuholen. Andere kommen in Familien, die alles zurückgelassen haben und sich dabei versuchen, ein neues Leben aufzubauen. Dies sind Gründe die dazu führen, dass jeder Flüchtling seine eigenen Probleme in Integration hat. Außerdem spielt das Alter der Flüchtlinge auch eine wichtige Rolle zur Integration. Für jüngere ist es wohlmöglich einfacher sich zu integrieren, als für Ältere, denn eine neue Sprache zu erlernen, sowie sich einer neuen Kultur anzugehören oder anzupassen ist um einiges einfacher, wenn man dies in seinen jungen Jahren lernt, als in seinen Älteren. Zuletzt ist es wichtig, dass wir Menschen anfangen mitzudenken, und den Flüchtlingen helfen, Ihre eigene Integration zu erleichtern. Es sind die kleinen Dinge, wie das helfen beim Bezahlen oder das bestellen in Läden, die wir tun sollten, um unseren Flüchtlingen dabei zu helfen, sich zu integrieren. Integration funktioniert nur dann, wenn wir unsere Mitmenschen in voll Zügen akzeptieren und respektieren. Sie sind jeder Hilfe dankbar, die es Ihnen erleichtert sich bei uns zu integrieren.

El encuentro

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¿Cómo es que alguien pueda vivir en la calle olvidada de Virginia? Siempre he creído que en ese barrio mal mantenido no vive nadie. Camino a paso de tortuga, tratando de distinguir el número 815 en este conglomerado de residencias que años atrás servían como plantaciones. Esta calle no es nada como la de Dauphin. Hay una pestilencia a drenaje y no veo ninguna tienda. Sigo caminando y me encuentro con un animal muerto. No puedo distinguir que tipo de animal fue porque para entonces

los gusanos ya lo han comido de dentro hacia fuera. Hace un calor infernal lo cual es normal para una mañana en Mobile. Solo son las 9:30 y ya siento mi camisa empapada presionada contra mi piel. Levanto la mirada y las mansiones siguen por varios kilómetros y aunque es de día siento un escalofrío al escuchar los gemidos de los afroamericanos desobedientes. Como una sábana verde, el musgo ha envuelto las mansiones antiguas. En vano trato de buscar alguna señal de vida en este barrio asqueroso. Tendrá que haber un error en el anuncio, pero sigo caminando tratando de no perder la esperanza.

Las yardas de cada hogar son enormes. ¿Cuántos eventos sociales habrán tenido estas gentes? Acecho el jardín verde y veo a un hombre con piel tan blanca como la arena de Gulf Shores hacer un brindis por una cosecha exitosa. A su lado están su esposa, sus hijos, y algunos amigos cercanos. Muy detrás veo a un hombre afroamericano y me encuentro con unos ojos llenos de una profundidad inmensa de oscuridad, odio, y dolor. No lleva camisa y al voltearse el sudor o tal vez sangre, no alcanzó distinguir, cubre su espalda llena de cicatrices frescas. De repente siento que alguien me toca el hombro. No, solo fue una nuez que cayo del árbol.

Sigo caminando y veo un panteón. Como los demás panteones en Mobile, se encontraba repleto de lápidas. Pero distinto a los panteones más modernos estas lápidas solo tenían apellidos como Cain, Miller, o Vanderbilt. Miro hacia el cielo y veo nubes oscuras y amenazadoras. Me echó a correr pero las nubes me alcanzan y la lluvia helada cae del cielo con una fuerza furiosa. Por fin encuentro el número 815 y subo las escaleras de una casa amarillante que tal vez algún día fue blanca con un porche enorme. Toco el timbre y se escuchan unas campanadas tenebrosas. La puerta se abre. Sigue lloviendo con más fuerza. Al entrar me encuentro con una oscuridad completa. Intento buscar el interruptor de luz, pero la búsqueda es inútil en una residencia antigua como esta, en su lugar me encuentro con papel pintado despellejado. El hedor a moho y a comida olvidada penetra mi ropa. Asqueo y siento que el acidez del desayuno se desliza lentamente dentro de mi garganta. Me doy por vencido y busco los fósforos dentro de mis bolsillos. De repente cae un trueno afuera y los fósforos caen al suelo. Me agacho para buscarlos. Tiento por todo el suelo y me encuentro con un hueso húmedo y gruñido.

