

SCHOOL OF LITERATURES, CULTURES, AND LINGUISTICS

THIS NEWSLETTER COVERS THE DEPARTMENT OF THE CLASSICS, PROGRAM IN COMPARATIVE AND WORLD LITERATURE, DEPARTMENT OF EAST ASIAN LANGUAGES AND CULTURES, DEPARTMENT OF FRENCH AND ITALIAN, DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES, DEPARTMENT OF LINGUISTICS, DEPARTMENT OF RELIGION, DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES, DEPARTMENT OF SPANISH AND PORTUGUESE, AND CENTER FOR TRANSLATION STUDIES.

SLCL collaborates to conduct virtual graduation during COVID-19 pandemic

On March 23, convocation coordinators across the U of I campus received an email announcement from university leaders that “...in-person events happening the weekend of May 15-17 are cancelled, including the university-wide commencement at Memorial Stadium, unit convocation ceremonies, the doctoral hooding ceremony, and the congratulatory events.”

Convocation coordinators and their supervisors had to decide what they might do virtually to honor their graduates during the coronavirus pandemic. They had until Saturday, May 16, the original graduation date for most units on campus, to decide on and implement something new and different.

By April 16, the Executive Committee of the SLCL (**Dan Shao**, **Ryan Shosted**, **Jonathan Ebel**, **Zsuzsanna Fagyal**, **George Gasyna**, **Anna María Escobar** and School Director **L. Elena Delgado**) met and decided to produce a “virtual graduation” that celebrated SLCL students in a public way—an animated slideshow or video that they could share with their families. Fagyal, associate professor of French, volunteered to get the project started.

From then on, a team of people, within and beyond SLCL, worked together to achieve the final results: The original institutional template was modified with the help of expert volunteers, so that each unit’s specific profile would be represented. Like any graduation, SLCL had a convocation speaker: **Robert Rushing**, professor of comparative and world literature, and Italian, whose address was titled “In the Beginning, The Word”.

In the ensuing days, a video greeting from College of LAS Dean **Feng Sheng Hu** was added, and soundtrack music embedded. As late as May 11, **Brad Petersen**, director of communications and marketing for the College of LAS, was inserting music into the PowerPoint show and syncing it to time with the automated presentation of slides.

Meanwhile, SLCL convocation coordinator **Rick Partin** produced the annual convocation program, but had it published to the SLCL website as an electronic file, one that could be emailed directly to all graduates. He worked with SLCL graduate student services staff members **Nicolette Elam** and **Robb Larson** to identify additional master’s and doctoral degree candidates to



include. The program went into design April 24.

With a final proofreading and changes, and a re-syncing of the soundtrack to slides, the project was finally completed on Monday, May 12. Finally, on May 15, the day before graduation, and with the help of Applied Technologies for Learning in the Arts and Sciences (ATLAS) staff, both the PDF file of the convocation program and the slideshow were placed on the SLCL website and graduates were notified.

“The teamwork that led to this virtual celebration is the same teamwork that has helped us through an unprecedented global health crisis,” said SLCL Director L. Elena Delgado. “Many of the people who worked on this project did so on their own time, and others worked beyond the regular requirements of their jobs. They did so to honor our students, their families, the School and the university.”

The virtual graduation and the PDF document can be viewed at slcl.illinois.edu. Click on the photo of the Alma Mater statue (also pictured on this page) with the title “SLCL Virtual Graduation 2020” to access both. [↔](#)



RIISING TO THE CHALLENGES



The Spring semester of 2020 will be remembered as the moment that marked a “before and after” in our personal and institutional life. In January 2020, the World Health Organization declared a “public health emergency of international concern”, due to the spread of a new virus, COVID-19. Initial predictions that the risk to the American public was low turned out to be tragically wrong.

In order to halt the dangerous spread of the disease, the governor of Illinois took drastic measures, including a shelter-in-place order. SLCL, like the entire campus, implemented temporary remote work guidelines for all employees.

In barely two weeks, our SLCL staff, instructors, administrators and students had to re-invent their workspaces, their routines, their courses and their means of communication. And so they did, admirably: our classes continued to be taught; our students continued to be advised; our employee payroll was on time; on-going searches for new staff were successfully completed. We rose to the occasion, thanks to the generous dedication of all. Nevertheless, the occasion has taken a significant individual and collective toll: psychological, physical and certainly financial.

