



# 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 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

SPRING 2016

## SLCL ANNOUNCES ALLISON LIVESAY MCDOUGALL GLOBAL LANGUAGES SCHOLARSHIP

**A**ngelina Manos, a senior in the department of French and Italian, has been named the first recipient of the Allison Livesay McDougall Global Languages Scholarship.

In making the announcement, Jean-Philippe Mathy, Professor of French and Comparative Literature and Director of the School of Literatures, Cultures and Linguistics, said that “Angelina was highly recommended by the department head and undergraduate advisor as an excellent student with a demonstrated financial need.”

The scholarship was established by Mrs. Allison McDougall (French, 1990) of Louisville, Colo. Mrs. Allison pledged fund assets to the U of I Foundation in support of scholarships over a period of five years.

The fund will be used to provide scholarships to undergraduate students who are enrolled in the School of Literatures, Cultures and Linguistics. Recipients will be meritorious



students with a demonstrated financial need, who also are majoring in a foreign language.

Manos is pursuing a Bachelor of Arts degree in the Teaching of the French Language, as well as an endorsement in Spanish. She says her career plans include teaching foreign languages in “either a traditional school setting or a cultural center.” She adds, “Expanding my knowledge of foreign languages, I would also love to work in international relations, translating and engaging in foreign diplomacy for an embassy or other governmental division.”

When asked about what motivated her to fund the scholarship, Mrs. McDougall wrote: “At the heart of every global humanitarian crisis, of every multinational business transaction, and of every world political affair is LANGUAGE. With more than 7 billion people on the planet, more than 1,200 languages are currently required to reach every single person. The internet serves to preserve and promote even the most obscure among these languages.

“I am a strong advocate of international languages and cross-cultural education as the foundation needed to address most of the world’s challenges, and to enable everyday citizens to serve as front-line ambassadors.

*Angelina Manos, the first recipient of the Allison Livesay McDougall Global Languages Scholarship.*



*Allison J. McDougall, French, 1990, who has established a languages scholarship in SLCL, is pictured on the Great Wall of China in late 2014. She has hiked the Wall a few times before; in 2014 she hired a private guide through National Geographic and was able to hike 10 kilometers along the unrestored areas of this wonder of the world.*

I’m delighted to financially and professionally support a student who holds these same values and passion for learning.”

After earning her BA in French from the U of I, Mrs. McDougall went on to earn an MBA at the Monterey Institute of International Studies (now Middlebury Institute of International Studies at Monterey). Of her time at the U of I, she said that the “entire French department was instrumental, and helped inspire me.”

That inspiration will now in turn benefit numerous language students within SLCL. ☺

## LETTER FROM THE 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](http://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](mailto: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](http://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.

**New in July 2015** – the SLCL Brochure, which offers a snapshot of what the SLCL is all about. Click on "News and Events" on the main page. Even our graduates may be surprised to see the sheer scope of our School and why we called ourselves the "Gateway to a Global Learning Experience." Please visit us online at [slcl.illinois.edu](http://slcl.illinois.edu) to find out what's happening in SLCL.

### SPRING 2016

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

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Director: Jean-Philippe Mathy  
Editor: Rick Partin



Two new units have been added to the School of Literatures, Cultures, and Linguistics since last summer.

The **Modern Greek Program Studies** (MGS), previously in the department of Linguistics, is now housed in the School, as befits an interdisciplinary program combining language instruction with the study of other aspects of Greek culture in both historical and contemporary perspectives.

Under the able leadership of its Director, Dr. Stefanos Katsikas, MGS has raised an impressive \$420,000 this year in major gifts and renewed commitments from all over the world. In addition to language instruction from elementary to advanced levels, the Program is planning to offer a minor in Modern Greek Studies that will include courses in history, political science and classics.

The **Center for Language Instruction and Coordination** (CLIC) also officially became a new unit in our School in the fall, and will serve as a hub for language learning and teaching and align Illinois with peer institutions with similar centers. CLIC was originally proposed by the Language Coordinators Community, a group of faculty who felt the need to coordinate activities across departments and provide opportunities for professional development and pedagogical innovation to colleagues beyond our campus.

Under its first Interim Director, Kristina Riedel (Linguistics), the Center was engaged in several activities during the fall semester: a Foreign Language teaching share fair, a language pedagogy reading group, and a webinar series devoted to language program management. Initiatives planned for the remainder of the academic year include a Symposium on Business and Least Commonly Taught Languages, a professional development workshop series, the preparation of a certificate in language program management (to be launched in Fall 2016), the continued development of outreach activities, and an "open house" event.

