



# SCHOOL OF LITERATURES CULTURES AND LINGUISTICS

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

SUMMER 2013

## LINGUISTICS INSTRUCTOR AND EDUCATION JUSTICE PROJECT RECEIVE AWARDS

University of Illinois linguistics instructor Hugh Bishop spent 220 volunteer hours in the Danville (Ill.) Correctional Center in 2012, directing an award-winning program that helps inmates improve their English skills while improving their formal education.

Bishop and the Education Justice Project (EJP) ([www.educationjustice.net](http://www.educationjustice.net)) received multiple awards this past spring for their work in providing upper-level college courses and educational workshops at Danville Correctional Center.

First, Bishop was named the Danville Correctional Center Volunteer of the Year. Next, he received the Prison Volunteer of the Year Award from the Illinois Department of Corrections in recognition of the important work of the Language Partners program in providing English as a Second Language (ESL) instruction to men at the Danville Prison.

Finally, in May, students in the EJP received the Arcus Prize for Collaborative Social Justice Leadership at Kalamazoo College in Michigan.

The students' project, Language Partners, was one of three entries honored from among 188 submitted by organizations in 23 nations.

The prize, given by the Arcus Center for Social Justice Leadership at Kalamazoo College, was created to award programs that demonstrate transformative thinking and commitments in its leadership structure, build the voices and leadership of those affected to take strategic action, and "attack root causes."

The EJP, established in 2006, provides the courses and workshops at Danville, a medium-security state prison. The Project is staffed by U of I professors, graduate students, and other community members on a volunteer basis, and funded mainly by grants and donations.



*Featured from left are IDOC Chief of Operations Jesse Montgomery; Hugh Bishop, recipient of the IDOC 2013 Volunteer of the Year Award; and IDOC Assistant Director Gladys C. Taylor. (Photo courtesy of the Illinois Department of Corrections Newsletter.)*

Bishop is the program coordinator for Language Partners. After receiving the award from the Danville Correctional Center, he told the Champaign News-Gazette newspaper, "This is the best class I have all week. You don't see students playing on their cell phones here. These guys are motivated to learn English, to improve their lives and their families' lives."

The EJP offers education programs to students incarcerated at Danville, hosts activities for their family members in Chicago, and produces scholarship about the work.

The Language Partners program works with bilingual Hispanic inmates, some of whom may go on to professional English and bilingual teaching careers, Bishop said. One already has—in Mexico (a felony conviction makes finding a teaching job difficult in the U.S.).

Bishop is 63 and a native of Scotland. He has honed his accent to polished British, with only a touch of a Scottish accent.

A military child, Bishop has lived all over the world, including Africa, Asia, America, and Europe, where he has taught ESL during the past four decades.

Bishop, whose 220 hours at the Danville Center last year were spread among 64 visits,

also praises the teachers he has trained for their creative approach to keeping inmates interested in learning.

Some of the students have even become involved in literary productions, such as a "sold-out" staging of William Shakespeare's *The Tempest* (the U of I offers five courses, including theater and robotics, at the center.)

The Danville Center has a capacity for nearly 2,000 male-only inmates. The average age of the population is 34, according to the center's statistics.

Bishop says there are three reasons society at-large benefits from teaching in a prison setting: first, studies have shown that more education leads to less recidivism; second, families benefit by seeing a good example; and third, there's an immediate benefit in that inmates who focus on education are less likely to focus on causing trouble.

He points out that many residents there have put aside their youthful mistakes and want to live peacefully in society.

He and other members of the EJP will continue their work to make that happen.

View a video about the Language Partners Project: <http://vimeo.com/60327633>.

## LETTER FROM THE DIRECTOR

### Like Us on Facebook

The School of Literatures, Cultures and Linguistics is now on Facebook! Find us at [www.facebook.com/scl.illinois](http://www.facebook.com/scl.illinois) to get updates.

### 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; 3) **the Frances E. Smith Scheidel Scholarships** for undergraduate students in Literatures, Cultures and Linguistics; or 4) **SLCL departments or programs**. Your gift is most appreciated! Visit our website, [www.scl.illinois.edu](http://www.scl.illinois.edu) and click "Give to SLCL" in the upper right-hand corner.

### Check out Our Website

We also have a new look on our School webpage, which now includes a Calendar of Events, Announcements, a Feature News section, and our own Facebook page. Please visit us online at [www.scl.illinois.edu](http://www.scl.illinois.edu) to find out what's happening in SLCL!

