

MODERN GREEK PROGRAM

A Day in My Life on the Olynthos Project

by Prof. Lisa Nevett

This year marked the beginning of a new archaeological project at Olynthos in the Chalkidiki in Northern Greece. It is the first archaeological project UM has sponsored in Greece since the 1990s and offers a valuable opportunity for UM students to work with an international team. According to ancient authors, a small community there expanded dramatically into a major city during the fifth century, before being besieged and destroyed in 348 BCE by Philip II, father of Alexander the Great. Some information has been obtained from its buried remains by archaeologists who worked at the site during the twentieth century; nevertheless, many questions remain about the daily lives of the inhabitants, how and when the city was established, how and when it ended. Our project aims to address some of these questions using a range of archaeological techniques, including some that have not been used in Greece on this type of site before. For my own research, which focuses on domestic space in the ancient world using the material record, the project represents the culmination of several years of planning and a chance to develop my investigation of ancient Greek households in new ways. The following account offers a glimpse into our daily experience of working at the site.

Nea Olynthos, Chalkidiki, 2 August 2014

The alarm rings at 5:15am. Dressing hastily, I emerge into the dusky courtyard of our small village hotel to grab a quick breakfast of bread and jam with a Nescafe frappé. In hushed voices, members of the project are discussing the details of the day's work: does everyone have a supply of recording forms? Which car will take the equipment? Where will the field survey team be working today? At 6am we depart, some by car, some on foot, for the short journey to the site which is the focus of our work. The steep climb to its crest prompts reflections about the people who once lived in the community whose past we are now exploring.

Their settlement flourished during the late-fifth and fourth centuries BCE and extended over two flat hilltops connected by a lower saddle of land. As we finish our ascent, a glorious sunrise awards us, illuminating an extensive area already excavated during the 1930s and now restored and open to visitors. Streets and houses once covered the area through which we walk and are thrown into high relief by the raking light of the rising sun. Straight, cobbled avenues run between the walls, outlining some five city blocks, now preserved and restored only to calf-height. But these were clearly comfortable places to live: open courtyards and once-shady porticoes led into spacious apartments beyond, some furnished with mosaic floors or terracotta bath-tubs.

Our destination lies beyond the area visited by tourists; this part of the city is hidden by the olive trees and brush which surround it on three sides. We follow a path from the far end of the conserved area, soon reaching the first of our series of five excavation trenches. Leaving equipment near the small plastic table under an olive tree, which serves as our temporary base camp, I join the other project directors for our morning tour of the excavation trenches, where painstaking removal of soil with picks, trowels and brushes, is gradually revealing the remains of houses and of the objects they once contained. At each area we review with the students and volunteers their progress and goals for the day.

Each trench poses its different puzzles and fascinations, and we take notes and photographs as we move from one to the next. A short distance from our table, Kate Larson, an Interdepartmental Program in Classical Art and Archaeology (IPCAA) student, is supervising the excavation of what appears to be part of a room, complete with a variety of ceramic vessels, broken as the mud brick building surrounding them decayed. Was this an upper- or a lower-storey room? How many vessels fell? What was supporting them when the room was in use? Close by, Elina Salminen, another IPCAA student, is working with a Greek colleague to understand the relationship between a series of different colored soils and the occupation and destruction of the city. A very diagnostic piece of pottery comes from here: exactly what was its date? And was it part of the material brought in to make the floor of a house constructed after the city was thought to be abandoned? Further away, we pass a third IPCAA student, Gregory Tucker, directing topographical survey work to log all our trenches, architecture, and finds precisely in three dimensions, so that we can reconstruct the relationships between them. Can he put marker pegs in to locate a new trench for us exactly where we want it?

By about 8am the air is warming up and the bright sunshine is making it harder to see some of differences in the color and texture of the soils. Hats are being put on and sunscreen applied. The hilltop is a hive of activity. We hear the rattle of the sieves through which the soil from the trenches is passed to recover any objects which may have been missed during excavation, and the calls of the surveying team as they communicate the co-ordinates and measurements between the trenches and the base-station. On the plain below the hill, we see in the distance the rental car used by the field survey team, which is investigating how far the settlement extended beyond the hill's lower slopes by looking for broken pottery and other artifacts, scattered through the olive groves there.

Article continued on insert.



