

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

SPRING 2014

LESS COMMONLY TAUGHT LANGUAGES PROGRAM MAKING AN IMPORTANT IMPACT ON CAMPUS

The University of Illinois Department of Linguistics' Less Commonly Taught Languages (LCTL) Program packed fall semester with events, including a wide variety of language courses, a film series, conversation tables, and two short-term winter study abroad courses.

These less commonly taught languages—Arabic, Hindi/Urdu, Modern Greek, Persian, Swahili, Turkish, Uzbek, and Wolof—are alive and well within the auspices of the School of Literatures, Cultures and Linguistics. And, through the tireless efforts of Ercan Balci, director of the LCTL Program, and its talented and dedicated faculty, more students are becoming aware of those languages and what they can offer to graduates in the emerging global job market.

Balci explained that the emphasis is on instruction in a “fun, proficiency-based way that includes extracurricular activities, cultural conversation tables, film series, and potlucks.

“We emphasize the acquisition of grammar and vocabulary as necessary tools for spontaneous, creative, and meaningful communication and as a part of the four

skills: reading, writing, listening, and speaking,” he said.

Classroom activities, conversation, small-group problem solving, and other tasks that simulate real-life uses of language are all encouraged, he added.



Ercan Balci, director of the Less Commonly Taught Languages Program, director and language coordinator of Turkish, and director of the Summer Institute of Languages of the Muslim World

Outside the classroom, extracurricular activities include conversation tables, a film series, social hours, potlucks, and picnics. These help students practice the target language by learning about the culture where it is spoken.

The LCTL program capped their offerings for the fall semester with two sections of short-term study abroad courses that focused on culture. Taught in English, the following sections were led by experts in their countries and languages:

- *Conflict and Post-Conflict Resolution,*

Cyprus (Dr. Stefanos Katsikas)

- *Cultural Diversity*, Istanbul, Turkey (Dr. Ercan Balci)

To learn more about these languages, the LCTL Program and its faculty, visit: lctl.linguistics.illinois.edu.

In addition, in 2014 the department will be offering its sixth Summer Institute for the Languages of the Muslim World (SILMW, for which Balci is also the director). The program is carried out in collaboration with the U of I's Center for South Asian and Middle Eastern Studies; Center for African Studies; Center for International Business Education and Research; Center for Global Studies; European Union Center; and Russian, East European and Eurasian Center. The institute, which continues to grow in popularity each year, will be held from June 16 to August 9. Intensive courses are being offered in a variety of Muslim world languages, including Arabic, Urdu, Persian, Swahili, Turkish, and Wolof. To learn more about the institute, visit: silmw.linguistics.illinois.edu.

LETTER FROM THE INTERIM DIRECTOR

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: 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 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

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 slcl.illinois.edu to find out what's happening in SLCL!

SPRING 2014

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

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Interim Director: Jean-Philippe Mathy
Editor: Rick Partin



I am writing this letter as the interim director of the School of Literatures, Cultures and Linguistics since our previous director, Abbas Benmamoun, accepted a position in the Provost's Office at the end of the fall semester.

The last newsletter announced that SLCL undertook an external review of its programs and that the current academic year would be devoted to developing a strategic plan in response to the external reviewers' recommendations. These recommendations included the scheduling of a retreat that would enable faculty to share their views on the current state of SLCL and submit proposals for the next phase of its development.

During the fall semester, several groups of faculty met to discuss a variety of issues related to the mission of the School, including international studies, public engagement, and undergraduate curricular initiatives. The conclusions of this semester-long consultation formed the basis of the retreat that took place on January 25, 2014.

The retreat was well attended and participants showed a lot of enthusiasm for the current accomplishments of SLCL and welcomed opportunities for future development. Several priorities for action emerged from the discussion, ranging from the expansion of the School's website and other communication efforts to concrete ways of strengthening current initiatives in the area of international engagement and community outreach.

Because of the breadth and diversity of its departments and programs, SLCL is well positioned to play an increasing role in the internationalization of education at Illinois and to participate actively in the campus leadership's efforts to promote intercultural skills locally and globally.