We now spend our days preparing for a new reality that affects everything we do. Part of that preparation includes the critical consideration of old realities that the pandemic has put on the forefront. The persistent, severe inequalities of our education and health systems, and the disproportionate impact that any crisis has on already vulnerable segments of the population. Any proposed action must take that knowledge as a starting point.

In May 25, 2020, we had to face, once again, the evidence of a different type of threat: systemic racist violence. 8 minutes, 46 seconds of public agony. George Floyd’s violent death sparked mass rage and civil unrest to a degree not seen in this country since 1968. Even our local community became a site of confrontation and anger, but also of solidarity and anti-racism activism.

This year, our School created a “virtual graduation ceremony” for the students and their families whose celebration plans were thwarted by the pandemic. (View at slcl.illinois.edu). In his eloquent commencement speech, Professor Robert Rushing reminded us of the meaning of the word “education:” to lead someone through and out. As members of this great public institution, we must work together to ensure that the outcome of an Illinois education leads towards transformative actions: for all our students, and for all of us. For whatever our role is on this campus, it should always be inseparable from the democratic pledge to contribute to creating “a more perfect union.” With freedom and justice. For all.

George Floyd. Breonna Taylor. Ahmaud Arbery. Sean Monterrosa: *In Memoriam.* ∞

Luisa Elena Delgado

Professor of Spanish, Director SLCL

Give to the School

Please consider investing in the future of the School through a gift designated for either: 1) the **SLCL Annual Fund**, which helps to promote overall excellence in the school; 2) the **Douglas A. Kibbee Prize**, awarded annually to the most outstanding dissertation proposal; or 3) **SLCL departments or programs**. Your gift is most appreciated! Visit our website, slcl.illinois.edu and click “Give to SLCL” in the upper right-hand corner.

Attention, Alumni/ae: We Want to Hear Your Stories

We want to hear from you: What do you do (job title, duties), where do you work, and how has your U of I education prepared you for your success? Please send us your story, 200 words maximum, subject heading “My Alumni/ae story” to: Rick Partin, partin@illinois.edu. You may include a photo of yourself in electronic format (.jpg or .png preferred). We’ll publish select ones on our School website: slcl.illinois.edu.

Check out Our Website

Look on our School webpage, which includes a Calendar of Events, Announcements, a Feature News section, and our own Facebook page.

For a snapshot of SLCL in numbers, please see our brochure that describes the scope of our School and why we call ourselves the “Gateway to a Global Learning Experience.” Go to www.slcl.illinois.edu/news/brochure and click on the image to see how the SLCL contributes to the academic mission of the University of Illinois.

SUMMER 2020

School of Literatures, Cultures, and Linguistics

College of Liberal Arts & Sciences
University of Illinois at Urbana-Champaign

This newsletter is published biannually by the School of Literatures, Cultures, and Linguistics at the University of Illinois at Urbana-Champaign and is produced by the College of Liberal Arts & Sciences Office of Communications and Marketing. Suggestions and correspondence may be sent to the School of Literatures, Cultures, and Linguistics:

4072 Foreign Languages Building
707 S. Mathews Ave.
Urbana, Illinois 61801
(217) 244-3252
Fax: (217) 244-8430
slcl.illinois.edu

Director: Luisa-Elena Delgado
Editor: Rick Partin

Graduate teaching assistant perseveres through pandemic in Spain

By Rick Partin, Editor

Dulcinea Muñoz-Gómez, graduate teaching assistant in the Department of Spanish and Portuguese, was having a successful semester in Barcelona with a group of Illinois and University of California students when the global coronavirus pandemic halted the program.

“Everything was going great: the classes, the courses, the extracurricular activities, field trips,” she said. “Students were happy with their stay in Barcelona, with the university and with their life in general.

“They enjoyed traveling through Europe and had a great integration into a different cultural context, which the program facilitates, thanks to its great teachers and the program administrator and program coordinator, **Gemma de Blas**.”

On February 24, International Safety and Security at Illinois sent several emails to students studying/working abroad. Initially, only students from Italy, China and South Korea had to return to the U.S. or to their home countries. Simultaneously, Spain was at Level 1, the lowest category. Muñoz-Gómez said those in the program assumed the situation would remain at that level, although even then students and their families were nervous. Muñoz-Gómez and de Blas, a native of Spain and someone whom Muñoz-Gómez described as “an example of efficiency, kindness and thoughtfulness,” spent extensive time with the students, “reassuring them and making sure they had the right information and were following health suggestions.”

