**Remapping Language**

*(Moderator: Sandy Valnes Quammen, Lilian Paredes)*

*(Discussants: Laura Bilanceri, Melissa Simmermeyer)*

Bárbara Cardenas Codriansky,

Ava Durgin, Angelina Frances,

Anna Ghelfi, Mike Lund, Quienes somos / Qui sommes-nous: A New Ideology of Language Learning

Ondine Peck-Voll,

Kristen Rigsby

**Abstract:** This presentation reports on our ongoing experience in a reimagined intensive elementary course in both Spanish and French based on a framework structured around weekly translingual joint sessions, and frequent opportunities for collaboration and reflection. A small group of students will speak on behalf of the class to briefly present translanguaging as it happens in our course. They will share their reflections on a variety of activities focused on translanguaging, and will present the early phase of a final project designed to map the linguistic landscape at Duke.

**Bios:**

**Bárbara Cardenas Codriansky** is a freshman and a French 111 student. She is originally from Caracas, Venezuela and is fluent in Spanish and English. She is currently undeclared but is considering double-majoring in Psychology and Visual & Media Studies: Cinematic Arts. She is a member of Duke BOW, a manager for Smalltown Records, a publicist for The Standard, and an actress with Duke Players. During high school and her gap year, she ran a language learning program called the English Education Opportunities Program, where basic English was taught to low-income middle school students from the outskirts of Caracas. She is interested in the intersection between social work and the arts.

**Ava Durgin** is a freshman from Meridian, Mississippi who is double majoring in Global Health and Psychology. She currently works with Root Causes’ Fresh Produce Program on their health/nutrition education as well as on the club tennis team at Duke. Although she and her family only speak English, her parents emphasized the importance of experiencing other cultures and languages. Because of this outlook, Ava grew up traveling to different countries along with her immediate family. She hopes to continue to travel and hopefully live abroad which is one of her main motivators for taking Spanish111.

**Angelina Frances** Angelina is a junior pursuing a double major in Economics and Psychology, and has thoroughly enjoyed the immersive experience of Spanish 111. Angelina is involved in many extracurricular activities at Duke. Angelina does pro bono consulting for Israeli start-ups through TAMID, writes for The Muse (a feminist publisher on campus), and is head of publicity and runs the podcast for Duke’s annual play the Me-Too Monologues. Growing up very close to Mexico, Angelina is really looking forward to continuing her education in Spanish and hopes to be able to hold conversations with her bilingual friends back home.

**Anna Ghelfi** Anna is a freshman majoring in neuroscience with a certificate in Digital Intelligence. She is also pre-health and decided to learn Spanish to be able to connect with the Latinx community, mainly in the health field. Outside of academics, she is involved in WellNest, a housing support program for community members in Durham transitioning from homelessness, and Brainiac, where she volunteers at brain injury support group meetings. She is from Milan, Italy. She speaks Italian, English, French, and she studied Latin.

**Mike Lund** is a sophomore majoring in Computer Science. I’m enrolled in Spanish 111 this semester. In addition to my studies, I participate in Duke Cheerleading and work as a DJ. As the son of a first-generation immigrant to the United States, I’m eager to contribute to the development of our ongoing translanguaging project because I’m passionate about exploring the connections that exist between languages and cultures.
Ondine Peck-Voll, a first-year student, grew up in Los Angeles and lived in Switzerland for high school and is interested in studying Theatre and Film and minoring in French. Outside of class, her favorite activities include writing poetry, reading, acting, snowboarding, and watching French films!

Kristen Rigsby is a senior studying four Romance languages and biology. Her studies primarily address institutional barriers to health and social services for linguistically-diverse populations. At Duke, she has worked closely with the Global Digital Health Science Center, coordinating the development of a bilingual obesity prevention program. Additionally, she has analyzed the impact of a COVID-19 Latinx working group with Bass Connections, presented FOCUS program research on the Venezuelan measles outbreak, and co-curated a Duke exhibit on the U.S./Brazilian Black Lives Matter movements. Kristen is a National Endowment for the Humanities Scholar and the youngest recipient of the 2019 Critical Language Scholarship to Brazil. She plans to teach English abroad before matriculating to medical school.

