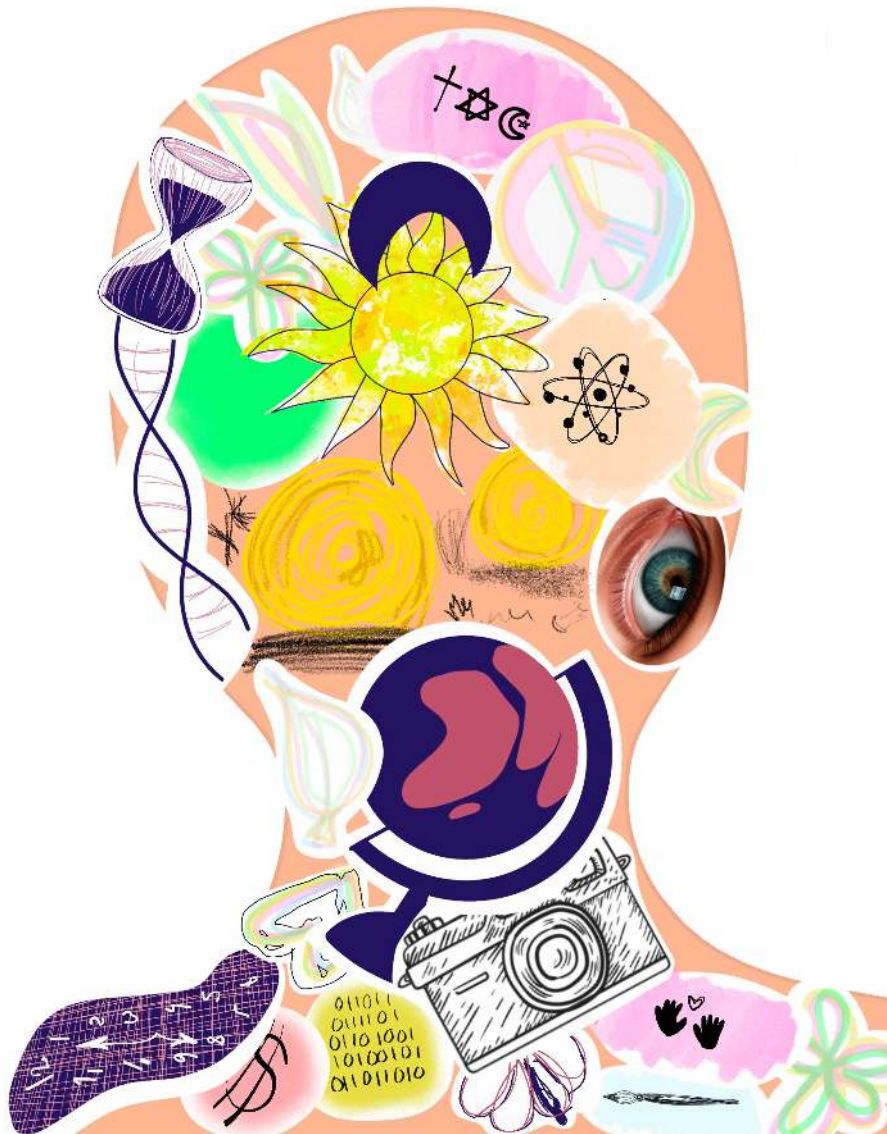


vol. 03

The logo for 'VOX POPULI' is displayed in a large, bold, sans-serif font. Each letter is a different color: 'V' is yellow, 'O' is olive green, 'X' is orange, 'P' is red, 'O' is purple, 'P' is pink, 'U' is yellow, 'L' is olive green, and 'I' is orange. The letters have a thick black outline and a slight 3D effect with a black drop shadow.

Department of Foreign Languages and Literatures



Poetry • Art • Writing • Trips • Interviews

den ba...
ng. Vi ved o...
n i hint Aar med ubisneng...
Navn ind i Norges Historie, flere
od Hauge og hans Retning nær.
r det atter Aar i Norge. Atter
ad vort Folk. Atter gaar der en
bevægelse gennem vort Folk — fra
og ud til det yderste Skjær, en na-
rejsning og en religiøs Bættelse. Hi-
fortæller om flere Eksempler paa en
ig religiøs og politisk Bættelse. Til de
sligste og dybestgaaende hører den tyske Fol-
rejsning for et Hundrede Aar siden. Hos os
kan man vistnok ikke paa vise nogen ydre Sam-
menhæng mellem disse to Bevægelser. Men
vi Mennesker er kun den ydende Overflade;
Gud sender og leder de dybe og mægtige Un-
derstrømninger, han holder alle skjulte Tråde
i sin Haand og han vil — det tror vi — bryde
de to Strømme sammen. Fædrelandskjærlig-

her
rens

ren", beja-
De gaa og k-

Han holdt sig
ne var forvundet melle
fikker paa, at ingen saa
frem og tog en løs St
Haanden fælte han ind i
niffede fornøiet.

„Intet Brev. De kommer altsaa.“

Der gik imidlertid et helt Kvartér, og
den gamle Mand begyndte at blive utaalmodig.
Da hørtes en svag Rasken i Løvet.

„Det er Gutten“, mumlede han.

„Han er sen.“

Stemmen hørtes utaalmodig og Sir Wiles
grænede af Fornøielse.

„Ungdommen er utaalmodig.“

en ...
og i de
unge Men-
hele hans An-

Da han for-
endnu ikke sin Skæ-
mer var høiere, og
melig Overgivenhed.
heden voldsede flyttede de 10

vol. 03



Department of Foreign Languages and Literatures

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Dear Readers

You have volume three of Vox Populi in your hands and that makes us very happy!

The number of students from the Department of Foreign Languages that want to be part of these pages has continued to increase. Consequently, the submissions we received for this number have grown considerably. So much so, that we had to add new sections: Inside and Outside of Classroom, The Faculty Corner, and Students at Conferences.

As in previous issues, Vox Populi brings poetry, art, photos, news, and other exciting activities happening in the Spanish, French, German, Latin, and Chinese courses. Preparing this number, we noticed that the theme that stood out in the creative works was identity:

Who am I?

What makes me different?

How do my friends see me?

How do my family, language, and society influence me as a person?

What are my goals?

These are just a few of the questions that our students are asking themselves every day. Thus, the illustration we chose for the cover is a beautiful drawing titled **"The Things that Make Us"** that Harumi Kano Torres and Cassie Carver, made for one of Dr. Katie Rousseau's French courses. It is an illustrated collage that piles up different images and forms a whole. Other submission that caught our attention was a poem by Adriana Rosario entitled **"Yo no sabo."** Inspired by the Puerto Rican writer Tato Laviera, Adriana uses humor to play with Spanish and English expressions asking herself which of the two cultures defines her.

We hope you enjoy this new volume and that you too will be encouraged to send your drawings, poetry, stories, photographs, or any other work you want to share. We will be happy to consider it for Vox Populi. Thank you for reading us,

Clara Mengolini



30).
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Poetry
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of us: Our fallen her
ives to protect Galax
Instead, your eyes
he ground, watching t
step in garbage.
Crumpled newspaper
round Constellation Row
nack food wrappers litter
Equinox. Even in Freed
headquarters of the Freed
empty bottles are callously
ground as citizens go about
In a city that has to conf
super-powered problems, it's e
forget the mundane ones. Betwe
self-proclaimed villains, invasion
from other worlds, and a rash of
crime, dirt and grime on our
sidewalks might sound like the lea
Galaxy City's problems. But if Gal
City wants to draw in more super-
powered residents to deal with those
arger problems, we need to put our
est face forward. Nothing says apathy
owards our city more than graffiti all
ver the warehouses in Nebula, or the
iles of trash that've gathered around
he once glamorous Orion-Majestic
heater. If this is the first thing
rospective new heroes see, is it any
wonder most of them head to Atlas
Park?



any fitting way to treat a city
n left in our care? As a
p this city pristine to honor
and heroines. The city does an
g the memorials of these fallen
strive to keep Galaxy City a
ould be proud to have

their part in this effort to
litter! Consider public
sessions! And most
!! Let's get out
going to clear
from crim

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Earth-ab
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...out 4,650,000 miles--
...them as near-Earth
The Paragon University
is hopeful that the
event will span
a per...

POETRY

“Mon métier, c’est...”

by Harumi Kano Torres and Cassie Carver

What is your future profession? Instead of naming the job, these students describe what their future professions mean to them: long hours, devotion, care of women, protecting the environment, and much more.

Mon métier, c’est la création.

Mon métier, ce sont les couleurs et les textures, la lumière et l’ombre.

Mon métier, c’est une passion, c’est un défi, c’est un rêve.

Mon métier, c’est la communication, c’est exprimer mes sentiments et mes idées.

Mon métier, c’est l’imagination sans limites.

Mon métier, c’est quelque chose qui me rend heureuse.

-Harumi Kano Torres

Mon métier, c’est soigner les enfants.

Mon métier, c’est parfois stressant avec beaucoup de pression.

Mon métier, c’est se lever très tôt et se coucher très tard.

Mon métier, c’est aider les familles des enfants et avoir un impact sur leurs vies.

Mon métier c’est engageant et ce qui me motive à faire du bien dans le monde.

-Stephanie Amendola

Mon métier, c’est beaucoup de dévouement.

Mon métier, c’est de longues heures.

Mon métier, c’est pour aider les autres.

Mon métier, c’est la recherche et la science ensemble.

Mon métier, c’est ma vie.

-Zainab Shaik

Mon métier, c’est la santé de la femme.

Mon métier, c’est aider les gens.

Mon métier, c’est trouver des solutions.