This newsletter will provide evidence of the range of activities shared by faculty, students and staff in our School. An incomplete list includes the creation of new majors, minors, and certificates; the development of interdisciplinary and interdepartmental curricula; several major conferences; and outstanding individual achievements in teaching, service, and scholarship among faculty, students, and staff.

I wish to take this opportunity to thank Professor Benmamoun for his firm belief in and commitment to SLCL, and for his tireless work in advancing our objectives. Many of our current successes are a result of his support and many of our goals are the product of his vision. ∞

Jean-Philippe Mathy





THE LURE OF BOLLYWOOD: A COURSE IN INDIA CINEMA IS GETTING NOTICED AT ILLINOIS

By Dave Evensen



Rini Bhattacharya Mehta, assistant professor of comparative and world literatures

What's so appealing about Bollywood?

Rini Bhattacharya Mehta, an assistant professor of comparative and world literatures, has a few thoughts on that topic. But consider this translated excerpt from a 1950s letter to the editor in the Russian magazine *Sovetskii Ekran*, from

a reader who discovered Indian cinema:

"Seriously, one is able to see beauty only in Indian films," the letter states. "Life is gloomy, dull, tedious, but in Indian films one sees so much beauty, love, music! Indian films are incomparable among the cinemas!"

For Mehta, the old letter drives to the heart of what makes Indian cinema so enduring. For a century it's found a way to thrive, despite unfriendly politics to government censors to economic hard times. Now she sees it striking a chord with what may be the roughest crowd yet: college students.

As Mehta teaches her course, "Indian Cinema in Context," for a third year, one of her biggest questions is of space—that is, whether she should find a classroom that can hold more people, because fire safety regulations seem to be the only thing keeping the course from growing beyond the 100 students who typically enroll. Each year the course has a long waiting list, with the only publicity coming by word of mouth amongst students.

Mehta, who grew up in India, says the idea for the class arose from earlier courses, in which students displayed deep interest in Bollywood. Eventually, she pitched the idea to teach the course in conjunction with the College of Media, which was excited about the idea, she says, because Indian cinema is the largest film industry in the world and no one at Illinois had created a course on it yet.

"A Bollywood cinema feels very different from

a Hollywood cinema," Mehta says. "It is strange to a person who has never seen an Indian film in their entire life. It has its own narration and idiom, and song and dances, and it is a very different kind of a feel. But I arrive at Bollywood only at the later part of the semester. What I want to teach is the context of Indian cinema. Where did this thing come from? That is the thing that is most important."

It's a complex question that Mehta addresses in a book on Indian cinema, scheduled for publication this year. Much of it is rooted in Indian history when authorities—particularly the British colonial government, which ruled India until 1947, but also the Indian government—frowned upon the Indian film industry, and subjected it to censorship, regulations, and heavy taxation.

"The relationship to first the British government and then the Indian government is the fascinating story," Mehta says. "What has become the film industry today is the result of all these different interactions. And it has been indomitable. No one has been able to tame that."

Through the 1920s, she says, about 80 percent of the films in India were exported from Hollywood, France, or elsewhere. The rise of films with sound in the early 1930s, however, meant that for the first time Indian audiences could hear Indian actors speaking and singing in their own language, which was a powerful draw at a time when the country was trying to free itself from British colonialism. By 1935, only 20 percent of films were imports, and Indian cinema has been booming ever since, even though it was not formally recognized by government as a legitimate industry until 1998.

During World War II, with commodities and other products being heavily regulated as part of the British war effort, many Indians laundered black market money by making films. That meant the industry became defined not by big Hollywood-esque studios (which could not survive, and were largely gone by the 1950s) but

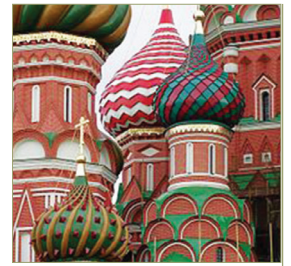
by small independent producers and movie stars who could demand big paychecks for their wildly popular appearances on screen.