NOTE FROM THE DIRECTOR



TEACHING "GREEK AMERICAN CULTURE"

by Vassilios Lambropoulos, C.P. Cavafy Professor of Classical Studies and Comparative Literature, endowed by the Foundation for Modern Greek Studies

Every winter semester UM offers a course on "Greek American Culture." The course attracts from 30 to 50 students. Many Greek American students on campus take it; but what is more impressive is that the majority of students are not of Greek descent.

The course covers the Greek presence in this country from the early years of immigration around 1900 to the 21st century. It addresses that presence through questions of race and ethnicity, bringing attention to how several generations of Greek immigrants and their children have defined themselves in an American environment of racial and ethnic branding.

I begin the first day of class asking students what the word "Greek" brings to their mind. Some mention mythology, philosophy, marble sculpture, and architecture with columns; others list dances; a few refer to funny scenes from *My Big Fat Greek Wedding*. No one is without some idea of the "Greek," even if he or she has never met one. "Now put yourself in the position of a young Greek man coming to the US from a poor village at the beginning of the 20th century," I suggest. "He discovers that people in the US have an idea of the Greek, and he does not fit it. He is unlike the Greek of their imagination. In that space between American's idea of what he should be and what he is not, Greek ethnicity is born. How can he become Greek as they imagine him and develop his own Greek networks of support? This was the twentieth-century Greek-American challenge."

The sources for the class are many. Students read Dan Georgakas's *My Detroit*, Jeffrey Eugenides' *Middlesex*, and poems from *Pomegranate Seeds: An Anthology of Greek-American Poetry*, edited by Dean Kostos. They also read *Ludlow*, a verse-novel by David Mason covering events surrounding a miner's strike in Ludlow, Colorado, when members of the National Guard shot at strikers with machine guns and their tents caught fire. This event happened 100 years ago this year and left its mark on labor relations. Its hero was a Greek, Louis Tikas (Elias Spantidakis) from Crete, who took action, was shot and killed, and has almost been forgotten.

I also show scenes from many films. Movies are a valuable but underutilized resource showing how popular culture views the Greeks over time. I have posted on the UM Modern Greek website "The Greek American Image in American Cinema" by

Dan Georgakas, a list of relevant films with Greek-American characters or topics, with the analysis of Georgakas. (Go to the UM Modern Greek homepage, click on the *Window to Greek Culture* link, then on *Media and Culture*.) This is for the benefit of my students and anyone interested in the representation of ethnicity in America. Another exceptional resource is the MGSA Greek-American Resource Portal (<http://mgsa.org/Resources/port.html>).

An important film I teach is *The Arrangement*, written and directed by Elia Kazan, in which the protagonist (Kirk Douglas) is an advertising executive and son of Greek immigrants who goes by four different names. The breakdown of his self in his difficult search for identity is a source of intense discussion in the class. Another topic is the disappearance of Greek American characters and themes in film and media in the past decade.

Our source for socio-cultural history is *Greek Americans: Struggle and Success* by Charles Moskos and Peter Moskos, a book that seeks to answer questions such as: What have the Greeks contributed to America? What sorts of communities do Greek Americans form? What accounts for the longevity of Greek ethnicity in America?

This last question is of special interest to my students. Many non-Greek students tell me they take the class because they want to see how Greeks in the US have managed to keep their ethnic identity. In comparison to their experiences as people of Slavic, Italian, or German descent, they see a group that not only has developed cohesiveness but also retains many elements of ethnicity such as language, faith, and culture. The fact that the student body in the class has a multi-cultural, multi-ethnic makeup helps us to reflect on the extent to which this perception is true and which factors encourage the survival and flourishing of ethnic traditions.

As an immigrant myself, I have my own perspective. I bring first-hand experience of immigration, on the one hand, and a distance from the formative years in the creation of Greek American communities, on the other. This gives me room to reflect on the century-long history of Greek America. I think that distance in particular helps me to appreciate the effort that has gone into the evolution of Greek-American culture, now in its fourth generation and continuing to negotiate what it means to be Greek in America.

A Day in My Life on the Olynthos Project (continued story from cover)

I sit at base-camp with my fellow directors to discuss our strategy for the following days. Afterwards, I walk back down to the bottom of the hill, where I sit under the plane trees, cataloging material. Complete loom weights, a terracotta figurine, and a couple of stone tools all demand special attention—weighing, measuring, describing, and photographing.