Mon métier, c’est la recherche.

Mon métier, c’est la naissance.

Mon métier, c’est la vie.

Mon métier, c’est partager des moments heureux avec mes patients.

-Melisa Pacheco-Jaimes

Mon métier, c’est engageant.

Mon métier, c’est différent tous les jours.

Mon métier, c’est rencontrer beaucoup de gens différents.

Mon métier, c’est les tâches diverses.

Mon métier, c’est une aventure.

Mon métier, c’est une opportunité.

-Matt Thompson

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Mon métier, c’est une aventure.

Mon métier, c’est une opportunité.

-Matt Thompson

Mon métier, c’est regarder le monde aux yeux des autres cultures.

Mon métier, c’est d’avoir les ressources pour les causes qui m’ont touchées.

Mon métier, c’est de découvrir dans la recherche.

Mon métier, c’est un peu de répétition.

-Arley Cuevas-Flores

Mon métier, c’est trouver des solutions aux problèmes entre les gens.

Mon métier, c’est être patient et comprendre les autres.

Mon métier, c’est connaître les gens et leurs cultures.

Mon métier, c’est partager la paix et l’amour quand il y a des difficultés.

-Yasseen Al Mahdaoui

Mon métier, c’est promouvoir la justice.

Mon métier, c’est la confiance, la conviction que je peux présenter votre histoire.

Mon métier, c’est une danse, une navigation de mouvements complexes.

Mon métier, c’est de réunir les familles, réparer les injustices du passé.

Mon métier, c’est l’utilisation de mes compétences pour avoir un impact sur le monde.

Mon métier, c’est d’aider ceux qui n’ont personne d’autre.

-Matthew Shatto

Mon métier, c’est d’apprendre autant que je peux.

Mon métier, c’est d’encourager et reconforter les personnes en détresse.

Mon métier, c’est pour devenir un bon père pour les orphelins.

Mon métier, c’est pour devenir très riche et prendre soin des plus pauvres des pauvres.

Mon métier, c’est de garantir la justice propre dans ce monde méchant.

Mon métier, c’est pour défendre ceux qui ne peuvent pas se défendre.

Mon métier, c’est d’aimer ceux qui veulent être aimés.

Ignatius H. Flemister Jr.

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Mon métier, c’est d’aimer ceux qui veulent être aimés.

-Ignatius H. Flemister Jr.

Mon métier, c’est l’aventure dans des lieux étrangers.

Mon métier, c’est la discipline à faire travailler.

Mon métier, c’est la compréhension des problèmes de société.

Mon métier, c’est la protection de l’environnement.

Mon métier, c’est la compassion pour les personnes tout autour de moi.

Mon métier, c’est la flexibilité pour les changements aux projets.

Mon métier, c’est l’utilisation des connaissances scientifiques pour créer quelque chose de nouveau qui ressemble à une œuvre d’art.

-Cassie Carver



Mis manos

by Dynahsty V. James

Inspired by Tus manos, poem written by Pablo Neruda

Alcancé mis manos
sintiendo ciegamente,
buscando algo familiar
miré en las nubes
y me agarré al aire
sin nada a lo que aferrarme
caí desde las alturas más altas y
me sumergí en las profundidades más profundas.
alcancé una vez mas y te toqué
sentí tu mano primero
fue un salvavidas
y tu brazo era la cuerda atada a él
ahorrándome la duda
de que me estaba ahogando
llevándome a la seguridad
mis manos siguieron tu brazo
hasta tu pecho
y me sacaron de las olas
mis manos aterrizaron cerca de tu corazón
y descansaron allí
tu latido me enraizó
como si fuera la única tierra seca
después de una inundación
años de búsqueda
años de esfuerzo
y en la calma de la noche
cuando todo lo que se podía oír
era una oración desesperada de una chica perdida
mis manos terminaron su viaje
y se cerraron en tu pecho
y tus brazos me recogieron el resto de mí
enjaulándome
protegiéndome del mundo
y finalmente pude descansar.

La hermana que amo

by Zaina Khutliwala

Inspired by "Canto que amabas" poem written by Gabriela Mistral

Yo te sostuve en mis brazos cuando naciste, querida,
Si te sientes sola, querida,
recuerdas que siempre estoy aquí para ti.
Estoy a solo una llamada telefónica de distancia.

Yo quiero hablar, querida.
¿Por qué es tan difícil decirte cuánto te amo?
¿Es la gran diferencia de edad entre nosotras?

La diferencia de edad no me importa, querida.
Jugaré todos los juegos que quieras.
Te voy a enseñar lo que sé, querida,
Quiero verte crecer, querida,
Estaré allí en cada parte del viaje,
te guste o no.

No importa cuánto tiempo pase,
siempre serás mi hermana,
aunque a veces me molestas.
Siempre serás mi hermana, amiga y compañera.
Te amo mucho.

Yo no sabo

by Adriana Rosario

Mira es que yo no sabo
O sea como dice Marc, como dice Celia
My Spanish is not very good looking
-No dijeron eso
Pero you get my point
Es algo raro nacer en los Estados Unidos con padres boricuas
Es como recibir un regalo pero
Ave maría
No vino con las baterías
Es como tener ese ritmo de salsa por dentro
Pero no recordar los pasos

I don't know it's like por lo meno Tato tuvo a Nueva York
No se pero como que Nuyorican suena mejor que Geogiarican
Él tenía por lo meno su comunidad, tu sabes como un lugar para llamar home
Yo tenía a las personas americanas invitándome a una iglesia que se llamaba ¿12 stone?

No sé, es que a veces como que me como que I need to prove something
¿Sabes qué? Mi hermano tiene tatuajes,
La palabra "boricua" en su brazo, el símbolo de los taínos en su pecho
¿¿Yo tengo que hacer eso??

It's just like a little bit weird ser una persona boricua estudiando la historia de los Estados Unidos
Como que yo no tengo ejemplo, modelo
-Mira ya hay un hombre haciendo eso, se llama Mira--
Ay, no me diga

Mira, yo escucho a Bad Bunny,
que mas tengo que hacer
I'll admit he goes a little bit fast
pero like he is on my Spotify Wrapped

Dejame quedarme sería por un momento
A veces sueño con la isla, pienso como Mi vida sería
Si en vez de Friday night lights, pase mis viernes en las playas
Si en vez de español ser mi segunda fuera mi primera

No me gusta quejarme
Jaja pero otra cosa más
Creo que Tato busca algo que yo busco
Como conectarnos a Puerto Rico

Al final del día, yo soy boricua pa que to lo sepa
Pero por favor, no le diga a nadie que yo no sabo



the CITY NF

Only is
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ein Vp
Mann und
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an Ogr fain mit wgrfth
if vber ruf; den Ogr
bekennen miffen. Zim
Vp dastwne ftrk frnd
up. Kfennig. der Goldftrk
mupr lndn Rhinnr Howard,
in ftr Kfnd ruf der dinn Mh
wlepen nann der yroffn bff. Zf
if fmooffen, dff bgr dnt den rmmat
mff mff der ftrn. yrmnd ftrmnd

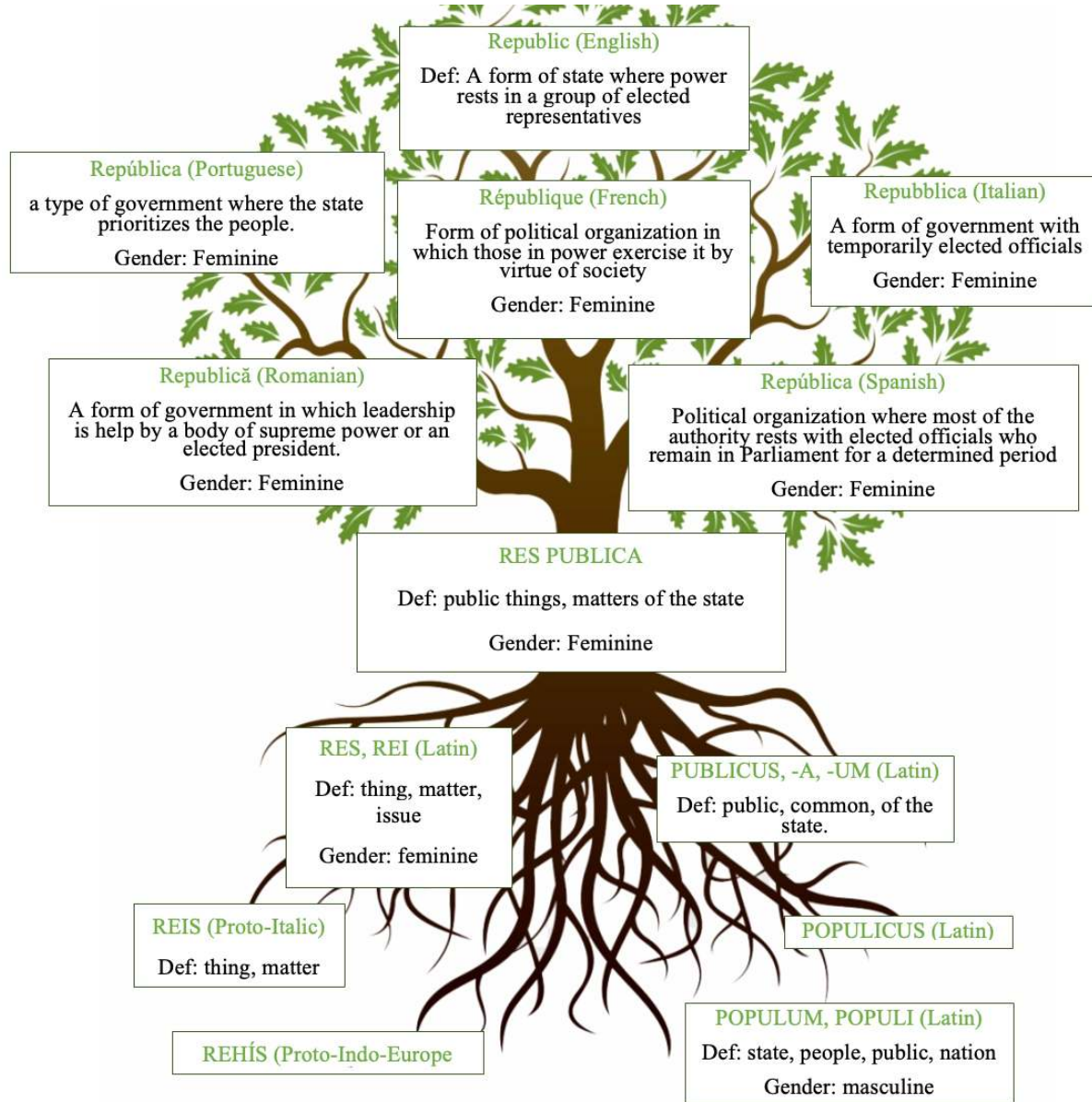
EP

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story in the way I
television and fi
ges where mome
ed."