**Summer 2013**  
**School of Literatures, Cultures and Linguistics**  
College of Liberal Arts and Sciences  
University of Illinois at Urbana-Champaign

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College of  
**Liberal Arts & Sciences**  
AT ILLINOIS



During the past academic year, the School of Literatures, Cultures, and Linguistics (SLCL) was home to more than 600 undergraduate and graduate students seeking degrees or double majors in a diversity of fields in languages, cultures, literatures, and societies and their traditions and experiences from different corners of the globe.

In addition to our students, the School also serves the wider campus community and the larger community within the local region and the state of Illinois. Over 20,000 students took courses offered by the SLCL, which highlights the important role that SLCL's member departments play in enriching the educational experience of our students.

This newsletter provides a brief snapshot of the vibrant educational and research environment within our School. It showcases our award-winning teacher, Dr. Kirk Sanders, the recipient of the Campus Teaching Excellence Award, and Dr. Hugh Bishop, a key member of the highly acclaimed Education Justice Project and a person who has been widely recognized for his volunteer work at the Danville Correctional Center.

You will also find stories and news about faculty research, undergraduate student activities, and new initiatives within SLCL. The guiding principle is excellence in fulfilling the main missions of our school and the university: Teaching, Research, and Service.

During the past academic year, SLCL undertook an external review of its programs. Four scholars and leading administrators visited our School and met with faculty, students, staff, and college and campus leaders. The external reviewers made constructive and helpful suggestions for strengthening the programs within the School and enabling them to continue to innovate and provide students with state-of-the-art education and training.

Over the course of the next academic year (AY 13-14), SLCL will flesh out a strategic plan to incorporate the recommendations of the external review and align its goals and plans with those of the College of Liberal Arts and Sciences and the University. We invite input and suggestions from all SLCL members, student, faculty and staff, as well as our graduates and friends.

Abbas Benmamoun

## VOICES FROM THE GENDER DIVIDE

### RESEARCHER STUDIES HOW AN OBSCURE MINORITY GAINED ITS IDENTITY

By Paul Wood and Dave Evensen

Stephanie Hilger's research shows how literature helps society come to terms with social issues that are difficult to talk about.

Hilger, an associate professor of Germanic languages and literatures and of gender and women's studies, has found a love story at the heart of her research in comparative literature. The story begins in the mid-1800s with a young Frenchwoman named Herculine Barbin, who kept falling for the most unlikely people.

While studying at a convent Barbin was punished for slipping into a friend's room at night. At a different school, she fell in love with a teacher, and when she got a job teaching at a girls' school, Barbin fell in love with yet another teacher.

Her romantic life took a momentous turn in her early 20s when she saw a doctor about persistent physical pain. The doctor made a stunning discovery that would forever change Barbin's life, and eventually, some say, the lives of countless others. Within her body Barbin possessed male organs.

By that time people with physical characteristics of both sexes had long been a subject of medical discourse. What made Barbin's case a landmark moment, however, actually came a few years later, after Barbin assumed the identity of a male and, tragically, committed suicide. Next to his body they found his written memoirs, regarded as one of the first insights into life as an intersex individual.

The story strikes a theme in Hilger's work. Hilger studies how, over the course of a couple of centuries, intersex people—a modern term for hermaphrodites—have advanced from being the despairing, voiceless subject of autopsy reports to having their own articulate voice.

More broadly, Hilger's research shows how literature helps society come to terms with social issues that are difficult to talk about. Hilger says that through the written works that have emerged since Barbin's memoirs, including the Pulitzer Prize-winning 2002 novel, *Middlesex*, most people can at least partly relate to an

intersex person through the theme of being an outsider. It has slowly translated into a better quality of life for people with that condition.

"It's a way of talking about all kinds of other differences," Hilger says. "If you ask someone if they've ever felt that they were different, if people made fun of you, I think 90 percent would say yes. That becomes the way to connect to these texts."



*Stephanie Hilger's research shows how literature helps society come to terms with social issues that are difficult to talk about. Hilger is an associate professor of Germanic languages and literatures and of gender and women's studies. (Photo by Thompson-McClellan.)*

As late as the 19th century, intersex individuals were only classified as such during post-mortem examinations, Hilger says, inspiring one researcher of the intersex condition to comment, "The only true hermaphrodite was a dead hermaphrodite."