On March 12 the U.S. Centers for Disease Control and Prevention (CDC) increased the travel advisory alert for Spain to Level 3 (it would eventually reach Level 4). At that point Illinois cancelled all study abroad programs and asked students to return. “It was a sad moment for many students, some of whom wanted to stay,” said Muñoz-Gómez. Nevertheless, all Illinois students were gone by March 16.

The College of LAS offered Muñoz-Gómez the opportunity to stay in Spain or return to Illinois, but she chose to stay and continue working remotely, “as it would be easier in all aspects: relocation, housing, keeping the quarantine.” And, “the single most important factor was health insurance. As a Spanish citizen, I have National Health Insurance,” which would cover her even after her contract ends in the summer.

In addition, she made special mention of **Elizabeth Hanauer**, director of education abroad for the College of LAS, “for her assistance, good management, help and patience.” And, “I don’t want to forget my gratitude to the Spanish and Portuguese department for the great opportunity.”

Further, she decided to stay in Barcelona and not travel to her hometown in Burgos. Until that time she had been traveling and had been in contact with many people throughout Europe. “I didn’t want to become a risk for my elderly parents.”

In early March everyone in Spain was confined to their homes and could only leave for grocery shopping or emergencies, or trips to hospitals. Travel between different communities wasn’t allowed, so Muñoz-Gómez had to stay in place until the government decided to lift restrictions.



Therefore, she had to quickly convert her course to an online format and communicate that to her students. She began teaching remotely the week after spring break.

“Initially, in practical and emotional terms, it was difficult to concentrate on anything else,” she commented. “However, I’ve been able to return to writing my dissertation, which I hope to finish this summer.

“I need to focus on what I can do, versus what I can’t control. I try to maintain a positive attitude, as much as I can, although I certainly worry a lot.”

From early on during the coronavirus pandemic, Spain was one of the hardest-hit countries. As of June 3, it had 239,932 confirmed cases (fourth in the world) and 27,127 deaths (sixth most globally), according to the Johns Hopkins Coronavirus Resource Center website.

Ironically, Muñoz-Gómez’s dissertation topic addresses how precarious working conditions affect workers emotionally and physically in times of economic crisis in neoliberal systems. “I analyze four Spanish novels written from 1988 to 2019 with a theoretical framework based on emotion, labor and body theories,” she explained. “This situation presents me with the reality of what happens (to the body and the mind) when the current economic system collapses.

“It’s almost as if my premise had been taken to its limit, in a way that I couldn’t have anticipated.”

She also observed, “People in Spain have this virtue: in crisis times we support each other and help as much as we can.”

When asked if she would have still gone to Barcelona had she known that a pandemic was coming, Muñoz-Gómez didn’t hesitate in replying, “I’ve made the most of the situation and I would like to encourage students to study abroad. They should consider a program like this one, where they will be immersed in the culture and they will get outside of their comfort zone. That will change their lives and will make them much better prepared to face a connected world.”

New book shows how ancient Greek writing helps us understand today's environmental crises

By Jodi Heckel, Arts and Humanities Editor, University of Illinois News Bureau

The way ancient Greeks thought about the natural environment and their relationship to it is relevant to how we respond to environmental crises today. In her new book, “Other Natures,” **Clara Bosak-Schroeder**, an assistant professor of classics at the U of I, looks at how the ethnographies written by ancient Greeks reveal how they explored ideas about consumption and their use of natural resources.

The book focuses on two Greek writers, Herodotus, writing in the 5th century B.C., and Diodorus, writing a few centuries later, and considers their work from the perspective of concern about our current climate emergency. Their ethnographies were the travel writing of their day, describing the habits and customs of people in other places – Africa, India and parts of the Middle East – and how they used natural resources.

“What I found was these Greek and Roman writers weren’t doing this kind of reflection on natural resources when they were writing about their own homelands,” Bosak-Schroeder said.

One of their major concerns was diet and the connection between diet and health.

“When they looked at other people, they saw them eating different types of foods, and they were curious about how those foods could promote health and the ways they might be superior to the Greek diet,” Bosak-Schroeder said.