At around 1pm our work teams begin to assemble close by. Holly Taylor, a graduate from UM's Modern Greek Program, has bought the team lunch in the village. She has arrived with my daughter Charlotte (age 7), at my table, so Charlotte can see what I am doing. Afterwards, the three of us work together to lay out the bread, meat, cheese and spinach pies, fresh tomatoes, and cucumbers. There is a murmur of excitement as we uncover some nectarines as well!

After lunch the leaders of each team outline briefly what their work that day has achieved, before everyone takes up their afternoon tasks: washing the large amounts of pottery found by the survey and excavation teams, sorting the dried pottery, washing and sieving samples of soil, and examining the dried contents of that soil for tiny items such as beads, bones, stone, or pottery chips—anything which might give us a clue about the activities once taking place in the rooms we are investigating.

By 4pm everyone is trickling back to our small hotel. The survey team sits in the courtyard typing up data on laptop computers. Finally our heavy boots come off; iced sodas are ordered at the bar; news is shared about the afternoon's work; plans are hatched for siesta time or trips to the beach, a short distance away. I take the opportunity to catch up with my husband, David Stone, who is directing the field survey, on what his team

has found that day; and I find out what our daughter Charlotte has been doing with Holly, who looked after her while we worked. My friend and colleague, Bettina, suggests a trip to the beach. We head off with Bettina and her son Diomedes in their car. As we approach the beach, the low evening sun casts long shadows from the ranks of umbrellas. But it is the sea we are interested in: cool and inviting after the hot, dusty work of the day. Bettina and I relax in the water, discussing some of the day's work as the children splash about with beach balls and water guns.

As the moon rises above the sea, we pack up and bump our way back along the dirt track, hurrying to be in time for our 8:30pm dinner. We discuss strategies and tasks for the next day over a simple, leisurely meal of Greek salad, spaghetti with meat sauce, and watermelon. By 10pm my eyes are closing. We gradually persuade Charlotte towards bed and get ready ourselves, somehow printing forms to record the next day's work at the same time. Sleep comes almost immediately, but we know that the alarm will ring again soon.

Lisa Nevett is Professor of Archaeology and Director of the UM's Interdisciplinary Program in Classical Art and Archaeology (IPCAA). The Olynthos Project is a collaboration between the 16th Ephoreia of Prehistoric and Classical Antiquities and the British School at Athens, under a permit issued by the Greek Ministry of Culture. The project director is Dr. Bettina Tsigarida (16th Ephoreia), and the co-directors are Professor Nevett and Dr. Zosia Archibald (University of Liverpool). Team members include Dr. David Stone (UM, Kelsey Museum) and students from IPCAA and the Modern Greek Program. Other participants this season include members of the 16th Ephoreia as well as students and faculty from the universities of Liverpool, Cambridge, Newcastle, Oxford, Edinburgh, Leiden, and Volos.



IPCAA student Kate Larson and British colleague Zosia Matyjaszkiewicz carefully expose pottery lying on the floor of an excavated house



Sunrise over the houses excavated during the 1920s and 1930s



Lisa Nevett and her daughter Charlotte study artifacts



Kate and Zosia take measurements and produce a scale drawing of their trench

UPCOMING FALL EVENTS



Media Representation of the Greek Crisis

A lecture by Prof. Maria Kakavoulia, Onassis Senior Visiting Scholar and Associate Professor in Rhetoric, Stylistics and Narratology, main coordinator of the Speech and Rhetoric Lab

Panteion University of Social and Political Sciences, Athens, Greece

4PM, Thursday, October 9, 2014

Classics Library, 2175 Angell Hall, University of Michigan

This lecture discusses how the international and the Greek media have portrayed the Greek crisis over the last few years. How did the media represent the renegotiation of values involved in Greece's relation to Europe? Does the international press stereotype Greece, or does it contribute to the internationalisation of the crisis and the illustration of the social and humanitarian dimensions of the crisis often ignored by the European Union? How has the foreign representation of Greek crisis been received by the Greek media? The lecture also focuses on the plurality of new and old media used by Greek citizens to report stories about the human impact of the austerity measures and the collective anger of the Greek people.