Different forces, including the ripple effects from Barbin's memoirs, began undoing that notion. About 100 years ago, Hilger says, living

intersex patient studies became more common because they were needed as documentation for legal petitions to change gender status.

With the gender question reaching the courts, intersex individuals became a feature in the old philosophical debate of nature vs. nurture. Karl M. Baer, a prominent author who was born female before he was reassigned as a male in the early 20th century, wrote under a pseudonym, N.O. Body, to tell his secret story and address the struggles of intersex individuals trying to settle into a two-gender society.

Intersex individuals gained sympathy, and Hilger says she noticed a "tension" in old doctor's reports as they seemed to struggle between the professional obligation to categorize an intersex individual through medical means, such as measuring their physical characteristics, and the person's own sense of identity.

At one time, it was assumed that the parents would make the decision at birth whether an intersex individual was a boy or girl, and a surgeon would make the necessary adjustments. Gradually through the 20th century, however, experts debated whether the child should decide for himself or herself. The Intersex Society of North America currently recommends assigning a gender to an intersex newborn, but refraining from surgery until the individual grows up and makes his or her own decision.

The issue fed into a larger issue about the patient's right to make informed decisions about treatment.

People who overcome medical conditions often write so they can be more than "these objects in the hospital being passed around from one room to the next," Hilger says.

"Who has right to say what happens to your body?" Hilger asks. "Those are the questions these texts raise. In literature you really have a good way to think about that."

Through writing, intersex individuals made themselves easier to understand. And they began developing their own ideas of self—regardless of what surgeons had left them with.

## GROWTH IN A BOOMING FIELD THE CENTER FOR TRANSLATION STUDIES ADDS GRADUATE AND ONLINE PROGRAMMING AS DEMAND INCREASES

By Dave Evensen

The Center for Translation Studies now offers a master's program, which can be taken on campus or online, which will support an astonishing total of 37 languages.

The demand for language translators and interpreters is projected to expand for at least the next decade. That means the U of I's Center for Translation Studies is going to grow, too.

The center has begun accepting applications for a new master's program set to launch in the fall. It's a busy yet affirming time for the center, which became the first of its kind at a major research university when it opened in 2007.

While it's too soon to know how many students the new program will attract, there is plenty of potential. Elizabeth Lowe, director of the Center for Translation Studies, says there have been about 250 inquiries about the center's master's program, with most coming before the center even began publicizing it.

The master's program will include both on-campus and online options, so students can choose to complete the degree on campus or via the Internet. Aside from how courses are scheduled, the two options have the same timelines and requirements.

### AUDIENCES FOR THE NEW PROGRAM

"We anticipate a national and international audience for the online program," Lowe says. "We are also marketing heavily internationally, and looking at China and Brazil and Europe for potential participants."

Lowe expects that the online option will be used primarily by working professionals who want to upgrade their credentials. That explains the difference in scheduling between the campus and online options, as research has shown that students who take courses online are more satisfied if they only have to focus on one course at a time as they balance other responsibilities.

Thus, the online option will include two consecutive eight-week courses per semester as opposed to two parallel 16-week courses.

Several projections predict that the field of translation and interpreting (translation regards the conversion of text; interpreting is oral) will continue to grow as communications around the world increase. The U.S. Bureau of Labor Statistics expects career opportunities for translators and interpreters to grow by roughly 20 percent between 2012 and 2020; the Illinois

Department of Employment Security projected career opportunities in the field to grow by 37 percent within Illinois between 2010 and 2020.

### A LARGE AND GROWING PROGRAM

The center, which grants a certificate in translation in addition to the new duties it will take on with the master's program, is one of the largest programs of its kind in the United States.

It has three full-time staff, including Lowe, a professor with affiliations with appointments in the Department of Spanish, Italian, and Portuguese and the Program in Comparative and World Literature, and a lecturer and an instructor. The center also has 15 other faculty in various departments who contribute through affiliate appointments in the program.

The center plans to hire people who are working in the translating and interpreting profession to help run the online master's program.

"We're excited about this program," Lowe says. "What's unique is its location at the U of I, which is a comprehensive research university with an incredible depth of resources. Our library is one of the best in the world, and we have a very robust library resource page online where people in the online program can do their research."

Translators and interpreters are in demand in government, as law requires that agencies receiving federal funding ensure that their services are accessible to people who do not speak English. There is also demand for their services in nongovernmental organizations, security, health care, publishing, the software industry, and other businesses marketing their goods worldwide.

