

## **Remembering UMBC As It Was Then: A Brief Memoir of the Founding Years**

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Professor Emerita, MLLI (French)

When I arrived in 1968 for my first teaching position, UMBC was a work in progress. Two years earlier, the first cohort of 760 students had found fewer buildings on the campus's impressive expanse of former farmland than can be counted on one hand: an academic building, a lecture hall, a gym-cum-commuter cafeteria (at the present location of the Commons), and the Hillcrest building (since demolished) housing the administration. These were joined in 1968 by a second academic building and the Library (only two floors high then) that opened its doors that year at the end of a muddy walkway covered with planks.<sup>1</sup>

In the early years, before the completion of the 10-story administration building in the early seventies, if you wanted to stage a protest or visit the offices of Vice President and then Chancellor of the Baltimore Campuses Albin O. Kuhn or of Dean of Faculty and later Vice President for Academic Affairs Homer W. Schamp, Jr., you would have to trek up the hill to Hillcrest whose former identity as a Spring Grove State Hospital psychiatric facility led to quips easily imagined.

Those first years, as I crossed what is now the Quad from the single parking lot (roughly the present Commons Garage), my eyes turned away from the buildings to gaze over an inviting landscape of lawns and trees to the far-off horizon. It made for a refreshing start to the day. The Academic I and II buildings, in which our offices and classrooms were housed the first five years, however, did nothing to enhance the landscape. Shortly before joining UMBC, I had visited the new Punjab University in Chandigarh, India, an inventive architectural gem of multi-colored and multi-shaped buildings and classrooms oriented to harmonize with the Himalayan foothills in the distance. My disappointment in the uninspired architecture of UMBC's first classroom buildings, a mismatch for the trail-blazing programs and teaching the faculty was envisioning for this new campus, was further intensified when, in the early seventies, a second gym (now part of the Retriever Activities Building) cut off the view to the horizon.

UMBC was a commuter campus until the construction of the first two residence halls four and five years after it opened its doors. In the early seventies the "Foreign Languages" faculty offices were located in the spacious dorm rooms of Residence II (now Chesapeake Hall), while we waited for the completion of the Fine Arts building. Our move to FA put an end to our nomadic existence of packing up our offices almost yearly to migrate to yet another floor or another building, as the always increasing numbers of faculty members required constant regrouping of offices. We quickly learned

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<sup>1</sup> Academic I and Academic II, the names by which we knew them then, are the present Biological Sciences and Mathematics-Psychology buildings respectively. Hillcrest was located in the area between the present West Hill and Terrace Apartments.

not to hoard. Fine Arts was to be our home until the department's move to the Academic IV building (now Sherman Hall) in the mid-1980s, followed in 2015 by a return to the renovated Fine Arts building.

In emphasizing the small size of the campus at its founding, I want to draw attention to how much building remained to be done when the founding faculty arrived. Academic programs, library collections, and divisional and campus governance procedures, all had to be thought and argued through and shaped and reshaped. As part of the desire to strike out in new directions and encourage discussion across disciplines, a divisional structure, consisting of the Humanities, Mathematics, Sciences, and Social Sciences Divisions (joined in 1969 by Education), was originally preferred to the formation of standard departments. These came a decade later. And in the spirit of the sixties, the call to counter old prejudices, inequalities, and injustices informed the deliberations and teaching of many of us in support of the liberation movements led by the disempowered themselves. With them we looked for ways to empower people disenfranchised because of color or gender or economic deprivation or militarism or cultural prejudice, to mention only these among the all too many misfortunes that lead to avoidable social violence and suffering. In the 50th anniversary year of UMBC's founding, the backlash to these values unleashed by the results of the 2016 election and the increase in hate incidents throughout the country that followed were countered by active resistance and urgent calls for "respectful dialogue" by President Freeman Hrabowski and campus organizations.

### **"Foreign Languages": The First Four Years**

Beginning in 1966, the three approved BA degrees in French, German, and Spanish came under the umbrella of "Foreign Languages" within the Humanities Division. The area was kept busy from the start teaching the courses BA students needed to fulfill the requirement of taking a foreign language through the second-year level. The founding coordinator Associate Professor of Foreign Languages May Roswell was seconded the first year by one instructor in French, one in German, and two in Spanish to staff the first-year courses. By the second year, the number of regular faculty members had doubled. May, obviously, had a lot of hiring to do.<sup>2</sup>

From 1966 to 1970, the curriculum was developed year by year, with second-year courses taught in the sophomore year, and major courses added in the last two. May Roswell drafted a similar curriculum for the majors in all three languages, a demanding 42-credit program: 12 hours upper-level language courses, 1 year survey of literature, a 1-year course in civilization, 12 hours of upper-level literature courses, and 6 hours of literature in another language or comparative literature. But that was not all. Where the program differed most remarkably from the standard language major at that time was in the addition of a comprehensive examination, both oral and written, in the senior year. A reading list and periodical meetings with a faculty member were designed to help

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<sup>2</sup> See the attached "In Memoriam" for May Roswell (1914-2002) and a copy of the memorial tribute we arranged that reunited many of the founding faculty, administrators, and some pioneering majors.

students prepare for the exam. May Roswell, who after completing her Ph.D. taught in College Park before becoming one of the founding faculty of UMBC, held BA and MA degrees from Trinity College Dublin and Cambridge University. She incorporated the tutorials and comprehensives that she had found effective in strengthening student understanding of the field to raise the level of the major beyond College Park's. But what did the pioneering UMBC majors make of the comprehensives? They were so terrified that the faculty decided to spare future students the ordeal. This is one experiment that failed.<sup>3</sup>