The event is sponsored by the University Seminars Program of the Alexander S. Onassis Public Benefit Foundation (USA). Each year the Onassis Foundations sponsors eminent scholars from the USA and abroad to offer lectures, seminars and courses at universities in North

and South America. Since the beginning of its operation in 2000 the University Seminars Program, more than 100 Onassis Senior Visiting Scholars from Europe, North and South America and Australia have been hosted by more than 300 University Departments, Museums, and other major educational and cultural centers across the US, Canada, and Central and South America. The Program promotes the interaction and exchange of scholarly views between the visiting scholar, the students, and the hosting faculty. The hosting institutions organize the visiting scholar's itinerary by planning lectures, seminars, and other academic activities that enhance the success of the visit and ensure faculty-student contact.

During her week-long stay at the University, Professor Kakavoulia will give a public lecture, a seminar for faculty and graduate students, and an undergraduate class presentation.



C. P. Cavafy

Κ Π ΚΑΒΑΦΗΣ PROFESSORSHIP IN MODERN GREEK ENDOWED BY THE FOUNDATION FOR MODERN GREEK STUDIES

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World Wide Web Address

<http://www.lsa.umich.edu/modgreek>

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Reading from *Ruin: Essays in Exilic Living*

Professor and author, Adrienne Kalfopoulou (Hellenic American University)

7PM Tuesday, October 7, Literati Bookstore at 124 E. Washington Street, Ann Arbor

The book charts the wreckage of post modernity's ongoing states of crisis from austerity-ravaged Athens to post-9/11 New York. The visit to UM by Adrienne Kalfopoulou is co-sponsored by the Modern Greek Program and the Department of Comparative Literature. Professor Kalfopoulou will meet with students in the Advanced-Intermediate Modern Greek 301 class to discuss bilingualism and work on a translation project.

What Do We Mean by Ancient Greek Music?

Prof. Armand D'Angour, University of Oxford

4PM Monday, September 29, Classics Library, 2175 Angell Hall, UM

Interdepartmental Program in Classical Art & Archaeology (IPCAA) Lecture: *The Excavation at Olynthos*

Multiple speakers from IPCAA faculty and students will present findings

5:30PM Thursday, October 16, Kelsey Museum of Archaeology, 434 South State St., UM

The Fourth Book of Maccabees: Greek Philosophy Meets Jewish Law (and Christian Martyrology)

Prof. Tess Rajek, University of Reading

4PM Monday, October 27, Classics Library, 2175 Angell Hall, UM

Armenian Studies Program Lecture: *The Smyrna Catastrophe, 1922*

Prof. Richard G. Hovannisian, University of California, Los Angeles

12PM Monday, November 3, 1644 International Institute/SSWB, 1080 S. University, UM

Gerald F. Else Lecture: *Pindar's Material Imaginary: Dedication and Politics in Olympian 7*

Prof. Leslie Kurke, University of California, Berkeley

4PM, Thursday, November 13, Hussey Room, Michigan League, UM

An Intellectual Biography of Philo of Alexandria

Prof. Maren Niehoff, the Hebrew University of Jerusalem

4PM, Thursday, November 20, Classics Library, 2175 Angell Hall, UM

THE STATUES SPEAK

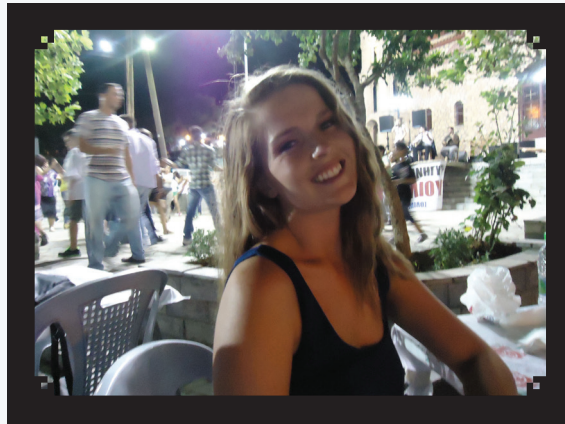
by Holly Angel Taylor, UM Class of 2014 (BA)

Upon entering my first year at the University of Michigan, I was faced with a tough decision: to complete one more semester of a language I had studied for four years in high school—in my case, Spanish (the UM language requirement calls for fourth term proficiency in one foreign language)—or dare to learn a new foreign-to-me language. Having decided I wanted to challenge myself to study something completely new, I flipped through the 2010 fall course guide. My eye kept wandering back to Modern Greek. At that point in time, I had no idea that Greek culture is modern, alive, and kicking. My shortsighted image of Greece included togas, laurel wreaths, and faces etched in marble, but no one living. So I enrolled in Modern Greek 101 and ended up taking it for six semesters!