For more about the application process, visit [www.translation.illinois.edu](http://www.translation.illinois.edu).

### MAY 2013 GRADUATES WHO EARNED A CERTIFICATE IN TRANSLATION STUDIES:

Josh Erb, Global Studies

Christine Janak, Spanish

Reilly Knop, Portuguese

Elizabeth Mucha, Linguistics

Lara Sanoica, Spanish

Nicole Talis, Latina/o Studies

Gloriana Woo, EALC

Kristi Yu, French

# MAKING CLASSICAL TEXTS RELEVANT FOR STUDENTS OF THE 21ST CENTURY

By Rick Partin

The U of I Department of the Classics is partnering with Dickinson College, Carlisle, Pa., on an innovative text annotation project that's bringing classical works to students with 21st-century technology and language.

Known as the Dickinson College Commentaries, the project provides readers of Greek and Latin with high interest texts equipped with media, vocabulary, and grammatical, historical, and stylistic notes.

Two U of I classics faculty members, Angeliki Tzanetou and Ariana Traill, are currently on the editorial board for this project, which is a digital successor to the successful Bryn Mawr Classical Commentaries series. The series has been used for the past 30 years by Greek and Latin teachers. The books provide clear, concise, accurate, and consistent support for students making the transition from introductory and intermediate texts to the direct experience of ancient literature. They assume that the student will know the basics of grammar and vocabulary and then provide the specific grammatical and lexical notes that a student requires to begin the task of interpretation.

Starting in the spring of 2013, U of I undergraduate students began contributing to the text annotation project, working on a wide variety of ancient authors. The Department of the Classics structured these projects as hourly appointments to allow for more students to be involved and to make it easier for students to add this onto a full course load. Students were asked to make a minimum commitment of 30 hours during the spring semester.

Working with mentoring faculty from the U of I or Dickinson, students edited running vocabulary lists. They used texts, commentaries, and lexica to correct errors of citation, orthography, and contextual meaning. In addition, students were asked to submit a description of their contributions suitable for listing on the project's Student Contributors Page, where they receive credit for work.

The U of I students include James Stark, a sophomore double-major in English and Latin;



*Classics students Wesley Heap and Katherine Cantwell pose with a sample of their work from the Dickinson College Commentaries, a project with which the U of I is partnering.*

Katherine Cantwell (BA, classics, 2013); and Wesley Heap, a junior classics major. Each student worked 50 hours in their respective research positions, solely on commentary work, according to Traill, who in the fall semester will be working as a commentator on Terence's *Adelphoe*, assisted by three students

Traill explains that one goal is to get students trained and involved with publications. As liaison for the project, she assigns tasks that are appropriate for an undergraduate-level student. So, for example, a student will go through the vocabulary in Vergil's *Aeneid*, glossing words and finding errors. The challenge, Traill says, is that each word in Latin can have as many as 25 meanings. There's a core vocabulary in Latin of 1,000 words, and these must be mastered. The students have target words to recognize and learn.

In addition to identifying the correct meaning, the students must endeavor to find language appropriate for 21st-century undergraduates.

Essentially, these students are doing the work of a commentator. They must think about what an undergraduate student would want to know.

Simultaneously, they also are developing technical skills and networking with scholars in the field, and their names appear on websites. "Getting an undergraduate byline is challenging," says Traill, adding that the project is a way of getting students involved in scholarship and the creation of materials.

Traill says that this type of work is for intermediate-level students, because vocabulary

is such a stumbling block. Mainly, the students need good reading skills, as well as a familiarity with the history of criticism of texts. To develop such skills, she says, students usually require five to six semesters of Latin and five semesters of Greek before they're ready to do this level of work.

Also, the work "creates contemporary research opportunities and allows us to reach a larger audience."

As for the future, distance learning will be important in the field of classics, according to Traill. "There is important and useful research to be done, and the texts need reinventing for a 21st-century audience," she says.

Stating that the project "has really taken off," Traill envisions it moving toward involving high school students, and teachers, as Latin is still particularly strong in U.S. high schools. For example, the 36th annual National Latin Exam was administered to 140,921 students, worldwide, between late February and early March 2013.

For the department and the U of I, the project "gets us an entrée into what's going to become a major resource for the study of Latin and Greek," she notes, adding that "the project is really going to expand, and there are ways to involve undergrads."