Their writing also was a window into systems of consumption and how people were involved in growing food and killing animals, she said. Herodotus and Diodorus were particularly interested in how people related to animals, and their stories reflect that. Diodorus wrote about an African community with a close relationship to seals, where humans and seals hunted together and shared childcare.

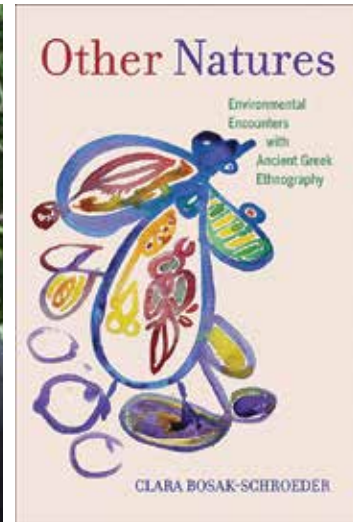
While the story is fabricated, “it helps to see that the writers were curious about boundaries between humans and animals, and whether it’s possible to have some sort of shared community,” Bosak-Schroeder said. “I saw the Greek writers experimenting with how to live with other species, perhaps in more productive ways.”

Diodorus also wrote about ancient Egyptians who honored their sacred animals by giving them rich, refined foods – a way to worship the animals, with the side effect that Egyptians stayed healthier by not eating that food themselves.

“The idea underlying the story is that we can live richer, fuller lives if we take the well-being of other species into account,” Bosak-Schroeder said. “The Greek writers were not environmentalists and not interested in animal welfare for its own sake, but they saw humans depending on other species. It was a pragmatic approach to their own well-being that was connected to other beings on the planet.”

They also expressed concerns about consumption, she said.

“Even though they weren’t living in a global environmental crisis the way we are, they still seem to be anxious about their consumption of luxury items and whether they should be importing things from other places. They didn’t cast those questions exactly in environmental terms, but they saw that their choices could have bigger, unintended consequences,” she said.



The writers focused on the role of women and their perspectives on the world as something different and valuable, with insights into what is possible. Diodorus wrote about an Assyrian queen who invaded India, then realized she couldn’t conquer the country because Indians had war elephants. She had huge elephant puppets made from wooden frameworks covered in ox skins, and they were drawn up to the battle lines to fool the Indians.

That idea of listening to diverse viewpoints translates to looking for solutions to climate change and holding leaders accountable for finding a centralized approach to big problems, Bosak-Schroeder said.

“That’s a powerful idea right now when a lot of environmental work is being done by people in marginalized communities,” she said. “The parts of the world already experiencing climate change have this perspective that we in richer, more industrialized nations really need to listen to.”

The final part of “Other Natures” moves from ancient Greece to modern museums of natural history and views how people are educated about environmental issues when they visit museums. Bosak-Schroeder studied exhibits at the Field Museum of Natural History in Chicago and other natural history museums throughout the country. She suggests they can take a cue from the ancient writers in how they display their collections of artifacts and plant and animal specimens by integrating their stories.

“Museums can do more to show how humans relate to other species and are interdependent with them, and they can do that in the way they put collections together,” she said. “They have great practices that can help people understand our climate emergency.”

SLCL FACULTY AND GRADUATE STUDENT ACHIEVEMENT

Four SLCL teachers show School's Excellence in Instruction



Four teachers from the SLCL were among those honored for excellence in teaching, mentoring and advising, collectively known as Campus Awards for Excellence in Instruction.

The four are: **Brian Walters**, associate professor of classics; **Eman Saadah**, director and language coordinator of Arabic, Department of Linguistics; **Teresa Greppi**, teaching assistant, Department of Spanish and Portuguese; and **Ane Icardo Isasa**, teaching assistant, Department of Spanish and Portuguese.

The Campus Award for Excellence in Undergraduate Teaching recognizes sustained excellence and innovative approaches in undergraduate teaching and contributions beyond classroom instruction that have an overall positive impact on undergraduate student learning.

The four SLCL teachers are listed below, as described by their nominators:

Walters was honored in the faculty category, Greppi in the teaching assistant category, and Saadah and Icardo Isasa in the Illinois Student Government Teaching Excellence Award, which recognizes instructors for outstanding performance both in and out of the classroom.