Add to that another 60 or 70 years of development, along with the complexities of Indian culture, and the result is today's Bollywood, complete with lots of dancing and music. Bollywood fans are willing to forgive a loose script, Mehta says, but they pay to see big stars in closely choreographed, spectacular performances. It's proven to be a compelling formula with worldwide appeal—lately, Hollywood studios have been increasingly investing in Bollywood productions.

Kate Lyons, a graduate student in linguistics who is focusing on Indian culture, heard of Mehta's course from a friend and landed a spot in her class in the fall. She said they watched a film each week, then wrote about it within the economic and cultural contexts that they learned in the course. The course has provided valuable information for the linguistics studies Lyons would like to do in India.

Mehta is considering developing another course on what's happened in Indian cinema during the past decade or so, as Bollywood has exploded along with the growth of India's influence around the world. For now, however, there is still much to learn about the history of Indian cinema.

"There are things going on in these films that we know nothing about," Mehta says. "Modern India, like any space, is so full of contradictions. And where do these contradictions come from? It is of course from colonial history and all that. This is something I believe that students like. They get the backstory which they wouldn't get otherwise." ☞



DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

INTRODUCES NEW SLAVIC STUDIES MAJOR AND SLAVIC LANGUAGE, LITERATURE, AND CULTURE MINOR

The Department of Slavic Languages and Literatures has announced exciting new changes that expand areas of possible concentration for majors and minors.

These changes also make it far more feasible to double major in Slavic and another field and complete the major and minor for students who have not begun in their freshman year.

The previous Russian language and literature major has been folded into the Slavic studies major as the Russian, language, literature, and culture concentration, with minor changes. There also are new concentrations in Polish studies, Czech studies, South Slavic studies, and Ukrainian studies. The previous Russian minor remains as a complement to the new Slavic minor (which covers the same languages and cultures as the above concentrations). As a result, there are new opportunities for heritage speakers of Polish, Ukrainian, Czech, Bosnian, Croatian, and Serbian to major or minor in the study of their heritage language and culture.

With these changes, the major can now be completed in three academic

years of on-campus study (though the department highly recommends study abroad). It's also small enough to combine with other majors.

The other concentrations work on the same model. The minors can be completed in two years (including language sequence) and can easily be combined with high-demand majors.

Common career paths for Slavic graduates include:

- Publishing, writing, editing, and media
- Government service, international non-governmental organizations
- International or domestic law
- Working with international cultural foundations or organizations
- Teaching, grad school in literature, linguistics, or area studies
- International business

For more information about the department's programs, visit: slavic.illinois.edu. ☞

DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

CO-HOSTS VISIT OF CHAIRMAN OF PRESIDENCY OF THE REPUBLIC OF BOSNIA AND HERZEGOVINA



Željko Komšić

Željko Komšić, the current chairman of the three-person presidency of the Republic of Bosnia and Herzegovina, visited the U of I campus on October 1 to give a major address.

The Department of Slavic Languages and Literatures, one of several co-sponsors, was particularly proud that this remarkable event resulted from the efforts of one its own students, Vekich scholar Medina Spodic, and her instructor in the South Slavic Cultures course, Professor Judith Pinter.

Komšić visited campus as part of a program on the Bosnian "diaspora"—more than one million Bosnians who fled a three-year war, discrimination, and a poor economy to live in the United States and other countries. The U of I is developing a program in Bosnian studies, which combines the efforts of scholars in history, music, and other fields who study the Balkans.

Speaking through a translator, Komšić said that "there is no way forward for Bosnia Herzegovina without NATO and the EU," and that ethnic divisions in his country's constitution threaten its future and potential membership in both organizations.

Komšić, who earned a degree from Georgetown University, is the Croat member of the three-person presidency of Bosnia and Herzegovina. The presidency rotates every eight months and includes a Serb and a Bosniak (Muslim). Komšić was elected in 2006 and re-elected in 2010.

Part of the former Yugoslavia, Bosnia, and Herzegovina declared independence in March 1992 after a referendum that ethnic Serbs boycotted.