--Venga hacia el despacho. Reclama una voz seca.

La voz se escucha desde el segundo piso. Busco el pasamanos y subo lentamente por las escaleras que rechinan debajo de mis pies pesados. Miro hacia arriba y veo una pequeña luz y percibo un aroma a vainilla con canela. Tal vez haya una vela en el despacho. Por fin llego a mi destino y veo una silla en el centro del pequeño cuarto.

--Disculpe, vengo por lo del anuncio.¿ Busca usted a un historiador?

En ese momento, la silla se empieza a voltear. Siento que mis ojos se agrandan y tengo que contener un grito.

Wenn der Sturm kommt

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Wenn die Meteorologen Gefahr angeben,
Ziemlich oft stört es das Leben.
Viele Leute befolgen nicht die Anleitung,
Sondern ignorieren die Orkanwarnung.
Weise suchen am meisten den Schutz,
Während andere keine schlechte Nachricht benutzt.

Statt von dem schlechten Wetter weit weg fahren,
Sie planen Partys, wie in anderen Jahren.
Sie wollen immer die Wahrheit nicht wissen,
Deswegen werden so viele Personen immer vermissen.
Viele sind Dummköpfe von anderen Ländern
Und feiern, wie Narren, in der Nähe von Stränden.

Zuerst täuscht sich der leichter Wind zu wehen,
Doch jetzt ist die Zeit, in Deckung zu gehen.
Statt sich selbst darüber betrügen,
Ruf all seiner Freunde, ihr soll das Üben

Und die Sturmstärke steigt immer schneller,
Man soll gehen, zum nächsten Sturmkeller.

Wenn man hört, was klingt wie Züge,
Es ist schon zu spät, finden Sie die Luger.
Wirklich laufen zu einem sicheren Zimmer
Denn werden die Dinge bald immer schlimmer.
Es ist ein Tornado, dass ich darüber gemein',
Wenn ja, zunächst kommt möglich Freund Hein.
Als nächstes fühlt man die unerwartete Kalme an!
Achtung! Hier kommt das Auge vom Hurrikan!

Nach dem Sturm das Haus schlecht belüften
Wollen sie fürs Helfen zu spät anrufen.
So wenn die Himmel anfängt zu drehen,
Sei es am Morgen früh oder am Abend gehen
Nicht zu dem Strand oder einen Party
Bei Fritz oder Hans lebend an der See.
Entscheiden nicht zu feiern oder Zuhause bleiben,
Sagend, „Auf Wiedersehen“ in einer Note schreiben.

Vergessen Sie nicht bitter über dem Krank'
Und tragen Sie nicht den ganzen Schrank.
Kinder, greift ein Spielzeug und die Hände eurer Mütter,
Packt nur das Praktische, vielleicht das Brot nicht die Butter!
Nehmt ein Paar Schuhe, einen Kamm für die Haare,
Erinnert euch zu beeilen oder nichts da wäre!
Schnell! Schnell! Verschwendet Zeit nicht!
Ärgert euch nicht über die Wäsche, den Tisch.

So wenn der Bürgermeister sagt, „Suchen einen Unterstand an“,
Setzen Sie Ihre Arbeit ab, gehen gerade zur U-Bahn.
Kinder wissen jetzt bis Erwachsensein -
Feiern während des Wirbelsturms, nein!
Machen Sie nur nicht eine Pause
Schnell packen die Zwänge und verlassen Zuhause!

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Amelia Eppard
Chi Zeta Chapter #262
Bryant University

**Phi Sigma Iota
Scholarship**
Alexandra Siegel
Beta Tau Chapter #197
California State University Chico

**Phi Sigma Iota
Scholarship**
Raquel Mattson-Prieto, Professional
Beta Tau Chapter #197
California State University Chico

**Phi Sigma Iota
Scholarship**
Jenna J. Butts
Psi Chapter #88
St. Norbert College

**Phi Sigma Iota
Scholarship**
Mary V. Andrikus
Gamma Phi Chapter #222
Northern Kentucky University

Reports From The 2016-2017 Phi Sigma Iota Scholarship Recipients

The Dr. Henry Ward Church Scholarship
Yuanshuai Cui, Alumni Member, Alpha Chapter #0, Allegheny College

I am writing to thank you for your generous \$3500 scholarship that enabled me to travel to Paris this summer to conduct research on the French composer and humanist Charles Koechlin. With the help of this scholarship, I was able to gain access to the archives of the Fonds Koechlin at the Médiathèque Gustave Mahler and the music department of the Bibliothèque Nationale de France, both of which provided me with manuscripts, historical documents and research on Koechlin which would not be possible to consult in the United States.

