

# TABLEAU



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THE NEWSLETTER *for the* DIVISION *of the* HUMANITIES  
*at* THE UNIVERSITY *of* CHICAGO



DEAR ALUMNI AND FRIENDS,



THIS YEAR, the Division mourned the loss of two of our close colleagues, Karen Landahl and Kostas Kazazis, both of the Department of Linguistics. This issue of *Tableau* brings together a number of articles about linguistics and language instruction, subjects dear to both of these fine scholars and cherished friends.

Each spring, *Tableau* reports on the positions acquired by our recent Ph.D.s. The current list is longer than it has ever been—one sign of the sustained regard across the nation and around the world for the work produced by our graduates.

This issue begins, however, with a look at the varied careers paths taken by some of our newest alumni from the Master of Arts Program in the Humanities. MAPH's ever-increasing national reputation and the success of its dynamic alumni are two indexes of the program's vitality. Under the current co-directorship of Jay Schleusener, Associate Professor of English, and Candace Vogler, Associate Professor of Philosophy, MAPH continues to flourish.

The program cultivates a rich environment that allows for symbiotic exchanges between its students and the select advanced graduate students who serve as preceptors. Drawn from across the departments of the Division, preceptors mentor MAPH students in small discussion groups, provide academic and professional advisement, and work with them individually as they draft and revise

their master's theses. The current cohort of preceptors includes: Zachary Cannon (English), James Cantarella (Germanic Studies/Cinema and Media Studies), Chris Ferro (Philosophy), Kathleen Frederickson (English), Cecily Hilsdale (Art History), Margaret Kern (Romance Languages), Anil Ramayya (English), and Stephen Sims (Art History).

With nearly half of the MAPH students electing to complete a creative thesis, the demand for creative writing courses has rapidly accelerated. I'm please to announced that there will be enriched opportunities for creative writing courses in the next year, thanks to the astonishingly hard and imaginative work of Janice Knight, Associate Professor of English and Chair of the College-Divisional University Writing Committee. The autumn issue of *Tableau* will provide greater detail about these advances. I look forward to continuing to keep you informed of the Division's activities, and I thank you, as always, for your sustaining interest and support.

With cordial greetings,

*Janel Mueller*

JANEL MUELLER

Janel Mueller is Professor of English and of the Humanities and William Rainey Harper Professor in the College. She has been teaching at Chicago since 1967. Her publications include *The Native Tongue and the Word: Developments in English Prose Style* (University of Chicago Press, 1984), *The Second Part of the Countess of Montgomery's Urania*, edited with Suzanne Gossett (Renaissance English Text Society, 1999), and *Elizabeth I: Collected Works*, edited with Leah Marcus and Mary Beth Rose (University of Chicago Press, 2000). She was awarded the University of Chicago Award for Excellence in Graduate Teaching in June 1998.

Cover: Robert Delaunay, French, 1885–1941, *Champs de Mars: The Red Tower*, 1911–23, oil on canvas, 160.7 x 128.6 cm, Joseph Winterbotham Collection, 1959.1, reproduction, The Art Institute of Chicago.

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aftermaph



CATCHING UP WITH ALUMNI FROM THE  
MASTER OF ARTS PROGRAM IN THE HUMANITIES

SINCE ITS INCEPTION IN 1996, the Master of Arts Program in the Humanities has tripled its initial enrollment, with over 100 students matriculating last autumn. While its size has grown radically, its mission has remained true to the program's origins: to provide a rigorous academic setting adapted both to students planning to pursue doctoral work and

to students with extra-academic ambitions. Consistent with current trends in humanistic research, MAPH encourages those in its intensive one-year program to investigate the character of academic disciplines and to cross disciplinary boundaries. >>>

BY WILLIAM ORCHARD





maph  
after

**LESLIE BARDO** (AM '99)  
Director of Creative Services

You may already be familiar with Leslie Bardo's work and not know it. As Director of Creative Services in the University's Office of Development and Alumni Relations, Bardo is one of the architects of the development and media materials relating to the Chicago Initiative, the University's ambitious \$2 billion fundraising effort. Bardo leads a team of web and print designers who produce the *Chicago Update* newsletter, the campaign's website ([chicagoinitiative.uchicago.edu](http://chicagoinitiative.uchicago.edu)), and the strategic communications necessary to build relationships with the University's donors, alumni, and friends.

That Bardo's first encounter with the University was as a student may not surprise, but you might be surprised to learn that this encounter occurred in Japan, and after seven years of building a successful public relations career. Bardo graduated from the University of Illinois at Urbana-Champaign with a degree in advertising, and went to work at small public relations agencies in Atlanta. When her husband's professional basketball career took her to various locales in the United States, Spain, Italy, and Japan, Bardo started her own company, Bardo Communications, Inc. It served a diverse

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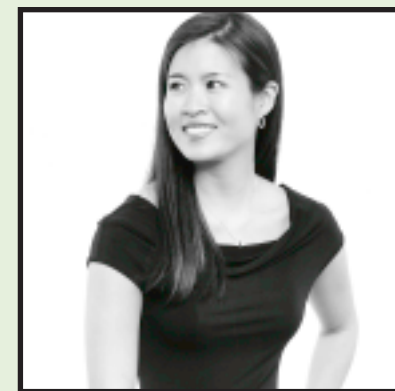
The program has proven enormously successful. Over thirty percent of MAPH alumni apply to Ph.D. programs each year, and ninety percent of those are accepted to a program of their choosing. Elaine Showalter, Professor of English at Princeton University and former President of the Modern Language Association, has exalted MAPH as "a model for a more pragmatic kind of graduate education." The word is out: over 200 applicants have applied directly to the program this year, a thirty-five percent increase over previous years, and more than 600 have been referred from other departments. In the following pages, we catch up with some MAPH alumni who have put their humanistic training to work in the public sector.

**SOO CHOI** (AM '97)  
Law Clerk and Attorney

Like many who enrolled in MAPH's first cohort in Autumn 1996, Soo Choi had not known of MAPH's existence until her English Ph.D. application was referred there. For Choi, the referral proved auspicious. After three years in college as a pre-med student, Choi graduated from Duke University with a B.A. in English literature, certain that she did not want to pursue medical school but also uncertain about whether the doctoral track was the right choice for her.

MAPH gave Choi the opportunity to explore a number of interests in the humanities. She fondly recalls taking courses in African American literature with the poet Elizabeth Alexander, in Italian opera with then-Dean Philip Gossett, and in gender and anthropology with Susan Gal. The courses helped frame some of the concerns in her master's thesis, which examined the "self-help" genre, paying special attention to John Gray's *Men Are From Mars, Women Are From Venus* series. In her thesis, Choi explored how these popular books reinforced both normative sexuality and the ethical imperatives attached to the nuclear family promoted in 1950s American mass media.

In her final quarter in MAPH, Choi enrolled in a second-year Law School course on feminist jurisprudence with Mary Becker. "Until I attended MAPH," Choi remarks, "I had, for no particular reason, always vowed never to consider law school." Choi fell in love with the law in Becker's class, and resolved to apply to law schools thereafter. After a year-long stint as a legal assistant in the employment law department at the Aon Corporation, Choi enrolled at the Cornell University School of Law.



Upon receiving her J.D. from Cornell, Choi began a two-year term as a law clerk to Judge James Zagel (AB '62, AM '62) of the Northern District Court of Illinois. (Judge Zagel earned his master's degree from the University of Chicago's Philosophy Department and recently authored the legal thriller *Money to Burn*). In her present position, Choi attends court each morning and assists in the drafting of opinions. In October, she will begin as a general litigation and intellectual property associate at the Chicago law firm of Kirkland & Ellis.

Of her MAPH experience, Choi says, "I was able to take classes in a wide range of areas, such as literature, anthropology, opera, and law. The program gave me the opportunity to assess for myself that academia was not for me and opened my eyes to a profession that I previously never wanted to consider. MAPH is great because it allows you to experience a rigorous graduate program and to see the difference between graduate and undergraduate study, while working with some of the most brilliant scholars in the world, without prematurely committing to a seven-year Ph.D. program." □

**PATRICK REICHARD** (AM '02)  
Community College Assistant Professor

Patrick Reichard enrolled in MAPH with the intention of testing the waters of graduate school, possibly pursuing a doctoral degree in English literature, and writing an academic thesis on contemporary American poetry. Then, he took a fiction-writing course offered by Achy Obejas, and, in Reichard's words,



"My life is one hundred percent different because of it."

While registering for his first quarter of courses at Chicago, Reichard saw that a class in fiction-writing was being offered by Obejas, who has won prestigious prizes as a *Chicago Tribune* journalist as well as for her novels *Memory Mambo* and *Days of Awe*. The class required the submission of a writing sample for admittance—a requirement that allows the instructor to admit a group that is both talented and diverse, two necessities for a dynamic creative writing classroom.

