

CURRICULUM VITAE

Mary Cobb Wittrock

I. PERSONAL INFORMATION

3215 Jiménez Hall
Department of French and Italian
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University of Maryland, College Park, MD 20742
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Education

Anticipated 2010 Ph.D. Modern French Studies, University of Maryland, College Park, MD
1998 M.A., French Studies, American University, Washington, DC
1996 M.S., Physics, Florida State University, Tallahassee, FL
1993 B.S., Physics, College of William and Mary, Williamsburg, VA

Employment

a. Higher Education

2005 - 2009: Teaching Assistant, Department of French and Italian, University of Maryland, College Park, MD
1995 - 1996: Graduate Research Assistant, National High Magnetic Field Laboratory, Tallahassee, FL
1994 - 1996: Teaching Assistant, Department of Physics, Florida State University, Tallahassee, FL

b. Government Service

2001 - 2005: Team leader and South Asia Project Manager, Defense Nuclear Nonproliferation, U.S. Department of Energy, National Nuclear Security Administration, Washington, DC

Department of Energy/National Nuclear Security Administration officer, Political Section, U.S. Embassy, New Delhi, India

1999 - 2001: Program Manager, International Nuclear Nonproliferation Science Applications International Corporation, Washington, DC

II. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

a. Books edited

Culture as Text, Text as Culture, Lafitte, Elodie, Christina Wall, and Mary Cobb Wittrock, eds New Castle upon Tyne, England: Cambridge Scholars Publishing, 2009. FORTHCOMING.

b. Articles

“Frankétienne’s Spirals: Chaos Theory, Minor Literature, and Generic Limits” *International Journal of Francophone Studies*. UNDER REVIEW.

“Edges of chaos in the planes of reference, immanence, and composition” *Textures: Philosophy/Literature/Culture* UNDER REVIEW.

“The Arrow of Time: The Pythagorean Spiral and Penn-ing time in Lvoff’s film *La Salle de bain*” *Configurations*. UNDER REVIEW.

“Le Rire de la Méduse: La quête iconographique de l’identité et la folie dans *N’zid* de Malika Mokeddem” *The French Review*. UNDER REVIEW.

“Les Horizons chaotiques de la littérature électronique” Université d’Artois. UNDER REVIEW.

“A Laboratory of Her Own: Jeanne Dumée’s *Entretien sur l’opinion de Copernic touchant la mobilité de la terre*” IN PROCESS.

c. Talks and Other Professional Papers Presented

Conference Presentations

“Les Horizons chaotiques de la littérature électronique” Université d’Artois, Journée d’études: “Sciences et littératures : Le Siècle de l’incertitude”, Arras, France, September 25, 2009.

“Double Edges of Chaos: French and Francophone interpretations of intersections of planes of reference, immanence, and composition”, International Association of Philosophy and Literature “Double Edges: Rhetorics-Rhizomes-Regions”, London, England, June 1 – 7, 2009.

“Frankétienne’s chaos and spirals: a total (non) genre”, 20th and 21st Century French and Francophone Studies International Colloquium “Limits/Limites”, Washington, DC, March 6-8, 2008.

“The Postmodern Exception Française: Paradox, chance and chaos in *Journal du dehors* and *La Vie extérieure* by Annie Ernaux”, 20th and 21st Century French and Francophone Studies International Colloquium “L’exception française”, College Station, TX, March 21 – 24, 2007.

“*The Four Feathers*: Global Cinema or the Cinema of Nothing New”, Florida State University, “Boundaries and Limits of Postcolonialism: Anglophone, Francophone, Global”, Tallahassee, FL, November 30 – December 2, 2006.

“Encountering Words/Encountering Worlds: The ‘nouveau’ savage? A Postcolonial Perspective” 4th Annual Maryland Graduate Student Forum “Encountering Words/Encountering Worlds” College Park, MD, February 23, 2006.

Conference Co-Organizer

“History as Text/Text as History” School of Languages, Literatures, and Cultures, University of Maryland, College Park, 2006–2007 5th Annual Maryland Graduate Student Forum, College Park, MD.

d. Fellowships, Prizes, and Awards.

University of Maryland, The Graduate School, Ann G. Wylie Dissertation Fellowship, 2009 – 2010

University of Maryland, Department of French and Italian Dissertation Fellowship, 2009-2010

University of Maryland, Center for Teaching Excellence, Distinguished Teaching Assistant Award, 2008-2009

University of Maryland, Department of French, Summer Research Abroad Award, 2009

University of Maryland, The Graduate School, Inaugural Graduate Student Summer Research Fellowship, 2008

University of Maryland, Department of French and Italian, Linguistic Development Abroad Award, 2007

University of Maryland, Department of French and Italian Travel Award, 2007

University of Maryland Jacob K. Goldhaber Travel Award, 2007

University of Maryland, School of Languages, Literatures and Cultures Travel Award, 2006; 2007; 2009

Rotary International Ambassadorial Scholarship, Grenoble, France 1993 - 1994

III. TEACHING

a. Undergraduate Courses in Language, Literature, and Culture

FREN103 Intensive Elementary French (*Chez Nous: Branché sur le monde francophone, 3e edition* and online QUIA student workbook) Taught entirely in French, this is the first course in a two-course intensive sequence of beginning French. Students will develop their ability to comprehend spoken and written French as well as to speak and write in French. Additionally, students will become familiar with the main aspects of French culture and civilization, including Francophone cultures and civilization.