Bosnian Serbs, supported by neighboring Serbia and Montenegro, fought

to partition the republic along ethnic lines and join Serb-held areas to form a "Greater Serbia." That plunged the republic, which includes Muslims, Croats and Serbs, into a three-year civil war.

The factions agreed to U.S.-brokered peace accords in November 1995 in Dayton, Ohio. The agreement created a multi-ethnic democratic government that gave each of the three main ethnic groups a share of power based on the size of their populations. It included a second tier of government composed of the Bosniak/Bosnian Croat Federation of Bosnia and Herzegovina and the Bosnian Serb-led Republika Srpska, which together oversee most government functions.

Komšić, 49, earned degrees from the University in Sarajevo law school and School of Foreign Service at Georgetown University. He received the Bosnian army's highest honor, the Golden Lily, for his service in the war. He traveled to the United States last week for the U.N. General Assembly and agreed to visit Champaign in between stops in St. Louis and Chicago, which both have large Bosnian-American populations.

During his visit to campus he was accompanied by the Ambassador to the United States of Bosnia and Herzegovina, Ms. Jadranka Negodic, as well as the widely acclaimed Bosnian-American author of fiction (and memoir) Aleksandar Hemon.

A roundtable discussion, titled "Bosnians in the U.S.: Communities, Connections, and Homelands," followed the address.

The events were co-sponsored by Slavic Language and Literatures; the Russian, East European, and Eurasian Center; the European Union Center; International Programs and Studies; and the International and Area Studies Library. ☞

FRENCH PROFESSOR REVAMPS COURSE ON “LANGUAGE AND MINORITIES IN EUROPE”

Zsuzsanna Fagyal was used to teaching small seminars, so the first time she walked into the classroom for a newly revamped course called “Language and Minorities in Europe,” she couldn’t believe her eyes:

“I almost fainted!” she remembers, laughing.

As it turned out, 62 students had shown up on the first day of classes, interested in the content.

That was in 2011. Today, “considerable” is how she describes interest in the course, which Fagyal, an associate professor of French, and Professor Doug Kibbee started at the U of I seven years ago. The course marked the first time an academic department (French) and the European Union Center (EUC) joined forces for course development. According to Fagyal, the course was based “on Doug’s vision,” primarily as a language policy class.

She contributed by making it relevant for socio-linguists, developing it as an EU survey course while Kibbee in turn became the first director of the School of Literatures, Cultures and Linguistics. The course initially focused on France, Germany, and multilingualism in the European Union.

Fagyal, who has a degree in linguistics (PhD), Romance and Slavic philology (MA), and a graduate minor in EU studies, was soon struck by how many different regions could be encompassed within this course, including regions of Spain, Italy, the Baltic countries, and Eastern Europe. In addition, there are the Scandinavian countries and the regions that formerly comprised Yugoslavia. The focus, however, has always remained the European Union.

To make enrollment manageable, the course is now capped at 35 students. With its number designation of 418, it is offered to undergraduates and graduates for 3 or 4 credits, respectively, in seven different programs and departments. Currently being taught by Fagyal during the 2014 spring semester, the plan is for Fagyal and Eda Derhemi, a lecturer in the Department of Spanish, Italian, and Portuguese, to alternate teaching the course



Zsuzsanna Fagyal, associate professor of French

each year. Derhemi became involved in this project in 2012 and co-taught the course in 2013. She graduated in linguistics and literature at the University of Tirana, Albania. She received an MA in linguistics and a PhD in communication from the University of Illinois. She has previously worked for UNESCO and also as a correspondent for Deutsche Welle. She is a regular writer of opinion pieces in the main Albanian media.

Derhemi and Fagyal currently have a related text that was just accepted for publication by Multilingual Matters. Titled *Languages and Minorities in Europe: An Introduction*, it is intended as a print and e-textbook, with an accompanying website. It will be published in 2015.