Last fall, I had the pleasure of congratulating several colleagues for receiving a major national or international award, a well-established tradition in the building. In October, Professor Elena Delgado (Spanish and Portuguese) was a finalist for Spain's prestigious National Literary Award in recognition of her recent book, *La Nación Singular*. Later in the month, Professor Emanuel Rota and graduate student Jessica Sciubba, both from the department of French and Italian, were elected fellows of the National Italian American Foundation for their outstanding contribution to the promotion of Italian Studies and the Italian American experience on campus. In early December, the Society for Classical Studies recognized Professor Antony Augoustakis with its competitive Award for Excellence in Teaching at the College Level, the highest teaching prize in the discipline. And a few days later, I learned that Professor Eric Calderwood (Comparative and World Literature) was a recipient of the coveted National Endowment for the Humanities Fellowship. It is an honor to work with such talented and dedicated faculty. ☺

  
Jean-Philippe Mathy

## THE HUMAN EXPERIENCE SPRING 2015 COURSE GAVE STUDENTS A PERSONAL JOURNEY INTO LANGUAGE AND CULTURE

By Rick Partin, Editor

An idea that started with the question "How can we give students a study abroad experience here on campus?" evolved into a class that had students writing poetry and making films, among other creative projects.

Offered during the spring semester of 2015, "The Human Experience: Language, Memory, Identity and Diaspora" (SLAV 199, Special Topics) addressed big questions about the relationship between language and culture, yet resulted in very personal journeys for the students who enrolled.

**Judith Pintar**, who taught the class, said that the course's strategic purpose was to "draw students back to the humanities, and to the study of language and literature."

The idea for the course was shaped by former SLCL Director, and Professor of Linguistics Abbas Benmamoun. Current SLCL Director, **Jean-Philippe Mathy**, and Pintar continued to develop it. The syllabus included readings across many SLCL departments. "It's not meant to compete with other SLCL courses," Pintar explains. "The idea is to draw students to our departments."

The central question addressed in the course, according to Pintar, was the phenomenon of translation: "How is it that we can understand each other at all?"

She said that the readings began with religious texts and classical works — many of which reflect on the same questions: "What was the original language? Why are there different languages?"

As it developed, the heart of the course focused on language loss and the attendant fading of cultural diversity, but also the potential for revitalization. Pintar and the students studied a Native American language, Myaamia-Peoria, which was all but extinct by the 1960s, when the last tribal member who spoke it died. Because of the existence of dictionaries and translations of

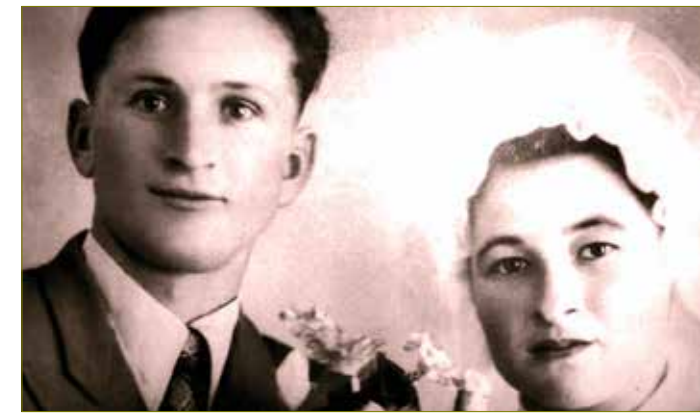
the language done by Jesuits and others, linguists were able to resurrect it, and to teach it to a new generation of Myaamia people. SLCL helped to bring to campus Daryl Baldwin, the Director of the Myaamia Center at Miami University, Ohio. Baldwin's visit to "The Human Experience" class was a highlight of the semester. (Learn more about the project here: [myaamiacenter.org](http://myaamiacenter.org).)

Throughout the course, students read from world literature and poetry. They were then asked to tap into their own cultural and family backgrounds and create a project on that basis.

Pintar said she was deeply impressed with what they created. A student with Bosnian ancestry wrote poetry expressing her experience of loss of family and homeland. Another developed a research project looking at dance as language. A third investigated a property owned by his grandfather, using maps to compare his family lore with documentable facts (and found significant divergence). A fourth student, Lucy Pakhnyuk, made a short film, "Ouroboros," based on her experience of her family's immigration to the US from the Ukraine: [vimeo.com/127807232](http://vimeo.com/127807232).