FREN203 Intensive Elementary French (*Chez Nous: Branché sur le monde francophone, 3e edition* and online QUIA student workbook) Taught entirely in French this is the second course in a two-course intensive sequence of beginning French. Students will develop their ability to comprehend spoken and written French as well as to speak and write in French. Additionally, students will become familiar with the main aspects of French culture and civilization, including Francophone cultures and civilization.

FREN204 French Grammar and Composition (*En Bonne Forme, 8e edition*). An intermediate course of French grammar and composition. Students will develop a solid grounding in French grammar for successful passage into upper-level French courses. This course, taught entirely in French uses short French and Francophone literary texts as the basis for studying the grammatical structures. Consequently, students will gain exposure to French and Francophone literary traditions. In addition, students will be able to demonstrate fluency in writing an ordered, succinct composition which employs the grammatical structures covered in the course. Finally, Discussion Boards on French pop-culture are used on Blackboard to encourage regular writing in French.

FREN240 Masterworks of French Literature in Translation. This is a CORE Distributive Studies course taught in English. As the theme of the course changes with every instructor, I organized the choice of texts around the relationship of order and chaos in questions of identity, society, gender, and language in French and Francophone literature from the Renaissance to the 21st century. The purpose of the course is to broaden awareness of and appreciation for the French and Francophone literary tradition for those who do not speak French or who do not possess sufficient French language skills to complete a literature course in French. In addition, the course will deepen students' abilities to challenge ideas, to discuss issues critically and to develop skills to situate French and Francophone literature in a larger, global context. Finally, translation questions between the original and the translated text also affords the opportunity to discuss cultural construction.

FREN250 Introduction to French Literature (*Moments Littéraires: An Anthology for Intermediate French, 2nd edition*) This course offers a broad introduction to French literature from the 16th century to the present including a variety of literary genres such as the novel, poetry, theatre, essays, and short stories. The primary focus of this course is to develop and strengthen a student's reading strategies in order to better understand the literary texts. Taught entirely in French, this course is intended to prepare intermediate students for successful passage into upper-level French courses which require strong reading, comprehension, and analytical skills when studying French literary texts.

FREN399 : Literature, Language and Culture on the Mediterranean. The Maryland-in-Montpellier three-week summer program combines classroom work, local excursions, and a family stay. Students in "FREN399: French Language & Culture on the Mediterranean" will attend small-group French classes at the *Institut Linguistique Adenet* (ILA) in Montpellier. The course will cover all aspects of language (grammar, vocabulary, training in oral and written expression) and first-hand study of the culture and civilization of southern France. Classes are complemented by guided visits conducted in French to sites in the region - one per week in the city, and one per week outside, as well as informal outings and gatherings.

b. Undergraduate Courses in Science

PHYS101 Introduction to Physics, Recitation session

PHYS101 Introductory Physics Laboratory. The first laboratory in a two-semester sequence of introductory physics to accompany the course General Physics A. This laboratory is an introduction to mechanics, waves, and thermodynamics.

PHYS102 Introductory Physics Laboratory. The second laboratory in a two-semester sequence of introductory physics to accompany the course General Physics B. This laboratory is an introduction to electricity, magnetism, and optics.

ASTR101 Introductory Astronomy Laboratory (*Introductory Astronomy Laboratory Manual*, by D. M. Lind and H. S. Plendl). This laboratory accompanies the course Introduction to Astronomy. Topics include observations and measurements of planetary, stellar and galactic objects, learning the coordinate system used to locate astronomical objects on the sky, and other basic concepts of astronomy.

c. Other Contributions to Teaching

“Methods of Assessments: Developing Quizzes and Questions” Co-Presenter, University of Maryland Center for Teaching Excellence, Graduate Teaching Assistant Orientation, Fall 2008.

“How to handle student classroom behavioral issues” Panelist, University of Maryland, School of Languages, Literatures and Cultures Teaching Assistant Orientation, Fall 2007.

“What to expect in the classroom” Facilitator, University of Maryland, School of Languages, Literatures and Cultures Teaching Assistant Orientation, Fall 2006.
University Teaching and Learning Program, Participant, Center for Teaching Excellence, University of Maryland, 2008 – present.

IV. SERVICE

a. Professional Membership

Modern Language Association (since 2006)

Society for Literature, Science, and the Arts (since 2007)

International Association for Philosophy and Literature (since 2008)

The American Association of Teachers of French (since 2009)

b. Campus

Department of French and Italian

Graduate Student Representative 2006 – 2007

College of Arts and Sciences

Representative of the Department of French and Italian to the Dean of Arts and Sciences
Graduate Advisory Board, 2007-2008

V. References

Dr. Joseph Brami

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University of Maryland
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Dr. Caroline Eades

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Director of the Graduate Program
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Dr. Valérie Orlando

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Dr. Mary Ellen Scullen

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Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature _____ Date _____