With the success of the 418 course, “Language and Minorities in Europe,” Fagyal and Derhemi have joined with Marina Terkourafi, associate professor of linguistics, to develop a new SLCL course, “Languages and Cultures of the Mediterranean.” The trio received support from SLCL in addition to one of the five EUC Research and Course Development Grants for the development of this new course. EUC grants support proposals pursuing contemporary European Union topics that meet the highest standards of excellence and contribute

significantly to the advancement of EU studies and the center’s academic programs at the U of I. Like 418, “Languages and Cultures of the Mediterranean” will be a lecture-based class focusing on the present while encompassing the necessary amount of history for students’ overall level of understanding.

Fagyal reflects on all these developments by commenting, “I’m enjoying it as a scholar: it has greatly informed my research.” On reaching out to other departments and area studies on campus, she explains: “I feel the language aspects are often under-explained in the social sciences.”

In the “Language and Minorities in Europe” course this spring, Fagyal will require students to form small groups and work out official state and minority language policy and planning schemes for an imaginary European country. Policies have to be realistic based on the geography and history of Europe and language regimes studied in class. Groups have to include students with a variety of majors and specializations. In the end each group will have to present their nation-state and explain how they are planning on providing protection for their official state and minority languages. “It must be realistic and justifiable,” says Fagyal, adding, “students must show they can reapply knowledge learned in class.”

Students also write a language blog, one of many reasons why the course is so popular, as students can instantly react to or comment on current events concerning language across disparate areas in Europe. Some of the comments written in earlier years have received comments from the general public and language activists in Europe. These blogs can be viewed on the EUC homepage at euc.illinois.edu. Finally, students will conclude the class by writing a critical paper of their choice, done after completing extensive readings throughout the 15-week semester.

Together, Fagyal, her students, and her teaching associates are on a journey that continues to change and grow, and provide new avenues for learning along the way. ∞

NEWS BRIEFS

NEW YORK UNIVERSITY LAW PROFESSOR GIVES THULIN LECTURE



Moshe Halbertal,
2013 Thulin Lecturer
in Religion

Moshe Halbertal, a professor at the New York University Law School, and a professor of Jewish thought and philosophy at the Hebrew University, gave the annual Marjorie Hall Thulin Lecture in Religion on September 12.

The lecture was rescheduled from April following a cancellation due to inclement weather, which prevented Professor Halbertal from flying from New York to Champaign-Urbana.

The lecture, sponsored by the U of I Department of Religion, was titled, "On the Needs of the Poor—A Talmudic Perspective on Charity and Dignity."

Halbertal also is a member of the Israel's National Academy for Sciences and the Humanities. He received a PhD from the Hebrew University in 1989, and from 1988-1992 he was a fellow at the Society of Fellows at Harvard University.

He is the author of the books *Idolatry* (co-authored with Avishai Margalit) and *People of the Book: Canon, Meaning and Authority*, both published by Harvard University Press, and *Concealment and Revelation: Esotericism in Jewish Thought and Its Philosophical Implications*, published by Princeton University Press. His latest book, *On Sacrifice*, was published by Princeton University Press in 2012.

Marjorie Hall Thulin (1910-2009), for whom the annual lecture is named, was a 1931 graduate of the University of Illinois. She enjoyed a successful career in advertising and published poetry and children's literature in addition to editing a book on the history of Glencoe, Ill. ☞

"MOBILIZING DIFFERENCE" CONFERENCE VIEWS ELEMENTS OF CONTEMPORARY EUROPEANNESS

A conference titled "Mobilizing Difference: Gender, Islam, and the Production of Contemporary Europeanness," was held on the U of I campus on September 13-14.

Conference organizer, Yasemin Yildiz, associate professor of Germanic languages and literatures, said the conference was intended to explore how discourses on Islam, gender, sexuality, and race are

mobilized in the struggle over contemporary Europeanness. It highlighted approaches that draw on anti-racist, feminist, and queer of color critique.