Reichard was accepted into the class, and his enthusiasm for fiction-writing led him to enroll in subsequent courses with Megan Stielstra, who would eventually supervise Reichard's creative thesis, *The Gospel According to Me*, a collection of short stories accompanied by a critical

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introduction. In addition to being nominated for the Best Creative Thesis Award, Reichard is also the first recipient of the Catherine Ham Memorial Award for outstanding contribution to MAPH.

Obejas and Stielstra offered two distinct and effective methods of instruction. While Obejas cultivated a traditional workshop environment in which the collective intelligence of the class was directed toward a single person's story, Stielstra emphasized creative generation, often enlisting the community of writers in the production of new ideas. Both approaches would inform Reichard's own pedagogy when he became a full-time Assistant Professor at Prairie State College, a community college in Chicago Heights, Illinois.

Reichard was no stranger to teaching. After graduating from Villanova University, Reichard volunteered in inner-city Cleveland schools and later taught English at Marian Catholic High School in Chicago Heights. While his experience in fiction-writing courses at Chicago provided him with a range of approaches to teaching writing, a course in community college teaching led by Bill Taylor, Professor of Political Science at Oakton Community College, endowed Reichard with some of the concrete skills necessary to manage the extraordinarily diverse community college classroom.

Reichard currently teaches four writing classes per term and continues to write his own short fiction. He reports that Prairie State preferred the creative track that he pursued while in MAPH because "teaching writing to community college students has little to do with the strict academic study of literature and more to do with how you discipline yourself to write, how you put thoughts on paper—precisely the concerns the creative writer struggles with." □

MAPH: THE MASTER OF ARTS  
PROGRAM IN THE HUMANITIES

**SAMANTHA HANFORD** (AM '01)  
Manager of Guest Services and Events

Chicago enjoys a reputation for the idiosyncratic, driven student who hovers himself or herself away in the dark caverns of the library only to emerge on occasion to eat and go to class. True, that description is hyperbolic, but you know the type. MAPH remains one enclave in the Division that steadfastly resists such characterization. With over 100 students immersed in an intense year-long program together, it is not surprising that the social as well as academic dimensions are crucial elements of the experience. Exchanges between colleagues about work, networking and establishing contacts, and idle midnight chatter in mild delirium induced by a good stiff drink and three hours with Hegel not only provide fodder for fond memories but also are instrumental for imagining a life for humanistic knowledge outside the confines of the institution.

For Samantha Hanford, just this combination of academic intensity and attention to the real-world applications of the humanities attracted her to the program and made it a satisfying experience. After graduating from the University of Massachusetts and after managing restaurants and relishing the temperate climes of Florida's Gulf Coast,

Hanford found herself back in her native Ohio making plans for graduate school. A friend recommended that she read "Hiding It From the Kids" in *College English* (November 1999—still a good resource for the aspiring graduate student) by founding MAPH Director Gerald Graff and its first Assistant Director Andrew Hoberek (AM '90, Ph.D. '98). Beyond

addressing the ways in which the academy fails to socialize its hopeful members into its practices, Graff and Hoberek introduce MAPH as a program that assists those who want to advance into the doctoral/college-teaching track and also encourages career alternatives for humanities master's degree holders.

This sounded ideal to Hanford, who enrolled in MAPH with the intention of teaching high school for a brief while before

*Continued on back page*





### How did it begin?

In one way or another, an obsession with origins animates our interests, both scholarly and amateur. We've all gazed with mixed interest and awe at the oldest set of dinosaur bones, or an ancient papyrus, or some token item of a lost civilization, hoping that the simple fact of its age would provide some mystic key to understanding its coming into being.

According to Sheldon Pollock, George V. Bobrinsky Professor of Sanskrit and Indic Studies, a preoccupation with the antique, manifested,

# the pursuit of endings

indian  
knowledge  
systems  
on the eve of  
colonialism

for example, in an orientalist fixation on India as the cradle of civilization, has produced blind spots in our understanding of Indian culture before the incursion of European modernity. A corollary of the overriding interest in the ancient—the continuing focus on religion in Indic Studies—has resulted in little attention to an array of scholarly and scientific disciplines that flourished before the advent of colonialism. At the other end of the historical spectrum, pathbreaking work on colonization and post-coloniality has produced important understandings of these conditions but has also erased any sense of the possibilities and problematics posed by pre-colonial society and culture. >>>

MAPPING THE DECLINE OF SANSKRIT

A Scribe, Attributed Bichitr, Mughal, ca. 1625 The Knellington Collection, Courtesy of Harvard University Art Museums





“Indian Knowledge Systems on the Eve of Colonialism,” an ambitious project led by Pollock, with support from the National Endowment for the Humanities and the National Science Foundation, aims to fill in some of the lacunae in Indic Studies by surveying the state of knowledge and intellectual exchange in India before the arrival of the British. Speaking of the influential work of colleagues like Dipesh Chakrabarty and Homi Bhabha, Pollock notes, “They encouraged us to figure out what it was that colonialism actually did.” Pollock imagines the Indian Knowledge Systems Project as a complement to this work. “How can we measure the impact of colonialism without understanding what it was operating upon? What was the epistemic space that colonialism entered? We simply can’t imagine it, assume it, or take it for granted.”

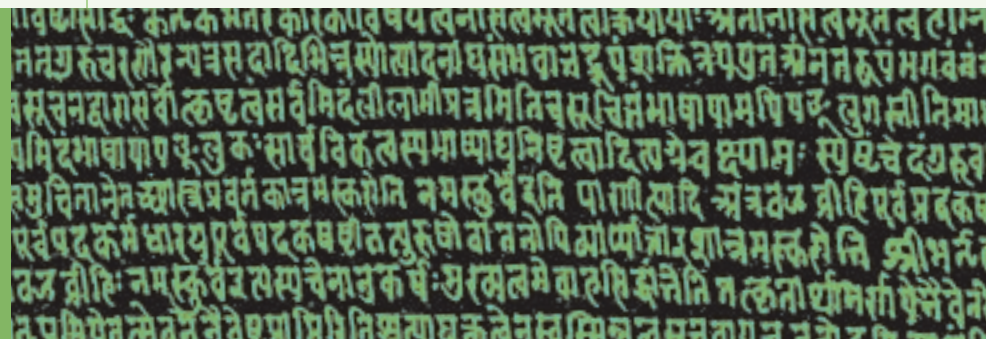
The challenges of beginning to map this field are manifold. While there are clearly discernible disciplines in early modern Indian scholarship, the boundaries between the disciplines are quite porous. Indeed, innovative trans-disciplinary inquiries are one indication of the dynamic intellectual ferment in India on the eve of

the pursuit of endings

during this period is difficult for contemporary scholarship to approach in part because the discourses are extraordinarily complex, in part because an absence of documentary evidence vexes attempts at contextualization, and in part because thinkers began referring to themselves (or their opponents) as *navya* (“new”) scholars. The emergence of the term *navya* in a tradition that had heretofore erased historical reference indicated a new historical consciousness through which intellectuals began to re-organize their discourses.

The story of Sanskrit’s flowering in the early modern period is also the story of its end as a shaping force in Indian intellectual life. In addition to probing the nature of disciplines and intellectual discourse in the sixteenth through eighteenth centuries, the Knowledge Systems Project will attempt to develop a historical understanding of Sanskrit’s decline—a decline concurrent with the rise of European modernity’s epistemological and social regimes in India. Pollock warns against establishing a simple causal link that asserts that Sanskrit “melted like snow before the sun of colonialism.” In “The Death of Sanskrit,” Pollock examines Sanskrit literature in a number of different locations and historical moments: thirteenth-century Kashmir, sixteenth-century Vijayanagara in southern India, the Mughal court in mid-seventeenth-century Delhi, and Bengal just before colonialism. These cases of Sanskrit’s earlier decline pose questions about, among other things: the political and civic climate necessary to sustain Sanskrit literary culture; the impact of competition with vernacular cultures; the factors

The story of Sanskrit’s flowering in the early modern period is also the story of its end as a shaping force in Indian intellectual life.



colonialism. Language offers a way of cordoning off and classifying knowledge production. Sanskrit and, in the Indo-Muslim world, Persian inhabited largely separate knowledge spheres (astronomy was one area of the interaction), augmented by or intersecting with vernacular intellectuals and work done in emerging regional languages. While cultural productions in regional languages restricted themselves to religious poetry with occasional forays into theology and such practical arts as medicine, Sanskrit—like Latin, a language of status and cosmopolitan learning—was used exclusively in such major disciplines as language analysis (*vyakarana*), hermeneutics (*mimamsa*), logic-epistemology (*nyaya*), and moral philosophy (*dharmasastra*).

