FROM THE DEAN

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. MAH’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 Lay Schlesser, Associate Professor of English, and Candace Vogel, Associate Professor of Philosophy, MAH 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 MAH 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: Bishop Canova (English), James Cantarella (Germanic Studies/Cinema and Media Studies), Chris Forno (Philosophy), Kathleen Frederickson (English), Cecily Hilsdale (Art History), Margaret Kem (Romance Languages), Arif Hamayyug (English), and Stephen Sims (Art History). With nearly half of the MAH students electing to complete a creative thesis, the demand for creative writing courses has rapidly accelerated. I am pleased to announce 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 thank you, as always, for your sustaining interest and support.

With cordial greetings,

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 1985. Her publications include The Victor Turner and the Ache: Development in English Prose Style (University of Chicago Press, 1986), the second part of the Collected Essays of Robert Montgomery’s Urania, edited with Suzanne Guasberti (Renaissance English Text Society, 1995), and Elizabeth I: Collected Works, edited with Leah Marcus and Mary Beth Rose (University of Chicago Press, 2006). She was awarded the University of Chicago Award for Excellence in Graduate Teaching in June 1999.


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Tableau is produced with Humanities Division funds.

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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, MAH encourages those in its intensive one-year program to investigate the character of academic disciplines and to cross disciplinary boundaries. >>>

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WHAT MATTERS TO ME AND WHY IS PRODUCED WITH HUMANITIES DIVISION FUNDS.
L E S L I E  B A R D O
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 $52 billion fundraising effort. Bardo leads a team of writers and print designers who produce the Chicago Update newsletter, the campaign’s website (chicagoinitiative.uchicago.edu), and all of the strategic communications necessary to build relationships with the University’s donors, alumni, and friends.

Bardo’s first encounter with the University was as a student not sure, but you might be surprised to learn that this 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. In her thesis, Choi explored how these popular books reinforced both normative sexuality and the gendered capacities attributed to the nuclear family prominent in 1950s American mass media.

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.

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Upon receiving her J.D. from Cornell, Choi began a two-year term as law clerk to judges James Zagari (AM ’82, AM ’92) of the Northern District Court of Illinois. Judge Zagari 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.”

While registering for his first quarter of courses at Chicago, Rechard 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 Mama Rama 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. Rechard was accepted into the class, and his enthusiasm for fiction-writing led him to enroll in subsequent courses with Megan Sietz, who would eventually supervise Rechard’s creative thesis.

SoO Choi (AM ’97)
Law Clerk and Attorney

“My life is one hundred percent different because of it.”

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Continued on back page

...
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. Bobrinskoy Professor of Sanskrit and Indic Studies, a preoccupation with the antique, manifested, 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 postcoloniality 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.
"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 Indian 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 will attempt to "re-organize their discourses." 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 discourses in early modern Indian scholarship, the boundaries between disciplines, develop a distinctive new discursive idiom, and present their knowledge in distinct ways. This new "Intellectuals in Seventeenth-Century India," Pollock notes that the work of the intellectuals writing 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 vies against contextualization, and in part because thinkers begin referring to themselves (or their opponents) as nayaka ("new") scholars. The emergence of the term nayaka in a tradition that had hitherto 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. Theorizing the Sanskrit’s earlier decline, innovative trans-disciplinary inquiries are one indication of the dynamic intellectual ferment in India on the eve of colonialism. Language offers a way of cordonning off and classifying knowledge production. Sanskrit and, in the Indo-Muslim world, Persian inhabited largely separate knowledge spheres (astronomy was one area of the intersection), augmented by or intersecting with vernacular intellectual and work done in emerging regional languages. While cultural productions in regional languages intellectual life. F R A C T U R E S

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. 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 survive the present-day challenges. To develop a fuller understanding of Sanskrit in its final moment, the Knowledge Systems Project has assembled a team of dozens scholars from around the globe. Members of the Knowledge Systems team from the University of Chicago include: Pollock; Lawrence McCrea (Ph.D. ’86), the project’s Associate Director; and James Hyte, the University’s 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 topics as the emergence of Sanskrit and student-teacher lineages. The final component of the project will be a substantive critical engagement with the collected inventory 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/.

K O S T A S K A Z A I S 1934–2002

Kostas Kazais, 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, Kazais 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 Kazais and Chairman of the Slavic Languages and Literatures Department, remembers Kazais spending hours making tapes for him so he would have a good model for pronouncing various Balkan languages. Once, when Friedman was hospitalized, Kazais simply moved class to his bedside so Friedman could continue learning. In Athens, Greece, Kazais 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 Koutoukos. 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 1991. Kazais 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 inform-ant he called Socrates, Kazais showed that everyday Greek speech includes a wide spectrum of expressions, from colloquial to quaint, 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 even "laugh until they cried, whether in private or at a lecture." On the morning of his death, Kazais was studying Japanese. He is survived by von Nolcken; two daughters, Maria and Silvia; his first wife, Maria Jarlsdottir Enckell; and five grandchildren.