The Roles of Health Promoters, Conservation Technology, and Music
(Moderator: Gustavo Furtado)
(Discussant: Sarah Quesada, Esther Gabara)

Brian Linder
Health Promotion in Honduras: Empowerment, Community Connection, Confidence in Local Honduran Health Services

Abstract: Trust in healthcare systems and services is found to impact individual health, adherence to treatment plans, and life expectancy. This presentation aims to explore the dynamics of trust in Honduran health care, specifically the disproportionately high level of patient trust in foreign medical brigades compared to local services. A brief history of U.S. military interest in Honduras is included to examine a potential connection between this interest and the continual presence of short-term medical missions in the country, which are at times disruptive to local health services. The central question this presentation seeks to answer is how health promoters (sometimes called community health workers) address concerns of trust and mistrust in local Honduran-led health services among members of their own communities. The theories and practices of health promotion are examined as they relate to how health promoters in Intibucá, Honduras discuss issues of trust in a collection of interviews conducted in 2021.

Bio: Brian is a Senior majoring in Spanish, Latin American, Latino/a Studies with minors in Chemistry and Global Health. Throughout his time at Duke, Brian has conducted survey-based community health research in collaboration with two organizations in Honduras, Hombrero Hombro and Clinica Esperanza. He explored his interest in mental health and the experience of chronic illness through his work as a nurse assistant in inpatient psychiatry and as a peer health coach for a study in the Duke Integrated Pediatric Mental Health department. Outside of academic interests, Brian enjoys conducting the Duke University Marching and Pep Bands as Drum Major!

Ashley Rosen
Filling in the Gaps and Finding Holes: Conservation Technology in the Amazon

Abstract: This presentation will explore indigenous-led technology initiatives in the Amazon, focusing on satellite data (optical and radar), drones, and mapping as tools for forest conservation and empowerment. While technology has historically been used to bribe indigenous people during contact and persists as a tool of manipulation in predatory land negotiations, this presentation evaluates the impact of technology when controlled by indigenous communities. It will examine several case-studies from Peru, Ecuador, and Guyana and discuss how they represent greater themes and challenges of employing conservation technology in the Amazon. Conservation technology can be a powerful tool in the reduction of deforestation and can enable indigenous communities to control their own narratives and advocate for themselves during legal battles. Yet, women are largely excluded from participation and leadership in conservation technology initiatives. This presentation will highlight the ramifications of their exclusion and provide recommendations to support the success of future technology projects.

Bio: Ashley is a senior studying Mechanical Engineering with a certificate in Energy and the Environment. She serves as President of the Undergraduate Environmental Union and Co-director of the Environmental Justice
Campus Committee. She is passionate about the intersection between conservation and engineering as well as supporting women in STEM.

**Thomas Zornig**

**Comparing the Definitions and Roles of Music in Amazonian and Western Cultures**

*Abstract:* Ethnomusicology is the study of music in its social and cultural contexts. A relatively new field, it aims to understand not just what music is but also why it is. The Amazon is a particularly interesting region to ethnomusicologists, as it is home to hundreds of distinct cultures, many of which have evidence of musical tradition long before European colonization. For centuries, Western music has been based around the idea that combining pitches whose wavelengths are at small integer ratios (such as 2:1 or 3:2) sounds pleasant to the human ear. In a recent study, the Tsimané people of the Amazon showed no preference for consonant (agreeable) intervals over “dissonant” ones, challenging existing theories that preferring musical consonance is innate and universal. In comparing the music of Amazonian groups with Western styles we may get some clues as to what aspects of music are ubiquitous and universal among humans and what aspects are products of culture and environment. The presentation will explore the following questions: What are the characteristics and roles of music in different Amazonian cultures? How are those similar or different to common characteristics and roles of music in the Western world?