For now, however, she smiles and says, "I'm just taking it a semester at a time and enjoying it."

## NEWS BRIEFS

### STUDENT-ORGANIZED CONFERENCE ON THE MEDITERRANEAN A SMASHING SUCCESS

"Real & Imaginary Borders Across the Mediterranean," a student-organized conference, took place in the Foreign Languages Building on February 8-9.

Keynote speakers included Professor Ruth Ben-Ghiat from New York University's Department of Italian Studies and Professor Abdulkader H. Sinno from Indiana University's Department of Political Science and Middle Eastern Studies. Ben-Ghiat spoke on "The Mediterranean Crossings of Fascist Empire Cinema." Professor Sinno addressed "Political Dynamics and Population Movements Across the Mediterranean."

Participants represented the U of I and other institutions, including Indiana University, St. Louis University, Northern Illinois University, the University of Chicago, New York University, the University of Western Ontario, and Purdue.

Varied topics included "Religious Tensions in the Medieval Mediterranean," "Repercussions of Trans-Regional Contact," "The Impositions of Nationalism," and "Consequences of Segmentation."

Co-organizers were Ashley DeGregorio, who completed her MA in comparative and world literature from the U of I in May, and Elysse Longiotti, who completed her MA in Italian from the U of I in May.

Both organizers expressed their thanks to SLCL Director Abbas Benmamoun for his support and to Professors Emanuel Rota and Robert Rushing of the Department of Spanish, Italian and Portuguese for their assistance in all aspects of the organization of the conference.



Keynote speaker Abdulkader Sinno, co-organizer Elysse Longiotti, keynote speaker Ruth Ben-Ghiat, and co-organizer Ashley DiGregorio. (Photo by Jessica Sciubba.)

Sponsors included the School of Literatures, Cultures and Linguistics; the Department of Spanish, Italian and Portuguese; the European Union Center; the Department of French/French@Illinois; the Program in Comparative and World Literature; the Department of the Classics; the Department of Linguistics; the Unit for Criticism and Interpretive Theory; the Department of Political Science; and the Department of History.

### PROGRAM IN MODERN GREEK LAUNCHES ANNUAL LECTURE

Professor Thomas Gallant of the University of California, San Diego, delivered the inaugural Nikelly Lecture in Modern Greek Studies on campus on April 8.

Gallant, Nicholas Family Endowed Chair in Modern Greek History at UC-San Diego, gave a talk entitled "Writing Greek History in the 21st Century."

The new annual lecture is established in honor of the memory of the late Dr. Arthur G. Nikelly, a clinical psychologist and associate professor of health sciences who began his career at the U of I in 1959.

Nikelly's life was a testimony to the importance of human rights, social justice, freedom of expression, and educational achievement, according to Dr. Stefanos Katsikas, historian of modern Greece and southeastern Europe and director of the U of I Modern Greek Studies Program. During his lifetime, his work and philanthropy furthered these values not only at the U of I and in the communities of Urbana-Champaign and Chicago, but also at the village of Vrissa—the birthplace of his parents, George J. and Mary G. (Koletti) Nikelly, on the Greek island of Lesbos.

The Dr. Arthur G. Nikelly's annual lectures have become possible due to a \$75,000 donation funded from the assets of Dr. Arthur G. Nikelly to the U of I by his sister, Eva G. Nikelly, of Morton Grove, Ill.

Professor Gallant, who received a PhD in classical archaeology from Cambridge University, melds his Greek heritage with a prestigious academic background in the study of Greece and the Greeks in the modern era. He has published six books and more than 40 scholarly articles.

For more about the U of I Program in Modern Greek, visit [www.moderngreek.illinois.edu](http://www.moderngreek.illinois.edu).

### CLASSICS PROFESSOR RECEIVES EXCELLENCE IN UNDERGRADUATE TEACHING AWARD



Professor Kirk Sanders of the Department of the Classics has been named a recipient of the Campus Award for Excellence in Undergraduate Teaching.

He was recognized during an awards ceremony held April 23 at the Celebration of Teaching Excellence at the Alice Campbell Alumni Center.

The peer-nominated awards recognize professors, instructional staff members and graduate teaching assistants who display consistently excellent performance in the classroom, take innovative approaches to teaching, positively affect the lives of their students, and make other contributions to improve instruction, including influencing the curriculum.