In 1968, in addition to instructors, a number of tenure-track faculty members and some who were about to complete their dissertations (my case) were hired to teach the upper-level courses: Alan Bell, Laura Calvert, and Olga Ferrer in Spanish, and Alan Rosenthal and myself in French, to mention only those who were to stay a number of years, the two Alans and I more than 35 years each. By 1970, we were three assistant professors in the French Area: Claud DuVerlie, who arrived in 1969, Alan Rosenthal and myself.<sup>4</sup>

In my first two years of teaching (1968-1970), I was fortunate to be assigned, in addition to lower-level language courses, the one-year series of the survey of French literature and the literatures of the nineteenth and twentieth centuries. Seventeen students, mostly French majors, enrolled in the latter series. As I recall, there were never to be as many. Given a free hand to design and structure the courses was exhilarating and teaching them to the highly motivated students of the first graduating class of 1970 was a source of nostalgia in subsequent years. I recall one incident that occurred at the height of the protests against the Vietnam War. A student came to the door of my twentieth-century literature class to ask how relevant the class material was to the ongoing protests. I invited him (if he understood French) to join in our discussion of Jean-Paul Sartre's arguments in favor of political and social *engagement*.

The student body was made up of almost exclusively of local first-generation students who worked part-time to put themselves through school.<sup>5</sup> They wanted to make the most of their years at UMBC. Nor did the fledgling campus offer the social distractions of student life that were to settle in later: no party culture eventually making teaching on Fridays a near-impossibility, no Greek organizations, and very little in the way of

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<sup>3</sup> The information about the curriculum and the faculty from 1966 to 1970 was checked in the *University of Maryland Bulletin* and the *UMBC Bulletin*, available in the Albin O. Kuhn Library Special Collections. My thanks to Tom Beck, Chief Curator, who helped me locate materials for this memoir.

<sup>4</sup> See the attached memorial tributes to Claud DuVerlie (1941-2000).

<sup>5</sup> A university education was more affordable at the time, especially at state institutions. UMBC's in-state student tuition and fees in 1966 amounted to \$346. See the 1965 *University of Maryland Bulletin* 11. In part owing to drastically decreased state support and increasing expenses, fifty years later the 2016 tuition of \$11,264. is 32 times higher, whereas in line with an inflation factor of 7.5, the tuition would have risen to only \$2,595. In contrast, faculty and staff salaries have not kept up with inflation.

extracurricular sport and cultural events and student organizations. The Student Government Association (SGA) and student publications (some quite controversial), however, were in place. At the same time, there was no access to the Internet or I-phones for quick information and connections via e-mail or texting. In this pre-digital age, students, faculty, and staff still did their work on typewriters, using mostly print media.

Students (and faculty and staff), however, joined together in anti-war and anti-racist demonstrations and protested the lack of a student voice in campus governance and P & T decisions. Not all, but many.

Fortunately, the Donaldson Brown Center to the north and Washington to the south helped to compensate for the few extracurricular options available on campus. The industrialist F. Donaldson Brown had donated his estate near Port Deposit, MD to the University shortly before UMBC opened its doors. During the campus's first decade, the Center's roomy mansion and grounds with views of the Susquehanna River were ours to use as a conference center and academic retreat. Unfortunately, owing to the expenses of maintaining the Center, it was lost to our campus by the mid-seventies. But before that, the language areas took full advantage of the opportunity to organize weekend language retreats with our majors, the French Area livening up the time with films and discussions and theatrical presentations by the students under the direction of Geneviève Smith, an instructor with a passionate interest in theatre. And there were excursions to Washington to catch French theatre productions, films, dinners in French restaurants (the latter not always successful), and exhibitions in Washington as well as Baltimore. Usually quite relaxed, such cultural events were facilitated by the youth of most of the faculty (we were at times mistaken as students by the campus staff) who in the spirit of the sixties were intent on narrowing as much as possible the power divide between faculty and students. Even with that, however, our attempts to start "language tables" in the commuter cafeteria, where students and faculty ate together in the first years, failed so that practice in the language was abandoned for more relaxed lunchtime conversations.

During those first four years, surprising as it may seem now, there were more French than Spanish majors, something that would change quite dramatically as the years passed. The 1970 UMBC Commencement program lists 11 French majors to 1 in Spanish, and none in German. But by the next commencement, the numbers had evened out between the two Romance languages, whereas the 1972 commencement shows 8 French majors to 6 in Spanish and the first 3 graduating majors in German. Seven of the eleven French majors of the first graduating class had come in as pioneers in 1966 and survived the demanding program plus comprehensives. I remember fondly their spirited and closely knit group.

### **Pitching In and P & T Troubles**

Concurrently, like other non-tenured assistant professors among the founding faculty, I was called on to perform such bouts of campus service as membership in the UMBC Assembly and Senate (now the Faculty Senate) and time-consuming committee work. My service on the Senate's 1970 search committee for the second UMBC chancellor, after Dr. Kuhn decided to devote himself full-time to UMB, comes to mind. (I opposed the

committee's choice.)<sup>6</sup> To a large degree the hierarchical distance between senior and junior faculty was kept at a minimum as we worked side by side in the Senate and on committees. I don't recall ever stopping myself to express my beliefs in the presence of senior faculty or administrators; I felt fortunate to have landed in a department and institution in which the bonds of collegiality were, if not always a reality, then at least a value worth pursuing and appealing to.<sup>7</sup> I vividly recall the impassioned session of the Assembly in early May 1970 where many of us spoke up to condemn the bombing of Cambodia and to join in voting a resolution to declare a day of mourning for the student protestors killed at Kent State. Nevertheless, at times my defense of student rights got me reprimands from some members of the senior faculty. A number of them once surrounded me after a Senate meeting asking whether I considered myself a faculty member or a student! During one Senate committee's retreat to Donaldson Brown to forge a revised set of general distribution requirements, arguments, too, became quite heated. Luckily, the mesmerizing views of the river and walks on the grounds helped us cool down.