Four years later, I've gone from zero to my own hero. I won't say it was easy to learn to read and write a new alphabet, pronounce each word with a specific emphasis, differentiate between four variations of the "ee" sound (η, ι, υ, οι, ει), or fill in the cultural context to understand what the words were saying. In fact, there were times as we were conjugating irregular verbs in Greek class, when I thought, why am I doing this? I have now traveled to Greece two summers in a row. To me, intimate ten-minute conversations in Greek prove the most rewarding. When I am simply having a chat and understanding everything someone is saying, I step back from the moment and feel wowed by my ability to seamlessly comprehend and answer. It is at those times that I am so very grateful I chose to embark on my Greek adventure.

Perhaps the greatest challenge I undertook was to write an Honors Thesis, a long research paper on an original topic. I chose to translate and analyze select chapters from the memoir of Pantelis Roumanis, *Πολεμώντας για λεφτεριά και τη δικαιοσύνη* (*Fighting for freedom and justice*), in order to develop the portrait of a man who was exiled as a Communist during the Cold War. Having grown up in a culture that commonly makes Communist jokes from the Second Red Scare—"dirty Commies" and the like—I sought a more complete picture of someone as foreign to me as the language I was studying. I'd heard a lot about Pantelis Roumanis from his family members, and I was curious to get to know him more thoroughly by reading his memoir.

Pantelis wrote his memoir after a lifelong battle for his Leftist ideals. He was born in 1910, lived, and died in 2012 in a small village in southern Greece. To me, that seemed like a pretty settled life. Yet the word in the title of his memoir *polemontos*, fighting, is befitting; it certainly resonates with Pantelis' story, in that he saw war break out in Greece with nearly every decade of his adult life. His was a life of militancy, beginning with his entry into the Greek army in 1931 at the age of eighteen and ending where the memoir concludes, with his second internment at Gyros as a political exile during the military dictatorship of 1967-1974. Rather than accolades for his military service, Pantelis and his family experienced persecution for his



alignment with EAM, the Leftist political group that organized the most effective resistance during the Second World War. First Pantelis was exiled during the Greek Civil War. Then when he returned to his village to live with his wife, Eleni, and their daughter and son, Loula and John, his family remained under siege within

their conservative village, which was dominated by right-wing politics. There known Communists and resistance fighters were subject to subtle persecutions and were, in general, highly disliked. When Pantelis was interred the second time during the military dictatorship, his son, then eighteen years old, moved to the US to escape discrimination as the son of a known Leftist.

Yet Pantelis was irrepressible. His life had a purpose, which was *lefteria*: to free his country from foreign occupation through acts of resistance to the Nazi invaders during the Second World War. His personal ideologies permeated nearly every interaction of his life, whether he was performing day-to-day duties in the service or speaking with fellow villagers at the café in his village. For years these ideals pegged Pantelis as a "dangerous citizen," a person suspected of planning dangerous acts against the state, within his village and within the political climate of Greece after the Nazi occupation. For Pantelis, however, *dikaiosyni*, justice was on the side of the person who defended his country. He waited patiently until the end of his life to explain that political alignment.

Now that I've gotten to know more about Pantelis, it seems odd that he was so heavily persecuted as a Leftist. Though he aligns with the Greek Left, his ideals revolve around the Homeland and his Christian beliefs more so than any concrete political ideology. Pantelis' position as a resistance fighter in response to the Italian and Nazi occupations forever cast him into a political stance that paradoxically became unfavorable in the years following World War II, despite the love of country that he shows to be the motor of his being during the War. His story speaks to the conflicting ideas and emotions of the role of the dangerous citizen itself, in which the citizen may seem dangerous in one light and patriotic in another. It is applicable now and in many historical moments of fear and terror. Human fear usually seeks a human scapegoat.

Through my Modern Greek studies, with the culmination of my senior Honors Thesis, I have begun translating an entire culture starting from scratch. The greatest reward has been the opportunity to enter into conversation with a people and a culture I had no idea even existed four years ago. The entire experience extends beyond simply learning and speaking a foreign language in order to fulfill a requirement.