*Bio:* Thomas is a third-year undergraduate student at Duke University, studying Computer Science and Music. This semester he is a visiting student at the University of Edinburgh, in Scotland. Thomas was born and raised in the state of São Paulo in Brazil, and always felt simultaneously close to and distant from the Amazon. Last Fall, he began to research and study the music of different Amazonian cultures for his Perspectives on the Amazon class.

**Colonial and Post-Colonial Displacements**

(Moderator: Deb Reisinger)

(Discussants: Saskia Ziolkowski, Helen Solterer)

**Trisha Gupta**

**Trauma Resurgence: Becoming a Refugee in France**

*Abstract:* In 2020, 40% of all the demands for asylum in Europe were in France. While becoming a refugee in France is rewarding, the interviews with the French Office for the Protection of Refugees and Stateless Persons (OFPRA), including the required responses and documents, render the process traumatizing. The beginning of this process requires evidence of a physical address in France and confirmation of age, which are extremely difficult to provide. Having such uncertainty in the document provision process can be emotionally taxing. Once this step is crossed, the asylum seeker must undergo an interview with OFPRA, which determines whether they will receive protection under French law. Questions including “Have you been attacked recently?” and “Can you describe the violence you have faced?” are the main sources of trauma resurgence. On one hand, these interrogations are necessary for security and to be able to identify who meets the criteria of being a refugee. On the other hand, having to repeat stories which are painful, which caused days of fear and nights without sleep, can be a very traumatizing experience. The resurgence of trauma is an unfortunate, yet major part of seeking asylum in France, which must be examined and resolved.

*Bio:* Trisha is a sophomore studying Economics and Global Health with a minor in French Studies. She is from Pune, India. Trisha is interested in health policy, particularly in low- and middle-income countries, as well as economic development and health economics. Outside of the classroom, she loves exercising, baking and tutoring!

**Daniel Ehrlich**

**Aller sans retour: The persecution and hospitality facing Egyptian Jews in 1957**

*Abstract:* This presentation focuses on giving voice to the largely untold narrative of Egyptian Jewry, placing particular emphasis on the mass denationalization and expulsion of Jews from the nation in 1957. In assessing the historical, religious, and political events/attitudes that led up to this pivotal moment, we discuss the impacts of Egyptian independence and of an ever-narrowing definition of nationalism on the rise of anti-Semitism and other forms of discrimination. We then analyze the policies of hospitality that were present in Europe at the time, using France as a case study, and draw comparisons between these protocols and those currently in place around the world. In doing so, we evaluate whether the situation of refugees has improved throughout the past 60 years and, if
so, then how. In framing this analysis, we follow the journey of Suzy Sidi – an Egyptian Jewish refugee – and use our research to contextualize her personal narrative in the attitudes, trends, and policies of the time. Finally, we conclude by offering several suggestions as to how we may best progress a society, improve the condition of refugees worldwide, and ultimately establish a culture of universal acceptance and hospitality.

_Bio:_ Daniel is a freshman at Duke University. He is currently a project manager for the TAMID group at Duke, interning in an environmental exposure lab at the Nicholas School, and a Senator on Duke’s Student Government. In 2020-2021, Daniel took a gap year where he interned for the Israeli Ministry of Health, spent several months working as an EMT, and volunteered on a marine conservation base in the Seychelles. Learning about the issues facing migrants worldwide and tutoring refugee youth as part of Professor Reisinger’s Global Displacement: Voix Francophones course, Daniel was inspired to research his personal connection to the refugee narrative through his ties to the former francophone Jewish community in Egypt.

_Jack Kochansky_  
**Refugee politics: Drivers of Refugee Acceptance Across US States**

*Abstract:* The US is one of the least-welcoming developed countries in terms of resettling refugees from conflict zones. Yet some states are more welcoming than others. Why is this the case? Why, for example, is Kentucky one of the most welcoming states in the country, while its neighbor Tennessee remains one of the most closed-off? Does religion matter? What about political party? Last semester, I investigated these key questions.