Greppi, along with fellow graduate teaching assistant **Cristina Mostacero Pinilla** of the Department of Spanish and Portuguese, also received the 2019-2020 LAS Award for Excellence in Undergraduate Teaching for Graduate Teaching Assistants. Walters was so honored in the faculty category.

Silvina Montrul and investigative team receive two-year NIH award for work on language development



Silvina Montrul, professor of Spanish and Portuguese, has been awarded the prestigious and competitive National Institute of Health, NICHD, for her project, titled "Validating New Measures of Later Language Development with Spanish and English Monolinguals and Bilinguals," for the next two years.

Montrul leads a team of investigators that includes Xun Yan, assistant professor of Linguistics; Jessica Montag, (psychology), Kiel Christianson (educational psychology) and Pam Hadley (speech and hearing sciences).

"This prestigious grant attests to the individual and collective intellectual strengths of these investigators, who collaborated with such great results," said Elena Delgado, professor of Spanish and Portuguese and director of the School of Literatures, Cultures and Linguistics. ☞

Professor Javier Irigoyen-García named inaugural LAS Distinguished Professorial Scholar



Javier Irigoyen-García, associate professor of Spanish and Portuguese, has been selected an inaugural LAS Dean's Distinguished Professorial Scholar.

This is a new recognition created by the College in which the LAS Executive Committee in reviewing faculty members considered for promotion from associate to full professor, "identified those with outstanding records to be recipients of this award."

Irigoyen-García also is director of graduate studies for the department. His research areas include early modern Iberian literature and culture. He is the author of "Moors Dressed as Moors: Clothing, Social Distinction, and Ethnicity in Early Modern Iberia" (University of Toronto Press, 2017), and "The Spanish Arcadia: Sheep Herding, Pastoral Discourse, and Ethnicity in Early Modern Spain" (University of Toronto Press, 2013).

He is currently working on a project, tentatively entitled "Utopias of Infamy," addressing the political value of insults as a source of collective identity in the early modern Spanish imaginary. ☞

Professors Armine Mortimer and Elizabeth Lowe receive National Endowment for the Arts Literature Translation Fellowships



A University of Illinois professor emerita and a former professor have been awarded Literature Translation Fellowships from the National Endowment for the Arts for fiscal 2020.

Armine Kotin Mortimer is a professor emerita of French literature. **Elizabeth**

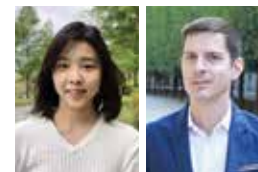
Lowe, a professor of translation studies, is the founding director of the U of I's Center for Translation Studies. She currently is on the faculty at the New York University School of Professional Studies.

The competitive NEA translation fellowships support projects to translate specific works of prose, poetry, or drama from other languages into English.

Mortimer will translate the novel "A Brilliant Future" by French novelist Catherine Cusset. The novel follows the life of a Romanian woman who immigrates to the U.S., alternating between the protagonist's childhood in communist Romania and her life in America, and focusing on the parallels between her relationships with her parents and with her daughter-in-law.

Lowe will translate from English into Brazilian Portuguese the short story collection "Her Husband's Shirt" and the novella "The House of Passion," both by Nélida Piñon, a celebrated Brazilian author. ☞

SLCL faculty, grad students sweep 2019-2020 IPRH Research Prizes



SLCL faculty and graduate students swept this year's Illinois Program for Research in the Humanities (IPRH) Prizes for Research in the Humanities in their respective categories.

At the faculty level, the winner was **François Proulx**, associate professor of French and Italian, for "Bourget, the Chambige Affair, and the Queer Seductions of the Novel," from "Victims of the Book: Reading and Masculinity in Fin-de-Siècle France" (University of Toronto Press, 2019).

The honorable mention award for faculty went to **Eduardo Ledesma**, associate professor of Spanish and Portuguese, for "Staging the Spanish Civil War: History and Re-enactment in Joris Ivens' The Spanish Earth (1937)," Bulletin of Spanish Visual Studies (Nov 2019).

For the graduate level competition, the winner was **Megan Gargiulo** of the Department of Spanish and Portuguese, for "Debility and Domination in Recogimientos de mujeres in Late Colonial Mexico." Gargiulo's work was done for SPAN 599: Thesis Research, directed by professor **Mariselle Meléndez**, who nominated Gargiulo.