STUDENT AWARDS, DEGREES, AND GRANTS; FACULTY NEWS

Colton Lee Babladelis and Holly Angel Taylor Recipients of the Calliope Papala Politou Modern Greek Senior Prize



Colton Babladelis graduated with a B.A. in four separate areas of study: Modern Greek Anthropology, Program in the Environment, and Spanish. He explains what studying Modern Greek has meant to him: "It has been for me a way to connect better with my heritage and a way to combine several of my passions. Learning to speak, read, and write Greek, studying the history of Greece, and spending time in Greece during my undergraduate years helped me to feel much more connected to my heritage and family. I was fortunate enough to spend three summers in Greece studying various fields. I combined my Modern Greek studies with anthropology classes as well as conservation and ecology research for the School of Natural Resources and Environment. I have made so many wonderful friends and great professional connections through the Modern Greek Program, and I will carry what I have learned and experienced with me as I progress in my career and further education."

Holly Taylor (see "My Greece," on page 3)

AWARDS

Colton Lee Babladelis and Holly Angel Taylor, Calliope Papala Politou Senior Prize for Undergraduates completing a Modern Greek Major

Christina Russ, Modern Greek Translation Prize for Intermediate Modern Greek

Stamatia Tsakos, Modern Greek Translation Prize for Advanced Intermediate Modern Greek

2014 GRADUATING MODERN GREEK MAJORS AND MINORS

Colton Lee Babladelis, B.A., Modern Greek; B.A., Anthropology; B.A., Program in the Environment; B.A., Spanish.

Phoebe Leila Barghouty, B.A., American Culture; B.A., Communication; Minor, Modern Greek; Minor, Sustainability.

Kelsey Allison Kruzel, B.A., Communication; Minor, Modern Greek.

Constantinos Panagiotis Mareskas, B.A., Modern Greek; B.A., Political Science.

Maria Chrisa Pliakas, B.S., Biology; B.S., Evolutionary Anthropology; Minor, Modern Greek.

Aphrodite Sotiria Roumanis, B.A., Modern Greek; B.A., Spanish; Minor, International Studies.

Konstantinos Dean Roumanis, B.A., Modern Greek; B.A., Economics.

Holly Angel Taylor, B.A., Modern Greek with Honors; B.A., English Language and Literature.

STUDENT GRANTS FOR SUMMER STUDY, RESEARCH, AND INTERNSHIPS

Etienne Charriere, a Ph.D. candidate in Comparative Literature, was awarded the Constantine A. Tsangadas Fellowship for his research on post-Classical Greece.

Joseph Jozlin, an undergraduate pursuing a B.S. in Modern Greek and Program in the Environment, received funding from the Modern Greek Program to study at the International Summer School for Greek Language, History and Culture at the Institute for Balkan Studies in Thessaloniki.

Peter Shahin, an undergraduate pursuing a B.B.A. in Business Administration and a B.A. in Philosophy, Politics and Economics, received a Foundation for Modern Greek Studies (FMGS) grant to support him during an internship at the U.S. Embassy in Nicosia, Cyprus through the United States Department of State.

Constantinos Demetral, an undergraduate pursuing a B.A. in Modern Greek and Classical Archaeology, received grants from the Kalliopi Kontou-Filis and Kenneth P. Mathews Study Abroad Fund and the FMGS Fund for participation in the Kephallenia (Cephalonia) Archaeological Shoreline Research Project.

GRADUATE STUDENT NEWS AND DEGREES

Maria Hadjipolycarpou successfully defended her dissertation, *Intersubjective Histories in the Mediterranean and Beyond: The Poetics of Self in Postcolonial Life Writing*, and was awarded a Ph.D. in Comparative Literature in June 2014. Artemis Leontis and Michèle Hanoosh were Co-Chairs of her committee, and Anton Shammass, Daniel Herwitz, and Vassilis Lambropoulos were committee members. Maria has accepted a position at Columbia University in New York, where she will be teaching in the Program of Hellenic Studies. A brilliant success for Maria, her mentors, and the Modern Greek Program!

Alex Kiefer, received his Masters of Public Health (M.P.H.) at UM School of Public Health and will pursue a Masters in Public Policy in the UK next year. He was the recipient of a grant from the Kalliopi Kontou-Filis and Kenneth P. Mathews Study Abroad Fund last year.

FACULTY NEWS

Despina Margomenou has been promoted to Lecturer IV in Modern Greek.

Artemis Leontis has been promoted to Professor of Modern Greek.

Natalie Bakopoulos received the Louis I. Bredvold Prize for Scholarly Publication, awarded by the UM Department of English to an untenured member of the faculty who has produced a work of real distinction.