Using statistical methods, I examine the relationship of political, economic, religious, demographic, and geographic factors with the quantity of refugees accepted. The data suggest a weak negative relationship between religiosity and openness and a weak negative relationship between illegal immigrant population and openness. Yet neither result is conclusive. I reach the surprising conclusion that none of the examined factors have a statistically significant impact on a state’s receptivity to refugees. More research is needed on this topic to reach definitive conclusions. If we better understand what drives states to accept refugees, we can think about how to drive policies solutions to do just that nationwide.

_Bio:_ Jack is a junior from New York studying economics, public policy, and energy & the environment. Some of his academic interests include renewable energy, global refugee politics, and health policy. In his free time, he enjoys running, playing chess, and traveling with friends and family.

_Joshua Coopersmith_  
**Goodbye Paris, Hello Beijing in Francophone West Africa?**

*Abstract:* Beginning around the year 2000, China has rapidly increased its presence on the African continent. Through economic investments, loans, infrastructure projects and a large migration of Chinese nationals, Beijing has secured considerable influence in Africa. In Francophone West Africa, Chinese influence may be supplanting Paris’ longstanding position in the region. The thesis seeks to determine if China’s recent and growing influence in Francophone West Africa is strikingly different from Paris’ longstanding influence. To do this, research focusses on Paris’ maneuvers from decolonization to the early 1990s as compared to China’s from 2000 to the present day. Qualitative findings show that there are numerous ways in which France’s longstanding influence is indeed strikingly different from China’s recent and increasing presence on the continent. As the world teeters on the edge of renewed great power conflict, research into China’s increasingly adventurous foreign policy is needed.

_Bio:_ Joshua is a senior majoring in Public Policy Studies and French and Francophone Studies with a History minor. His thesis project blends course and research experience from his two majors and minor. Joshua spent a semester studying in Paris during the fall of 2019. Outside of the classroom he’s an alpine ski racer on Duke's competitive ski and snowboard team, a divemaster and avid outdoorsman.
¿Qué significa Latinx?: How everyday discrimination and political inequality reinforce Latinx as "outgroup"

Abstract: “Are you Hispanic or Latino? Regardless of your answer to the question above, please indicate how you identify (check all that apply).” For some people, it is difficult to answer this question with a few checkmarks. It's difficult because when they have developed complex sets of identities, society is telling them to identify with predetermined options. Consequently, they feel unrecognized and excluded. As one of the efforts to challenge the social construction of identities and empower all individuals, the term ‘Latinx’ has emerged in the mid-2000s. Although ‘Latinx’ is also a social construct, many works of literature identify the term as dynamic with its uses and definitions continuing to change. “X’ moves and alters over and over again.”

However, the real-life application of ‘Latinx’ seems to induce an opposite effect. The societal perception of the identity is static or fixed as an "outgroup.” As a result, they are treated as strangers in the U.S.—always viewed as the "other." What makes the term ‘Latinx’ lose its original purpose of inclusion and diversity? How can we support this underrepresented community? Based on existing works of literature and service-learning, this presentation will argue that everyday discrimination and structural inequality reinforce American society’s static perception of Latinx people as an “outgroup.” Finally, the presentation will conclude with a series of suggestions to empower the Latinx community.

Bio: Suzie is a sophomore and her home is Seoul, Korea. She is pursuing International Comparative Studies major, Political Science minor, and Innovation & Entrepreneurship certificate. Combining these fields of studies, Suzie is interested in the role of non-state actors such as NGOs and social enterprises in international relations, specifically international development. She currently works as a student Administrative and Communications assistant at the Duke University Center for International and Global Studies (DUCIGS). Outside of her studies, Suzie is a passionate flutist, a jazz enthusiast, an experimental cook in Korean cuisine, and a climber.