Pintar's background is as wide-ranging as the course she teaches. She is a visiting assistant professor in the Department of Slavic Languages and Literatures, and is a faculty affiliate with the Russian, East European, and Eurasian Studies Center, the Department of Sociology, and the Illinois Informatics Institute. She has a master's degree in anthropology and a PhD in sociology.

Her dissertation for sociology was based on a year and a half of fieldwork considering trauma and recovery in post-war Croatia. She turned her dissertation into a novel, *The Feast of Saint Blaise*, which occurs in the Croatian tourist town of Dubrovnik less than a decade after the breakup of the former Yugoslavia. She is now in the process of transforming that text into a work of



*Pictured are Nikolai and Feodosiya Pakhnyuk, the grandparents of U of I student Lucy Pakhnyuk, who made a short film (six minutes and 12 seconds—see link in story below) about their immigration to the U.S. from the Ukraine, as part of her work in "The Human Experience" class during the spring of 2015.*

Interactive Fiction, a genre of electronic literature.

In Fall 2015, Pintar offered a course for the Illinois Informatics Institute, "Writing and Programming Text Games and Simulations."

Previously, she combined her love of music and storytelling into a recording career. Her first recording, "Secrets from the Stone," included original compositions for the Celtic harp. Her subsequent releases, "Changes like the Moon" and "At Last the Wind," incorporated stories first developed for the stage.

She also is the author of *The Halved Soul: Retelling the Myths of Romantic Love*, New York: Harper Collins, 1992, which also emerged from her live performances. (To learn more about Pintar, including her foray into computer game writing during the early 1990s, visit her website: [judithpintar.com/index.html](http://judithpintar.com/index.html).)

All of these experiences have given Pintar an appreciation for the interplay of language, translation and culture. "It's really hard to learn a truly uncommonly taught language," she says. In "The Human Experience," students were motivated to think about their own families and cultures, often with "unexpected outcomes."

The spring 2015 offering was a pilot course. It's now a General Education course, as part of SLCL 200, "Topics in Global Culture," and is being offered in spring 2016.

Pintar is currently developing a related course, based on the same template of language, culture and creativity as "The Human Experience," but taking students deep into complex 18th century relationships between native people and European settlers; 19th centuries struggles with slavery, race, and religion; and the 20th century arrival of immigrants from all over the world. Entitled, "The Illinois Experience," the new course is slated to pilot in Spring 2017. ☺

## ANCIENT CHINESE POETRY LIVES ON ILLINOIS PROFESSOR STARTS TWO NEW CHINESE JOURNALS WITH A GLOBAL IMPACT By Doug Peterson

In 559 B.C., the leader of the Rong barbarians in China argued that his people should be regarded as equals to those from the northern state of Jin. As the barbarian leader made his argument, he suddenly began to chant “Blue Flies,” a poetic ode about the dangers of slander.

This story appears in the inaugural issue of *The Journal of Chinese Literature and Culture*, and it illustrates how poetry often played a crucial role in political diplomacy in ancient China. Today, it would be as if Secretary of State John Kerry suddenly began reciting poetry as part of his negotiations with a foreign leader.

The long tradition of poetry and literature in China lies at the core of the new journal, which is the brainchild of **Zong-qi Cai**, Professor of East Asian Languages and Cultures. The *Journal of Chinese Literature and Culture* released its first issue (a double issue) in November of 2014, bringing together top scholars from China and the West.

Prior to the publication of this new journal, “There was only one journal devoted mostly, but not exclusively, to premodern Chinese studies and it was launched about 40 years ago,” Cai says. “We needed a new approach.”

Cai’s new approach is a “global vision,” he says, because the journal attempts to unite Western scholars on premodern Chinese literature with researchers in China who use traditional scholarship methods going back thousands of years. With this global impact in mind, it is a joint effort between the U of I and Peking University, which according to Cai is considered “China’s Harvard.”

“We need to break down the boundary between the two cultures and draw on each other’s strengths,” Cai says.

The *Journal of Chinese Literature and Culture* is published in English, but Cai has also started a sister journal published in Chinese—*The Lingnan Journal of Chinese Studies*. The *Lingnan Journal* was once one of the top scholarly journals in China from the 1930s through the early 1950s. But because Lingnan University was run by Christians, it was forced to disband in 1953. Today, the university has been reborn as the Lingnan University of Hong Kong, and Cai has helped them to revive the journal.