Sponsors included the European Union Center; the Department of Germanic Languages and Literatures; the School of Literatures, Cultures and Linguistics; the Department of Gender and Women's Studies; the Unit for Criticism and Interpretive Theory; the Department of Sociology; the Center for Advanced Study; the Illinois Program for Research in the Humanities; and a William and Flora Hewlett Foundation Conference Grant. ☞

"RELIGIOUS PERFORMANCE, CITY AND COUNTRY IN EAST ASIA" CONFERENCE HELD

The Department of East Asian Languages and Cultures hosted a conference entitled, "Religious Performance, City and Country in East Asia," on October 9-10.

This conference brought together leading scholars in the field from North America and Japan to examine the relationship between metropolitan and rural religious performance by drawing a set of clear lines of liturgical practice in the East Asia case, with special reference to Japan.

The keynote speakers were professors Matsuo Koichi, National Museum of Japanese History, and Haruo Shirane, Columbia University.

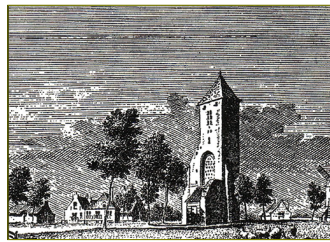
Professor Brian Ruppert, professor of East Asian languages and cultures at U of I, organized the event.

This symposium was part of "Exchanges and Regional Activities of East Asian Religions" and "Changes and Exchange in East Asian Religions," collaborative research groups that have been funded by the Japanese Ministry of Education, Culture, Sports, Science, and Technology.

The event was also sponsored by the U of I School of Literatures, Cultures, and Linguistics; the National Museum of Japanese History; Nagoya University; the U of I College of Liberal Arts and Sciences; the Department of East Asian Languages and Cultures; the Department of Religion; the Program in Medieval Studies; and the Center for East Asian and Pacific Studies. ☞



WORKSHOP ASKS IF THE ENLIGHTENMENT WAS REALLY RADICAL



A workshop sponsored by the Department of Germanic Languages and held on campus November 12-13 posed the question, "How Radical Was the Enlightenment?"

Organized by Carl Niekerk, Professor of Germanic Languages and Literatures, in cooperation with the Lessing Society, the workshop featured a keynote

address by John A. McCarthy of Vanderbilt University.

Sessions covered the topics "International Contexts and Radical Enlightenment," "Gender and Radical Thinking," and "Radical Views of Other Cultures."

The workshop was sponsored by the School of Literatures, Cultures and Linguistics; the College of Liberal Arts and Sciences; the Department of Germanic Languages and Literatures; the European Union Center; the Department of French; the Department of Gender and Women's Studies; the Program in Jewish Studies; the Unit for Criticism and Interpretive Theory; the Program in Comparative and World Literature; the Department of History; and the German Academic Exchange Service (DAAD), New York. ☞

SCHOLAR TO ADDRESS THE CHALLENGES OF GOVERNANCE IN GREECE

Professor Kevin Featherstone of the Hellenic Observatory and European Institute, London School of Economics, gave a CAS/MillerComm2014 lecture entitled "A System Fit for Purpose? The Challenges of Governance in Greece," on November 14.

Featherstone addressed the question, "Why do Greek governments fail?" While noting that governments in Athens have achieved great national projects in key historical periods, he argued that governance in Greece suffers from seemingly endemic organizational problems—of contrasts between rigid rules, yet weak control and coordination; of clientelism, but poor commitment; of generous staffing, but low-skills and resources.

If effective management of the government is to occur, he said, then it must stem from the Prime Minister. But he argued that successive prime ministers have been "emperors without clothes" and that the internal dysfunctions of government emanate from this weakness at the core.

He pointed out that the recent debt crisis now exposes these weaknesses and prompts a new debate on establishing more effective governance, and that this is likely to be crucial for Greece's role in Europe.

Featherstone's lecture was presented by the Center for Advanced Study, and he was hosted by Modern Greek Studies Program in conjunction with the Center for Global Studies; the Center for International Business Education

and Research; the Cline Center for Democracy; the European Union Center; the School of Literatures, Cultures and Linguistics; the Spurlock Museum; the Chicago Council on Foreign Relations; and the Departments of Economics, French, Germanic Languages and Literatures, History, Linguistics, and Political Science. ☞

PROFESSOR SILVINA MONTRUL NAMED ONE OF SIX UNIVERSITY SCHOLARS



Professor Silvina Montrul (center), Professor of Spanish, Italian, and Portuguese and of linguistics, holds a plaque for her University Scholar Award. To the left is U of I Chancellor Phyllis M. Wise, and to the right, Christophe Pierre, U of I Vice President for Academic Affairs.