After the UMBC Caucus of Black Faculty and Staff had asked Chancellor Kuhn in February 1970 to take steps to assure African Americans a representative presence in the administration, the faculty, the staff, and the student body, and Dr. Kuhn had issued his "Proposals toward Achieving Significant Integration of Minority Groups at UMBC" in response,<sup>8</sup> faculty members were encouraged to help recruit minority students by visiting local high schools. This was one activity – usually consisting in giving a talk in our area of academic interest and inviting students to ask questions about UMBC – in which I gladly participated. Founding an interdisciplinary Women's Studies program with colleagues from English, American Studies, African-American Studies, Ancient Studies, History, and Sociology, too, required many meetings but I recall it among the most rewarding activities of my early years at UMBC.

The extraordinary time and energy expended by non-tenured faculty on this work in progress came at a considerable cost to their careers. It has been estimated that about 50% of the founding faculty members coming up for P & T in 1973 to 1978 were denied tenure on the ground of insufficient publications.<sup>9</sup> As a result, students protested the forced departure of many of their most popular teachers and renewed demands for representation on P & T committees.<sup>10</sup> The problem was compounded by the nature of the promotion and tenure process in those early years: the final say in P & T decisions was not in the hands of the UMBC Chancellor but determined by the President of UM, who unfairly compared the UMBC faculty's research productivity to that of the faculty of the long-established College Park and UMB campuses who had not participated in

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<sup>6</sup> The UMBC Assembly, unlike the Senate, included full-time staff as well as faculty. In 1968, four students were added to each of these early governing bodies. See "Administrative/Biographical Note."

<sup>7</sup> An example: In the interest of collegiality, the tenured language faculty took turns taking on the responsibilities of chairing the department after it was established in 1978.

<sup>8</sup> See Beck and Loeper 9, 24, n. 5, and 36-37.

<sup>9</sup> La Noue 164.

<sup>10</sup> See Beck and Loeper 11.

building programs from the ground up. The year I came up for tenure, every faculty member awarded promotion and tenure by the UMBC campus was turned down by the UM President. It was only after considerable protest that our group was eventually granted tenure, but promotions were postponed to P & T committees in future years.<sup>11</sup> We learned from this experience to mentor the untenured faculty members in what had by 1978 become the Department of Modern Languages and Linguistics (MLL), shielding them from time-consuming committee assignments and adjusting teaching loads to permit them to see to their research and publications.<sup>12</sup>

### **Students Remembered**

To end this narrative on an upbeat note, I append a few memories of students taught in the sixties and seventies.

The first three come from the pioneering class of 1970:

On my first day of teaching, I recall a mature student coming up to me after the French survey class to explain that since she had studied in France, she didn't feel right answering the questions she could answer in deference to the other students. As we continued to talk, I learned that Elinora Bolton was the mother of twelve children who had just resumed her studies after sending her youngest off to school. I was dumbfounded, wondering what I as a fledgling teacher in my twenties could teach a woman with twelve children who had studied in France. After graduating from UMBC, Elinora went on to complete a Ph.D. at Catholic University.

Gene Plunka was a Sociology major who took four upper-level French courses with me, including a special project on Samuel Beckett. I was delighted to learn that after earning a Ph.D. in comparative literature at UM College Park, he eventually became a full Professor of English at the University of Memphis, with now eight books to his credit.

After graduating in 1970 with the first pioneering majors, Calvin Glover returned to campus to take graduate-level courses in French and complete an MA in Education. As a foreign language specialist with the Baltimore City Public School System, he stayed in touch with our department until his early retirement as Director of Reconstitution-Eligible Schools. At age 50 he retired well before his former professors, a point of pride with him and some of the other early retirees of that first class.

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<sup>11</sup> I attach my CV to exemplify the career of a founding faculty member who was almost refused tenure.

<sup>12</sup> See John Sinnigen's "MLLI, UMBC, and Macondo: A Very Brief History" for a description of our curricular innovations beginning in the seventies, as a harsh economic downturn changed student priorities that cost the campus enrollments and resulted in fewer language majors, followed by an account of happier times and the addition of graduate programs.

The next three are from a few years later:

Kate Markert, who braved a special project with me on Samuel Beckett, became the director of a number of US art museums. Locally, she was the Associate Director of the Walters Art Museum for seven years, a position she left in 2010 to become the Executive Director of Hillwood Estate, Museum and Gardens, in Washington, DC.

When Bernadette Crosley, originally from Haiti, showed up in my French courses, she turned in such beautifully written work that I was completely mesmerized. There are now three books on my shelves by Dr. Bernadette Crosley on Haitian writers and thinkers. Yet, this talented student had confided in me that she lacked the confidence to become a teacher. But encouraged by her UMBC French professors, teach she did for many years.

At the same time as Bernadette, there was another unusual student in our French classes. Chadia Abras, who grew up in Lebanon, decided to add a French major to her studies in biology. After completing an MA in College Park, she returned to UMBC as an instructor in French and wrote one of the thickest and most impressive Ph.D. dissertations in Language, Literacy, and Culture.

These are only a very few of the students I recall from the early years: they are the ones whose careers I was able to follow. I am in debt to the many who looked at learning as a shared adventure and tolerated my pushing them to expand their minds into unforeseen dimensions. They returned the favor, for which it is my turn to thank them.