The honorable mention award in the same category went to **Ji Hyea Hwang**, Program in Comparative and World Literature, for "Domesticity in the Trilogies of Sean O'Casey and Yu Ch'i-jin." Hwang was nominated by professor **Robert Tierney** of the Department of East Asian Languages and Cultures, and her work was submitted for CWL 599: Thesis Research, directed by Tierney. ☞

IPRH Summer research fellowships fund book projects for two SLCL faculty



Carolyn Fornoff, assistant professor of Spanish and Portuguese, and **Honaïda Ahmad**, lecturer in linguistics and translation studies, have been awarded the inaugural Illinois Program for Research in the Humanities Summer

Faculty Research Fellowship.

The IPRH Summer Faculty Research Fellowships are designed to help faculty at Illinois maximize the summer for research in service of their ongoing professional development.

Fornoff will be working on a chapter on climate change and indigenous futurity, which is part of her book in-progress, "Subjunctive Aesthetics: Mexican Culture in the Era of Climate Change."

Ahyad will concentrate on a project with three components: translating a Makkan Arabic Chick Lit novel titled "half cooked," a research paper titled "Translating Makkan literature: Is it possible at all?", and an interview with the Makkan Saudi novelist. ☞

Criticism and Interpretive Theory fellowships awarded to two SLCL professors



The Unit for Criticism has announced the recipients of the 2020-22 Unit for Criticism & Interpretive Theory Faculty Fellowships, and professors **Julie Gaillard** and **Eduardo Ledesma** are among the four recipients.

Gaillard, assistant professor of French and Italian, received a Junior Faculty Fellowship for her project, "Who, We? Pronominal Politics, Citizenship, and the Rights of the Other in Hashtag-Era France."

Ledesma, associate professor of Spanish and Portuguese, received a Senior Faculty Fellowship for his project, "Blind Cinema: Visually Impaired Filmmakers and the Somatic Sensorium."

Gaillard also is the author of a new monograph, "In Réalités pseudonymes" (Brill 2020), in which she explores the question of reality through the prism of proper names and their referentiality in literature and art at the turn of the 21st century.

The fellowships are made possible by the generous support of the Office of the Vice Chancellor for Research and Innovation. ☞

SLCL professors and grad student named IPRH Fellows for "The Global and Its Worlds"



Five of the seven professors named Illinois Program for Research in the Humanities (IPRH) Faculty Fellows for 2020-21 are from the SLCL, and doctoral candidate was named a Graduate Student Fellow for 2020-21.

The professors and their projects are as follows:

- **Wail S. Hassan**, comparative and world literature / English: "Arab Brazil: Literature, Culture, and Orientalism"
- **Harriet Murav**, comparative and world literature / Slavic languages

and literatures: "Archive of Violence: The Literature of Abandonment and the Russian Civil War (1917-1922)"

- **Carl Niekerk**, Germanic languages and literatures: "Enlightenment Anthropology"
- **Gian Piero Persiani**, East Asian languages and cultures: "Locating the Global: Vernacularization and Sino-Japanese Cultural Diglossia in Japan 900-1100 CE"
- **Robert Tierney**, East Asian languages and cultures / comparative and world literature: "Importing Democracy to East Asia"

The graduate student is **Ji Hyea Hwang**, comparative and world literature, and her project is titled "Transcolonial Nationhood: Global Interplay in Irish and Korean National Theatre".

The theme for the year is "The Global and Its Worlds," and is offered in partnership with the Illinois Global Institute. ☞

Situating hell in Hebrew: Professor Dov Weiss receives NEH summer grant for new book project



Dov Weiss, associate professor of religion, has been awarded a National Endowment for the Humanities (NEH) summer grant for his book project "Rabbinic Inferno: Hell and Salvation in Classical Judaism".

Weiss said that his forthcoming book, "Rabbinic Inferno," will be the first scholarly work on afterlife retribution in the rabbinic era (70-700 CE) and situates hell ("Gehinnom" in Hebrew) as central to classical Jewish literature and culture.

"The National Endowment for the Humanities' summer competition is an extremely competitive program whose aim is to stimulate new and inspiring research in the humanities and its publication," said Elena Delgado, professor of Spanish and director of the School of Literatures, Cultures and Linguistics. "This is therefore a great recognition of Dov and his work."