Sanskrit proved an ideal starting point for assessing knowledge systems in pre-colonial India not only because it was the language of major areas of inquiry but also because, in the two centuries that immediately preceded colonization (1550 to 1750), Sanskrit intellectual work flourished as thinkers began to work across disciplines, develop a distinctive new discursive idiom, and present their knowledge in new forms. In his article “New Intellectuals in Seventeenth-Century India,” Pollock notes that the work of the intellectuals writing

MAPPING THE DECLINE OF SANSKRIT

necessary for producing a Sanskrit modernity (aside from “newness”); and “whether the social and spiritual nutrients that once gave life to this literary culture could have mutated into the toxins that killed it.”

To develop a fuller understanding of Sanskrit in its final moment, the Knowledge Systems Project has assembled a team of a dozen scholars from around the globe. Members of the Knowledge Systems team from the University of Chicago include: Pollock; Lawrence McCrea (Ph.D. ’98), the project’s Associate Director; and James Nye, the University Library’s Bibliographer for the South Asian Collection. There are three components to this five-year project. The first is archival. Focusing on four different regional complexes, contributors will inventory the Sanskrit intellectual production in seven disciplines from 1550 to 1750 and collect digital photographs of unpublished manuscripts from South Asian libraries to create a comprehensive archive. A second component of the project will examine the social life of intellectuals, resulting in a prosopographical database that will be an electronic resource for Indologists worldwide. This dimension will illuminate our understanding of what it meant to produce a work of scholarship in the period as well as tell us more about such things as patronage systems and student-teacher lineages. The final component of the project will be a substantive critical engagement with the collected and inventoried works. The end product will be individually authored studies exploring the various disciplines, knowledge systems, and their interactions. □

Further information on the project can be found online at <http://dsal.uchicago.edu/sanskrit>.

KOSTAS KAZAZIS

1934–2002

KOSTAS KAZAZIS, a linguist known for illuminating both the variation within individual languages and the common features shared among the many languages of the Balkans, died on Monday, December 23, 2002. He was 68 years old.

At the University, where he taught for 35 years, Kazazis was known for the vast range of European languages he mastered and the generosity with which he helped students learn them. Victor Friedman, a former student of Kazazis and Chairman of the Slavic Languages and Literatures Department, remembers Kazazis spending hours making tapes for him so he would have a good model for pronouncing various Balkan languages. Once, when Friedman was hospitalized, Kazazis simply moved class to his bedside so Friedman could continue learning.

Born July 15, 1934, in Athens, Greece, Kazazis studied political science at the University of Lausanne in the French-speaking part of Switzerland. In 1959 he earned an M.A. in political science from the University of Kansas. He earned his Ph.D. in linguistics at Indiana University. There he co-authored a reference book on the grammar

of Modern Greek together with F. W. Householder and Andreas Koutsoudas. He taught at Indiana University and the University of Illinois before joining Chicago’s Department of Linguistics in 1965, where he taught until his retirement in 2001.

Kazazis did important work on diglossia, a phenomenon found in Greek and Arabic, among other languages, where people use a high-status, official dialect for formal purposes that vastly differs from the dialect they speak on the streets. In a famous article titled “Sunday Greek,” which was based on a series of dialogues with an informant he called Socrates, Kazazis showed that everyday Greek speech includes a wide spectrum of expressions, from learned to colloquial, even though the speaker may not realize it.

His wife, Christina von Nolcken, Associate Professor in the Department of English Language and Literature, remembers him as a man who could make people “laugh until they cried, whether in private or at a lecture.” On the morning of his death, Kazazis was studying Japanese.

He is survived by von Nolcken; two daughters, Marina and Silvia; his first wife, Maria Jarlsdottir Enckell; and five grandchildren. □

{ in memoriam }

KAREN LANDAHL, Professor in the Department of Linguistics, Director of the Language Labs and Archives and the Language Faculty Resource Center, and Associate Dean for Computing and Language Technologies at the University of Chicago, died Sunday, February 2, 2003, of cancer. She was 51 years old.

A phonetician of exacting standards who used examples from *Star Trek*, and a teacher who mattered greatly to students and colleagues, Landahl produced work that had real benefits for ordinary people as well as for the disabled. Her doctoral study of how children learn language presented a major challenge to the dominant theories of Noam Chomsky and Steven Pinker. She used computers to understand speech impediments and show surgeons how to correct them, as well as to discover new ways to teach languages. When severe illness required Landahl to undergo a full glosotomy, rendering her unable to speak, she moved from classroom teaching to spearhead a program in educational technology as Associate Dean for Computing and Language Technologies. Here she used her knowledge of speech perception and production to further her leadership in the use of computers in language teaching.

Born on December 20, 1951, Landahl grew up in Tinley Park, Illinois, moving to Flossmoor in 1960 and attending Homewood-Flossmoor High School. She earned a B.A. in linguistics from St. Olaf College in 1974, spending her junior year in Oxford. In 1976, she received an M.A. and in

1982 a Ph.D. from Brown University, both in linguistics. Following a National Science Foundation Postdoctoral Fellowship in Speech Communications at MIT, Landahl came to the University of Chicago.

Although Landahl was the sole phonetician in the Linguistics Department, a disproportionate number of students chose phonetics as their specialization and Landahl as their committee chair, a testament to her strengths as a teacher and generosity as a mentor. Landahl had a wide variety of other linguistic interests, including the study of linguistic “others” such as feral children, sign-language-using chimps and humans without tongues or with cleft palates, which, she said, “help us examine in detail what it means to be a language animal and how we view those who lack fluent speech and quick perception.” She was also interested in the origins of human language and the use of popular culture for teaching linguistic concepts.

Landahl is survived by her husband John M. Crenson and her parents, Betty and John Landahl. □

KAREN LANDAHL

1951–2003

**LANGUAGE IS ONE OF THE FOUNDATIONS** upon which communities are built. Linguists have long been aware of how languages mark boundaries, preserve cultural traditions, and locate identities. The high stakes involved in language's corollary endeavors often result in fierce contestations about which language a community will use and which it will allow to become obsolete, which it will attach status to and which it will cast as vulgar. In the essays below,

# l a n g u a g e & p o l i t i c s

## LANGUAGE AND POLITICS IN THE FORMER YUGOSLAVIA

**VICTOR A. FRIEDMAN**

ANDREW W. MELLON PROFESSOR  
IN THE HUMANITIES  
CHAIR AND PROFESSOR,  
DEPARTMENT OF SLAVIC  
LANGUAGES AND LITERATURES  
PROFESSOR, DEPARTMENT  
OF LINGUISTICS

Language used as a political instrument can involve homogenization or diversification. Requiring a specific language for employment in the public sector is one way that a state can enforce unity and secure its power. For example, the Act of Union joining Wales and England in 1536 stipulated that no one was to hold office under the Crown in Wales “unless he or they use the English speech or language.” A state's creation of citizens through public education can also affect language use. In the 1930s, during the same period when school children in northern Greece were being physically abused if they spoke a home language other than Greek at school, children in Wales were forced to wear wooden yokes with the words “I will not speak Welsh” if they spoke Welsh in school. While the ideological equation of language with nation, territory, and state has led to the endangerment and elimination of linguistic diversity in some instances, it has had the opposite effect in others. Such was the case in the territory of former Yugoslavia.

From the point of view of South Slavic dialectology, the territories of former Yugoslavia and Bulgaria form a continuum along which emerge gradual changes in the linguistic system from village to village. Boundaries called *isoglosses* map specific linguistic features, such as where dialects begin to use a definite article (from southern Serbia and Kosovo southward and eastward) or

where the ancient Common Slavic nasal vowel that sounds like *on* in French *bon* changed consistently to *u* (from western Bulgaria and northern Macedonia northward and westward). Political borders, however, and the official languages to which they more or less correspond, are relatively arbitrary. As the eminent semanticist Max Weinreich is reported to have said, a language is a dialect with an army and a navy. Where a dialect boundary corresponds to a national one, it is owing to the coincidence of some geographical feature (e.g., a mountain or river) that serves as a convenient territorial marker and also encourages dialect differentiation.

As the Ottoman Empire broke up during the nineteenth and early twentieth centuries, linguists furthered the competing projects of their nascent nation-states. Serbian linguists deployed the abovementioned *u*-isogloss and others to define the Serbian language, which in turn was intended to be coterminous with the Serbian nation, its territory, and its state. Bulgarian linguists, on the other hand, deployed the definite article isogloss as the definition of Bulgarian, with the same extra-linguistic implications. (The vitality of this approach is demonstrated by the fact that a Bulgarian dialect atlas was published in 2001 using this same definition of Bulgarian.) During the nineteenth century, spoken dialects

*Continued on page 10*

“WHILE THE IDEOLOGICAL EQUATION of language with nation . . . has led to the endangerment and elimination of linguistic diversity in some instances, it has had the opposite effect in others.”

two eminent linguists—and University of Chicago alumni—consider the relationship between language and politics. Victor Friedman (AM '71, Ph.D. '76) considers the proliferation of languages and dialects upon the dissolution of the former Yugoslavia, while Salikoko Mufwene (Ph.D. '79) weighs some of the advantages and limitations of the ecological metaphors used by linguists concerned with language endangerment.