November 2016

### Works Cited

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Attachments:

1. Moorjani, Angela. "May Roswell, In Memoriam." *MLLetter* (February-March 2002): 2-3.
2. Program, "A Memorial Tribute to May Roswell," 1 May 2002.
3. "In Memoriam" for Claud DuVerlie, February 2000.
4. Moorjani, Angela. "Tribute to Claud DuVerlie at his Memorial Service, 4 April 2000.
5. Moorjani, Angela. Curriculum Vitae. 2016.







*A Memorial Tribute to  
May Roswell*

*19 September 1914 - 16 February 2002*

*A celebration of May Roswell as a  
founder of the UMBC campus, the architect  
of the program in foreign languages, a  
professor emerita of the Department of  
Modern Languages & Linguistics,  
colleague, and friend.*

The Department of Modern Languages & Linguistics has established  
the *May Roswell Memorial Award for Excellence in Writing*. This  
distinction will be awarded yearly to a deserving student.



The support of the offices of the Provost and Institutional Advancement  
is gratefully acknowledged.

*Albin O. Kuhn Library & Gallery  
1 May 2002*

*Partita in A minor by J. S. Bach*  
*Sonata in A minor by C. P. E. Bach*  
*Fantasies by G. P. Telemann*  
*performed by flutist Ann Lentz, UMBC music major*

*Freeman A. Hrabowski, III, President*  
*Albin O. Kuhn, Founding Chancellor*  
*Homer W. Schamp, Founding Dean of Faculty*  
*Larry Lasher, Founding Faculty in English*  
*and Former Chair, Humanities Division*  
*Angela Moorjani, Founding Faculty in French*  
*Alan S. Rosenthal, Founding Faculty in French*  
*John H. Sinnigen, Founding Faculty in Spanish*  
*Thomas T. Field, Professor of French*  
*Elinora Bolton, Friend and Alumna in French, Class of 1970*  
*Calvin A. Glover, Jr., Alumnus in French, Class of 1970*  
*and Director (retired) Reconstitution-Eligible Schools,*  
*Baltimore City Public School System*  
*Tribute from the Council of Friends of the*  
*Albin O. Kuhn Library & Gallery, by Robert Burchard,*  
*Founding Faculty in Biological Sciences, read by*  
*Judith M. Schneider, Chair, Modern Languages & Linguistics*  
*Mildred Ramsdell, Charlestown friend*  
*Rosemary Roswell, on behalf of the Roswell family*

# In Memoriam

While on his way to class on February 21, 2000, Professor Claud DuVerlie collapsed of a heart attack and died shortly after at St. Agnes Hospital in Baltimore.

Upon completion of his Ph.D. at the University of Chicago, Claud came to UMBC in 1969 as an Assistant Professor of French. He was 27 years old at the time. Claud served twice as chair of the Department of Modern Languages and Linguistics, he directed three departmental grants from the National Endowment for the Humanities, and he was instrumental in the implementation of the MA in Intercultural Communication. In 1989 he was promoted to full professor. Claud's research focused on contemporary French culture. Among other books and articles, he is the co-author, along with Dr. Marie DeVerneil and Dr. Alan Rosenthal, of the well-received first-year textbook, *Objectif France*. Since 1987 he has been the project director of FRANCE-TV MAGAZINE, a collaborative endeavor of UMBC, PBS, and French television. This pedagogical program beamed French television coverage of news and contemporary issues to schools across the United States. The FRANCE-TV project revolutionized the teaching of French language and culture through its creative linkage of telecommunication technology and cutting-edge teaching methodologies.

Colleagues remember Claud as an intense and innovative participant in departmental and university affairs. He had a passion for French culture—from the novels of Claude Simon, to contemporary French film and television—and he was dedicated to communicating the French and European points of view to students and colleagues at UMBC and, as the FRANCE-TV project indicates, to students and teachers throughout the United States. His most recent project, a distance education course on the European Union, was yet a further manifestation of his quest to bring together foreign language education, intercultural communication, and the latest technology.

Claud DuVerlie had probably the fastest walk on the UMBC campus. That walk was emblematic of the energy and intelligence of his contributions to the university for over 30 years. There is much his colleagues and students have learned from Claud. He will be deeply missed.

We express our profound sympathy to his family and friends. A private memorial service was held on February 24. Donations may be made to UNICEF. A memorial service at UMBC is being planned.

Tribute to Claud DuVerlie at his Memorial Service on 4 April 2000 by  
Angela Moorjani

Claud and I were colleagues for over thirty years. From the start, we had much in common, the love of French language, literature, and culture loomed large and a burning desire to devise a program of study that would prepare our student to be, in the best sense, active wanderers in mind and space exploring the harmonies and dissonances as one moves between languages and cultures. Claud left his mark on much in the department of which we are proud, and he had the energy and drive to garner grant support for us and recognition nationally and internationally.

In our early research we both focused on writers of the French New Novel, each marked by the brutal traumas of a war during which both Claud and I were born, same year, same month of May. And strangely enough, we picked the two writers who were to receive Nobel Prizes for their work: Samuel Beckett in 1969, Claude Simon in 1985. With so much in common, it is perhaps not surprising that we developed into rivals, with each not letting the other get away with anything we considered in any way flawed. But underlying this rivalry was mutual respect for what we did right, so that we continued to pull together whenever the interest of the students, or the French area, or the department, or the profession were involved.