have ambitions
ry fiction? "None
And the more

Pastoral
(me), the
great
egin

Etymology of Republic



FACTS:

1. The reason that all the variations are feminine is because the main noun that they come from, res, rei, is feminine.
2. Over time, there was a combination of the two separate words into one.
3. The English word republic specifically comes from the French version, république, and not any other version.



Los dos reyes y los dos laberintos

by Marco Perez

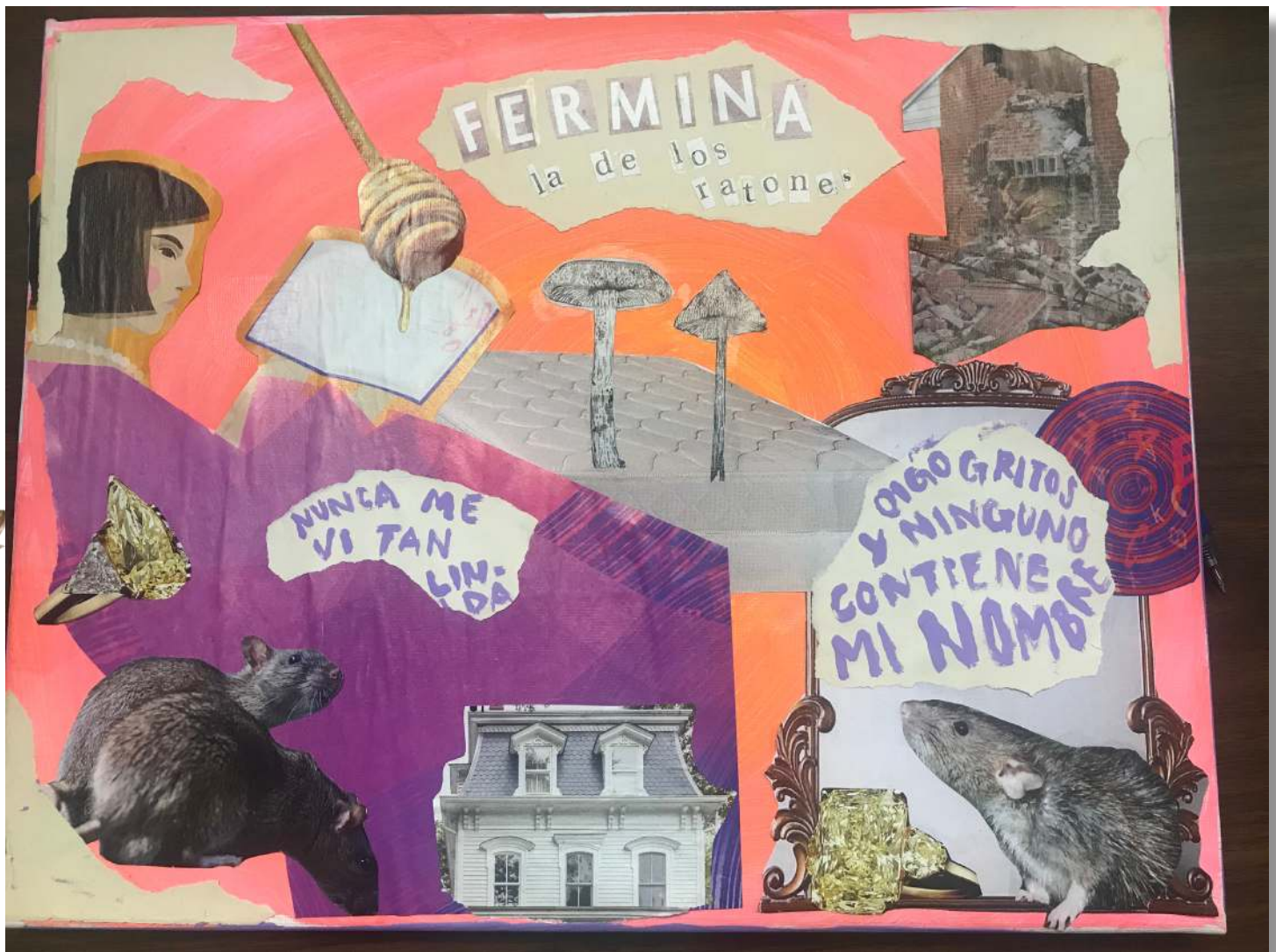
Marcos drew a picture inspired by Los dos reyes y los dos laberintos, a story by Argentinean writer Jorge Luis Borges.



La noche boca arriba

by Lauren Kindle

Lauren made with clay a mini recreation of La noche boca arriba, a story by Argentinian writer Julio Cortázar.



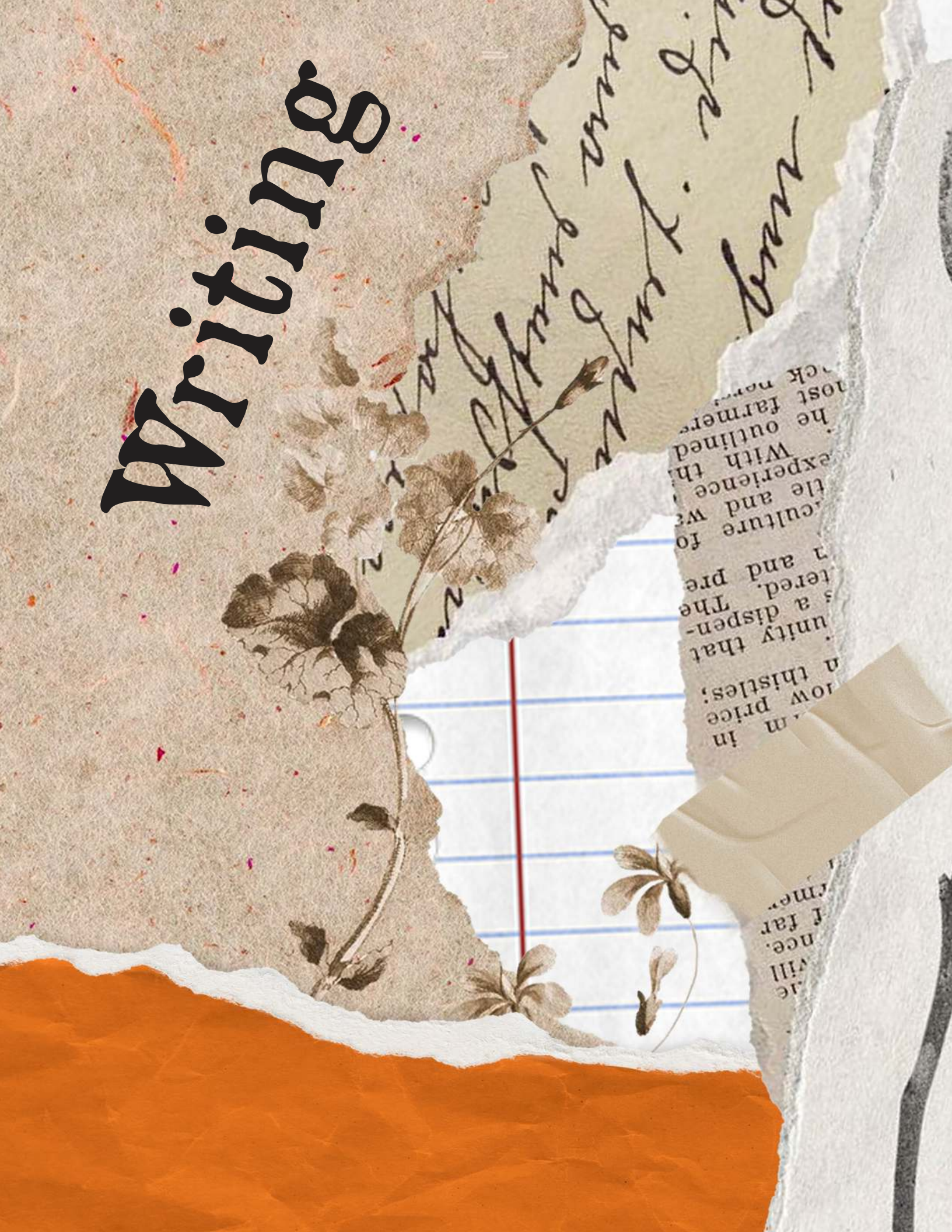
El sótano

by Loren Whitley

Loren made a collage inspired by El sótano, a story written

by Argentinean writer Silvina Ocampo.