## LANGUAGES AT THE MERCY OF THEIR POLITICAL & SOCIO-ECONOMIC ECOLOGIES

**SALIKOKO S. MUFWENE**

DISTINGUISHED SERVICE  
PROFESSOR  
DEPARTMENT OF LINGUISTICS  
AND THE COLLEGE

Since about the late 1980s linguistics has been augmented by a new research area commonly identified as *language endangerment*. In the language of chaos theory, the volume of articles entitled *Investigating Obsolescence*, edited by Nancy Dorian in 1989, can safely be singled out as an “attractor” in this academic development, though many other earlier studies of language shift and loss can be identified in the literature, especially in the linguistic anthropology literature of the early 20th century. Another important catalyst was an article published in the scholarly journal *Language* in 1992 by Michael Krauss of the University of Alaska at Fairbanks, in which he criticizes linguists for being indifferent to the now increasing rate of language deaths around the world. Since then, languages have been treated as precious natural resources, allegedly critical to the survival of cultural diversity, which must also be maintained in the same way as biodiversity in our physical environment.

*Ecolinguistics*, as some linguists have come to identify this new research interest, is still in its infancy compared to (macro)ecology in biology. Perhaps out of guilt, given the association of language loss in the New World and Australia with European colonization and settlement, there has been more emphasis on language shift and death, especially during the past century, than on the more general domain of language vitality. Linguists have jumped into this new research

area almost unprepared, without much previous scholarship on competition and selection among languages.

Prestige and power have too often been invoked as critical ecological factors, whereas a careful examination of history, especially that of Indo-Europeans, shows that the account is too simplistic. If it is true that Latin, the language of the colonizers, has prevailed in most of the western Roman Empire, it has not done so in its most prestigious form. The Romance languages have developed from Vulgar Latin, the nonstandard varieties spoken by soldiers, merchants, and the like, with whom the colonized populations interacted more regularly. It is also noteworthy that although Ancient Greek was considered more prestigious than Classical Latin even among the Roman elite, it lost to Latin in the Western Roman Empire. Moreover, it left no Romance-like modern offspring (except in Greece) in the Eastern Roman Empire or in the former Hellenistic Empire created by Alexander the Great.

Many more factors are involved in the spread and adoption of particular languages in some territories. Prestige has often been associated with either scholarship or literacy, depending on the part of the world and the particular time in history. However, these factors did not prevent modern Western European languages from

*Continued on page 11*

“. . . LANGUAGES HAVE BEEN TREATED as precious natural resources, allegedly critical to the survival of cultural diversity, which must also be maintained in the same way as biodiversity in our physical environment.”



FRIEDMAN—Continued from page 8

were also recruited for the formation of modern standard languages, which would themselves be the vehicles of identity formation and state power.

At that time, the majority of the population in the territory that eventually became the Republic of Macedonia consisted of Slavic speakers whose primary source of identity was religion. Literate Christian Slavic speakers in both Macedonia and Bulgaria—all of whom were subjects of the Ottoman Empire—called their colloquial language *Bulgarian*. By the mid-nineteenth century, however, a struggle over control of the emerging vernacular-based literary language became manifest. Two principal centers had arisen: one in northeastern Bulgaria, the other in southwestern Macedonia. Intellectuals in Macedonia envisioned a Bulgarian literary language based on Macedonian dialects or a Macedo-Bulgarian dialect compromise. Those in Bulgaria, however, insisted that their eastern standard be adopted without compromise. It is clear from polemics in the Bulgarian-language press of that time that, for some speakers, the differences between the Balkan Slavic dialects of northeastern Bulgaria and southwestern Macedonia were sufficiently salient that they could serve as the bases of separate identities and separate literary languages, which eventually they did. The eastern Bulgarian rejection of western Macedonian, together with other historical events, helped bring about the formation of a modern Macedonian linguistic and ethnic consciousness, and, in the twentieth century, the establishment of a Macedonian standard language and republic, first as part of Yugoslavia and now as an independent country.

The standardization of the former Serbo-Croatian into a single language was a nineteenth-century process with a defining moment. In 1850 a small group of Serbian and Croatian intellectuals signed a document in Vienna in which they agreed that since “one people must have one literature” they would adopt a single dialect—the most widespread in territory and numbers and one spoken in both the Austro-Hungarian and Ottoman Empires—as the basis of the literary language of both Serbs and Croats. During World War II, Croats rejected this unity in favor of a separate Croatian language. In 1954, a new accord was signed in Novi Sad in which Serbs, Croats, and Montenegrins agreed to a single

**Politics can create, preserve, endanger, and destroy languages. Any standard language is by its very nature a political creation, although the degree of overt state intervention varies.**



#### PROFESSOR VICTOR FRIEDMAN

is a member of the Macedonian Academy of Arts and Sciences, a recipient of the “1300 Years of Bulgaria” Jubilee Medal, and the author, editor, and translator of numerous books and articles, including *The Grammatical Categories of the Macedonian Indicative* (1977). In 1994, he worked for the United Nations as a policy analyst responsible for Macedonia.

language with two variants. This agreement began unraveling in 1967, when Croatian linguists accused their Serbian counterparts of dominating what was supposed to be a joint dictionary project, and in 1971 there was an unofficial declaration of Croatian linguistic independence. Although the dialects of the former Serbo-Croatian are territorial, e.g., Serbs and Croats in the same village spoke basically the same dialect, from the early 1970s onward, Serbian, Croatian, and Bosnian linguists pursued separatist agendas by publish-

ing their dialect studies in three separate dialectological journals. When Yugoslavia disintegrated, these linguists were in the position to help break Serbo-Croatian into separate standard languages to accompany the separate states. It is no coincidence that the author of the 1971 declaration served as vice-president of Croatia. At the same time, however, the dialect basis for both Bosnian and Croatian remains the large dialect agreed upon in 1850, rather than one of the smaller dialects spoken only by Croats or predominantly by Bosnians.

The case of Albanian in former Yugoslavia is similar. Albanian has two major dialects: Geg, spoken in northern Albania and most of former Yugoslavia, and Tosk, spoken in southern Albania, Greece, Italy, and the southwest corner of Macedonia. In 1967–72, the Albanian speakers of former Yugoslavia, the majority of whom live in Kosovo, abandoned their Geg-based standard in favor of the Tosk-based standard that the Albanian communist party, which was dominated by Tosks, had succeeded in imposing on Albania since the 1950s. In a spirit reminiscent of the abovementioned 1850 Vienna Accord, the 1972 resolution declared: “The Albanian people now have one unified literary language.” With the fall of communism, Geg speakers in Albania sought to reintroduce the use of Geg, but the Kosovars, who were still part of Yugoslavia, would not support them, arguing “one language, one nation.” Since the 1999 war and the change in Kosovo’s status, however, there has been some agitation for the creation of an independent Kosovo with a Geg-based standard language or at least the introduction of more Geg elements into the unified standard language.

Politics can create, preserve, endanger, and destroy languages. Any standard language is by its very nature a political creation, although the degree of overt state intervention varies. Current European Union policy on minority languages encourages the preservation of diversity in some spheres, although the bureaucratic demand for exponentially increasing combinations of language-translators has reached frightening proportions. In the Republic of Macedonia, the grammatical systems of the local dialects of six different linguistic groups have many identical features owing to centuries of mutual multilingualism. Under the pressure of globalization, however, more people now know English than any of the country’s minority languages, and, in minority-language schools, children sometimes learn more English than Macedonian. After centuries of linguistic diversification and preservation, thinking globally threatens speaking locally. □

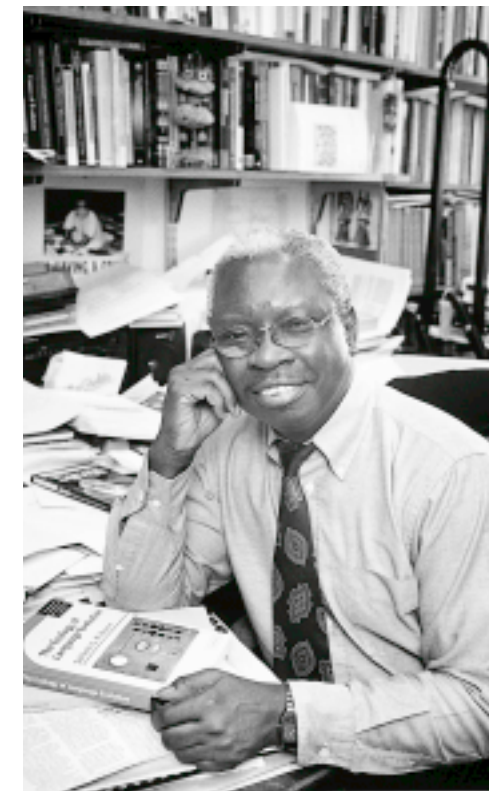
MUFWENE—Continued from page 9

replacing Classical Latin as the language of scholarship (after Latin itself had demoted Ancient Greek); neither did they prevent English from being reinstated as the language of the nobility and the upper class in England, instead of Norman French; nor did these factors prevent Sanskrit from dying. Quite interestingly, the same European languages that are considered more prestigious and associated with socio-economic power in our globalized world have posed a greater threat to the indigenous languages of the Americas and Australia than to those of Asia and Africa. Here too, the blow to other languages has come from colloquial and nonstandard vernaculars, not from the standard varieties typically promoted by academies.