Today, as a tribute to Claud, I would like to read from his favorite novel by Claude Simon – *Acacia* – named after the tropical acacia bearing clusters of yellow or white blossoms. *Acacia*, dating from 1989, when the author was 76 years old, wanders back and forth in time between the years surrounding the First and Second World Wars. The narrator through the power of the imagination and an extraordinary way with words explores the inner world of his father killed in World War I (like the author's), of his mother before and after this devastating loss, and of the son who was mobilized in 1939 like Simon himself.

In the passage I chose, the unnamed protagonist has just regained consciousness after an ambush that killed most of his comrades. Under some subhuman force he finds himself dashing for cover until he reaches a forest in which he slowly recovers a sense of his surroundings, hearing the call of the cuckoo, the whispering of the wind in the trees, and the sounds of silence alternation with the bird's call. Within the silence, he becomes aware of a cosmic concert, as if from another world, outside of time, of sap surging and blossoms unfolding, of the regeneration of life in the month of May. This scene foreshadows how he will begin to write on the last page of the novel under the spell of blooming acacia branches swaying outside his window. For those who won't catch all the words in French, I hope you will enjoy the passage for its musical notes and rhythms as the narrator translates the cosmic symphony he witnessed and which he identifies with the source of his writing.

## CURRICULUM VITAE

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and Intercultural Communication (French)  
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### Higher Education

- Ph.D. The Johns Hopkins University  
Romance Languages  
Dissertation: “Samuel Beckett: The Intersubjective Dimension of His Work,”  
directed by René Girard
- B.A. University of Maryland, College Park  
French (High Honors)

### Academic Appointments

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|--------------|---|
| 2004–present | Professor Emerita, University of Maryland–UMBC  |
| 2008         | Visiting Professor, Waseda University, Tokyo, Japan   |
| 1968–2004    | Instructor, Assistant Professor, Associate Professor, Professor,<br>Modern Languages & Linguistics (French), UMBC |
| 1999–2004    | Affiliate Professor of Women’s Studies, UMBC  |

### Major Administrative Appointments

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|----------------------|--|
| 1996–2000, 1986–1988 | Chair, Department of Modern Languages and Linguistics, UMBC                  |
| 1991–1993            | Associate Vice President for Academic Affairs, UMBC                          |
| 1987–1988            | Chair, Baltimore Graduate Consortium in Foreign Languages and<br>Linguistics |

## Publications

### Books

*Beyond Fetishism and Other Excursions in Psychopragmatics.* Semaphores and Signs. New York: St. Martin's; London: Macmillan, 2000.

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- “Beckett’s Racinian Fictions: “Racine and the Modern Novel Revisited.” *Early Modern Beckett*. Ed. Angela Moorjani and Danièle de Ruyter, vol. 24 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2012. 41-55.
- “Beckett’s Parisian Ghosts (continued): The Case of the Missing Jules Renard.” *Limit/e Beckett* 1 [online journal] (2010).
- “André Gide among the Parisian Ghosts in the ‘Anglo-Irish’ *Murphy*.” “*Where never before*”: *Beckett’s Poetics of Elsewhere*. Ed. Sjeff Houppermans, Angela Moorjani, et al. Vol. 21 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2009. 209-22.
- “Whence Estragon.” *The Beckett Circle* 32.2 (Fall 2009): 7.
- “Deictic Projection of the *I* and Eye in Beckett’s Fiction and *Film*.” *Journal of Beckett Studies*. 17.1-2 (2009): 35-51.
- “Le complexe de Prométhée ou sous le signe du feu: tyrannie et volonté de savoir chez Beckett.” *Des éléments aux traces* (selected papers from the Colloque Samuel Beckett et les quatre éléments, Aix-en-Provence, 2006). Ed. Matthijs Engelberts et al. Vol. 20 of *Samuel Beckett Today/Aujourd’hui* 20 (2008): 23-32.

### Selected Articles on Samuel Beckett (cont.)

- “Genesis, Child’s Play, and the Gaze of Silence: Samuel Beckett and Paul Klee.” *Borderless Beckett* (selected papers from the International Beckett Symposium in Tokyo 2006). Ed. Minako Okamuro, Angela Moorjani, et al. Vol. 19 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2008. 187-97.
- “ ‘Just Looking’: Ne(i)ther-World Icons, Elsheimer Nocturnes, and Other Simultaneities in Beckett’s *Play*.” *Beckett at 100: Revolving It All*. Ed. Linda Ben-Zvi and Angela Moorjani. New York: Oxford UP, 2008. 123-38.
- “Beckett’s Second Skins.” *The Beckett Circle*. 29.1 (2006): 6-8.
- “Œil goulu et œil révolté: réflexions sur la double conscience dans *Murphy* et *Film*.” *Présence de Samuel Beckett* (selected papers from the Colloque de Cerisy, Normandy, 2005). Ed. Sjeff Houppermans. Vol. 17 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2006. 265-80.
- “Directing or In-Directing Beckett: Or What Is Wrong with *Catastrophe*’s Director?” *Issues of Performance* (selected paper from The Beckett Working Group, International Federation for Theatre Research 16<sup>th</sup> World Congress, St. Petersburg, Russia, 2004). Ed. Marius Buning, Matthijs Engelberts, et al. Vol. 15 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2005). 187-99.
- “Peau de Chagrin: Beckett and Bion on Looking Not to See.” *After Beckett* (selected papers from the Samuel Beckett Symposium. Sydney, Australia, 2003.) Ed. Anthony Uhlmann, Sjeff Houppermans, and Bruno Clément. Vol. 14 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2004. 25-38.
- “Beckett and Psychoanalysis.” *Palgrave Advances in Samuel Beckett Studies*. Ed. Lois Oppenheim. London and New York: Palgrave Macmillan, 2004. 172-93.
- “Diogenes Lampoons Alexandre Kojève: Cultural Ghosts in Beckett’s Early French Plays.” *Drawing on Beckett: Portraits, Performances, and Cultural Contexts*. Ed. Linda Ben-Zvi. Tel Aviv: Assaph Books, 2003. 69-88.
- “Beckett et le Moi-peau: au-delà du fétichisme matriciel.” *L’Affect dans l’œuvre beckettienne*. (selected papers from the Humanité de Beckett colloque, Rennes, France, 1999). Ed. Michèle Touret, Yann Mével, et al. Vol. 10 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 2000. 63-70.
- “*En attendant Godot* on Michel Polac’s *Entrée des Auteurs*.” *Beckett versus Beckett*. Ed. Marius Buning et al. Vol. 7 of *Samuel Beckett Today/Aujourd’hui*. Amsterdam: Rodopi, 1998. 47-56.