My archival research confirmed the extensive connections between French literary traditions and Charles Koechlin's musical compositions. In addition to his early song cycles that would earn Koechlin a place alongside Fauré and Debussy, his monumental suite for piano, *Les Heures Persanes*, attracted most of my attention. Upon examining the documents around the conception and creation of this work, including Koechlin's own program notes and his article on Orientalism in French music, I concluded that the scope and sophistication of musico-literary connections as displayed here was comparable to that in *Gaspard de la nuit* of Maurice Ravel, based on poems of Aloysius Bertrand, which was the focus of my senior thesis at Allegheny College. It is not by chance that both composers were members of *les Apaches* (another member, Tristan Klingsor, was a mutual friend whose poems Koechlin and Ravel both set to songs), moved in literary circles as well as musical ones, and held mutual admiration (as seen in their correspondence and Koechlin's *Etude sur Ravel*). Through my research this summer, a study on the musico-literary connections within *les Apaches* and comparable circles in *fin-de-siècle* Paris emerged as a potential dissertation topic for my future doctoral studies at Indiana University, and I would like to look further into other members of those circles in the following summers.

In addition to the progress I made in my own research and towards my future dissertation, traveling to Paris on scholarship also helped me build my professional connections. I had the opportunity to meet two of the leading scholars on Koechlin, Sylvie Douche and Philippe Cathé, both professors at l'Université Paris-Sorbonne and editors of the book *Charles Koechlin: Compositeur et Humaniste*. They further introduced me to colleagues from France, England, Canada, Russia and the United States at the occasion of the Francophone Music Criticism conference held in Paris (July 10-11).

The above progress in my research and my professional development would not have been possible without the Phi Sigma Iota Scholarship. Thank you again for enabling this opportunity.

Dr. Marie-France Hilgar Scholarship
Shayla M. Cohen, Phi Nu Chapter #30, Muskingum University

I am writing to share with the Phi Sigma Iota Scholarship committee how I have chosen to use the money received from the Dr. Marie-France Hilgar Scholarship. Shortly after receiving the scholarship, I began making arrangements for my year abroad in Spain as an English Teaching Assistant. Moving abroad is costly as one can imagine. Consequently, the scholarship money helped pay for many of the inevitable expenses such as: a background check, visa expenses (visa, transportation to Chicago, etc.), as well as transportation to Spain (flight, buses, and trains). Before settling in at my new home, however, I used part of the scholarship money to travel to France. While there, I explored the French

Riviera with a friend (native to France), and was able to experience the French culture first-hand while also putting my knowledge of the language to use.

Now I am settled in at my new home in Toledo. I am already considering spending another year in Spain although I haven't even been here an entire month. That being said, the thought of graduate school is still lingering, but it's possible that it may be a little further away than originally anticipated. Nonetheless, I can assure you that the remainder of the scholarship money will be put to good use, and will help in furthering my education of language and culture, as well as assisting with the enlightenment of others in this regard.

The Dr. Cleon Capsus Scholarship
Hannah L. Morris, Kappa Chi Chapter #165, Caldwell University

In reflection of my trip to Spain, which the scholarship I was awarded helped pay for, I realize the main benefits of this trip align perfectly with the motto of Phi Sigma Iota. "Philotes, Spoude, Idioma," or Friendship, Research, Language can sum up most of my trip to Spain.

I traveled with a group of students who were previously strangers and I now have the pleasure to call my friends. My friends made this trip more personally enriching through their companionship and the unforgettable memories we made together. Along with the people I traveled with, I also made new friends in the city of Segovia and if I am ever able to return, I will surely visit them.

While in Spain, I studied Catholic Traditions in Spain and the Spanish language. The group that I traveled with visited cathedrals, mosques, synagogues, art museums, palaces, and many more places, but all of our visits focused on the dynamics of religions in Spain. This is something we also learned about in class. The emersion into the Spanish culture and the knowledge I gained while abroad will continue to help me in my journey towards becoming a Spanish teacher.