Writing





¿Cuál es mi identidad?

by Arely Cuevas-Flores

Nuestra identidad viene de dos aspectos de nuestra vida. El primero siendo lo que tenemos cuando nacemos, por ejemplo, nuestra cultura, clase, etc. El otro aspecto es lo que escogemos. Por ejemplo, la profesión, pasatiempos, etc. Aunque los dos aspectos pueden cambiar en algunos casos, para mí, estos aspectos me ayudaron a moldear mi identidad.

Las palabras que describen mi identidad son alegría, empatía, y pensamiento. La alegría porque mi fe me enseña a mirar al mundo con el punto de vista de un niño. La empatía porque ayudar a las personas es un estilo de vida que mi familia me ha enseñado. El pensamiento porque me gusta hacerme preguntas a mí misma y saber más del mundo.

Soy una mujer que nació en una familia mexicana. Tenemos la costumbre de tratar a todos como familia. También tenemos la costumbre de reunirnos seguido y fuerte. A veces siento que soy parte de mi cultura y a veces no porque no hablo tan fuerte, pero me gusta estar con mi familia.

Mis papás me enseñaron cómo apreciar mi cultura. Íbamos a fiestas, a bailes, a quince, y había más niños ahí como yo. Cuando fuimos a México, fuimos a ver todas partes del país y esa experiencia me ayudó a estar orgullosa del hogar de mis padres. Como también hablamos en español, es fácil tener una conexión con una persona si hablas el mismo idioma. En mis amistades, es común que usemos el español y el inglés a la misma vez. Nuestra cultura es un aspecto que compartimos, entonces nos ayuda a ser más unidos.

Los dos aspectos de mi vida, dados o elegidos, han formado mi identidad. Mi cultura y familia fueron dadas a mí, pero mi fe y la manera que yo vivo son elegidas. Los dos aspectos hacen mi forma de pensar y ver al mundo diferente.

Everyday Latin Phrases

by Manuel Flores

There are some common Latin phrases that many people have heard but might not know the meanings of. Some of these are primarily used in courts of law, like *mens rea* and *nolo contendere*. However, there are others that are used in a more common setting, like *alter ego* and *per se*. Others are found in academic contexts. For example, have you ever seen *n.b.* in an academic paper or article? That just asks the reader to take note of something. Below is a list of a few phrases and terms in Latin that are found in English speech and text:

1. ipso facto - By the fact itself
2. mens rea - Guilty mind
3. nolo contendere - I will not contest it (a criminal plea)
4. non sequitur - It does not follow
5. nota bene - Note well, take notice
6. opus - Work, labor
7. per capita - By the head, equally shared
8. per se - Taken alone
9. pro tempore - For the time being, temporarily
10. quid pro quo - Something for something
11. res gestae - Things done; an excited utterance
12. semper - Always
13. sine die - Without a day assigned for a future meeting
14. versus - Against

Directing of liberated and liberating bodies in *Zero for Conduct* (1933) by Jean Vigo

By Damangeliz Martinez-Lugo

Zero for conduct (1933) is one of the earliest speaking French films and is considered a violent liberal pamphlet. The censorship laws banned the work until 1946 and considered it anti-French and anti-patriotic. Although it did not immediately gain audience success, it made film history. The director of the film, Jean Vigo, immediately and throughout the film, sets up a radical opposition between the world of adults and the world of children. The conflict then arises between a repressive universe represented by the educational system and a teenage rebellion, expressed in particular through the bodies.

My work is a commentary on Vigo's representation of the proper liberty of children through their free bodies in perpetual motion. The dances, games, runs, and nudity oppose the adult world and their shrunken, atrophied, and repulsive bodies. This idea is staged and revealed as the exaltation of young bodies in love with freedom.



Wenn Katzen Sprechen Könnten

by Allison Price

This story is based on a picture that shows a cat sitting on a windowsill holding a cell phone. On the other side of the window is a dogcatcher attempting to catch a dog running around the yard. Wenn Katzen Sprechen Könnten is a story written about the events taking place right before, during, and after the photo is taken.

Die Katze, die auf der Fenstersim sass, hatte einen langweiligen Tag gehabt. Während sie aus dem Fenster sah, sah sie nur ihre Nachbarin, eine alte Frau, und nichts mehr interessantes. Immer freute sie sich auf die Zeit, die sie alleine hatte, aber sie hatte nicht erwartet, was passierte danach.

Ein großer Hund lief durch ihren Garten und kam zu dem Fenster, auf dem sie gesessen hatte, an. Die Katze versuchte ihn zu verscheuchen. Leider, konnte der Hund, ein dummes Tier, nicht verstehen. Dann erinnerte sie sich daran, dass es Menschen gab, die sich um Tiere wie den Hund kümmerten, also rief sie den Hundefänger an.

“Hallo, sind Sie der Hundefänger?” sagte die Katze.

“Ja, kann ich ihnen helfen?” fragte er.

“Ich habe einen Hund Problem. Der Hund meines Nachbarn ist vor meinem Haus. Er geht mir auf die Nerven. Können Sie entweder fangen ihn oder verscheuchen?”

“Ich weiss nicht ob ich es kann. “

“Warum auch nicht?”

“Ich bin mit Arbeit eingedeckt. Leider, ist der andere Hundefänger, mit dem ich arbeite, krank. Also, habe ich alle Hände voll zu tun schon.”

“Das ist doch lächerlich! Sicherlich, wenn Sie sich mit der Arbeit beschäftigt wären, könnten Sie sich nicht mit mir unterhalten! Bitte, kommen Sie. Ich habe Allergien gegen Hund. Ich...”

“Okay! Mal sehen! Auf Wiedersehen!” mit das endete er den Anruf. Die Katze wartete 10 minuten, bevor sie den Hundefänger wieder anrief.

“Sind sie hier?” fragte sie.

“Aber nein! Ich bin nicht gegangen! Aber ich vorbereite mich darauf, zu Ihrem Haus zu gehen. Aber ich werde schon machen und ich werde kommen”

Endlich, kam er an. Er griff seinen Netz und dachte darüber nach, wie er den Hund fangen sollte. Die Katze sah den Hundefänger hinter den Hund schleichen, um ihn zu fangen. Bevor er den Netz benutzen konnte, sah ihn der Hund und lief über die Straße. Der Hundefänger lief nach ihm. Das ist wieder und wieder passiert. Schließlich, musste der Hundefänger anhalten und sich erholen. Während er eine Pause machte, telefonierte mit ihm die Katze.

“Warum haben sie angehalten? Gehen Sie ihn fangen!”

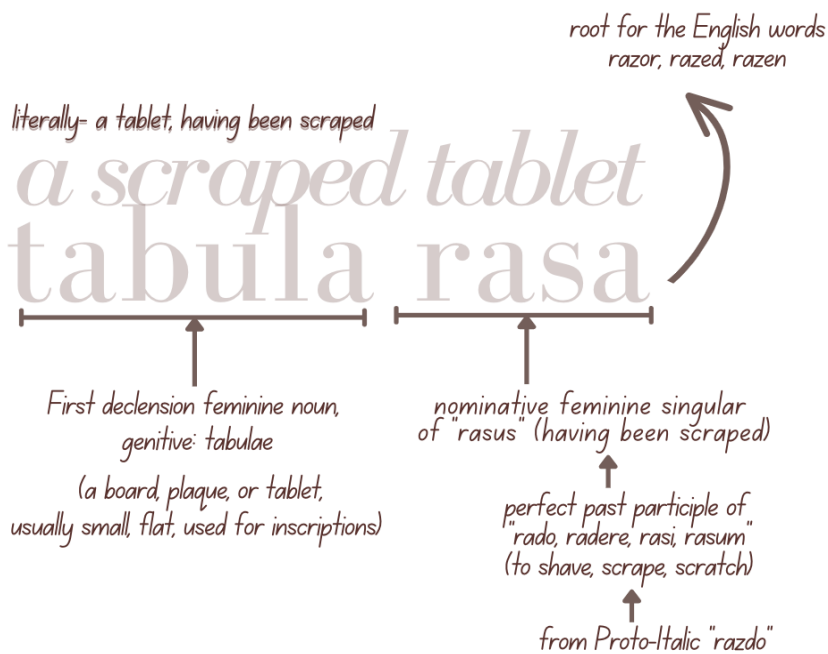
“Eben nicht. Ich habe es satt. Ich bin muede und ich will nach Haus gehen. Fangen Sie ihn!”

The Etymology of Tabula Rasa and Its Modern Misinterpretation

by Reema Chande

As I learn Latin grammar in the 21st century, I use an iPad and Apple Pencil to write my exercises and take notes. If I were transformed into an ancient Rome student, turning back time some 2000 years prior, my iPad and Apple pencil become a wax tablet and stylus. While I can simply tap some buttons and produce a completely clean page, the ancient student would manually scrape their wax tablet clean, removing the indented marks made. From our archeological evidence, this was done with heat for melting the imprint down or a razor sharp enough to level the raised parts and indents of the wax. What remained was ready to be marked again. Here lies the origin of the modern phrase, *tabula rasa*, which colloquially means, “a blank slate”.

This interpretation and its applications within epistemology and developmental psychology are not entirely faithful to the term’s etymology, depicted below.