### Selected Articles on Samuel Beckett (cont.)

- “Beyond Paradox and Perplexities in *Textes pour rien*: A Psychopragmatic Approach.” *Samuel Beckett: Crossroads and Borderlines* (selected papers from the Beckett Symposium, The Hague, 1992). Vol. 6 of *Samuel Beckett Today/Aujourd'hui*. Amsterdam: Rodopi, 1997. 211-22.
- “Mourning, Schopenhauer, and Beckett's Art of Shadows.” *Beckett On and On . . .* Ed. Lois Oppenheim and Marius Buning. Madison, NJ: Fairleigh Dickinson UP; 1996. 83-101.
- “Herméneutique dialogique et dialogue analytique: deux lectures de Beckett.” *Psychanalyses* 48 (1993-94): 201-07.
- “A Cryptanalysis of Beckett's *Molloy*.” *The World of Samuel Beckett*. Ed. Joseph H. Smith. Psychiatry and the Humanities 12. Baltimore and London: Johns Hopkins UP, 1991. 53-72.
- “Beckett's Devious Deictics.” *Rethinking Beckett: A Collection of Critical Essays*. Ed. Lance St. John Butler and Robin J. Davis. London: Macmillan, 1990. 20-30.
- “The Magna Mater Myth in Beckett's Fiction: Subtext and Subversion.” *Beckett Translating/Translating Beckett*. Ed. Alan Warren Friedman, Charles Rossman, and Dina Sherzer. University Park: Pennsylvania State UP, 1987. 149-54.
- Reprinted in *Women in Beckett: Performance and Critical Perspectives*. Ed. Linda Ben-Zvi. Urbana and Chicago: U of Illinois P, 1990. 134-41.
- “The Esoteric and the Trivial: Chess and Go in the Novels of Beckett and Kawabata” (with Wolfgang Freese). *Games in Twentieth-Century Literature*. Louisville: UP of Kentucky, 1981. 37-48.
- Rev. Article of *Samuel Beckett: A Biography*, by Deirdre Bair. *MLN* 93 (1978): 1106-1115.
- “Narrative Game Strategies in Beckett's *Watt*.” *Esprit Créateur* 17 (1977): 235-44.
- “A Mythic Reading of *Molloy*.” *Samuel Beckett: The Art of Rhetoric*. Ed. Édouard Morot-Sir, et al. Chapel Hill: U of North Carolina P, 1976. 225-35.

### Selected Articles on Other Writers and Artists

- “Proustian Wordplay and Masquerade.” *Le Jeu de mots*. Ed. Annelies Schulte Nordholt and Paul Smith. Leiden: Brill. In press.
- “The Ethical Implications of Theories of Loss,” *Rhetorica e interpretazione*. Ed. Carla Locatelli and Anna Dolfi. Rome: Bulzoni, 1994. 203-18. (On E. T. A. Hoffmann's *The Sandman*)

### **Selected Articles on Other Writers and Artists (cont.)**

- “A Cryptanalysis of Proust's ‘Les Intermittences du coeur.’” *MLN* 105 (1990): 875-888.
- “One Harmony Too Many” (catalogue essay). *Thérèse Oulton*. New York: Hirschl & Adler Modern, 1989. 2-5.
- “Käthe Kollwitz on Sacrifice, Mourning, and Reparation: An Essay in Psychoaesthetics.” *MLN* 101 (1986): 1110-1134.
- “*Madame Bovary's* Eroticized Vehicle.” *Neophilologus* 64 (1980): 48-53.

### **Selected Essays on Psychoanalysis, Psychopragmatics, and Gender**

- “Peirce and Psychopragmatics: Semiosis and Performativity” (long version). *Peirce, Semiotics, and Psychoanalysis*. Ed. John Muller and Joseph Brent. Psychiatry and the Humanities 15. Baltimore and London: Johns Hopkins UP, 2000. 102-21.
- “Translating Theory and Feminism(s) from the French” (review essay). *Contemporary Literature* 37 (1996): 671-92.
- “Fetishism, Gender Masquerade, and the Mother-Father Fantasy.” *Psychoanalysis, Feminism and the Future of Gender*. Ed. Joseph H. Smith and Afaf M. Mahfouz. Psychiatry and the Humanities 14. Baltimore and London: Johns Hopkins UP, 1994. 22-41.

### **Articles on Integrating Linguistics, Semiotics, and Textual Analysis into the Modern Language Curriculum**

- “Semiotic and Sociolinguistic Paths to Understanding Culture.” (with Thomas T. Field) *Toward a New Integration of Language and Culture*. Ed. Alan J. Singerman. Middlebury, VT: Northeast Conference, 1988. 25-45.
- “Introducing the World of Language: A Linguistic Basis for Language Study.” (with Thomas T. Field and Lawrence H. Freeman.) *Modern Language Journal* 68 (1984): 222-29.
- “Revising and Reviving Textual Analysis in the Modern Language Curriculum.” (with Thomas T. Field) *ADFL Bulletin* 15.2 (1983): 12-18.
- “A Linguistic and Semiotic Approach to Textual Analysis.” (with Thomas T. Field). *French Review* 55 (1982): 593-600.