Lastly, language. I spent my time in Spain living with a host family that only spoke Spanish, taking a Spanish language class, and speaking to people around the cities we visited in Spanish. This experience truly immersed me in the Spanish language. In class I was able to refine my language skills and correct long-imbedded bad habits I had picked up. At my host family's house, I learned new colloquial phrases, new general vocabulary, and fine-tuned my pronunciation. And in my free time, I met many people who helped me learn new words and generally practice my skills. Overall, my Spanish skills improved exponentially during my month abroad.

The many benefits personally and professionally that I gained during my month abroad will continue to impact me for years to come and I have Phi Sigma Iota to thank for a large portion of that. I will continue to learn, grow, and try to spread any knowledge I gained from my trip inside the Phi Sigma Iota community and outside of it as well. I cannot express how truly grateful I am for my study abroad experience and the help I received from Phi Sigma Iota.

The Dr. Dorothy I. Mitstifer Scholarship
Taylor M. Jaczko, Sigma Tau Chapter #61, Alfred University

This past spring I was awarded the Dorothy I. Mitstifer scholarship through Phi Sigma Iota in order to pursue a certification in Teaching English as a Foreign Language. In late May, I attended my twenty-hour practical lesson at the Brooklyn School of Languages and was thrilled to be surrounded by like-minded students. We all shared a passion for education and travel, and thus decided to put our

natural English skills to use in the classroom. This practical course was taught by a woman who spent seven years teaching English in the Czech Republic, and currently teaches Chinese schoolchildren in a weekly broadcasted TV show. Her expertise and credentials were incomparable, and I feel as though my takeaway was significant enough to reassure myself that teaching English abroad is the definite employment that I'd like to work in. In combination with the 120 hours of online education and practice, I am now confident in my skills and feel ready to get in front of a classroom.

With this newfound assurance, I am currently in the process of applying to two separate programs for teaching English overseas— the Teaching Assistant Program in France as well as a Fulbright English Teaching Assistantship in Luxembourg. This certification will help my application stand out among the sea of highly-qualified and passionate candidates. I am incredibly grateful to Phi Sigma Iota and the Scholarship Committee for awarding me this life-altering opportunity. I plan on continuing on my trajectory of acquiring new lingual and cultural knowledge and sharing it with as many as possible. Thank you.

Phi Sigma Iota Scholarship
Delaney Jones, Gamma Tau Chapter #220, Ashland University

I wanted to take this time to thank you all for choosing me to receive the Phi Sigma Iota scholarship for a second time. It was an honor to receive it, and it certainly went to good use. This scholarship has benefitted me in so many ways in my final year of University. I was able to apply to the CIEE Teach in Spain program and guarantee a placement teaching in Madrid, Spain. Thanks to Phi Sigma Iota, my program cost was covered and I was able to focus my energy on planning for my year abroad! I am currently teaching English in a secondary school in Alcalá de Henares, Madrid and enjoying every minute of it. I hope to renew my position for next year! Thank you to all who have considered me for this award; it has been an honor and a privilege.

Phi Sigma Iota Scholarship
Amelia Eppard, Chi Zeta Chapter #262, Bryant University

The Phi Sigma Iota Scholarship has allowed me to pursue one of my dreams of living in another country. I am honored to have received this scholarship and I thank Phi Sigma Iota for their generosity.

Currently, I am an English teaching assistant in Madrid, Spain. I work at a primary school where I use both English and Spanish on a daily basis. I absolutely adore my students, and even though they are so young, they have taught me so much. Their curiosity, excitement, and eagerness to learn is so refreshing and admirable.

Aside from teaching, I am living with a host family



Amelia in Toledo, Spain

where I have gained knowledge of both the Spanish language, as well as the culture. Living with a family has widened my global perspective and has made me challenge myself. Before coming to Madrid, I was still timid to speak Spanish, and while the learning process is ongoing, I am gaining more confidence every day.

Upon returning to the United States, I am eager to take the Spanish I have learned and a new sense of independence to another job. I am planning to begin my career in marketing. There are many opportunities in marketing, many which value bilingualism. I am confident that the skills I have gained will assist me in any job I pursue.