Sanders was praised for how he "keeps his students engaged with challenging subjects by using examples familiar to them. Whether he is referring to popular or comic books, his students appreciate his command of the material, especially as it is combined with his robust sense of humor. While his students are mindful that he has high expectations for their work, they appreciate that he makes complex concepts accessible to them."

### ARCTIC HISTORY FOCUS OF EXHIBIT AND SERIES OF LECTURES AT U OF I

An exhibition titled "Names Swallowed by the Cold: Hidden Histories of Arctic Exploration" kicked off a semester-long series of events focusing on Arctic history.

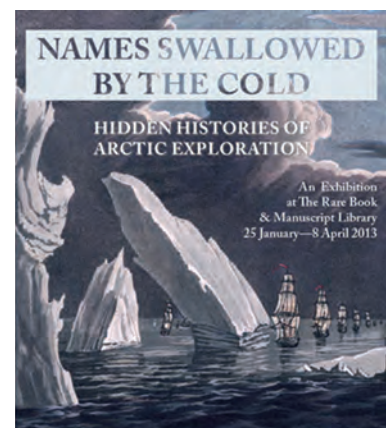
This exhibition of unique materials about Arctic exploration took place from January 25 to April 8. It commemorated the centenary of the Crocker Land Expedition, an Arctic expedition co-sponsored by the U of I that included young University of Illinois graduates W. Elmer Ekblaw and Maurice Tanquary.

The Crocker Land Expedition was an ill-fated 1913 expedition sent to investigate Crocker Land, a huge island supposedly sighted by the explorer Robert Peary from the top of Cape Colgate in 1906. The island was later shown to have been a hoax.

The exhibition included manuscript materials from Arctic explorers Sir William Parry, Sir John Franklin, and Sir John Richardson, and many association copies of works by important explorers of the 19th and 20th centuries and the Anglo-American contribution to Arctic exploration.

Related events included lectures, a staged reading of Charles Dickens' play *The Frozen Deep*, and Curator Adam Doskey's guided tour of the exhibition.

The U of I's Scandinavian Program and its director, Professor Anna Stenport



(Poster image courtesy of the Rare Book & Manuscript Library of the University of Illinois at Urbana-Champaign.)

of the Department of Germanic Languages and Literatures, also contributed significantly to the celebration of Arctic history. The closing lecture, on April 8, was given by Dr. Dag Avango of the Royal Institute of Technology (KTH) at Stockholm. Avango studies the history of technology in the polar regions, and has written about industrial archaeology on Svalbard and South Georgia Island.

Another invited guest, Jan Anders Diesen of Lillehammer University, Norway, gave the lecture "The Changing Polar Expedition Film and the History of Arctic Exploration" on April 16. The following day, in a presentation aimed at undergraduate students, Diesen gave a screening and led a discussion of a polar expedition film.

Sponsors for these various events included the U of I European Union Center (through a grant from the European Commission); the Barbro Osher Pro Suecia Foundation; the Nordic Council of Ministers; the Department of Germanic Languages and Literatures, Nordic Council of Ministers SNU grant; the European Commission through the University of Illinois European Union Center; the School of Literatures, Cultures, and Linguistics; the Scandinavian Program; the Center for Advanced Study; and the Rare Book & Manuscript Library.

For more about the Scandinavian Program, visit [www.germanic.illinois.edu/scandinavian](http://www.germanic.illinois.edu/scandinavian).

## 2ND ANNUAL GREEK FILM FESTIVAL WOVES AUDIENCES AT CHAMPAIGN'S ART THEATER

The 2nd Annual Greek Film Festival in Champaign took place on March 9-10 at the Art Theater in downtown Champaign.

This year's events built on the success of the first such festival held in March of 2102. Both festivals have attracted wide support across the University campus, the wider community in Champaign, and the Greek community of Illinois and the Midwest.

The fest included contemporary, juried-selected films (feature-length, documentaries, shorts, and student films) from Hellenic filmmakers worldwide. The two-day event showcased screenings of 12 films, which were selected by a committee appointed by the Modern Greek Studies Program. The films were initially screened at the second Annual Film Festival in Chicago, October 4-8.

Sponsors ranged across the Champaign-Urbana campus and community and included the Office of Public Engagement; the School of Literatures, Cultures and Linguistics; the European Union Center; the Department of Linguistics; the Center for South Asian and Middle Eastern Studies; Pepsi Cola CU Bottling Co; the Russian, East European, and Eurasian Center; Merry Ann's Diner; Exile on Main Street; the Center for East Asian and Pacific Studies; Friends: OCE-ATLAS Digital Media; the Hellenic Student Association; and the Hellenic American Student Organization.