The two new journals—one in English, the other in Chinese—will have a far-reaching impact on Chinese and Western scholars of premodern



This painting, *Peach Blossom Cove* (Taohua Wu), by artist Lu Zhi (1496-1576), appears in the inaugural issue of a new Chinese journal at Illinois. (Courtesy of Lihong Liu)

(before 1900) Chinese literature and poetry, Cai says.

The *Journal of Chinese Literature and Culture* is being published twice a year, and it will alternate between general-subject issues and special-themed issues, such as one on Chinese literature and visual culture, which will include 40 full-color plates of ancient art.

“It will be a feast for the eyes,” Cai says.

The journal is divided into three major areas: Chinese culture; terms, concepts, and methods; and text matters. The section on culture reveals the ties between literature and various aspects of Chinese culture, such as the lute or the game of a Go, a form of chess in which the goal is to encircle your opponent’s pieces.

The section on “terms, concepts, and methods” is important, Cai says, because Chinese literary terms are “polysemous”—one term can have multiple meanings. This section will explain how to sort through the many

meanings of various words. Finally, the “text matters” section will delve into ancient Chinese texts, which are continually being uncovered, some written on ancient silk or bamboo.

Although the journal is a joint effort of the U of I and Peking University, it is being published by Duke University and is gaining an online presence through Project Muse, a leading provider of digital material in the humanities and social sciences. Cai also started a website that ties the new journals together—the Forum on Chinese Poetic Culture.

Cai, who was born in Guangzhou (formerly known as Canton), came to Illinois in 1993, and he credits College of Liberal Arts & Sciences with making *The Journal of Chinese Literature and Culture* possible by providing critical support for research assistants.

He says that the study of premodern Chinese literature remains a preeminent scholarly pursuit in China, but in the West it is being overshadowed by modern Chinese literary studies.

“In the West, the field of premodern Chinese literature studies, particularly classical poetry, has dramatically shifted from the very center of scholarship to the margins,” and that’s why these journals are so important, he says.

“The old form has a long life,” Cai adds. “It’s a continuing, living tradition.” ☞

## FOOD, FILM, AND LANGUAGE SUMMER INSTITUTE IMMERSSES STUDENTS IN LANGUAGES AND CULTURES OF THE MUSLIM WORLD

By Doug Peterson

Giving up all liquids and food from dawn to dusk every day for a month sounds difficult enough. But how about trying to fast from food and drink all day when you are a high school football player, running wind sprints in full equipment?

The complicated pairing of faith and football was the topic of just one of the movies that students viewed while attending the 2015 University of Illinois Summer Institute for Languages of the Muslim World. To bring awareness to Muslim cultures and teach language at the same time, instructors used films such as the award-winning documentary, “Fordson,” which describes the life of football players at a predominantly Arab-American high school in Detroit. Muslim players struggled to combine fasting with football during the month of Ramadan.

Daily classes at the Summer Institute for Languages of the Muslim World, or SILMW, formed the foundation for learning Arabic, Persian, Swahili, Uzbek, Wolof, and Turkish. U of I students also immersed themselves in these languages and the cultures of Middle Eastern and African countries through an array of co-curricular activities, with movies being one of them.

“This program is not 100-percent immersion, but it’s close,” says **Eman Saadah**, LAS linguistics senior lecturer and director of SILMW. “The students speak in their target language for a significant amount of time.”

The summer of 2015 was the eighth year for the program, which packs an entire year of learning into eight weeks. According to Saadah, students receive two semesters of instruction and can earn up to 10 credits during the two four-week semesters.

Some of the Middle Eastern and African languages taught at SILMW this past summer have been designated as “critical languages” by the United States government—important for national security reasons. Arabic, for example, is one of the official languages of the United Nations and is spoken by 350 million people in Africa and Asia, from Morocco to southern Iran.

Arabic and Swahili are the most popular of the languages offered, so Swahili was taught at the elementary and intermediate levels, while Arabic was taught at the elementary, intermediate, and advanced levels. The other four languages were taught only at the elementary level.

The summer institute is open to U of I and out-of-state students (who pay in-state tuition rates), as well as high school students. The program gives continuity to language instruction, Saadah says, by offering students the option of continuing or beginning their language instruction during the summer.