There is much more to be learned than linguists know at present about the vitality of languages, about the conditions that either favor them over competitors or doom them to extinction. This is a long-neglected research area that puts us in an embarrassing situation compared to our counterparts in population genetics or macroecology. We have focused on linguistic structures and changes affecting them, on how context bears on linguistic forms that speakers choose to use in communication, on the correlation of language variation and social factors (e.g., gender, age, education), and on how the vocabulary of a language and some of its metaphors reflect the world view of its speakers. However, we have paid much less attention to the socio-economic (“ecological”) factors that keep a language alive and increase its vitality by expanding its domains of use and recruiting more speakers, thus forcing some populations to give up their ancestral languages.

Had we linguists known better, we would have thought twice about some of our prescriptions for halting language death (in the rhetoric of Claude Hagège, for instance) or “reversing language shift” (in Joshua Fishman’s discourse). For instance, developing a writing system is a good strategy for preserving linguistic texts (which are not language itself), but not for maintaining the vitality of a language as a communicative system. Some of us should feel embarrassed about confusing language maintenance and language preservation. We should have also realized the limitations of our ability to intervene.

The causes of language attrition and death lie in our daily interactions, which are largely conditioned by the socio-economic pressures of our ever-changing universe. No prescription regarding language choice can be issued that does not factor in costs and benefits to the populations of speakers who are simply responding adaptively



#### PROFESSOR SALIKOKO MUFWENE

has written numerous articles on language contact, sociolinguistics, and the development of creole languages. He authored *The Ecology of Language Evolution* (2001) and a translation of Robert Chaudenson’s *Creolization of Language and Culture* (2001). He is Vice President of the Society for Caribbean Linguistics and the series editor of *Cambridge Approaches to Language Contact*.

to their evolving socio-economic ecologies. In most cases, the more realistic way of revitalizing a language would be to restore the ancestral political and economic system, but it is not clear that this alternative would be acceptable even to those who lament the loss of their languages—unless everybody else does the same (including abandonment of territories successfully colonized). Those who have benefited most from the status quo are not about to give up their gains. Things are evidently more complex.

A problem with language vitality is that we cannot approach the task in just the same ways that ecologists address the question of how human lifestyles affect our ecosystems and the other species we share them with. Languages are resources in competition with others (non-linguistic ones), and it is not so easy to say that languages must

prevail over, or keep up with, such concerns as struggling to survive in an economic world that disadvantages one’s traditions. In some cases, if one could sustain the comparison with ecology, what linguists have advocated in advising the afflicted populations is tantamount to keeping an endangered animal species in its inhospitable habitat, doing nothing to restore or improve it, and encouraging the animals to “hang in there.”

As with many other cultural changes and the spread of Western products all over the world, globalization has been blamed for the prevalence of former colonial European languages in some parts of the world at the expense of many non-European ones. Usually confused with the French term *mondialisation*—whose most salient meaning, at least to me, is “spread over the world”—globalization has been treated as a recent process in human history. However, as a condition of interconnectedness and interdependence (from various perspectives, especially economic and political), globalization can be traced to the earliest forms of colonization. The socio-economic structure of the Roman Empire is just one of the transitions from the earliest and most primitive forms to today’s more complex global systems. Interestingly, part of the linguistic legacy of this particular colonial venture is not only the speciation of Vulgar Latin into the present Romance languages but also the loss of countless Celtic languages that have been replaced by French, Portuguese, Spanish, Romansch, and Romanian.

I cannot help asking why England did not latinize too or why Greek did not bequeath the same legacy in the Eastern Roman Empire as Latin did in Southwestern Europe. Why did the British Isles germanicize? Did most of the Celtic languages there die under the same colonial conditions as their continental counterparts? And why didn’t Norman French replace English? One of the major benefits from the recent interest in the dynamics of the coexistence of languages is that we can re-examine distant history in light of recent history.

The family trees of genetic linguistics have typically suggested linguistic diversification (hence an increase in the number of languages), but a re-examination of the relevant history exposes cases of language loss, which should prompt us to (re)assess the “balance sheet” of losses and gains from the past competition of languages in Europe and elsewhere. It is actually striking that Europe, which is among the most densely populated parts of the world, represents today only 3% of the world’s languages but the lion’s share of the world languages (i.e., those serving as major vernaculars or lingua francas in several parts of the world).

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THE FIRST FELLOWS ARRIVE ON CAMPUS

## the neubauer family presidential fellowships

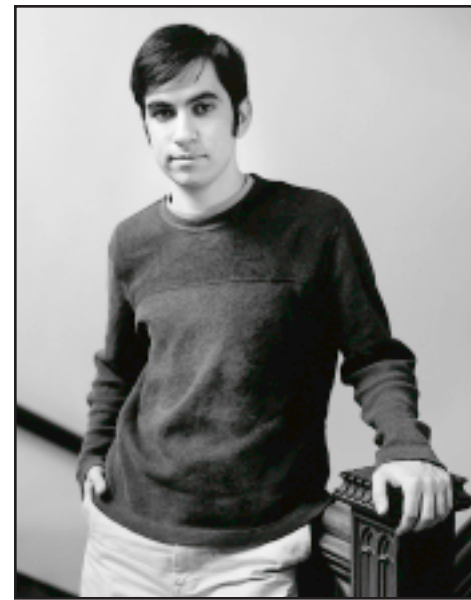


THE HUMANITIES DIVISION recently received the largest gift in its history: \$5 million from the Neubauer Family Foundation to support fellowships for the top incoming students in the Division. Calling the University's Humanities Division "one of the great treasures of American education," Joseph Neubauer (MBA '65), head of the Neubauer Family Foundation and CEO of the ARAMARK Corporation, hopes that the "gift will assist in securing the outstanding graduate students that are essential to sustain it." Dean Janel Mueller underscored Neubauer's last point, noting that "their generosity will significantly augment our capacity to draw the students who truly belong in this uniquely challenging and rewarding academic environment."

Competition for the very best graduate students has intensified in recent years. Our peer institutions, enabled by substantially larger endowments, offer proportionately larger award packages, sometimes luring away those who might thrive best on our Quadrangles. While much is written about students who want to enroll in *x* institution to work with *y* faculty member, few recognize that the process also works in reverse: professors desire to teach and advise the most talented newcomers to their fields. Attracting the best young scholars, therefore, remains one of the Division's highest priorities. The Neubauer Presidential Fellowships in Humanities give the Division a competitive edge in the contest for outstanding students.

The first two to be named are Jennifer Ludwig of the Department of English Language and Literature and Kaveh Hemmat of the Department of Near Eastern Languages and Civilizations.

JENNIFER LUDWIG received her B.A. in English, with distinction, from Yale University in 1999. Ludwig's intellectual interests focus on modern British, especially Irish, poetry and how the changing political currents of the twentieth century transformed earlier figurations of the landscape—innocent pastorals or metaphysical inscapes—into scenes infused with violence, apocalypse, and nationalism. Her essay, "Wrecking the Drill: Politics of Poetry in Seamus Heaney's Early Career," which was awarded Yale's Ralph M. Paine Memorial Prize for the best thesis by an English major, examines the changes in Heaney's landscape poetics through his first four volumes. Prior to returning to academe, Ludwig worked at the American Museum of the Moving Image and at Penguin Putnam, Inc. For Ludwig, one of the factors in her decision to enroll at Chicago was the way in which faculty here engaged her work. While professors at other institutions were content with situating her work within the more static tradition of periodized national literatures, Chicago faculty asked about the poetics of landscape, the question which drives Ludwig's proposed projects.



Chicago faculty also played a crucial role in KAVEH HEMMAT's decision to do graduate work at the University. Having earned his bachelor's degree with honors at this institution (with double concentrations in Near Eastern Languages and Mathematics), Hemmat was already familiar with the NELC faculty. He recognized that its three Persian scholars would help shape his own research into Persian knowledge—systems, literature, and language. His B.A. thesis, "Orientalism in William Whewell's History and Philosophy of Science," examines some of the biases inherent in Western historiography of science, considering how unanswered problems in Whewell's philosophy are resolved in metaphors relating to the servitude of colonial subjects. Upon completion of his undergraduate degree, Hemmat taught at the American International School of Egypt in Cairo for a year during which he also developed his skills in Arabic.