Enlightenment philosopher John Locke, though decidedly not the term’s originator, is credited with popularizing the phrase “*tabula rasa*” in his 17th century *Essay Concerning Human Understanding* as a way to describe the initial state of knowledge humans are born into life with. He claims newborns require the forces of observation, experience, and reasoning to shape a canvas for understanding. The idea of innate malleability that Locke described has, with time and diffusion into popular language, been simplified into an idea of blankness: that we enter our existence cognitively shapeless, rather than cognitively shapeable. This is the modern misconception towards the blank slate, that it holds no inherent substance, as if to

equate an erased slate with one entirely devoid of wax to begin with.

A similar departure from etymological meaning occurs in the psychological idea of *tabula rasa* which posits that at the beginnings of life (infancy and childhood), one can acquire virtually any attribute or behavior through exposure to the ideal circumstances or “nurture.” This position has frequently been challenged by twin studies and longitudinal analyses, which indicate that heredity, biological constraints, prenatal care, and psychological predispositions introduce competing variables that impede an individual’s ability to freely etch traits onto a blank slate. Many agree our minds develop with the psychological imprint of generations of genetic history distinct from our own lived experiences.

While the needle between nature and nurture settles in a gray area, the idea of *tabula rasa* takes on another, more clear purpose in therapeutic technique. Many therapists use “blank slate ideology” as a principle to guide patient interactions in certain forms of behavioral talk therapy. The goal is for the therapist to bring as little of themselves to interactions, to be the most blank, non-imposing version of their role, in order for the patient to fill the dynamic with account of their own emotions and experiences with greater detail and less fear of judgment.

Studying Mandarin

学习中文

By Janay Brewton

Studying Mandarin has been a great interest of mine since I was a little girl. I used to read books about the language, as well as the culture of China, and it inspired me to learn more about the language. However, learning Mandarin is not without its challenges. This language is entirely different from English in sound, structure, and speaking, so it takes a while to understand, write, and speak. Nevertheless, the great accomplishment and satisfaction I feel when I learn an unfamiliar word or can write a sentence outweighs the struggle. As I further learn the dialect, I also see an enjoyable quality that often goes underrated among other languages. There is a fascinating reason and meaning behind the creation of each character and word that helps bring more knowledge about the culture itself. I enjoyed learning Mandarin as a second language and found myself in a new world. I encourage anyone who wants to learn another language to try and study Mandarin. It is a beautiful and exciting language and is genuinely worthwhile to learn!

我觉得学习中文是真有意思！不过，学中文是一点儿难。那儿有很多汉字和生词。我也觉得学写，说，看中文不容易。但是，要是你每天练习，你懂中文懂得很好。我请你学习中文！

学习中文 by: 毕哲

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Le Monologue d'un Homme Brisé

by Jared Nalls

Que fais-je ?! Que fais-je ?! Ma femme...non, mon **âme sœur** est **infidèle** et **malhonnête**.
Comment puis-je **divorcer** quand je n'ai jamais **quitté quelqu'un** ? Je **ressens accable** et **déprime**.
 Je **compte sur** elle pour la **joie**. Appelle-la ! Elle me **gêne** ! Pourquoi je me **suis engagé envers**
quelqu'un comme elle ? Nous nous sommes amusés ensemble. Nous avons voyagé le monde
 ensemble. Une fois, elle était malade donc je suis resté avec elle. C'était bon ! Maintenant, j'écoute
des commérages sur ma femme as **une liaison** avec **un nouveau type**. Romps as moi ! Je n'ai pas
mérité ça. Et si elle est avec lui en ce moment ? Pourquoi elle est infidèle ? Je suis laid ? Je ne suis
pas assez ? Je ne suis pas **séduisant** ? Je suis un mauvais mari ? Non ! Je suis le meilleur moi en
 ce moment ! Elle est une mauvaise personne ! J'**ai besoin de** passer à autre chose. Je vais trouver
 quelqu'un qui m'aime. Nous **allons nous entendre bien**. Je mérite plus qu'un tricheur. Ma colère et
 tristesse est **passagère**. Je ne vais pas permettre encore ceci. Fuis ma vie, mon esprit, et mon cœur
! Je **me rends compte** que j'ai besoin d'être **prudent**. Ma femme et moi ne pouvons pas **vivre en**
union libre après ça. Je dois **avoir confiance en moi**. Quel site de rencontre dois-je utiliser ? Tinder
 ? Lequel ? Non, d'abord je divorce ma femme puis je trouve une femme à prendre **un rancard**. Arrête
! Calme ! Je radote maintenant ! J'ai besoin du **dépaysement** et de **lâcher pris** ma femme. Elle m'a
 fait très mal. J'espère trouver que ma femme **a honte d'elle**.

My submission is a monologue consisting of the thoughts of a man with a broken heart.
 This poor soul has just found out his love, his wife has been cheating on him. He is overcome with
 emotions from this knowledge, and it is hard for him to sit with his thoughts causing him to express
 many different "mood changes" in a very short amount of time. In the end he finds a way to come to
 terms with the fact that his wife has cheated on him and even wants to be better to make her wish
 she had done better.

你好

καλη. μερα

我除了学了希腊语，希伯来语，和西班牙
 牙语以外，还学了意大利语，德语，和
 韩语。因为我喜欢学习语言，所以我希
 望学中文。中文很有意思。我们在中文
 课学习生词，语法，而且中文课很有用。
 因为中文是有声调的语言，发音有一点
 儿难，可是我常常练习改善。我下个学
 期打算继续学习中文。

Susan King

안녕하세요

Studying Chinese

by Ginny Calhoun

Beginning with my study of Latin in high school, I fell in love with learning foreign languages and the avenues for cultural exploration that language provides. Language has served as a gateway for me to know more about this diverse world in which we live while expanding the reach and confidence of my voice.

I have studied Italian, German, and Korean. Because I like learning languages, I decided to learn Chinese. The vocabulary, grammar, and Chinese texts are beneficial. Chinese pronunciation is a bit hard, but I often practice to improve. I intend to continue studying Chinese next semester.

我除了学了希腊语，希伯来语，和西班牙语以外，还学了意大利语，德语，和韩语。因为我喜欢学习语言，所以我希望学中文。中文很有意思。我们在中文课学习生词，语法，而且中文课很有用。因为中文是有声调的语言，发音有一点儿难，可是我常常练习改善。我下个学期打算继续学习中文。

Trips

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Exploring the Chapultepec Castle

Mexico Trip Spring 2022



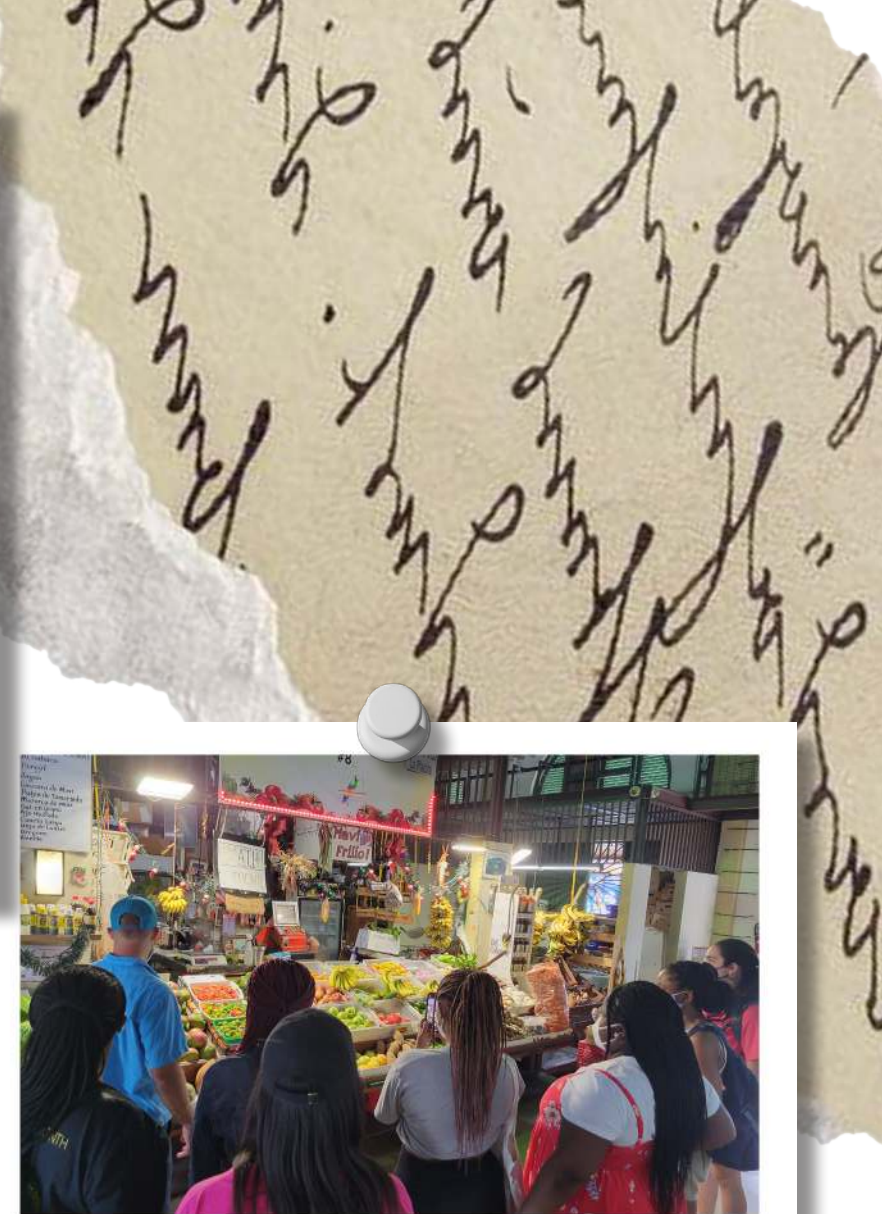
San Andres Cholula Puebla



Ride at Kochimilco



Beach Cleaning!