“Our goal is to provide students with the opportunity to learn the diverse languages of the Muslim world—to set them apart in the international work force,” she says. “We recognize the strategic and

Participants in the 2015 University of Illinois Summer Institute for Languages of the Muslim World cook meals at the Asian American Cultural Center, as the institute also exposed people to aspects of culture other than language. (Photo courtesy of Eman Saadah)



ethical importance of learning less commonly taught languages in an increasingly globalized world.”

While some students see the program as a way to take care of their language requirements during the summer, others view it as an important step before studying overseas or doing research abroad. The program attracts students from across campus—history, political science, music, engineering and more.

After each day’s lectures were over, students attended a variety of co-curricular activities. On Monday, students listened to special presentations about their respective languages and cultures, such as programs on the political system in Pakistan, as well as on Sufi Muslim resistance to the French colonial system in Senegal. On Tuesdays, students attended “conversation tables,” where they met at coffee shops with their instructors and spoke in the language they were learning.

Wednesday was movie day when they watched a film representing each language group. And on Thursdays, they cooked and ate together in the Asian American Cultural Center on campus. As they ate, they learned about dining customs in Muslim countries.

The 2015 group also took a field trip to Chicago, where they walked through the Bridgeview area with its many Middle Eastern shops. In addition, they toured the Oriental Institute of the University of Chicago, a museum that features artifacts and information about ancient cultures and the development of language over time.

The summer session culminated with a language showcase, in which each group put on a skit—often musical or humorous. For instance, Turkish language students had a blast, dancing to and singing well-known Turkish pop songs, as if they were participating in a popular singing contest. An Arabic language group spoofed “Celebrity Jeopardy,” with students playing the roles of Alex Trabeck, Sean Connery, and several Middle Eastern leaders.

As Saadah explains, it all adds up to an intensive and immersive language and cultural experience. “I strongly believe that SILMW has been one of the best immersive language-learning summer institutes in the entire Midwest,” she says.

To learn more about SILMW, visit its website: [silmw.linguistics.illinois.edu](http://silmw.linguistics.illinois.edu). ☞

## NEWS BRIEFS

### PERFORMING A HERCULEAN FEAT:

IN AN ERA OF ECONOMIC AUSTERITY, THE PROGRAM IN MODERN GREEK STUDIES ATTRACTS SUBSTANTIAL OUTSIDE INVESTMENT FROM THE US AND ABROAD



**Stefanos Katsikas**, director of the Program in Modern Greek Studies, said support for the program has come from around the world.

The Program in Modern Greek Studies plans to pursue several new initiatives after receiving an astonishing total of \$420,000 in financial gifts and renewed commitments.

These monies will allow the program to expand its reach by offering more culture courses, developing a new academic minor and online courses, and increasing international visibility and impact to improve cross-cultural understanding between the US and Greece.

The program has been growing quickly in size and visibility since its establishment in 2008. During the current academic year alone, it has doubled student enrollments.

Supporters of the program include the Hellenic Studies Support Network of Chicago, which pledged \$180,000 over three years; the Onassis Foundation, based in Greece, which has committed \$60,000 over three years; and the Houston Family Foundation, which has committed \$60,000 over three years. The U of I College of Liberal Arts & Sciences has renewed its support of the program by committing \$120,000 over three years for language instruction.

Additionally, the program is now included in the Onassis Foundation (USA) University Seminars Program, which sponsors eminent international scholars to offer lectures, seminars and courses on a broad range of topics related to Hellenic civilization at selected university campuses in North and South America.

The new support allows the program to move toward its goal of obtaining a major endowment to establish a Center for Hellenic Studies, which, if realized, would be the first such center in the Midwest.

"The program is extremely grateful to our supporters whose generosity allows us to continue our mission to disseminate Hellenic education and culture on campus, in Illinois, and beyond," said Dr. **Stefanos Katsikas**, Director of the Modern Greek Studies Program.

More details about this story and the Program for Modern Greek Studies can be found on its new website at [www.moderngreek.illinois.edu](http://www.moderngreek.illinois.edu). ☞

### INTERNATIONAL CONFERENCE ON DOCUMENTARY CINEMA FOCUSES ON THE ARCTIC

Scholars met on the U of I campus from Aug. 27-29 to examine documentary cinema as a key to understanding environmental, indigenous, political, cultural, sociological and ethnographic factors related to the Arctic.

Titled "Arctic Cinemas and the Documentary Ethos," the conference included a number of screenings of rarely seen and newly restored Arctic films, and a Greenland photography exhibit, undertaken in collaboration with the U of I Spurlock Museum.