Phi Sigma Iota Professional Scholarship
Alexandra Siegel, Beta Tau Chapter #197, California State University Chico

As I said in my proposal for the Phi Sigma Iota Collegiate Member Grant back in April, the money that I received from the Phi Sigma Iota Scholarship Committee went to a study abroad program in Madrid, Spain. This experience further advanced my Spanish language skills I have been studying the past few years in college. [Photos: 1) Temple of Debod in Madrid, which was a gift from Egypt back in the 1960s to show gratitude to Spain for helping them preserve their temples; 2) Park Güell in Barcelona; 3) my favorite food in Spain “tortilla” from a restaurant in Madrid called Pez Tortilla.]



I took six units in my short time in Spain, but these two classes were amongst my favorite I have taken. As I said in my proposal, I plan to use my undergraduate studies of the Spanish language when I am a nurse. One of my classes, Spanish Medical Terminology, had materials that will directly benefit my career as a nurse. I plan to travel with my career, hopefully to places that are Spanish-speaking, and I hope that my knowledge of a second



language will be beneficial with future Spanish-speaking patients. The other class, Hispanic Cinema, was essentially a history class about the Hispanic world taught through movies. I learned something new every day, especially from Dr. Prieto, who did research on the Spanish Civil War, and had a large spectrum of knowledge about the subject. These classes were fast paced yet very immersive, being over three hours a day every day of the week.

When I'm at my home university at Chico State, I go home from Spanish class and am back into the English-speaking world. This is what was unique about studying abroad in Spain. I would go to a coffee shop or go exploring after class and continue to use those learned Spanish speaking skills. I became an expert at public transportation, asking for directions, and basic phrases that got me around to get the most out of my time there.

Although I know that this scholarship money was meant for my academics in a foreign country (and yes, all the money awarded went towards the tuition of my program), it opened up doors in my life that

are much more than just academic, as I believe studying abroad is meant to do. The independence and inspiration gained during my time abroad is not something that could be learned in a normal school setting, and for this opportunity I am forever grateful. The excuse of already being abroad in Europe allowed me to travel other places too, making the world seem so possible. The interesting people I met and diverse viewpoints I gained during my travels emphasized the values of being an active member in Phi Sigma Iota and made me even more proud that I can call myself the president for my chapter at Chico State. Thanks so much and I hope you enjoyed hearing about my experience!

Phi Sigma Iota Professional Scholarship
Raquel Mattson-Prieto, Alumni Member, California State University Chico

I want to begin by thanking the Phi Sigma Iota Scholarship Committee for its continuous financial support while I complete my doctoral dissertation in Hispanic Applied Linguistics. Because of the Phi Sigma Iota Scholarship, I have been able to finance travel to participate and present my research on second and foreign language development in two international conferences. In the summer of 2016 I presented my dissertation proposal on heritage language learners in the Spanish foreign language classroom at the *VIII Congreso de la Asociación de Humanidades Hispánicas* in Madrid, Spain. This past summer of 2017, I traveled to the University of Reading in England and presented a case study on heritage learners and identity in the foreign language classroom as part of a colloquium at the *27th Conference of the European Second Language Association*. Both experiences were enriching and beneficial toward my research, the practice of talking about my research and giving oral presentations, as well as networking with emerging scholars in both the field of Hispanic Language and Literatures and Applied Linguistics.

As a recipient of the Phi Sigma Iota Scholarship I have been able to reap both the personal and professional benefits of the award. Personally, I feel very honored and grateful that an association such as Phi Sigma Iota has deemed my project worthy of funding. On a professional level, the scholarship has allowed me to pursue opportunities that would otherwise be inaccessible financially; namely, it has helped pay for international travel, lodging, and time off from work.

As an active member and scholarship recipient of Phi Sigma Iota, I will continue to uphold and promote the ideals and interests of the honor society – “Philotes, Spoude, Idioma,” “Friendship, Research, and Languages” – in both my personal and professional endeavors.

Thank you very much for your sponsorship and support.

Phi Sigma Iota Scholarship
Jenna J. Butts, Psi Chapter #88, St. Norbert College

I am very blessed and grateful to have received a scholarship from Phi Sigma Iota this past year! Financially, this scholarship has relieved stress for me as I applied it directly to my tuition. I not only saved money on tuition, but also on the interest on the loan I would have had to take out. This summer I will be continuing my education at Trevecca Nazarene University, pursuing a Master of Science in Medicine (Physician Assistant Studies). While continuing my education has been my dream, it comes with a cost. I am very thankful to have received a scholarship from Phi Sigma Iota to help with undergraduate costs, so I can worry less about my past expenses and focus on the costs to come. Additionally, this scholarship has helped me personally and professionally. After receiving this

scholarship, a professor in the Spanish Language Department at St. Norbert College approached me and asked me to join him in conducting undergraduate research. Not only will this help my personal Spanish skills, which I will use to talk to patients in the future, but it has also given me the professional opportunity to present at a national conference in April. I am beyond humbled for the scholarship, as it has helped me financially, personally, and professionally!