A History of Latinx Citizenship: The Intersection of Legal and Social Norms as Forces that Shape Intergroup Prejudice

Abstract: Many Latinx individuals have lived, worked, and raised families in the United States for over a decade, but only a small portion of them are legally recognized as US citizens. In cases where legal citizenship is obtained, there remains a gap between citizenship as a legal concept and as a social concept, which can be defined as social inclusion or perceived belonging. This presentation analyzes U.S. history through the lens of Latinx participation in the armed forces, the labor community, and social and political movements. The analysis reveals that in interactions between the Latinx community and other groups, there is a common barrier to Latinx individuals obtaining both legal and social citizenship in the United States: deep rooted intergroup prejudice, or a negative perception of an outgroup not based on any fact or reason. This prejudice serves to exclude the Latinx community from various aspects of American society.

Bio: Victoria is a junior from Miami, FL majoring in Political Science with a minor in Psychology. On campus, she works with GANO as an English tutor for recent Latinx immigrants, and she volunteers with the Duke Justice Project as a GED tutor for recently incarcerated individuals. After graduation, she hopes to attend law school.

My Perspective or Yours: The Representation of BIPOC in Francophone Literature and Cinema by Authors of Different Backgrounds

Abstract: The question of how we represent women and BIPOC in American literature and cinema is often discussed in Duke social sciences courses. How can we apply a similar critical eye to the analysis of francophone literature and cinema? Does the background of the author or producer affect the way in which these people are portrayed? Comparing the text “Ourika” (1823) by Claire Dumas and the film “Black Girl” (1966) by Ousmane Sembène, we can see how history, politics, and authorial experience influence the portrayal of black women in francophone arts. Similarly, “The Immoralist” (1902) by André Gide in comparison to “The Meursault Investigation” (2013) by Kamel Daoud, reveals the differences in the representation of Arab men in francophone
literature. What are these differences and what do they tell us about the discourse surrounding race, diversity, and multiculturalism in the francophone world?

Bio: Amanda is a senior majoring in Public Policy with a minor in Economics. On campus, she is the VP of Campus Outreach for Women in Politics, a cohort leader for the Penny Pilgram George Women’s Leadership Initiative, and a Political Engagement Project Fellow. She enjoyed analyzing francophone literature in her Global Humanities in French course last semester and is excited to connect previous coursework on the representation of women and BIPOC to her French language studies.

Arielle Stern

L’héritage de la colonisation défini par les relations de propriété (The Legacy of Colonization Defined by Proprietary Relationships)

Abstract: The postcolonial world exists in the shadow of its colonial history. Even though France no longer has colonies in Africa, the legacy of its past takes shape in the modern era in the form of interactions and relationships that mimic French colonial attitudes. Through exploring relationships between African immigrants and white French natives in France portrayed in literature and film, my presentation highlights the unequal power dynamics that stem from France’s colonial past. I focus on two works, Ousmane Sembène’s “La Noire De” and Abdella Taïa’s Celui qui est digne d’être aimé, both of which highlight relationships where ethnic minorities fall victim to the imperial ideology that is entrenched in the minds of their white employers and partners, respectively. These cinematic and literary accounts tell stories that are representative of a larger phenomenon—one of subjugation and forced assimilation. My research underscores how both Sembene and Taïa’s works serve as microcosms of the culture of neocolonialism that manifests itself in interpersonal relations, even if no longer directly codified. I argue that France still has not escaped its colonial past despite it existing in a “post-colonial” world.

Bio: Arielle is a freshman from Los Angeles, California, double majoring in French and Political Science. At Duke, Arielle is a member of the Moot Court travel team and an editor for Jusûr Journal. During her time at Duke, she hopes to study abroad in France. After undergrad, Arielle plans to attend law school with a focus on constitutional law.

Literature and Neuroscience

(Moderator: Deborah Jenson)

(Discussants: Thomas Muzart)

Gwyneth Bernier

Flaubert’s Shifting Philosophies Through the Lens of the Four Versions of La Tentation de Sainte Antoine