The exhibit, titled "North of the Northern Lights: Exploring the Crocker Land Arctic Expedition 1913-1917," concerns a scientific expedition to Northern Greenland in 1913 that the U of I co-sponsored. Presented a century later, archival photographs and ethnographic artifacts document the intersection of the lives of the Polar Inuit and the American scientists.

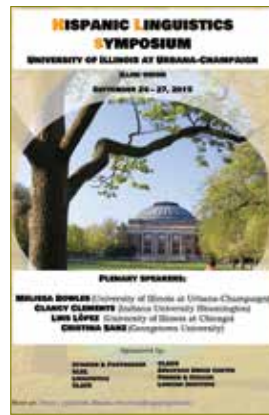
The event was the first major international conference to address the Arctic Documentary tradition, according to Professor and co-organizer **Anna Westerstahl Stenport** (Scandinavian Studies, Germanic Languages and Literatures). "Not only does documentary cinema constitute the majority of films that have been made by, in, and about the Arctic region," says Stenport, "documentary cinema is also one of the most influential conduits for the conceptualization and imagination of the contemporary global circumpolar Far North and has been so for over a century."

North American and European scholars from a wide array of disciplines gave presentations.

Co-organizers with Stenport included Professor **Lilya Kaganovsky** (U of I Comparative and World Literature, Slavic Languages and Literatures); **Noelle Belanger**, U of I PhD student in Art History, U of I; and **Scott MacKenzie** of the Department of Film and Media Studies/Graduate Program in Cultural Studies, Queen's University, Kingston, Canada.

To learn more about the Scandinavian Program within the Department of Germanic Languages and Literatures, visit: [www.germanic.illinois.edu/scandinavian](http://www.germanic.illinois.edu/scandinavian). ☞

### U OF I HOSTS LEADING SPANISH AND PORTUGUESE CONFERENCE IN THE AMERICAS



The U of I's Spanish and Portuguese Department hosted this year's Hispanic Linguistics Symposium (HLS), from Sept. 24-27.

HLS is an annual conference with a focus on theoretical and applied linguistics in Spanish and Portuguese. It is the top Spanish and Portuguese conference in the Americas.

At this year's conference, the plenary speakers included: **Melissa Bowles**, U of I Department of Spanish and Portuguese; Clancy Clements, Indiana University; **Luis Lopez**, U of I-Chicago; and Cristina Sanz, Georgetown University. The talks and posters discussed a variety of topics, including technology for classroom learning and teaching, bilingualism, heritage language,

sociolinguistics, theoretical syntax, variation, and formal experimental approaches to all aspects of the Spanish and Portuguese languages. There were more than 150 registered participants from North and South America and Europe.

"HLS's success this year is a testament to the highest level of linguistics research in Spanish and Portuguese being carried out at here at Illinois," said onathan MacDonald, Assistant Professor of Spanish and Portuguese.

Sponsors included the Department of Spanish and Portuguese; the School of Literatures, Cultures and Linguistics; the Department of Linguistics; the Department of French and Italian; the European Union Center; the program for Second Language Acquisition and Teacher Education (SLATE); the Center for Latin American and Caribbean Studies; and the Lemann Institute.

More information at: [publish.illinois.edu/hisplingsymposium](http://publish.illinois.edu/hisplingsymposium). ☞

### SYMPOSIUM COMMEMORATES ITALIAN INTELLECTUAL 40 YEARS AFTER HIS VIOLENT DEATH

The Department of French and Italian, in collaboration with several other departments and programs, hosted a symposium on campus on Oct. 29, titled "Pasolini Across the Media," to commemorate the Italian multifarious intellectual 40 years after his assassination.

The Symposium featured four prestigious scholars who have devoted their research to Pasolini's multiple achievements: Armando Maggi, University of Chicago; Francesca Cadel, University of Calgary; and Alessia Ricciardi, Northwestern University; and Guido Santato, University of Padua.

Attending scholars conducted a comparative analysis of Pasolini's poetic language, comparing and contrasting how he translated his distinctive themes and tropes into language, images, and sounds across different media.

The symposium discussed the problems of translations that characterized Pasolini's work from his experiments in the representation of Medieval and ancient texts in films, to his interest in India, Africa and subaltern subjects.