THIS SPRING, two more fellows will be named to begin their studies in the fall, a process that will recur until there is a constant total of ten Neubauer Presidential Fellows. Each fellow will receive full funding, including a generous twelve-month stipend, to underwrite five years of graduate study in the Humanities at Chicago. Mr. Neubauer and his wife, Jeanette Lerman-Neubauer, have a long history of supporting the University, both financially and through generous devotion of their time. They are energized by their support of and interactions with the fellows. "For us, the fun is coming back and seeing what these really interesting people are doing," said Lerman-Neubauer. "That's the payoff." □

### WHAT MATTERS TO ME & WHY

"I AM A CLASSICIST gone bad" sounds a bit better than "tourism," but one or the other of these is the answer I give when asked the question "How did you get interested in Turkey?" Often the assumption behind the question is that I have some familial or personal connection to the Middle East, but this is not the case (and I must add here that I am astonished by the seemingly widespread idea that one can only be interested in one's own tradition). The truth is that I became interested in the Ottoman Empire because, at a young age, I was given a colorful book of Greek

cheek by jowl with the Ottoman mosques and baths and covered bazaars, were Aghia Sophia, Aghia Irini and the Church of the Savior in Chora—well preserved and spectacular, but no longer used. Here too was an old Greek quarter, but few Greeks were in evidence. The Turks whom my companions and I met on buses and in tea gardens eagerly told us of their nation's struggle to preserve itself after World War I, and of their commitment to a modern, secular state and society. They did not speak of the Ottoman past, much less of the Byzantines. These impressions were compounded for me with those of an earlier experience, a summer spent in

how people in the past thought, how they saw their circumstances and assessed their prospects. One had to wonder, what had people been thinking in that late Ottoman moment, just before it all came apart? Clearly, there was another story to be told besides that of national liberation. What had allowed for the implantation and growth of nationalist ideas in what had been the obviously variegated social world of the Ottoman Empire? What were the dynamics of national sentiment when it did arrive in the Ottoman Empire? Were all groups affected equally and at the same time? What was the relationship between ideologies of popular sovereignty and

## holly shissler

"What was our astonishment one foggy November night, as we stumbled from our bus, to discover we had arrived in Istanbul, not Constantinople!"



### WORDS IN HER

mythology. The curiosity thus engendered led to an early study of Classical Greek language and literature that continued through my undergraduate career. And so I found myself one autumn on a junior year abroad program in Athens, which, in turn, led me and three fellow students to embark upon a short trip to 'Byzantium.' What was our astonishment one foggy November night, as we stumbled from our bus, to discover we had arrived in Istanbul, not Constantinople! That was a turning point for me. I had never before been to a great imperial city, or to a Muslim country, never entered a palace or a functioning mosque, never heard the call to prayer. I was captivated by all I saw and heard. In the most romantic sense I was carried away by the monumental structures looming over the Bosphorus wrapped in fog and coal dust, their interiors unexpectedly vivid with tiles illuminated at dusk by the flicker of weak electric bulbs. The streets to me were labyrinthine and overflowing with all manner of men and goods, while young boys raced up and down, their trays laden with tiny tea glasses that tinkled musically as they went.

But I was also struck by something beyond the sheer—for me—beauty and exoticism of the place. Here in Istanbul,

Ioannina in northwestern Greece. There I had encountered not only the ruins of the ancient Oracle of Zeus at Dodona, but also ruined Orthodox churches and monasteries, and ruined mosques. There I had heard legends of the Ottoman governor, Ali Pasha, and I had found beautiful filigreed silver for sale in a quarter of town I was informed had once been Jewish. But there were very few Jews, and no Turks. The physical evidences of centuries of cohabitation and cultural interpenetration, and of a late and violent separation, were everywhere, but the people were missing, and the stories were all of how the present represented a liberation from the past.

And so, as I wandered the streets of Istanbul and later after I had returned home, I began to wonder. For, though my eyes had been caught and my interest piqued by my experience of all the new *things* I had encountered, intellectual history is what I have always found most engaging, most compelling. I want to know

Holly Shissler is Assistant Professor of Ottoman History in the Department of Near Eastern Languages and Civilizations.

ethnic or religious conflict in the Empire? How did people who had cohabited in relative, or indeed great, peace and prosperity at one time, learn to think of their neighbors as deadly enemies not to be tolerated? How did they learn to identify themselves and others as belonging to certain communities? What was the role of religion in this? Of language? How, in short, did individuals and communities adapt, define, and re-define themselves, when radically changing circumstances began to dismantle old and established modes of interaction? For me, this has turned out to be a gripping story; one richer, more complicated, more painful, and ultimately more human than official histories of ancient nations saved from a foreign yoke, or of progressive civic nationalism finally overcoming obscurantist despotism, ethnic nationalism, and imperialist scheming. □





**PARIS: THE MERE WORD** provokes strong response. For each person who sneers dismissively at Parisian arrogance, there are many who exalt it for its artistic resources, architectural variety, culinary excellence, not to mention the romantic fantasies that are evoked by the city's very name. The director Jean-Luc Godard comprehended the City of Light's ability to both overwhelm and transform when he stated, "In Paris, everyone wants to be an actor; nobody is content to be a spectator." The University of Chicago will enhance its role as an actor when its Paris Center opens its doors to the public for the first time this autumn.

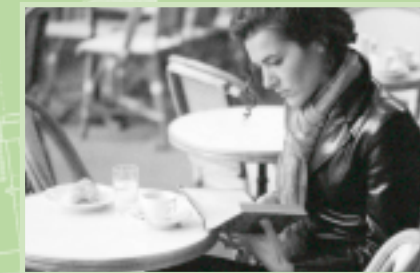
Located on the newly-created Rue Thomas Mann in the 13th arrondissement, the Center is ideally situated two blocks from the Bibliothèque Nationale, one block from the Seine, directly across from a new campus of the University of Paris presently under construction, and steps away from some of France's other ranking institutions of higher learning. The 5500-square foot facility was built to the University's specifications, and includes a library, classrooms, a seminar room, a reception area, offices, a computer lab, and a garden. The Center will provide programming and resources for students and faculty at all levels, including, in

the future, continuing education courses offered through the Graham School. Humanities Dean Janel Mueller, who has been very active in the planning of the center, notes that peer institutions with centers in Paris have lauded the University's foresight in including graduate education and faculty research as vital components of the Center from the very first planning stages.

Robert Morrissey, Professor of French in the Department of Romance Languages and Literatures, chaired the faculty steering committee for the Center and will serve a two-year term as the Center's first Academic Director (with later directors serving one academic year). Morrissey empha-

sizes that the goal from the onset was to produce a Center that was "a reflection of the University" and therefore oriented toward both undergraduate education and advanced research. Long regarded as one of the most European of American institutions, the University of Chicago has enjoyed strong ties with Europe, in general, and France, in particular. Such French intellectuals as François Furet, Paul Ricoeur, Marc Fumaroli, and Jean-Luc Marion have been or are regular fixtures on our Chicago campus, while Chicago schools of thought in a range of disciplines have impacted European intellectual currents. The French government recognized the University's contributions to French studies in 1991 when it named it one of six "Centers of Excellence" to receive an annual grant for cross-disciplinary investigations.

"The Paris Center will make possible a new model collaboration," Morrissey states, "and will give us a different kind of contact with our colleagues



# IN PARIS

THE UNIVERSITY OF CHICAGO PARIS CENTER OPENS



in Europe, some of whom will actually teach our students." Examples of such collaborations include roundtable discussions, colloquia, conferences, and guest lectures across a wide range of disciplines. Morrissey notes that faculty from disciplines as

diverse as art history and geology have enthusiastically responded to these possibilities. The Center will also provide the University with a physical presence that will be a gathering place for our European alumni and that will make possible a range of programming opportunities that are not currently available.

When the Paris Centers opens in September, it will welcome its first cohort of undergraduate students who, in the fall term, will take advanced courses in French language or a European Civilization course taught in French. In the winter term, the Center will focus on the social sciences, offering classes in economics, the history of Paris, language, and public policy. European Civilization, this time taught in English, and French language courses will again be offered in the spring. Students will be able to apply their courses to satisfy the civilization requirements for their degrees as well as count them toward a major or minor in Romance Languages and Literatures.