## PROFESSOR STOPPINO WINS MAJOR BOOK AWARD



(Photo by L. Brian Stauffer.)

Eleonora Stoppino, associate professor in Spanish, Italian and Portuguese, received the American Association for Italian Studies Book Prize for 2012 in the category Medieval, Renaissance and Baroque, for her work, *Genealogies of Fiction* (Fordham UP, 2011).

The prize was announced at the annual AAIS Conference, held in Eugene, Ore., in April.

*Genealogies of Fiction* is a study of gender, dynastic politics, and intertextuality in medieval and renaissance chivalric epic, focused on Ludovico Ariosto's *Orlando furioso*. Relying on the direct study of manuscripts and incunabula, this project challenges the fixed distinction between medieval and early modern texts and reclaims medieval popular epic as a key source for the *Furioso*.

Tracing the formation of the character of the warrior woman, from the Amazon to Bradamante, the book analyzes the process of gender construction in early modern Italy. By reading the tension between the representations of women as fighters, lovers, and mothers, this study shows how the warrior woman is a symbolic center for the construction of legitimacy in the complex web of fears and expectations of the Northern Italian Renaissance court.

For more about the book: <http://fordhampress.com/index.php/genealogies-of-fiction-cloth.html>.

## BOOK CO-EDITED BY KATSIKAS SELLS OUT, PUBLISHER ANNOUNCES PAPERBACK EDITION

*State-Nationalisms in the Ottoman Empire, Greece and Turkey: Orthodox and Muslims, 1830-1945*, co-edited by Dr. Stefanos Katsikas, director of the Program in Modern Greek, reached the book market in December 2012 and has already sold out in hardback.

The title will be published in a paperback edition in 2014.

Tracing the emergence of minorities and their institutions from the late 19th century to the eve of the Second World War, this book provides a comparative study of government policies and ideologies of two states towards minority populations living within their borders.

Making extensive use of new archival material, this volume transcends the tendency to compare the Greek-Orthodox in Turkey and the Muslims in Greece separately. Through a comparison of the policies of the host states and the operation of the political, religious, and social institutions of minorities, it demonstrates common patterns and discrepancies between the two countries that have previously received little attention.

According to Katsikas the book is being bought by libraries, academic institutions, academics, researchers, specialists of the Eastern Mediterranean and Greek, as well as Turkish descendants of people who were affected by the compulsory Greco-Turkish population exchange of 1923.

Katsikas says that scholars or policy-makers are buying the book to assist them with ongoing research on this or other relevant subjects, to be informed on minority-state relations in the region, to understand the historical background of the complex multi-religious/multi-ethnic matrix of the region, or to be used as a course reference book.



(Book cover courtesy of Routledge.)

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SCHOOL OF  
LITERATURES  
AND  
LINGUISTICS

## SLCL SPRING GRADUATION 2013: “LOVE THE LIFE YOU HAVE”



*Members of the graduating class of spring 2013 approach Foellinger Auditorium to take part in the Convocation ceremony held on May 11. (Photo by Rick Partin.)*

On Saturday, May 11, 130 graduates and 39 faculty members participated in the Spring Convocation ceremony for the School of Literatures, Cultures and Linguistics, held in Foellinger Auditorium.

Candidates included 11 doctoral recipients, 24 master's degree students, and 95 bachelor's degree students. Every department in the school was represented in the ceremony.

This year's keynote speaker was Jean-Philippe Mathy, professor and director of the Program in Comparative and World Literature, and professor of French.

Mathy told the graduates, “You are students of languages and cultures other than your own. You are uniquely prepared to enter this world and succeed in it, bringing to your professional life the strengths that are so badly needed today.

“And on top of that, your appreciation for art, film, and literature, and for the variety of cultural forms and practices that reflect the breadth of human experience through time will enrich your personal and spiritual life.”

Quoting the words of French Renaissance writer François Rabelais, Mathy told students to “learn as much as you can, but keep a clean conscience” and advised them to “be patient, compassionate, and fair to others. Be kind to yourself as well, and don't take yourself too seriously. Keep an open mind, a beginner's mind.

“And finally, to borrow freely from an old song, if you can't have the life you'd love, love the life you have.”