To learn more about the life and work of Pier Paolo Pasolini (1922-1975), visit: [www.pierpaolopasolini.com](http://www.pierpaolopasolini.com). ☞

### ERIC CALDERWOOD ONE OF FIVE U OF I PROFESSORS TO RECEIVE NEH FELLOWSHIP FOR 2016



**Eric Calderwood**, Assistant Professor of Comparative and World Literature, is among five U of I faculty members who have been awarded National Endowment for the Humanities Fellowships for 2016.

This is the second successive year that the Urbana campus has garnered more of these awards than any single institution. In 2015, the SLCL's Valeria Sobol and François Proulx were so honored along with three other recipients.

Calderwood project is titled "The Memory of Al-Andalus and Spanish Colonialism in Morocco, 1859-1956." The book will be the first study of Spanish colonialism in Morocco (1859-1956) to be based on Spanish and Arabic sources. It explores how Spanish and Moroccan writers used the history of al-Andalus—medieval Muslim Iberia—as a framework for understanding Spanish colonialism in Morocco, and how the historical memory of al-Andalus has been used to structure debates about Europe's evolving relationship with the Muslim world.

The fellowships are among \$21.8 million in grants awarded by the NEH for 295 projects. Included in this round of funding are grants made under three new programs that are part of the NEH initiative "The Common Good: The Humanities in the Public Square," which seeks to foster innovative ways to make humanities scholarship relevant to contemporary issues. ☞

### LYNN SCHAEFER RECEIVES LAS STAFF AWARD



**Lynn Schaefer**, Assistant to the Director of SLCL, has been named the recipient of an LAS Staff Award for 2016.

Recipients will receive a monetary award and a commemorative plaque. Both will be presented at an LAS Awards Reception in late February or early March.

A nominee must be a full-time staff employed within the College of Liberal Arts & Sciences for at least three years by the nomination deadline.

LAS established its staff awards in 1993 to identify and honor selected staff members for their outstanding contributions to the college.

Schaefer joined SLCL in July of 2012, moving over from the Graduate College, where she had worked since 2004. She began working at the U of I in 1984 and has served in numerous capacities at the university. Schaefer was born in Carmi, Ill, and grew up in Tuscola. She earned a bachelor's degree from Eastern Illinois University in 2005 while working full-time at Illinois.

"Lynn has been absolutely essential to the management of the School of Literatures, Cultures, and Linguistics, one of the largest units on campus," said **Jean-Philippe Mathy**, Professor of French and Comparative and World Literature, and Director of the School. "Because of her long standing administrative experience in various positions of responsibility at Illinois, she provides my colleagues and me with invaluable and timely information regarding every aspect of University business. Lynn performs her duties with the highest degree of professionalism and I benefit daily from her advice and competency." ☞

### CLASSICS DEPARTMENT OFFERS TRAVEL AWARD FOR 2016-17



**Audrey Majors** attended the 2014 Summer Living Latin in Rome Program.

The Classics Department is offering a travel award to be used between June 2016 and June 2017. The award amount, \$2,000, may be used for any summer program that focuses on the Greek or Latin language, including pedagogy and/or oral Greek/Latin, or Greek or Roman literature, history, or culture, including art, architecture and archaeology, including participation in excavations.

All full-time students majoring in classics are eligible

to apply for this award. To apply, students send a brief description, including their proposed program and a web link explaining the benefits they expect to gain from participating in the program.

The deadline is Feb. 1, and the winner will be officially announced on May 13. This award is made possible through the generous support of alumni and friends of the Department of the Classics.

Past winners include James Stark, who attended the 2015 American Academy in Rome Classical Summer School, and Audrey Majors (pictured), who attended the 2014 Summer Living Latin in Rome Program. ☞

### MODERN GREEK STUDIES DRAWS HUGE TURNOUT FOR PRIVATE VIEWING AT FIELD MUSEUM



A crowd listened to new Greece Consul General Polyxeni Petropoulou during the LAS Alumni Association's gathering at the Field Museum.

There's good reason Greek antiquities have lasted thousands of years: They're pretty interesting, as evidenced by the turnout on Dec. 4 when the LAS Alumni Association organized a gathering at the Field Museum to view 500 of the priceless objects.

Some 200 LAS alumni and friends of the college attended the event for a journey through 5,000 years of Greek history and culture. It was a private viewing of the Field Museum's limited-

time exhibition, "The Greeks from Agamemnon to Alexander the Great," which features items from 21 Greek museums. Many items had never been displayed outside Greece.