More importantly, the program will provide students with an intense, living contact with history—one that extends far beyond the classroom to the rich and varied social and cultural offerings of Paris. As Morrissey notes, this type of exchange is both timely and crucial: "Given the kinds of

exchanges that are now cropping up between Europe and the United States, it is an excellent time to open spaces for dialogue and discussion. The Center will help play that role. In terms of training our undergraduates, you can see how absolutely crucial it is to have knowledge of another country, to be able to understand their positions, and to be able to communicate our own point of view. The research-level activities, colloquia, and informal interactions will be an important channel of dialogue and debate between one of the foremost American centers of intellectual activity and a whole host of outstanding European institutions." □

"IN PARIS, EVERYONE WANTS TO BE AN ACTOR; NOBODY IS CONTENT TO BE A SPECTATOR."

—FILM DIRECTOR JEAN-LUC GODARD



## RECENT JOB PLACEMENTS FOR HUMANITIES GRADUATES

Looking for other Chicago alumni at your institution or in your area? Curious about where last year's class of humanities graduates got their jobs? Here is a list of recent graduates, with thesis or dissertation titles and job titles, who have accepted full-time employment that exercises their graduate training.

# onward and upward

### COMMITTEE ON THE ANCIENT MEDITERRANEAN WORLD

#### SARAH THEA COHEN

"Exile in the Political Language of the Early Principate." Postdoctoral Fellowship, Columbia University.

### DEPARTMENT OF ART HISTORY

#### ELIZABETH BLOOM AVERY

"New Deal Photography and the Campaign for Public Housing." Visiting Assistant Professor, Wabash College.

#### ADAM JOLLES

"Curating Surrealism: The French Avant-Garde in Exhibition, 1925-1938." Assistant Professor, Florida State University.

#### JACQUELYN TUERK

"How to Do Things with Words and Images in Late Antiquity and the Early Middle Ages." Visiting Assistant Professor, Gettysburg College.

#### ANN MARIE YASIN

"Commemorating the Dead, Constructing the Community: Church Space, Funerary Monuments and Saints' Cults in Late Antiquity." Assistant Professor, Northwestern University.

### DEPARTMENT OF CLASSICAL LANGUAGES AND LITERATURES

#### J. ANDREW FOSTER

"Structured Polyphony: Narrative Framing and Reception in Theocritus, *Idylls* 6, 15, and 24." Assistant Professor, Fordham University.

#### WILLIAM C. STULL

"The Representation of Authority in Cicero's *Dialogues*." Visiting Professor, University of Missouri.

### DEPARTMENT OF COMPARATIVE LITERATURE

#### DANIEL H. FOSTER

"The Hellenization of Politics: Wagner's *Ring* Cycle and the Greeks." Assistant Professor, Department of Theater Studies, Duke University.

#### CYNTHIA KLESTINEC

"Theatrical Dissections and Dancing Cadavers: Andreas Vesalius and Sixteenth-Century Popular Culture." Lecturer, History and Literature Program, Harvard University.

#### JOSHUA PHILLIPS

"Properties of the Mind: Prose Fiction and Intellectual Property in Tudor England." Assistant Professor, Department of English, University of Memphis.

#### PETER ZUSI

"The Present 'As It Really Is': Historicism and the Theory of the Avant-Garde." Lecturer, Department of Slavic Languages and Literatures, Harvard University.

### COMMITTEE ON CONCEPTUAL AND HISTORICAL STUDIES IN SCIENCE

#### FRANCESCA BORDOGNA

"The Scientific Concepts of William James's Pragmatist Epistemology." Assistant Professor, Department of History, Northwestern University.

### DEPARTMENT OF EAST ASIAN LANGUAGES AND CIVILIZATIONS

#### JOHN CRESPI

"A Vocal Minority: New Poetry and Poetry Declamation in China, 1915-1975." Assistant Professor, Colgate University.

#### SARAH FREDERICK

"Housewives, Modern Girls, Feminists: Women's Magazines and Modernity in Japan." Assistant Professor, Boston University.

#### ALISA FREEDMAN

"Tracking Japanese Modernity: Commuter Trains, Streetcars, and Passengers in Tokyo Literature, 1905-1935." Postdoctoral Fellowship, Cornell University.

#### HELEN KOH

"Imagining Childhood: Narratives of Formation in Korean Short Fiction of the 1970s." Assistant Professor, Columbia University.

#### WILLIAM MAROTTI

"Politics and Culture in Postwar Japan: Akasegawa Genpei and the Artistic Avant-Garde, 1958-1970." Assistant Professor, New York University.

#### YASUKO SATO

"Neither Past nor Present: The Pursuit of Classical Antiquity in Early Modern and Modern Japan." Postdoctoral Fellowship, Columbia University.

#### WILLIAM SCHAEFER

"Relics of Iconoclasm: Modernism, Shi Zhecun, and Shanghai's Margins." Assistant Professor, University of Minnesota.

#### AMANDA SEAMAN

"Bodies of Evidence: Women, Society, and Detective Fiction in Contemporary Japan." Assistant Professor, Randolph-Macon College.

#### NOBORU TOMONARI

"Autobiographies in Modern Japan: Self, Memory, and Social Change." Assistant Professor, Carleton College.

### DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

#### PAULA TATLA AMAD

"Archiving the Everyday: A Topos in French Film History, 1895-1931." Assistant Professor, Department of Communication and Culture, Indiana University, Bloomington.

#### ZARENA ASLAMI

"State Fantasy: The Late Nineteenth-Century British Novel and the Cultural Formation of State Personhood." Harper-Schmidt Fellow/Collegiate Assistant Professor, University of Chicago.

#### REBECCA CHUNG

"The Turkish Embassy Letters: A Literary Critical Edition." Assistant Professor, Illinois Institute of Technology.

#### GLENN CLARK

"Drama and the Culture of Commercial Hospitality in Early Modern England." Assistant Professor, University of Manitoba.

#### CHRISTINE COCH

"In a Lady's Bower: Poetry, Gardens, and the Problem of Pleasure in Early Modern England." Assistant Professor, College of the Holy Cross.

#### MICHAEL GOODE

"The Erotics of Historicism: The Historical Novel, the Discipline of History, and the Politics of Manly Feeling." Visiting Assistant Professor, Reed College.

#### SABINE HAENNI

"The Immigrant Scene: The Commercialization of Ethnicity and the Production of Publics in Fiction, Theater, and the Cinema, 1890-1915." Assistant Professor, Cornell University.

#### AARON WELLS KITCH

"Paper Stages: The Intersection of Printing and Drama as Cultural Institutions in Tudor and Stuart England." Assistant Professor, Bowdoin College.

#### JAMIL MUSTAFA

"Mapping the Late-Victorian Subject: Cartography, Psychology, and the Gothic Novel." Assistant Professor, Lewis University.

#### MICHELLE (HERMANN) RAHEJA

"Screening Identity: Beads, Buckskins, and Redface in Autobiography and Film." Assistant Professor, University of California, Riverside.

#### MARY TRULL

"Public Privacies: Service and Marriage in Jacobean Drama and Prose." Visiting Assistant Professor, Macalester College.

#### DAVID WILSON-OKAMURA

"Spenser and the Renaissance *Aeneid*." Assistant Professor, University of North Carolina, Greensboro.

### DEPARTMENT OF GERMANIC STUDIES

#### VERONIKA FUECHTNER

"Alfred Döblin and the Berlin Psychoanalytic Institute." Assistant Professor, Dartmouth College.

#### HILLARY HOPE HERZOG

"Männerkrankheiten: Medicine and Masculinity in the Works of Arthur Schnitzler." Assistant Professor, University of Kentucky.

### COMMITTEE ON THE HISTORY OF CULTURE

#### MARY R. BACHVAROVA

"From Hittite to Homer: The Role of Anatolians in the Transmission of Epic and Prayer Motifs from the Near East to the Greeks." Honorary Research Fellow in Classics, University of Manchester (England).

### DEPARTMENT OF LINGUISTICS

#### WOODFORD ASCHER BEACH

"Dyspraxia in Wernicke's Aphasia and Alzheimer's Disease: An Investigation in Clinical Pragmatics." Senior Speech-Language Pathologist and Clinical Instructor, Department of Otolaryngology, Virginia Commonwealth University.

#### AUDRA ELENA DAINORA

"An Empirically-Based Probabilistic Model of Intonation in American English." Visiting Scholar, Massachusetts Institute of Technology.

#### RANDALL HENRY EGGERT

"Disconcordance: The Syntax, Semantics, and Pragmatics of Or-Agreement." Visiting Assistant Professor, University of Utah.

#### JEANINE NTIHIRAGEZA

"Quantity Sensitivity in Bantu Languages." Visiting Lecturer, Northeastern Illinois University.

#### KENNETH SCOTT OLSON

"The Phonology and Morphology of Mono." Linguistics Consultant, SIL International.

#### HISAMI SUZUKI

"Multi-Modularity in Computational Grammar." Computational Linguist, Microsoft Corporation.

### DEPARTMENT OF MUSIC

#### CELIA CAIN

"Songbirds: Representation, Meaning, and Indigenous Public Culture in Native American Women's Popular Musics." Assistant Professor, University of Toronto.