## Papers Presented at Professional Meetings (since 1990)

“Beckett and Buddhism.” Invited lecture. Samuel Beckett Summer School, Trinity College Dublin, 8 August 2016.

“Beckett’s Racinian Fictions.” Invited Lecture. Beckett Research Seminar, University of Reading, UK, 28 April 2012.

“Beckett’s Parisian Ghosts: The Case of the Missing Jules Renard.” Invited lecture. Spectres de Beckett Colloque, University of Paris 4 and Paris 7, 2-3 April 2009.

“Samuel Beckett and Simone de Beauvoir: Subverting Feminine and Masculine Mystiques.” Invited lecture. Samuel Beckett Research Circle of Japan. Tokyo, 22 March 2008.

“Melancholic Modernists: Samuel Beckett and H.D.” Invited lecture. Institut du monde anglophone de Paris 3–Sorbonne Nouvelle. Paris, 18 Nov. 2006.

“André Gide among the Parisian Ghosts in the Anglo-Irish *Murphy*.” Invited paper. Colloque international: Beckett et les années 30. École normale supérieure, Paris, 20–21 Oct. 2006.

“Child’s Play and the Learned Art of Unseeing: Samuel Beckett and Paul Klee.” Invited Plenary Panelist, International Samuel Beckett Symposium in Tokyo 2006: Borderless Beckett. Waseda University, Tokyo, 29 Sept. – 1 Oct. 2006.

and University of Maryland Beckett Symposium: Beckett and the Visual Arts/The Visual in Beckett. Invited Speaker. College Park, MD, 6 Oct. 2006.

“Le complexe de Prométhée ou sous le signe du feu: tyrannie et volonté de savoir chez Beckett.” Paper read by Karine Germoni in my absence. Colloque Samuel Beckett et les quatre éléments. Aix-en-Provence, France, 14–16 June 2006.

and Gakushuin University, Tokyo, Japan (invited lecture), 17 January 2008.

“Superimpositions: Seeing Double in *Murphy* and *Film*.” Invited paper read by Mary Bryden in my absence. Beckett at Reading 2006 Conference. The University of Reading, UK, 30 March–2 Apr. 2006.

“Œil goulu et œil révolté: réflexions sur la double conscience dans *Murphy* et *Film*.” Invited paper. Colloque Présence de Samuel Beckett. Centre International de Cerisy, Normandy, France, 1–11 Aug. 2005.

“Romantic and Post-Romantic Musings in *Krapp’s Last Tape*: The Artist-Clown Brooding over the Eternal Feminine.” The Beckett Working Group, International Federation for Theatre Research 17<sup>th</sup> World Congress, College Park, MD, 26 June–26 July 2005.

“Directing or In-directing Beckett: In Search of a Pragmatics of Indirection.” The Beckett Working Group. International Federation for Theatre Research 16<sup>th</sup> World Congress. Saint Petersburg, Russia, 22–28 May 2004.

**Papers Presented at Professional Meetings (since 1990)**  
**(cont.)**

- “Peau de Chagrin: Beckett and Bion on Looking Not to See.” Invited Plenary Panelist on Beckett and Psychoanalysis. Samuel Beckett Symposium. Sydney, Australia, 6–9 Jan. 2003.
- “Sites of Postwar Memory: Beckett’s Early French Plays.” The Beckett Working Group. International Federation for Theatre Research 14<sup>th</sup> World Congress. Amsterdam, The Netherlands, 29 June–6 July 2002.
- “Reading Beckett’s *Molloy* in the French Context.” Invited paper. Samuel Beckett Society Session. 116th Modern Language Association Convention. Washington, D.C., 30 Dec. 2000.
- “Beckett et le Moi-peau.” Invited paper. Colloque international: Humanité de Beckett. Rennes, France, 2–4 Dec. 1999.
- “Fetish-Signs and the Skin Ego: A Psychopragmatic Critique.” 24th Annual Meeting of the Semiotic Society of America, Pittsburgh, PA, 28–31 Oct. 1999.
- “Beckett’s *Molloy* as Parody of Modernism.” Invited paper. 1998 Washington Area Modernist Symposium. College Park, MD, 24 Oct. 1998.
- “A Psychopragmatic Revision of Fetishism.” Twenty-first Annual Meeting of the Semiotic Society of America. Santa Barbara, CA, 18–20 Oct. 1996.
- “Paradox and Perplexities in *Textes pour rien*: A Psychopragmatic Approach.” International Conference on Samuel Beckett: L’Oeuvre Carrefour, l’Oeuvre Limite. Strasbourg, France, 1–4 April, 1996.
- “Identity and the Postcolonial Unconscious in Amitav Ghosh’s *In an Antique Land*.” Conference on Psychoanalysis and Postcolonialism. Washington, DC, 12–14 Oct. 1995.
- “Out of Bounds: Exteriority and Storytelling in Beckett.” Invited paper. International Conference on Narrative Literature. Park City, Utah, 20–23 Apr. 1995.
- “Unfinished Mourning and Projections of Gender Violence in Art.” Invited paper. Gender and Violence Colloquium. Baltimore, MD, 2–4 Feb. 1995.
- “C.S. Peirce and Psychopragmatics.” Nineteenth Semiotic Society of America Annual Meeting. Philadelphia, 20–23 Oct. 20–23, 1994;
- and Twelfth International Conference in Literature and Psychoanalysis. Freiburg, Germany, 21–24 June 1995.
- “Matric Fetishism.” Tenth International Conference in Literature and Psychoanalysis. Amsterdam, The Netherlands, 24–28 June 1993.