El Mercado de San Juan



El Yunque National Forest

Puerto Rico Trip Spring 2022

Seville Trip Summer 2022



Dr. Palacios with Nico Fox



Mercer Students Socializing at the Welcome Party



Visiting Toledo



Downtown Seville

Mercer on Mission Mexico Summer 2022



Historic Puebla City



Mercer Students Leading an English Workshop for utim students



Jara teaching English to middle schoolers of Rodolfo Sanchez Jabonada School



Mercer Faculty Radio Interview at utim

City Clean



More importantly, is this any fitting way to treat a city that has, at great cost, been left in our care? As a community we should keep this city pristine to honor Galaxy City's own heroes and heroines. The city does an admirable job maintaining the memorials of these fallen protectors, but we should strive to keep Galaxy City a place where these heroes would be proud to have sacrificed everything for.

I ask that everyone do their part in this effort to beautify Galaxy City. Don't litter! Consider public transportation to reduce emissions! And most importantly, spread the word! Let's get out there and get active! Let's get a movement going to clean up the streets of Galaxy City, not just from crime, but from grime!

We can start by organizing rallies to spread awareness of the problem, and get people active in cleaning up the city streets. Because print ads have lower visibility--and paper equals more litter!--I've set up some social media sites to help get the word out. You can follow our twitter @coh_ocr, and visit the Facebook page at <http://www.facebook.com/#!/CityofHeroes> to get the latest updates on when and where we'll be organizing. I hope to see you all out there helping to beautify Galaxy City, together, with ordinary citizens and heroes cleaning up the streets, we can make a beautiful place.

METEORS

Continued from 1C

rare opportunity to study a meteor shower so near to our planet," said Becken.

The meteors will pass within 0.05 astronomical units of Earth--about 4,650,000 miles--classifying them as near-Earth objects. The Paragon University professor is hopeful that the celestial event will spark renewed interest in people looking up at the night sky.

"While the discovery of meteors is wonderful for the scientific community, the meteor shower should be a wonderful sight for everyone. I hope that people come out to view this rare lifetime event."

The meteor shower event will be clear in Paragon City on the day of the shower.



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Spanish Club



Celebrating Cinco de Mayo



Jaco's and Mexican Soda

Café Bon Ap

During the academic year 2021-2021, different Café Bon Ap events were held under the supervision of Dr. Katherine Roseau. The Café Bon Ap is a space for students outside of the classroom to have fun while practicing speaking French.





Outside the Classroom

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French Film Festival 2022

In March, Dr. Alexis Chauchois partnered with the Cinémathèque Albertine, and the Department of Journalism and Media Studies hosted the first French Film Festival at Mercer. During this event, six french films were screened.



Hispanic Heritage Concert 2021

On October 16, Under Dr. Pino supervision the Mercer's Faith in the Vaccine Ambassadors (FIVA) cohort partnered with Spanish news station NotiVisión Georgia to host the Hispanic Heritage Celebration concert at Mercer.



The Hispanic Education Fair Spring 2022

On April 23, with the collaborations of the Admission Office, Mrs. Aranza, and some Mercer student organizations, the first Hispanic Education Fair was held to provide workshops in Spanish to assist Hispanic families with the college application process and financial aid information.



Walking Tours



Student Panel



Welcoming Ceremony



Hispanic Vaccination Events 2021-2022

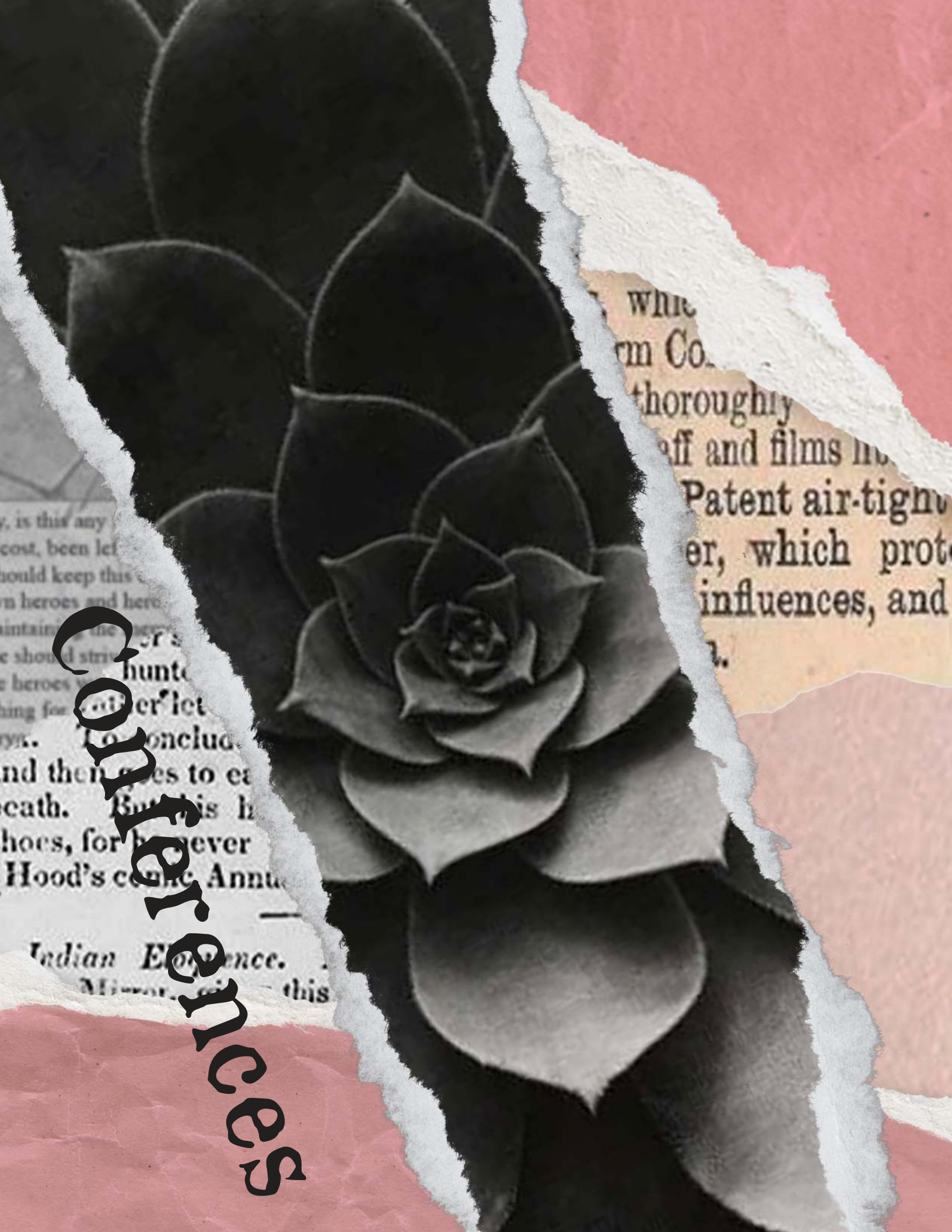
Under Dr. Pino supervision, several students from the Hispanic Health Organization (HHO), students in the SPN385 Medical Spanish II, and Mercer Faith in the Vaccine Ambassadors (FIVA) worked on several projects addressing COVID-19 vaccine hesitancy and access during 2021-2022. During these projects, 176 total COVID-19 vaccines were administered in Hispanic events.



Hispanic Health Fair 2022



On March 19, 2022, under Dr. Pino supervision, several students from the Hispanic Health Organization (HHO), students in the SPN385 Medical Spanish II, and Mercer Faith in the Vaccine Ambassadors (FIVA) helped during the Hispanic Health Fair.



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Conferences



**Damangeliz Martinez-Lugo
at the Southern Conference
(SoCon) Spartanburg, SC.**

As part of my FRE385 course “Le Cinéma français”/ “French cinema,” taught by Dr. Alexis Chauchois, I carried out research on the representation of childhood in one of the first speaking French films, *Zéro de Conduite* / *Zero for Conduct* (1933) by Jean Vigo. I presented my work during the fifth annual SoCon Undergraduate Research Forum (SURF) at the Southern Conference (SoCon) 2021 on October 29-31, 2021, on the campus of Wofford College in Spartanburg, SC.



French major and French faculty present on literature and service-learning at a conference

In March 2022, French major Matthew Shatto presented with Dr. Katherine Roseau at the Society for French Historical Studies Conference in Charlotte, NC. Matthew received funds from the Provost’s office for this undergraduate research. Dr. Roseau and Matthew presented on the study of Marguerite Duras’ *The War* (*La douleur*) in conjunction with a service-learning project involving military members and their spouses that students from FRE 345 Survey of French Literature completed in spring 2022.



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Interviews



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An Interview With Fatima Alarcon Tinoco

By Samantha Vaquero Covarrubias

“Majoring in Spanish has made me realize that I am a lot better at it than I thought I was in some aspects, and it also made me learn how to broaden my horizons.”

Fatima Alarcon Tinoco was a Mercer student from Oxford, GA. She double majored in Public Health and Spanish and received the Cervantes award from the Spanish Department in the spring semester of 2022. During her senior year, I sat down to speak to her about her award, why she chose to major in Spanish, her plans after graduating college, and other personal questions related to her four years at Mercer.

Interview Questions:

Q: How did you feel receiving the Cervantes award?