#### CATHERINE COLE

"'Nature' at the Opéra: Sound and Social Change in France, 1750-79." Visiting Assistant Professor, University of Iowa.

#### ROBERT COOK

"Transformational Approaches to Romantic Harmony and the Late Works of César Franck." Visiting Assistant Professor, University of Iowa.

#### MARILYN MCCOY

"Gustav Mahler's Path to the New Music: Musical Time and Modernism." Assistant Professor, University of New Hampshire.

#### JENNIFER MILIOTO

"Performing Underground Sounds: An Ethnography of Music-Making in Tokyo's Hardcore Clubs." Assistant Professor, Departments of Performing Arts and East Asian Studies, Union College.

#### TIMOTHY ROMMEN

"'Watch Out My Children': Gospel Music and the Ethics of Style in Trinidad and Tobago." Assistant Professor, University of Pennsylvania.

#### DANIEL ZIMMERMAN

"Families Without Clusters in the Early Works of Sergei Prokofiev." Visiting Assistant Professor, University of Maryland, College Park.

### DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS

#### ANNE FALBY BROADBRIDGE

"Mamluk Ideological and Diplomatic Relations with Mongol and Turkic Rulers of the Near East and Central Asia (658-807/1260-1405)." Assistant Professor, Department of History, University of Massachusetts at Amherst.

#### DAVID COOK

"The Beginnings of Islam in Syria during the Umayyad Period." Assistant Professor, Department of Religious Studies, Rice University.

#### ELIZABETH SCHILLER FRIEDMAN

"Technological Style in Early Bronze Age Anatolia: The Interrelationship between Ceramic and Metal Production at Göltepe." Instructor, Department of Social Sciences, Illinois Institute of Technology.

#### JOSHUA DAVID HOLO

"An Economic History of the Jews of Byzantium from the Eve of the Arab Conquest to the Fourth Crusade." Assistant Professor, Graduate Theological Union, University of California at Berkeley.

#### ERIC EDWARD BRANDON

"The Union of Politics and Religion in Hobbes' *Leviathan*." Instructor, Wake Forest University.

#### GUY ORLANDO DOVE

"Rethinking the Biology of Grammar: Development and the Language Faculty." Visiting Assistant Professor, University of Louisville.

#### MARK PHILIP JENKINS

"The Ethical Philosophy of Bernard Williams: Between the Everyday and the Eternal." Visiting Assistant Professor of Philosophy, Franklin and Marshall University.

#### JOHN VICTOR KULVICKI

"On Images: Pictures and Perceptual Representations." Postdoctoral Fellowship, Washington University, St. Louis.

#### MARTIN THOMAS LIN

"Spinoza's Theory of Desire." Assistant Professor, University of Toronto.

#### MICHELLE NICOLE MASON

"Moral Virtue and Reasons for Action." Assistant Professor, University of Minnesota.

#### GREGG DAVID OSBORNE

"Judgmental Activity and Putative Awareness in Kant's Second Analogy of Experience." Assistant Professor, American University of Beirut.

#### ERIC STEPHEN SCHLIESSER

"Indispensible Hume: From Isaac Newton's Natural Philosophy to Adam Smith's 'Science of Man.'" Visiting Assistant Professor, Wesleyan University.

### DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

#### JANIS BRECKENRIDGE

"The Representation of Violence and the Violence of Representation: Argentine Women Novelists Writing Against the State." Lecturer, University of Chicago.

#### ANNA DIAKOW

"El Retorno Renovador a la tradición: la memoria colectiva en la narrativa Española (1973-1994)." Lecturer, Northwestern University.

#### MARGARET KERN

"The Public and Private Space of the Female Character: Spatially Orienting History and Conscience in the Narrative of Ippolito Nievo." Lecturer, University of Chicago.

#### MEREDITH RAY

"'A Gloria del sesso femminile': Epistolary Constructions of Gender in Early Modern Italian Letter Collections." Lecturer, University of Chicago.

#### JULIO VELEZ-SAINZ

"El Parnaso Español: Canon, Mecenazgo, y Propaganda en el Siglo de Oro." Lecturer, University of Massachusetts at Amherst.

#### OLGA MARIA VILELLA-JANEIRO

"The Nation Display: Literature and Cultural Practices of Latin American Modernismo." Assistant Professor, Saint Xavier University.

### DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

#### DANIELA HRISTOVA

"Grammatical Function and Syntactic Structure: The Participles in the Kievan Chronicle." Assistant Professor, University of Chicago.

### DEPARTMENT OF SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

#### SAMEERA IYENGAR

"Performing Presence: Feminism and Theatre in India." Prithvi Theatre Company in Mumbai, India.

#### DANIEL VEIDLINGER

"Spreading the Dhamma: The Written Word and the Transmission of Pali Text in Pre-Modern Northern Thailand." Assistant Professor, Department of Religious Studies, California State University, Chico.

**NOTE:** The information is reported by each department or committee and includes students who graduated from spring 2001 to summer 2002. If you or someone you know should be listed here, please contact your department. The Division is working to maintain accurate records of job placement.



**MUFWENE** – Continued from page 11

In return, a better understanding of that remote past should help us better understand recent history—for instance, the extent to which the distinction between trade, exploitation, and settlement colonies over the past half millennium can be correlated with different linguistic outcomes from the encounters of Europeans and non-Europeans. I now realize that in my book *The Ecology of Language Evolution* (2001), in which I argue that what we learn about the development of creoles prompts us to reexamine several assumptions about language evolution, I was just scraping the tip of a huge iceberg. There are myriad questions about the complexity of language evolution and the way socio-economic ecology influences the process. Down this road also looms the question of how linguistic diversity emerged in the first place. □

**BARDO** – Continued from page 2

clientele that included, among others, entertainment companies, professional athletes, financial institutions, and a hazardous waste corporation.

During an extended period in which her family split its time between Japan and Chicago, Bardo investigated graduate programs. “I was looking for a good graduate program,” she states, “to investigate literature, philosophy, and sociology, and to think about people and their complex motivations.” The now-defunct MAPH-Japan program was perfect both because of its split location and because it satisfied Bardo’s intellectual appetite. MAPH-Japan students took a series of core courses taught by University faculty in Japan, and enrolled in elective courses at the University’s Chicago campus. Coursework in African American literature and in slave religions as well as her own experiences informed Bardo’s master’s thesis on the social identity of African Americans in Japan.

Upon graduating and re-establishing her family in Chicago, Bardo entered Chicago’s highly competitive public relations industry as a Vice President with Edelman Public Relations

Worldwide. While the skills she acquired running her own company qualified Bardo for the position, she notes that “being in the MAPH program gave me confidence. I knew that I was comfortable with and knowledgeable of public relations and communications. The MAPH program enhanced what I already brought to the table, and strengthened and deepened my understanding of people and of cultural nuances, ultimately influencing the way I assess and deal with people personally and professionally.”



Her tenure with Edelman was followed by a similar, high-level appointment with Burrell Communications Group, an urban advertising agency, where she co-ran the public relations department.

After moving to Hyde Park and enrolling her two children in the University’s Lab Schools, Bardo decided to pursue a position at the University. “In some sense, this is like coming home,” Bardo remarks. “I care deeply about the University, and am able to project this when I

meet with our amazing alumni and donors.” As Director of Creative Services, Bardo combines superlative public relations skills with a student’s intimate knowledge of the University to play an important role in promoting the University and ensuring its excellence. □

**HANFORD** – Continued from page 3

applying to doctoral programs. After a few months in the program, Hanford notes, “It became apparent that academia, at least for now, was not where I wanted to end up.” Hanford was Social Director of MAPH, planning such things as the Friday social hours, the Halloween party, and a year-end Chicago River cruise. Combined with a bartender job at Jimmy’s, Hanford’s position allowed her to experience the Division’s unique social landscape with the same intensity as she was experiencing its academic one. While she eventually wrote a thesis on traumatic memory and the Vietnam War in Tim O’Brien’s novel, *In the Lake of the Woods*, Hanford is quick to point out that one of the pleasures of being in MAPH is the luxury of indulging a wide range of interests, which she did by taking courses on such diverse topics as Freud, opera, and Virginia Woolf.

After graduating, Hanford was able to put both her social and academic skills to use in an internship in special events and tourism with Chicago Shakespeare Theater, located on Navy Pier. Since its 1999 opening, CST has tripled its subscriber base and emerged as one of Chicago’s pre-eminent cultural institutions. Hanford’s internship quickly metamorphosed into a full-time position. She was recently promoted to Manager of Guest Services and Events, in which capacity she oversees and implements galas, opening and closing receptions, and lecture series while also assisting with the administration of events by external organizations that rent the Theater. With a mother and grandfather who are artists, Hanford feels an especially strong commitment to the arts and their promotion, something her position at CST allows her to participate in actively. □

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