Specializing in the history of Jewish biblical interpretation and rabbinic theology, Dov's first book, "Pious Irreverence: Confronting God in Rabbinic Judaism" (University of Pennsylvania Press), won the 2017 National Jewish Book Award in the category of Scholarship.

In addition, Weiss, along with **Eric Calderwood**, assistant professor of comparative and world literature, is a Center for Advanced Study (CAS) Associate for the 2020-2021 academic year. ☞

Critiquing the Pope's encyclical for climate change

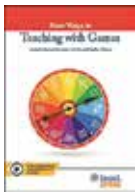


Robert McKim, professor emeritus of religion, has edited a new book in which various experts analyze Pope Francis' 2015 encyclical, "Laudato Si'," an environmental call for the protection of Earth and its environment, while also improving the plight of the poor.

"While it's perfectly legitimate for us to make use of the world around us," said McKim, "(the Pope) wants us to pay attention to the value of other animals, the value of ecosystems and the value of places that are precious and that should be approached by us with a sense of belonging in them and a wish to protect them. He's opposing the idea of the world being up for grabs and exploited by us, with the only limits being what science and technology enable us to do."

To learn more about the book, called "Laudato Si' and the Environment," visit: news.illinois.edu/view/6367/806023. ☞

New book features board and card games for teaching ESL



Randall Sadler, associate professor of linguistics, is co-editor of a new book on using games to teach English as a Second Language. Sadler's co-editor, plus numerous contributors, are graduates of Illinois' MATESL (Master's Degree in Teaching English as a Second Language) program.

Titled "New Ways in Teaching With Games," the book was published in March by TESOL Press.

The book has a distinctly Illinois MATESL angle, as Sadler's co-editor is Ulugbek Nurmukhamedov, a MATESL graduate who is now an assistant professor of teaching English to speakers of other languages at Northeastern Illinois University.

Several other MATESL graduates contributed chapters, including Crystal Bonano, Amber Dunse, John Kotnarowski, Rick Partin, Cassandra Rosado, and Rebecca Shaw-Sullivan. Rosado, Kotnarowski, and Dunse are currently lecturers in the Department of Linguistics.

This new volume is part of TESOL's best-selling "New Ways" series, offering activities that involve play and games for English as a Foreign Language and English as a Second Language.

For more about the book, visit: www.tesol.org/teachingwithgames. ☞

Professor Valeria Sobol wins best article award from leading journal



Valeria Sobol, associate professor and head of the Department of Slavic Languages and Literatures, was awarded the prize for the best article in the field of Ukrainian history, politics, language, literature, and culture (2018-19) from the American Association for Ukrainian Studies.

She received the award for her article, "Tis Eighty Years Since: Panteleimon Kulish's Gothic Ukraine," published in *Slavic Review*, Vol. 78, No. 2 (Summer 2019).

She is the author of "Febris Erotica: Lovesickness in the Russian Literary Imagination" (Seattle University of Washington Press 2009). Sobol also recently completed the book "Haunted Empire: Gothic and the Russian Imperial Uncanny" (Northern Illinois University Press, imprint of Cornell University Press, forthcoming in 2020). The book explores the connection between the Gothic mode in Russian literature of the period and its imperial context.

Slavic Review is an international interdisciplinary journal devoted to the study of eastern Europe, Russia, the Caucasus, and Central Asia, past and present. ☞

Multifaceted work nets professor David Cooper prize for best scholarly translation



In February The American Association for Teachers of Slavic and East European Languages (AATSEEL) awarded its 2019 Prize for Best Scholarly Translation to **David Cooper**, associate professor of Slavic languages and literatures.

Cooper was honored for the book "The Queen's Court and Green Mountain Manuscripts With Other Forgeries of the Czech Revival" (Ann Arbor, Michigan Slavic Publications, 2018), which he edited and translated.

Praise for Cooper's work as published on the AATSEEL website read, in part, "Cooper has provided an exciting, multifaceted work: a sourcebook

of materials from a key episode in Czech literary history, an illustrated reflection on the nature of Romantic forgery, and an inviting presentation of poems whose value demands to be read beyond their bizarre origin. Here is a book that, while firmly rooted in Bohemistics, demands the attention of those engaged more broadly in the study of Romantic tradition, medievalism, and literary hoaxes."

In addition, Cooper has been selected as an NCSA (National Center for Supercomputing Application) Fellow for 2020-21 for his project "Successful forgeries: Analyzing fakelore for oral-formulaic epic poetry characteristics."