A: I felt good. I felt that receiving this award was shocking. I know I'm not the best at speaking and writing in every aspect, but I tried a lot, especially in Profe Aranza's class. I realized how not great my grammar was, but it also humbled me to know that after all this work and the effort I put into all my classes, I got this award, and my professors noticed.

Q: What is the Cervantes award?

A: It's an honorary award awarded to people who are going and seeking a Spanish degree. It's kind of seeing the whole aspect of it as a student that you grew from the department.

Q: Why did you major in Spanish?

A: I majored in Spanish because of Dr. Pino. He convinced me I needed to get a degree because it just was not enough anymore to go into the workforce and say, “Oh, I can speak Spanish as a native speaker. Most companies now need to see some certification in order to pay you more, so that's a big thing. You can say that you are a native speaker, but they are not gonna necessarily pay you more because they don't know whether you know your stuff or not. So, it was him [Dr. Pino], who convinced me to go and get my Spanish degree.

Q: How has majoring in Spanish influenced your life?

A: Majoring in Spanish has made me realize that I am a lot better at it than I thought in some aspects, and it also taught me how to broaden my horizons. There were a lot of words that I didn't know in other cultures. I knew the Mexican slang for it, but I didn't know other slang [from other Spanish-speaking countries]. So, it was nice to get from a different professor, a different accent, a different slang, even like the students around me. So, I feel that I benefited from knowing more Spanish in broadening my horizons, not just necessarily expanding Mexican vocabulary but all sorts of Spanish vocabulary.

Q: What opportunities has the Spanish major given you?

A: The opportunities have been mostly creating LASO, for one, the Latin American Student Organization, and being a part of the Spanish club. It helped me learn about more Hispanic people on campus. When I first came on campus, it felt like there were no Hispanic people here. Being part of the Spanish department, I saw a lot of, even non-native speakers of Hispanic descent, who wanted to better their Spanish or get their major in it. So, I think that was why I benefitted.



Interviews

Q: Have you gone on any study abroad trips?

A: I have gone on a study abroad trip. I just went to one in Mexico, so that was the spring break to Mexico with Profe Aranza. It was a fun trip, one of the best trips, hands down. I haven't been to Mexico since I was little. I was a baby, so it was fun to experience everything.

Q: Are there professors in the Spanish department that you look up to, and if so, why?

A: Yes. I look up to the following professors. Dr. Pino just because I have always had classes with him, and he is always so welcoming with everyone. It doesn't matter if he knows you or not. And, then, Professor Aranza, too. At first, when I was in her class, I thought she was just there to teach like Dr. Pino has a different vibe to him, I guess you would say. He puts you on the spot, and Professor Aranza will wait a couple of days, or you know when you're in the semester with her and see your personality. And then center herself around it. But they are great professors. They both care about their students, and I couldn't imagine not having taken their classes. I know I didn't take other professors. I didn't take Professor Palacios or Mengolini, so maybe I would have had different opinions then. But, for now, Professor Pino and Aranza, are the two people I admire in the Spanish department.

Q: What will you miss about Mercer?

A: What I will miss about Mercer is everything. I don't know. I just learned more about myself and how to be more independent, especially coming from a Hispanic household. In the morning, I'd have breakfast with my brother whenever we had the same school together. My mom would be there in the morning. We'd get ready and leave. I'd come home, and my mom would have cooked meals and stuff. I didn't need to fend for myself necessarily; it was more like me doing the same things I always do. But when I came to college, you had a class at 9, but then you didn't have another class until 1, and I was mm what am I gonna do with this time? So, it's getting to know that independence is what I will miss—not having the responsibilities of adult life. The friends I made here too, every year just went by faster. So, I don't think I'll ever not think about the times we had because even me being as a senior, I'll be like oh remember, we did freshman year. It was great. Some of the professors here I'll miss. My major ones for Public Health and Spanish have made big impacts on my life, and I don't think I would be the person I am without them.

Q: How have you grown from your freshman self?

A: I've grown a lot from my freshman self. During freshman year, I kept the same study habits as in high school, which was not so great because I was a last-minute procrastinator. I didn't care to get things done beforehand. I was more let me experience my freedom instead of letting me see what was going on with classes. I learned from that how to balance both of them; still, I have fun but still am a studious student because I didn't know how to be both. Because I had all this time in between now that I was a freshman, but I have grown from that.

Q: What would you tell your freshman self?

A: When people ask me this, I don't know what to say because I would tell myself a lot. The most important one is not to stress out over grades. Back in high school, everyone stresses having a certain GPA because you need to get into a certain college and make certain grades. But, I won't say it doesn't matter, but it's more about the experiences you make and how you learn from them. I think freshman year was all about oh you need to have a 4.0 GPA. If not, you're not gonna go anywhere in life when now I'm not even going to go to grad school for like a year or two, and it's fine. My GPA is where I want it, I learned what I needed, and I have a job that I'll grow from as well, so that's one of the biggest things I would have told myself.

Q: What do you plan to do after graduating college?

A: I plan on working at Atrium, a part of the HR department, after graduation.



An Interview With Rachel Wright

By: Jordan Griffin

“I want to be able to show students that foreign languages are fun and can be useful.”

Rachel Wright is a Mercer alumna who majored in history, French, and Latin. Rachel shared her love for languages, her perspective of other cultures thought out her language-learning journey, and her motivation for teaching Latin and helping people to communicate in different languages.

Q: What made you choose to major in French and Latin?

A: I took French ever since 6th grade because it was the foreign language that was offered, and honestly, I didn't want to have to take PE, so if I took French, I could get out of it. I also liked the language and thought it was fun, and I continued to take it in high school. The more I took it, the more I fell in love with it, wanted to continue with it, and thought, 'you know what, I want to translate. That would be a cool job'. So, I kept doing French all the way through college, and now I'm majoring in it. As for Latin, I took it my freshman year here because I couldn't take french since I placed too high to take it in the fall. I thought it would still be nice to take a foreign language because I love languages, and since French is derived from Latin, I thought it would help me a decent bit in better understanding grammar and where French came from.

Q: How has it been learning both Latin and French, and has that impacted your perspective on the world, other cultures, or in general?

A: Well, I'm majoring in history, French and Latin, but I also took an Italian class and a Chinese class, so I had a lot of foreign language experience. I feel learning foreign languages helps to learn about the culture because I can read the primary things. I can also learn the social culture when I'm using Twitter and reading french tweets, allowing me to better understand how they view things and what they might find funny. Even when reading primary Latin texts, I can see now that not everything is so grand and romanticized. They were exactly how we are now with their ways and humor. Overall, I think it's cool to learn the culture because you learn the culture when you learn the language, and it helps me see that even when things in the world are "different," there can be similarities no matter where you are. What other ways have you immersed yourself in the language? So my phone is in French, and everything is in French, which helps me learn a lot of slang. And I also enjoy the music, where they use different slang and wordplay that helps me better understand the pronunciations. I've also watched foreign shows where I've learned things like, "shut up" or funny phrases. Listening to music and watching the media has benefitted me.

Q: What about French and Latin appeal to you more than others?

A: The reason I like French so much is that whenever people think of French, they only assume it's in France, but I think it can be considered one of the most spoken languages in the world. There are a lot of places you can go where you can converse with people. So, French specifically opens up a lot of doors that people don't consider. In regards to Latin, learning it has made it so much easier to learn other Romance languages. For example, I've never taken a Spanish class, but it makes it a lot easier because even if I don't speak it, I can still understand it because of Latin.

Interviews

Q: What are you hoping to gain from pursuing a career in a foreign language?

A: Because I got a job teaching Latin at a school in Macon, I want to be able to show students that foreign languages are fun and can be useful. I also want to make things more accessible to the world, and translation makes that a lot easier. So, I can help people communicate and understand each other even if they don't speak the same language.

Q: What would you say to someone who is scared to learn a foreign language?