**Papers Presented at Professional Meetings (since 1990)**  
**(cont.)**

“The Ethical Implication of Theories of Loss.” Invited paper. Les Enjeux de la Critique Conference. Trento, Italy, 10-12 March 1993.

“Loss and the Maternal Metaphor In Beckett's Late Works.” International Symposium on Beckett in the 1990s. The Hague, The Netherlands, 8-12 April 1992.

“‘We are all haunted houses’: H.D.'s Anti-War Trilogy and Tribute to Freud.” Eighth European-American Conference on Literature and Psychoanalysis. London, England, 8-11 July 1991.

“A Cryptanalysis of Proust’s ‘Les Intermittances du coeur’.” Seventh Annual International Colloquium on Twentieth-Century French Studies. Iowa City, Iowa, 19-22 1990;

and Seventh European-American Conference on Literature and Psychology. Urbino, Italy, 6-9 July 1990.

**Selected Professional Activities**

Advisory Board, *Samuel Beckett Today/Aujourd'hui (SBT/A)*, 2016-

Coeditor in chief, *SBT/A*, 2009-2016.

Member, *SBT/A* editorial board, 2005-2016.

Advisory Board, *Limit/e Beckett* (association and online journal), 2008-

Curator, Celebrating Samuel Beckett at 100 Exhibit of Artists’ Books, Albin O.Kuhn Library & Gallery; and organizer of a centenary homage to Beckett, University of Maryland–UMBC, Baltimore, MD, Jan.-March 2007.

Executive Board, Samuel Beckett Society, Elected Member, 2005-2009.

Panelist (with other members of the executive board), Samuel Beckett Society Session: The One Hundredth Year in Review, 122<sup>nd</sup> Modern Language Association Annual Convention, Philadelphia, PA, 30 Dec. 2006.

Book review editor, *The Beckett Circle*, 1996–2002.

Organizer (with Carola Veit), Beckett in Berlin 2000 Symposium; and moderator/speaker in the Philosophy and Poetics session, Humboldt University, Berlin, Germany, 20-27 Sept. 2000.

### **Selected Professional Activities (cont.)**

Organizer and panelist (with Ruby Cohn and Peter Gidal), A Tribute to Samuel Beckett Symposium, UMBC, Baltimore, MD, 10 Nov.1990.

NEH National Board of Consultants, 1979-88.

NEH Curricular Consultancies, 1980-88.

Invited Scholar, Northeast Conference on the Teaching of Foreign Languages, New York, 7-9 April 1988.

### **Honors and Fellowships**

MLLI Angela Moorjani Award for Excellence in Language Skills (yearly student award voted by the faculty of UMBC's Department of Modern Languages, Linguistics, and Intercultural Communication, UMBC, 2013)

*Who's Who in America*

Phi Beta Kappa Society, Elected Foundation Member, 1998

Phi Kappa Phi Honor Society, 1991

Gilbert Chinard Pedagogical Prize of the Institut Français de Washington, First Place, 1982, for "A Linguistic and Semiotic Approach to Textual Analysis" (with Thomas T. Field)

Woodrow Wilson Fellowship, 1963

Alpha Lambda Delta Certificate for Highest Scholastic Average, 1963 graduating class, University of Maryland College Park



## **Teaching and Curriculum/Program Development at UMBC**

### **General Education Program**

As a member of the UMBC Planning Leadership Team, 1999-2003, I chaired the Honors University Task Force, 2000-2002, which was charged with developing a new general education program for the requirements of the new millennium.

### **Ph.D. in Language, Literacy, and Culture**

With other members of the interdepartmental Ph.D. Coordinating Committee, I designed and launched this interdisciplinary doctoral program from 1996 to 1999 and regularly taught one of the Ph.D. core seminars. The program has attracted large number of applications from around the globe.

### **M.A. in Intercultural Communication**

In 1985, the Department of Modern Languages and Linguistics introduced a graduate program that integrates language and cultural studies. I was the program's first director of graduate studies, and with Thomas Field I developed and regularly taught the multidisciplinary core seminar in Intercultural Pragmatics.

### **The Modern Languages and Linguistics Major**

In the mid-seventies, I proposed a major curricular innovation: the broadening of language and literary studies to include an examination of the nature of language and other cultural codes in order to acquaint students with the complexities of all types of discourse and communicative behavior. The integration of linguistics and semiotics into our modern languages program involved the design of three interdisciplinary core courses: the two-semester World of Language; Textual Analysis: Words, Images, Music; and World Language Communities. I envisioned, co-designed, and regularly taught the first two courses. This curricular innovation brought acclaim to the department in the form of the funding of grant proposals, national consultancies, and recognition by, among others, the Institut Français de Washington, the Modern Languages Association, the National Endowment for the Humanities, the Council of Learning, and the Association of American Colleges.

### **French Studies**

Closely involved in the development and redesign first of the French major and then of the French option within the MLL major, I developed and taught over 20 different French courses over the years and coordinated the French studies program over several terms.

### **Women's Studies**

In the late seventies and early eighties, I co-founded UMBC's Women's Studies program, developing an interdisciplinary course on women, art, and the media, and over the years designing and teaching courses and seminars crosslisted with Women's Studies. The program celebrated its 25 years of existence in 2007.