Cooper is the author of "Creating the Nation: Identity and Aesthetics in Early Nineteenth-century Russia and Bohemia" (Northern Illinois University Press, 2010).

He also serves as director of undergraduate studies for the Department of Slavic Languages and Literatures, and from 2012 to 2017 he was the director of the Russian, East European, and Eurasian Center at Illinois.

Cooper's research interests include Czech literature, forgery and mystification, the history of translation, Russian literature, and nationalism in literature. ☞

Lilya Kagavosky gives Distinguished Faculty Lecture on Soviet '60s cinema



Lilya Kagavosky, professor of comparative and world literature, and Slavic languages and literatures, gave the Unit for Criticism and Interpretive Theory Distinguished Faculty Lecture, "Nine Days of One Year: Soviet 1960s Cinema and the Nuclear Catastrophe" in February.

Kagavosky's presentation focused on Soviet cinema of the 1960s and the question of memory (specifically, traumatic memory, the memory of the war) and its relationship to the generation that came after. As she explained, "This was a generation that did not live through Stalinism or the Second World War, but nevertheless felt itself to be responsible for the events of the past."

Her talk focused on one of the few Soviet directors to address the question of atomic power and the threat of nuclear catastrophe, Mikhail Romm, who in the 1960s made the fictional "Nine Days of One Year" (1962) and the documentary "Ordinary Fascism" (1965). Kagavosky outlined the relationship between World War II, the Holocaust, and nuclear catastrophe that Romm's two films attempt to articulate. ☞

Professor Brett Kauffman is awarded Getty Scholarship



Brett Kauffman, an assistant professor of classics, has been awarded a Getty Research Institute (GRI) Residential Scholarship from April to June 2021 in support of a book project. He will be in residence for that period at the Getty Villa in Malibu, CA.

Kauffman joined the faculty at Illinois in 2018. He is an archaeologist specializing in the Mediterranean and Near East, ancient engineering and design, the formation and maintenance of sociopolitical hierarchy, and reconstructing ecological management strategies of ancient and historical societies. He edited the book, "Metallurgical Design and Industry: Prehistory to the Space Age" (Springer 2018). ☞

SLCL GIVING

Gift of \$750,000 helps students and faculty in the Department of the Classics

Barbara Wallach ('70/'74) honors her late husband and Illinois professor, Leitpold

The Department of the Classics has received an estate gift of \$750,000 from alumna **Barbara Wallach** (MA, '70; PhD, '74, classics) an emerita associate professor of classical studies at the University of Missouri in Columbia, Missouri.

The estate gift will be used for undergraduate scholarships and graduate fellowships, as well as a name professorship in classics, according to **Antony Augoustakis**, professor and head of the Department of the Classics.

The undergraduate scholarships started in May, as Wallach gave \$25,000 in December, said Augoustakis.

Wallach catalyzed the gift, the Barbara and Luitpold Wallach endowment, in honor of her late husband, Luitpold, who was professor of classics and medieval studies at Illinois until his retirement in 1978.

Born in Munich, Luitpold was imprisoned by the Nazis and sent to Dachau in 1938. Strenuous efforts by friends and his sister Sally, who was residing in New York, procured his release from Dachau in 1939. He left Germany and crossed into France, eventually making his way to the United States. In 1967, the University of Illinois offered him a full professorship in classics and medieval studies, with a joint appointment in history.

"Barbara's gift will have a lasting impact at Illinois for undergraduate and graduate students as well as the faculty, Augoustakis said.



"Luitpold's story offers a fascinating lesson from the past with so many difficulties and obstacles overcome. Barbara's dedication to Illinois is exemplary and especially underscores the centrality of classical education in the past 150 years of the university's history as well as the crucial role classics will play in the next 150 years and beyond," he added.

Barbara Wallach received her master's degree in classics and a PhD in classical philology from Illinois in 1970 and 1974. She also received a bachelor's degree in Latin from Mary Washington College of the University of Virginia. She joined the faculty at the University of Missouri in 1980, where she taught until retiring in May 2019. Her research interests include Greek and Roman rhetoric and oratory, rhetorical rhetoric and argumentation, Cicero's *Paradoxa Stoicorum* and *Pro Pro Cluentio*, Lucretius, and Alcuin. 