Silvina Montrul, a professor of Spanish, Italian, and Portuguese, and of linguistics, was one of six Urbana campus faculty members named University Scholars this past fall. The program recognizes excellence in teaching, scholarship, and service. Professor Montrul and other faculty members were honored at a campus reception on campus in September.

Professor Montrul focuses her research on the nature of the linguistic knowledge of speakers who possess varying degrees of competency in more than one language, and what that research reveals about the mental representation of grammars in the mind. She concentrates on a special type of bilingual speakers known as heritage speakers, who are typically second- or third-generation children of immigrants who grow up immersed in the weaker home language until the onset of schooling, when the language of the community becomes their dominant language.

In addition to her research, Professor Montrul also is head of the Department of Spanish, Italian, and Portuguese, and director of the University Language Academy for Children, a quality after-school second-language program in Spanish that serves children from the Champaign-Urbana community: languageacademy.illinois.edu. ☞

SLCL STAFF MEMBER AND PROFESSOR WIN AWARDS

Yvonne Knight, administrative aide in the SLCL Human Resources Office, and Robert Jenkins,

manager of the Austria-Illinois Exchange Program in Vienna and visiting assistant professor in the Department of Germanic Languages and Literatures, were named recipients of major awards for staff and academic professionals, respectively.

Knight is the recipient of the 2013-2014 LAS Nancy J. McCowen Distinguished Service Award, which comes with a cash award to honor and reward individuals for their outstanding contributions through providing exemplary service to the college.

Jenkins is the recipient of the 2013-2014 LAS Academic Professional Award, which comes with a monetary award and a salary increment intended to honor and reward individuals for their outstanding contributions to the college.

Both recipients will be honored at the annual LAS Awards Reception in the spring of 2014. ☞

LECTURER EDA DERHEMI AMONG U OF I'S U.S. FULBRIGHT SCHOLARS FOR 2013-14

Eda Derhemi, lecturer of Spanish, Italian, and Portuguese, is one of 10 U of I professors who are recipients of U.S. Fulbright Scholar awards for 2013-14.

Derhemi was awarded the honor for her topic, "Propaganda and the Media and Practicum in Communication; Analyzing Socialist Propaganda and Assessing Its Recontextualization Today; Love Songs in Socialist Albania." She is in residence at Marin Barleti University, Tirana, Albania, during the spring of 2014.

Derhemi, who also is an adjunct assistant professor in media and cinema studies and a research associate in Russian, East European, and Eurasian Studies, received her PhD in communication from the U of I.

According to a report in the *Chronicle of Higher Education*, the U of I ranks first among the nation's research institutions, along with The Ohio State University, for 2013-14, in the number of U.S. Fulbright Scholar awards recipients.

The Fulbright Program was founded in 1947 by Senator J. William Fulbright, who saw the program as a much-needed vehicle for promoting "mutual understanding between the people of the United States and the people of other countries of the world." ☞

SLCL PROFESSORS RECEIVE PRESTIGIOUS EUROPEAN UNION CENTER GRANT FOR NEW COURSE

Professors Eda Derhemi (Spanish, Italian, and Portuguese), Zsuzsanna Fagyal (French), and Marina Terkourafi (linguistics) received one of the five European Union Center Research and Course Development Grants for

the development of a new SLCL course titled "Languages of the Mediterranean."

The €1,000 EUC grants support proposals pursuing contemporary European Union topics that meet the highest standards of excellence and contribute significantly to the advancement of European Union studies and European Union Center academic programs at the U of I. ☞

THREE-WEEK-LONG NEH SUMMER INSTITUTE CONSIDERS THE CENTRALITY OF TRANSLATION TO THE HUMANITIES

NEH Summer Institute's "The Centrality of Translation to the Humanities: New Interdisciplinary Scholarship" was held on the U of I campus July 7-26.