2015-16 Dr. Henry Ward Church Scholarship
Elsie Hendricks, Alpha Chapter #0, Allegheny College

I am very happy to write a second letter to thank you in regards to the Dr. Henry Ward Church scholarship that you generously granted me last year. It has made my study abroad semester in Angers, France, affordable and wonderfully memorable. I have been able to explore the city and the surrounding area, and to plan trips around France and Europe to learn as much as possible about the amazing continent on which I have based my major at Allegheny College.

Angers is a beautiful city. I like to think of it as a miniature Paris: it has ornate balustrades, an opera house, parks with fountains, quaint museums, a rainbow tram, plenty of shops, dozens of bakeries, a river, and an enormous medieval castle at its center. Throughout the semester, I have planned Angers exploration days: I seek out a museum or theater to visit, bring a picnic and set off on my adventure. I have been able to see modern tapestries, a European photo exhibition, a taxidermy laboratory at the natural history museum, the gorgeous Angers cathedral organ, and many more fascinating sites.

I am lucky enough to play in a local university orchestra, with which I went to Paris last weekend to play two concerts: the first at the Luxembourg Gardens and the second at a modern church called Notre Dame du Travail. It was magnificent to explore the nation's capital with other musicians, and your grant helped me to take that step.

The university at which I am studying also offers cultural excursions, which I have purchased thanks to the scholarship. I had the pleasure of visiting Versailles for the first time a few weeks ago, as well walking the cobblestone streets of Saint Malo and admiring the vastness of the landscape around Mont Saint-Michel. We will be going to Giverny in May. I am taking advantage of the fabulous and affordable system of high-speed trains in France to do some exploring on my own as well. I went to Bordeaux two weeks ago and toured its monuments and its culture museum. With my wonderful host family, I plan to go to Nantes and Tours very soon as well.

Half term is approaching and I have been able to plan trips around Europe. I have always wanted to visit Amsterdam, where I will spend four days exploring museums, parks, and the tulip festival, which I hear is exquisite. From there, I will travel to Köln to visit my German host family from last year, and then spend the last couple of days in Brussels, visiting European Union institutions.

I cannot thank you enough for all of the wonderful opportunities that you have given me with this scholarship. I will continue to cherish every moment in France, and endeavor to be the best ambassador for the United States during my stay.

***IT'S ALL ABOUT US!:* CHAPTER REPORTS**

Please welcome these new chapters awarded since the last issue:

Chi Eta Chapter #273, State University of New York Brockport, Brockport NY

Chi Kappa Chapter #274, Gonzaga University, Spokane WA

Chi Mu Chapter #275, George Mason University, Fairfax VA

Phi Theta Chapter #26, William Jewell College, Liberty MO



Eta Alpha Chapter #142, San Francisco State University, San Francisco CA

San Francisco State University conducted their annual initiation ceremony on April 29, 2016.



Beta Theta Chapter #188, Capital University, Columbus OH

Capital University Phi Sigma Iota Induction Ceremony, 2017. From left to right: Aurelia McMahon, Aubrey Searcy, Marlee McCloud, Emese Chmielewski, Mainelys Castaneda-Ceballos, Miguel Davalos, Celia M. Kelly, Jenna Zuberi and DaCota C. Hollar



Beta Tau Chapter #197, California State University Chico, Chico CA

Beta Tau adviser, Dr. Char Prieto organized the Phi Sigma Iota Induction Ceremony, held in April, 2017. Thirty new members from eight languages were inducted. Grant donor and alumnus Memo Keswick attended the ceremony to present the Study Abroad Award to PSI member Samuel Cremo. Dean Emeritus Walter Masuda was the invited speaker. His talk was entitled “The Social and Cognitive Effects of Learning International Languages.”