Items included a replica of the mask of Agamemnon, gold roundels, a boar-tusk helmet, a Cycladic figurine, clay tablet, a statue of Homer, and many others. The crowd on hand was the largest at an LAS alumni event since the association organized a viewing of the Dead Sea Scrolls at the Field Museum a decade ago.

Speakers included Greece Consul General Polyxeni Petropoulou and **Stefanos Katsikas**, professor and director of the Program in Modern Greek Studies at Illinois, which also hosted the event.

For more about the exhibit, which remains at the Field Museum through April 10, visit: [www.fieldmuseum.org/discover/on-exhibit/greeks](http://www.fieldmuseum.org/discover/on-exhibit/greeks).

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

### EDUARDO LESDEMA RECEIVES CENTER FOR ADVANCED STUDY FELLOWSHIP



**Eduardo Lesdema**, Assistant Professor, Spanish and Portuguese and affiliated faculty, Center of Latin American and Caribbean Studies, has been named a Fellow of the Center for Advanced Study (CAS) for 2016-17.

The fellowship will support Lesdema's book project, "Cinemas of Marginality: Experimental and Avant-Garde Cinema of Ibero-America." At press time, his fellowship is to have taken place pending Board of Trustees approval.

His research interests and specializations include 20th and 21st century Latin American and Iberian literature and film, Catalan literature and film, media and cultural studies, modernism(s), avant-garde and neo-avant-garde poetry, electronic literature and new media arts, documentary and experimental film, the intersection between technology and disability studies, word and image relations, Lusophone transatlantic connections, and intersections between engineering and culture (science and technology studies).

Lesdema is the latest in a long line of SLCL faculty members to have received CAS fellowships. This includes, for the 2015-16 academic year, Eyamba G. Bokamba, Linguistics and Harriet Murav, Slavic Languages and Literatures, Comparative and World Literature. ☞

## FOREIGN LANGUAGE TEACHING CANDIDATES PRESENT CULTURAL LESSONS IN SPANISH CLASS

In November two pairs of students enrolled in the 475 Early Field Experience course were invited by Professor **Glen Goodman** (Spanish and Portuguese) to give presentations in Spanish in his “Encounters” class (Spanish 324).

**Megan DiCianni** and **Katie Krone** (pictured below, left) presented a culture lesson about the Guaraní and Jesuits from Spain and Portugal, while, five days later, **Cecilia Villalobos** and **Alissa Mogavero** (pictured below, right) imparted a lesson concerning Felipe Guamán Poma de Ayala’s “El primer nueva crónica y buen gobierno.”

The four student teachers are pursuing a bachelors in teaching (BAT) degree in Spanish. Their teaching fulfilled one of two required teaching components in the 475 Early Field Experience course, which is part of the Foreign Language Teacher Education Program (FLTE) within the School of Literatures, Cultures and Linguistics.

Normally, all teaching components are carried out in the school where they are placed. However, Professor Goodman wanted to support teacher development of the BAT majors who are in his class this semester. Dr. Pamela Greene, the director of FLTE, suggested that the teacher



*Megan DiCianni and Katie Krone*

candidates teach a culture lesson in Goodman’s culture class.

Greene explained that the two teaching components are critical to the teacher candidates because they are

“the strongest opportunities to prepare for the edTPA (Teacher Performance Assessment) that they have to submit next semester.”

TPA is the new licensure process in Illinois. Its purpose is to measure novice teachers’ readiness to teach world language. This is the first year that the edTPA is consequential to licensure, so Greene said she wanted to ensure that all of the FLTE teacher candidates have the opportunity to develop and teach a lesson in each of the skill areas: receptive and productive, as well as culture.

“As far as I can tell,” Greene says, “preparing to teach culture has not really been addressed in the FLTE program, so I jumped at the chance to fold it into our curriculum this semester when the opportunity presented itself in Glen Goodman’s class.”

In the end, all undergraduate and graduate FLTE teacher candidates are required to design, develop, and teach a culture or receptive skills lesson. Everyone must design, develop, and teach a two-day productive skills lesson. Greene notes that most of the teaching they do will be at their field placement, so they can gain experience with the students whom they will teach next semester when student teaching begins.

For more about the FLTE program, visit: [www.flte.illinois.edu](http://www.flte.illinois.edu).



*Alissa Mogavero and Cecilia Villalobos*

For additional insight on the edTPA and what it is, please visit [edtpa.aacte.org/faq](http://edtpa.aacte.org/faq).