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 undertake a full glos-sotomy, 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 Florence 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 and Language Processing at M.I.T., Landahl came to the University of Chicago. Although Landahl was the phoneti-can 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 teach-ing linguistic concepts. Landahl is survived by her husband John M. Crenson and her parents, Betty and John Landahl.
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, 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.
were also recruited for the formation of modern national literature. For instance, during the 18th century, the Glagolitic alphabet was created for the Slavic languages, which was later replaced by the Cyrillic alphabet. Serbo-Croatian was also influenced by the Serbian and Croatian languages, which shared a common literary tradition and were spoken in the same region. The use of the Cyrillic alphabet was officially adopted in Serbia in 1835, followed by Croatia in 1848 and Bosnia in 1866. This led to the standardization of the written forms of these languages, which became the basis for modern literature and education. The Cyrillic alphabet is still used today in the Balkans, Russia, and some other regions. While the Slavic languages have experienced significant changes in their written forms over time, their underlying oral traditions and cultural heritage remain strong and continue to shape the identity and history of the people who speak them.
THE FIRST FELLOWS ARRIVE ON CAMPUS

Jennifer Ludwig

Chicago faculty also played a crucial role in Kayvan 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 NEIU Faculty. He recognized that these Persian scholars would help shape his own research into Persian knowledge systems, literature, and language. His B.A. thesis, “‘Orientation in William Whewell’s History and Philosophy of Science,’ examines some of the biases inherent in Western historiography of science, considering how unanswerable problems in Whewell’s philosophy are resultant in metaphors relating to the semantics 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. 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 compelling reasons for returning to academia was the potential to continue his research on early Islamic landscape poetics through his first four volumes. Prior to returning to academia, 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 return to Chicago was the way in which faculty here engaged her work. Professors at other institutions were content with situating their work within the more static traditions of periodized national literatures, Chicago faculty asked about the poetics of landscape, the question which drives Ludwig’s proposed projects. The Humanities Division recently received the largest gift in its history: $15 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 (B.A. ’67), head of the Neubauer Family Foundation and CEO of the Akamai Corporation, hopes that the “gift will assist in securing the outstanding graduate students that are essential to sustain it.” Dean Joel Klein modified 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.”

Jennifer Ludwig received her B.A. in English, with distinction, from Yale University in 1999. Ludwig’s intellectual interest focus on modern British, especially Irish, poetry and how the changing political currents of the twentieth century transformed earlier figurative landscapes—innovative pastiches or metatelic discourses—into scenes infused with violence, apocalypse, and nationalism. Her essay, “Weaving the Frill: Politics of Verse in Seamus Heaney’s Early Career,” which was awarded Yale’s Aligheri & Dante Memorial Prize for the best thesis in an English major, examines the changes in Heaney’s landscape practice through his first four volumes. Prior to returning to academia, 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 return to Chicago was the way in which faculty here engaged her work. Professors at other institutions were content with situating their work within the more static traditions of periodized national literatures, Chicago faculty asked about the poetics of landscape, the question which drives Ludwig’s proposed projects.
WHAT'S NEW

14 WHAT'S NEW

PARIS: THE MERE WORD

promises strong response. For each person who
seems dismissively, at Parisian arrogance, there
are many who insist, if for no other reason, culinary excellence, not to
mention the romantic fantasies that are evoked by
the city’s very name. The director Leon-Louis Garant
comprehended the city’s ability to both
seduce 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 at
Paris presently under construction, and steps away
from some of France’s other ranking institutions of
higher learning. This 5,500-square foot facility was
built to the University’s specifications, and includes
a library, classrooms, a seminar room, a multipurpose
area, offices, a computer lab, and a garden. The
Center will provide programming and resources
for students and faculty at all levels, including, in
area, offices, a computer lab, and a garden. The

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for students and faculty at all levels, including, in

Paris. As Morrissey notes, this type of exchange
courses in economics, the history of Paris,
language, and public policy. European Civilization,
the free time taught in English, and French language
courses will again be offered in the spring.

The Center will help play that role. In terms of
Europe and the United States, it is an excellent
channel of dialogue and debate between one
country, to be able to understand their
absolutely crucial it is to have knowledge of
training our undergraduates, you can see how

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 Europe, some of whom will actually teach our
students.” Examples of such collaborations include
mountaineering discussions, colloquia, conferences, and
guest lectures across a wide range of disciplines.
Morrissey notes that faculty from disciplines as
diverse as architecture and geology have enthusi-
sastically 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 first 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,
the free time taught in English, and French language
courses will again be offered in the spring.

Students will be able to apply their courses to satis-
fy the civilization requirements for their degrees
as well as count them toward a major or minor in
Romance Languages and Literatures.

EMPLOYING THE PROGRAM will provide stu-
dents with an intense, living contact with history,
ones that extend 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

One academic year). Morrissey empha-
sized that the goal from the very start 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 institu-
tions, 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-Claude
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 rec-
ognized 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.

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Morrissey notes that faculty from disciplines as
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.”

Hanford — Continued from page 3

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 is now responsible for all aspects of CST’s 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.