Co-organizers Chris Higgins, associate professor of philosophy of education, and Elizabeth Lowe, professor and director of the Center for Translation Studies, assembled a faculty composed of some of the world's foremost translation scholars and practitioners.

In addition to Higgins and Lowe, the U of I was represented by professor Valerie Hotchkiss from the University Library and director of the Rare Book and Manuscript Library, and Joyce Tolliver, associate professor of Spanish, Italian, and Portuguese.



The institute considered translation as a scholarly craft and a cultural dynamic, examining its historical, philosophical, political, and poetic dimensions through an introduction to translation studies and four case studies, including:

- The role of translation in the rise of 20th-century inter-American literature, focusing on Gabriel Garcia-Marquez and Jorge Luis Borges
- The King James translation of the Bible and contemporary efforts to uncover the authorial voices of the Hebrew Bible
- How translation has shaped the reception of Sigmund Freud, considering a new translation aiming to recapture the literary-humanistic dimension of Freud's work, and
- The poet Rainer Rilke, examining the interplay of reading, interpretation, and translation at the level of the poetic line. ☞

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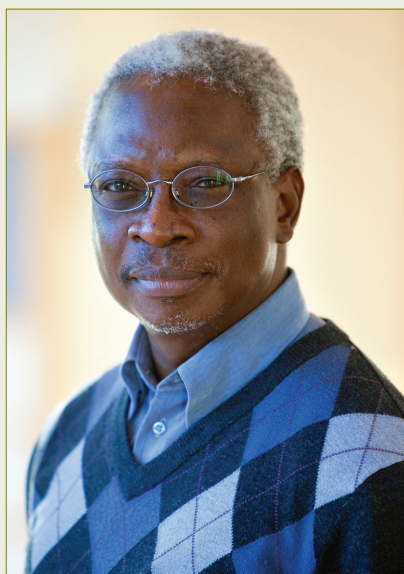
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KACHRU LECTURE FEATURES UNIVERSITY OF CHICAGO SCHOLAR SYMPOSIUM PAYS HOMAGE TO LEGACY OF PROFESSOR YAMUNA KACHRU (1933-2013)



*Salikoko S. Mufwene, the 2013 Kachru
Distinguished Lecturer*

Salikoko S. Mufwene, the Frank J. McLoraine Distinguished Service Professor in the Department of Linguistics at the University of Chicago, gave the Braj and Yamuna Kachru Distinguished Lecture in the Linguistics Sciences at the University of Illinois on October 11.

His lecture was titled “Colonization, Indigenization, and the Differential Evolution of English: Some Ecological Perspectives.”

The lecture is named for Mrs. Yamuna Kachru (1933-2013), formerly professor emerita of linguistics at the U of I, and Mr. Braj B. Kachru, professor emeritus of linguistics at the U of I’s Center for Advanced Study.

A special symposium honoring the work of Mrs. Kachru was held October 12 in the Levis Center on campus. Mrs. Kachru was a pioneering linguist: She wrote the first grammar of Hindi, the official language of India (applying Noam Chomsky’s generative model), and was widely regarded as one of the world’s leading authorities on the grammar of Hindi.

Mr. Kachru has pioneered, shaped, and defined the scholarly field of world Englishes. He is the founder and coeditor of *World Englishes*, associate editor of *The Oxford Companion to the English Language*, and contributor to the *Cambridge History of the English Language*.

Professor Mufwene received a PhD in linguistics from the University of Chicago in 1979. He is the author of *Créoles, Écologie Sociale, Évolution Linguistique* (Institut de la Francophonie 2005) and *Language Evolution: Contact, Competition and Change* (Continuum 2008).

The events were sponsored by the U of I Department of Linguistics; the School of Literatures, Cultures and Linguistics; the Center for Advanced Study; the Center for South Asian and Middle Eastern Studies; International Programs and Studies; and the Illinois Program for Research in the Humanities. ∞