Abstract: La Tentation de Saint Antoine (The Temptation of Saint Anthony) reveals more about 19th century French realist author Gustave Flaubert (1821-1880) than just his relentless perfectionism and bold ambition to give French literature its Faust. Flaubert labored sporadically on this work for most of his adult life—i.e., from 1846 to its final publication in 1874. A comparative analysis of the four versions of this novel—those completed in 1849, 1856, 1872, and 1874—reveals Flaubert’s own shifting personal philosophies in the context of tumultuous 19th-century French sociopolitical developments. The first version, which was written during the end of the July Monarchy, is heavily influenced by Spinoza’s philosophy and nihilistic in its conclusion. The second version, which was written during the Second Empire and the Bonapartist reign of Napoleon III, is substantively the same as its predecessor, with less diffuse writing. The third version, which was written at the beginning of the Third Empire and the Belle Époque, shows a respect for religious feeling and optimism that was not present in the earlier versions. The final version, written circa the height of the positivism movement in France, satirized French scientists’ rejection of the metaphysical by incorporating a catalog of errors in the field of the “Unknown.”

Bio: Gwyneth is a third-year undergraduate at Duke University pursuing a degree in International Comparative Studies with a minor in French. She has a particular research focus in law, human rights, and forced migration in the francophone regions of Africa.
Sasha Faison  
Capturing Consciousness: An exploration of how Flaubert’s account of his own epilepsy and those presented in his writing closes the gap between the mind and the body

Abstract: In the mid 1800s Descartes’s theory of consciousness, substance dualism, had yet to be challenged. This belief, supported by the church, is that the mind and body are separate entities. Both dualism and religious standards of the time create a separation between the two, often reducing illness and disease to a thing of the body, nerves and brain. At this time, Gustav Flaubert was writing novels, such as Mme. Bovary, short stories and many letters to his friends while simultaneously suffering from epilepsy. In this presentation, I explore how Flaubert challenges this separation and how he closes this gap, mostly due to the impact of his seizures, hallucinations and neurosis. I will look at his accounts, in his correspondences, and ones presented in his literary works to see how he presents a unique account of the relationship between the mind and the body.

Bio: Sasha is a first year undergraduate student at Duke thinking of majoring in Philosophy and/or Neuroscience with a minor in French. She is interested in the crossover and connections between the sciences and the humanities. In high school, she wrote a research paper on plants ‘feeling’ and the ethical implications of the argument.

Morgan Biele  
On the Same Page: Understanding Distributed Mind through Neuroscience and the Narratological Fields in Flaubert's Madame Bovary

Abstract: Called “The Hard Problem” of consciousness for good reason, explorers of the mind and its meaning across fields and across movements have all struggled to provide a sufficient, holistic model for how we get from “cell” to “self”, and how well-documented feelings of mind and consciousness throughout history arise. Notably, there is a shared understanding that these do exist, perhaps it is because they are “well-documented” as phenomenological experiences. Looking at the transition away from the Constructivist theory to theories of cognition that encompass themes of interdependence, exchange, and parallel processing, mind does not appear as constrained to the individual pursuit of “I think, therefore I am”. In this research, I will explore the ideas of distributed mind, distributed consciousness, and distributed cognition, where these experiences of mind exist not just as “intra-human” but “inter-human”. Flaubert explains in Madame Bovary how through literature, an individual “mingles with the characters, and it seems you are living their lives”, and I will explore how Flaubert makes sense of and demonstrates distributed mind via narratological fields in his work, as well as how literature at large contributes to the discourse of this subject in both neuroscience and narratology.

Bio: Morgan is a junior from Woodstock, Vermont studying neuroscience on the pre-health track with minors in chemistry and creative writing. Morgan is extremely passionate about the health humanities, an integral part of her involvement and coursework at Duke, as she is fascinated by the parallel pursuits of both neuroscience and literature to better understand the human experience as mediated by the brain, mind, body, and environment. She is a research assistant in the Imagination and Modal Cognition Lab where she has been involved in research exploring mental simulations and counterfactual thinking, participates in volunteering at the Duke Emergency Department to help connect patients to resources regarding the social determinants of health, and is a co-instructor of the house course entitled "Narratives of Illness and Healing". Currently, Morgan is a student in the course "Flaubert's Brain: Neurohumanities" with Dr. Deborah Jenson, where she is developing her own work of scholarship on the topic of Distributed Mind.