Beta Omega Chapter #202, Binghamton University, Binghamton NY



Gamma Xi Chapter #215, Cabrini College, Radnor PA

On Friday evening, April 21, 2017, the Gamma Xi Chapter at Cabrini University inducted nine new members into the honor society (Darian Caputo, Courtney Curcio, Shannon Donnelly, Emely Gutierrez, Melissa Matsanka, MaryKate Sapata, Jessica Tennett, Samantha Torres, and Todd Walker). Student officers and members prepared and directed the initiation by lighting the ceremonial candles as they read the contributions of world languages to universal culture. The keynote speaker for the evening was alumna Brittany Giampola, 2010, and member of the Cabrini Phi Sigma Iota Chapter. In closing the ceremony, the current President, Sarah Davis, shared with the group her personal journey with the study of Spanish. In celebration of such a momentous occasion, the evening concluded with a delicious light dinner shared by parents, students and faculty.



Gamma Sigma Chapter #219, Mercyhurst University, Erie PA

The Gamma Sigma chapter at Mercyhurst University held its induction on May 3, 2017. Inductees included: Morgan Wangler (French), Susan Baltes (Spanish), Michaela Gerace (Spanish), Cole Lowe



(Spanish), Aleiqué Allen (Chinese) and (not pictured) Kayley Morrison (Russian Studies) and Caitlin Nalipa (Spanish). The guest speaker was Mercyhurst alum Sarah Keene (French and Russian Studies '08), who spoke about her two years with the Peace Corps in Cameroon and her

present work with the Peace Corps' national office in Washington, DC. She is pictured here with Dr. Douglas Boudreau, chair of the Department of World Languages and Cultures.



Epsilon Beta Chapter #227, University of Evansville, Evansville IN

The Epsilon Beta chapter of Phi Sigma Iota at the University of Evansville held its annual initiation ceremony on Sunday afternoon, March 19th in the Ridgway University Center. Two students were inducted into membership. New members include Tatiana Czajkowski and Caitlin Kaleri. At this year's ceremony, Russian and Classical Languages were highlighted. Faculty advisor Ann Baker gave the opening remarks and welcomed the new members. PSI president Megan King conducted the ceremony along with officers Amanda Alexander and Clarissa Eckert. A dessert reception for members, initiates, faculty and friends followed the ceremony. The Epsilon Beta chapter has initiated 176 members since it was installed in April 2000.



Zeta Alpha Chapter #241, Southeastern Louisiana University, Hammond LA

On Wednesday, November 15 the Department of Languages and Communication inducted a new group of students into Zeta Alpha Chapter of Phi Sigma Iota, International Foreign Language Honor Society. This is the eighth time when the Department recognizes the outstanding ability of its students. This year inductees are students who major or minor in Spanish, French, and Italian: Kerry Taylor, Victoria Brigalia, Cassandra Schweibert, Daniel Berroa, Jennifer Spivey, Simone Bringhenti.

After the initiation ceremony faculty and students enjoyed a dinner together.

The initiation ceremony took place in the restaurant Michabelle and was presided by Dr. Lucia Harrison, Head of the Department of Foreign Languages and Literatures and Dr. Agnieszka Gutthy, PSI faculty advisor



Zeta Epsilon Chapter #248 Spring Hill College, Mobile AL



Iota Chi Chapter #258, Chicago State University, Chicago IL

On April 14, 2017 the Iota Chi Chapter #258 at Chicago State University inducted four new members to the Society in the academic programs of English Technical Writing and Bilingual Education with Minor in French and Spanish respectively. The memorable ceremony started with a warm welcome and brief history of the Society by the Chapter Advisor, Dr. Virginia Shen. The Dean of the College of Arts and Sciences, Dr. LeRoy Jones II, was first invited to deliver words of encouragement to students, followed by a remark by Dr. Kelly Ellis, Chair of the Department of English, Foreign Languages and Literatures, and Interdisciplinary Programs. After being introduced to the aims and ideals of Phi Sigma Iota and agreeing to uphold the beliefs and the objectives of the Society, new members were inducted. The ceremony concluded with the lighting of new members' candles by faculty members to symbolize the passing on of friendship, research, and languages to the next generation. Elections for 2017-2018 chapter officers were held. The following are the new officers: President-Norma Sanchez, Vice-President-Jazmine Ochoa, Secretary/Treasurer-Ylda Rodarte. The Initiation Ceremony was well attended by more than thirty-five PSI-CSU members, families, faculty, administrators, and staff, and concluded with a reception.



Chi Epsilon Chapter #271, Lee University, Cleveland TN