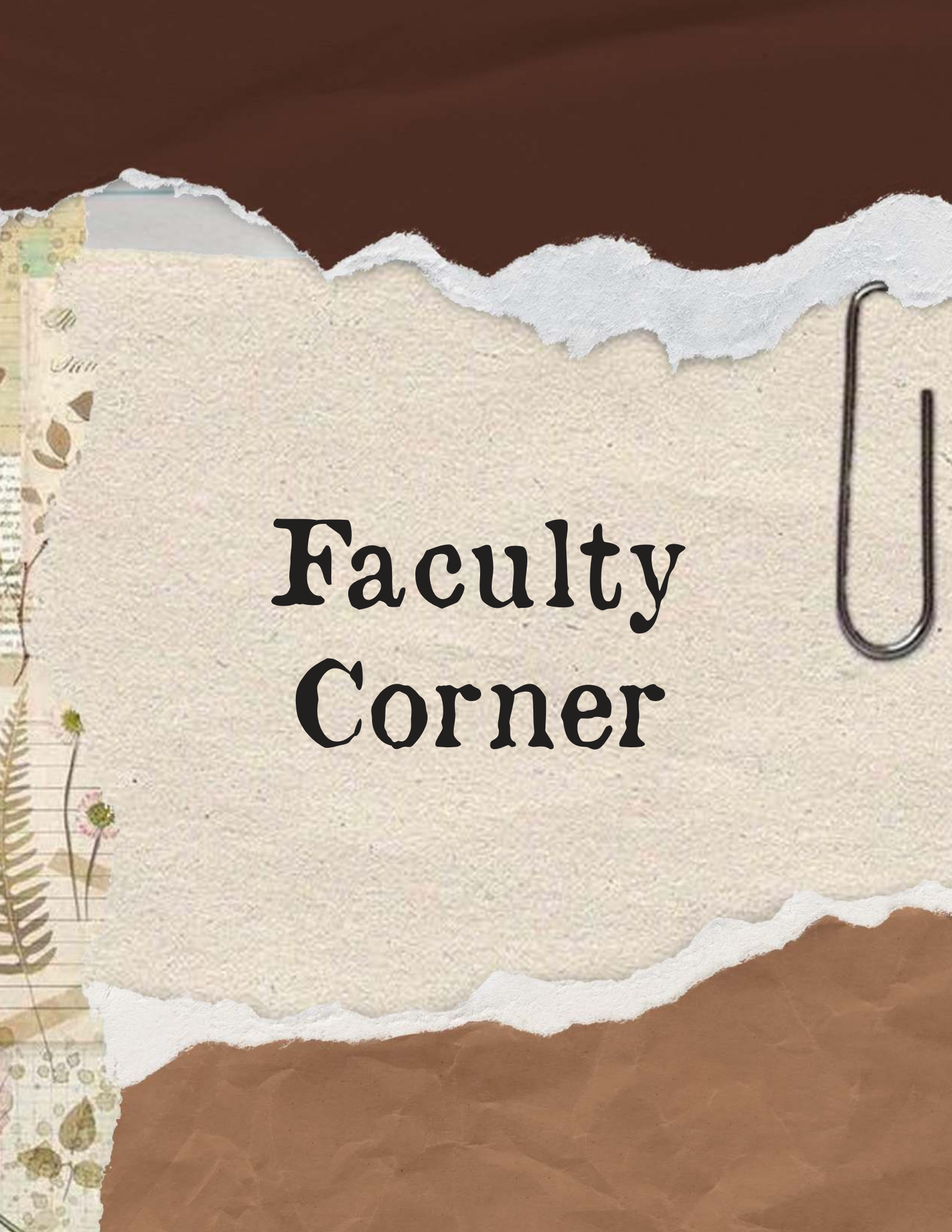
A: First, they need to accept that it's not going to be easy in the beginning, but once you get better at it, it'll be so rewarding to understand much more of the world. It will take time, but a lot of languages are hard, so it shouldn't be discouraging if you can't get it right away. You need to find that one thing that helps you understand, and then it'll be easier to learn more.

Q: What is your favorite word in French/Latin, and why?

A: My favorite word in French is platypus (ornithorynque), because I think it is hilarious that the pronunciation is so lengthy for the word in English. It is so funny looking at it and hearing it because it is a lot of fun sounds next to each other.







Faculty Corner

Memoire By Dr. Edward Weintraut

I had just completed the final semester of my two-year instructorship at Miami University (Ohio) and was still without prospects of another teaching position. The job market was very tight for Germanists that year. I had submitted 92 applications and had struck out on each. Then I got a call from Dr John Dunaway, chair of the Foreign Languages Department at Mercer University, inviting me to Macon, Georgia, for an interview. What university? Mercer? Never heard of it! Macon? Where's that? No one I knew had ever heard of Mercer or Macon, not even the Registrar at Miami University. Yet I came, was interviewed, was offered a job, and accepted it. I thought I would only be teaching in Macon for a couple of years and then return home to Philadelphia. 39 years later I am still in Macon, teaching at Mercer, and about to retire. Staying at Mercer has been a rewarding career choice, as this university has enabled me to discover talents and skills I did not know I had. Best of all, I have the fondest memories of students who have been in my German, Senior Capstone, and Great Books courses.

I doubt very much you can imagine what Mercer looked like when I first came to the university in 1983. Let me give you a quick virtual tour of late twentieth-century Mercer University:

The College of Liberal Arts was by far the largest component of the university. At that time it housed the departments of business, education, and music. The Medical School had just come into existence in the early 1908s; the Engineering School would not come into existence until later that decade. Fraternity row was located on a hill where the UC currently stands. Right now College Street is a safe pedestrian zone. Until the 1990s it was a bona-fide street separating main campus from dormitories. All day long cars and trucks drove down College Street from Mercer University Drive to Oglethorpe Street. East of College Street was low-income project housing that was gentrified in the late 1990s and morphed into a residential neighborhood for students, staff, and faculty. Privately-owned housing was located on College Street until the Lofts were built in the late 2010s. The student housing you see today on Adams Street was in the 1980s split between housing rented by Mercer faculty and independent housing owned by non-academic citizens of Macon. Finally, a seedy gas station and an auto-repair shop, along with a couple of vacant storefronts, were located on the site of the present-day Mercer Village.

When I came to Mercer I was a pioneer in technology. I was the first in the department ever to use an overhead projector and opaque projector. What are they, you ask? Long-forgotten technologies like the abacus and the slide-rule, but they were in essence bulky precursors of PowerPoint and Whiteboard. The department got its first computer—or what passed for a computer—in 1984. By the way, that was the department computer: we did not have personal computers until the 1990s, and web-based teaching and learning seemed a very distant fantasy. Between 7 and 10 each night I would come to Knight Hall to type my dissertation on that primitive department computer. The problem was: the department did not have a printer. To get printed copies of my work, I had to run up to the top floor of Ryles Hall, where the university's mainframe was housed, and search for my printouts among the piles of printouts run off by other teachers—assuming that no one else had picked up mine by mistake.

We had a radically different academic calendar in the 1980s and 1990s. We were on the quarter system: ten weeks of classes each quarter. Classes met four times a week (MTRF), with a break on Wednesday. People used his “Wonderful Wednesday” to schedule tutorial sessions, participate in discussion groups, or simply to catch up on sleep. Class registration was not done electronically: students would fill out their desired class schedule on a card and walk from department to department to get approval for enrollment. Fall Quarter always ended before Thanksgiving, enabling some students to find part-time employment during the holiday rush.

The Knight Hall you see today is completely different from the building I knew as a young professor. All classrooms were equipped with several blackboards, with lots of chalk. A third of the huge classroom in KNT 100 was my first office; the remaining two-thirds were the language lab that housed hundreds of cassette tapes. In this lab students would listen to taped dialogues and record their voices for pronunciation and conversation exercises. The elevator you see at the end of the hallway was at first a storage closet, and then office space. The lobby you see on the second floor was actually two small classrooms, flanked by offices for political science teachers. Throughout Knight Hall ventilation was poor: the classrooms smelled musty (especially in the Spring), the books on my shelves were often moist, and there was sporadic flooding in the bathrooms. Knight Hall defied the laws of physics: cold air rose, and hot air sank. Fortunately, the building was completely renovated after the turn of the century and is now the more healthy, inviting learning environment you know today.

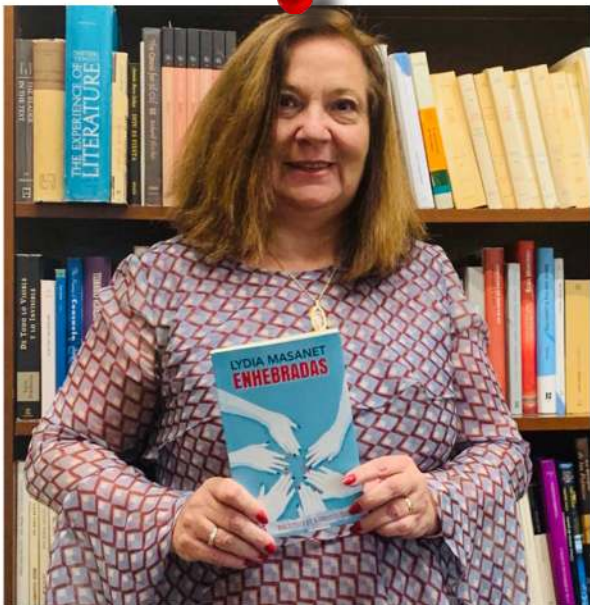
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The students you see today are significantly different. Generally speaking, I think that their quality has steadily increased over the years. Now students are better prepared for college, more intellectually inquisitive, and more interested in community engagement. Students interested in studying abroad would enroll in a program designed and led by an individual faculty member; there was no Mercer-on-Mission. There was also no emphasis placed on formal undergraduate research; Mercer students did not begin competing for national and international scholarships until the 2010s. There are other differences, too. Most students no longer carry large bookbags filled with heavy textbooks; laptops and smartphones are ubiquitous. Most students no longer submit assignments on paper and wait days for feedback; pretty much everything is done electronically and evaluated more quickly. Yet perhaps the most striking difference pertains to student behaviors before class sessions begin. Today the hallways and classrooms before classes begin are comparatively quiet. I see students standing or sitting by themselves (but near other students), silently texting, checking emails, or playing an online game. In the previous century, before class sessions began students talked with each other. Classrooms and hallways were abuzz with conversation. I can't say whether student interaction then was more meaningful than it is today, but it seems more wholesome for people to speak

directly to each other, in person, rather than using an electronic device as an intermediary.

Whoops! I just noticed that I've gone beyond the time allocated for our tour. I hope you've enjoyed this brief stroll down memory lane. Feel free to get in touch if you have questions. Adios! Au revoir! Vale! Auf Wiedersehen!



Dr. Lydia Masanet

Dr. Lydia Masanet is a Spanish Full professor in the Department of Foreign Languages and Literatures and an affiliated member of the Department of Women's and Gender Studies. In 2020, editorial Adarve published *Enhebradas*, her most recent novel. In this story, sixteen female voices of different ages appear, entering and leaving their lives under a kaleidoscopic approach. Each stitch tells a piece of a story that complements the next. The challenges and satisfactions that being a woman in our society entails are thus unraveled. She has also published *Hacia dentro en femenino* (2012), and *La autobiografía femenina española contemporánea* (1998).



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