

MODERN GREEK PROGRAM

M | LSA CLASSICAL STUDIES
MODERN GREEK
UNIVERSITY OF MICHIGAN

TRAVELING IN GREECE, LIVING HISTORY

by Prof. Artemis Leontis

"Travel to Greece to Live History" by Ioannis Pappos (Huff Post Travel, Aug. 4, 2015), argues that today more than ever, Greece bears the marks of enormous turns of fortune. The eight students on the UM "Greece Present and Past" study tour in May did not have to read the essay. Even before they left the US, their studies in the Modern Greek Program had taught them that Greece is a place where events in the past make their presence felt, and the present regularly makes history. Over the course of 10 days in Greece, they experienced this hard reality, as they walked (many miles), climbed (over 1000 steps), visited (1 library, 2 cemeteries, 2 archives, several museums, and many sites, taverns, restaurants, etc.), and took stock of rapidly unfolding events.

Each student on the tour was pursuing a course of study in Modern Greek or Classical Studies. Some were in my "Athens Present and Past" class; others in "Archaeology and the Public." The majority had studied Modern Greek. The trip was meant to bring them into direct contact with heritage sites, practices, and objects.

"Heritage" is a very popular idea today. It refers to old things with meaning for the present. The course highlighted this interface of the past and present where cultural resources enter into planning, development, stewardship, and political action. We observed heritage at work in some of the usual and a few unexpected places.

Experts in several areas of resource management in Greek and American universities gave guided tours. With Prof. Johannes Foufopoulos (conservation biology), we surveyed the geological features of Athens from Mt. Lykavitos. Prof. Fani Mallouchou-Tufano (archaeological resources management) led a spectacular tour of the restoration works on the Athenian Acropolis; Dr. Natalie Vogeikoff-Brogan (archaeology) took us into the archives of the Gennadius Library and American School of Classical Studies in



Dr. C. Koutsadellis, an archaeologist working in the Acropolis Restoration Service (YZMA), shows UM students the restoration work in the north wing of the Propylaea.

Athens; Prof. Christos Doumas (prehistoric archaeology) pointed out the puzzles of the Akrotiri prehistoric site on Santorini; Prof. Panagiotis Pafilis (zoology and marine biology) led a walk through the wetlands of Marathon; Natalie Bakopoulos (creative writing) showed her favorite haunts in neighborhoods around Philopappos Hill; and Julian Anderson (writer) helped us find the graves of Heinrich Schliemann and George Seferis in the First Cemetery in Athens. Students discussed their experiences at three dinners in Athens—with hosts Perry and Dr. Christos Katsikas, Titika and Zelos Mouratoglou, and Dr. Kalliope Kontou-Fili and her daughter and son.

Students also honed their analytical skills by responding to four blogging prompts.

The first asked them to follow the European debt crisis. The trip took place exactly as negotiations between Greece and its creditors were reaching a critical turning point. Students were supposed to give a precise account of evolving events from their vantage point as visitors in Greece. One noted that, while initially "feeling excited because of the uncertainty (perhaps naively or in a way only possible due to my own personal disconnect with Greece's economy)," the anxiety kept building day by day.

The second prompt drew their attention to the activity of walking as a way of looking upon the world. Students were to elaborate on something they saw, felt, learned, understood, or realized while walking in Athens. General observations concentrated on the positive effects of slowing down and on the spatial understanding, sense of scale and proportion, and navigation skills students quickly developed.

The third prompt concerned students' status as tourists on Santorini, an island quintessentially defined by tourism. Every person who lives there contributes to the production of touristic goods. I asked students to reflect on their experiences with two notions of tourism in mind: tourism as a highly reductive packaging of culture offering no opportunity for real contact between visitors and hosts; and tourism as a transformative, mind-opening experience. One student deconstructed this binary opposition. "If anything," he wrote, "restaurant owners, tourist operators, and donkey runners are the most authentic Santorinians! With this in mind, our interactions with these people through our consumption of touristic goods in Santorini was actually a way to witness the non-tourist experience as well."

Lastly I asked students to identify one instance of heritage and to analyze the social and technological mechanisms enhancing its place in present time. Student topics varied from ways of eating a meal, burying the dead, speaking Greek, preserving Marathon, and seeing the Athenian Acropolis.

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NOTE FROM THE COORDINATOR



WHY STUDENTS CHOOSE TO STUDY MODERN GREEK TODAY

by Prof. Artemis Leontis

Every few decades, Greece takes a central place in world events and fires up the imagination of certain people across languages and cultures. There's a swirl of sensations. Things feel at once familiar and incomprehensible, welcoming and strange, simple and complex, beautiful, tender, and very hard. Curiosity grows. Suddenly, Greece matters in a very personal way. It becomes life changing. The feelings are more intense during periods of crisis. The War of Independence (1820s), Asia Minor catastrophe (1920s), World War II (1940s), 7-year dictatorship (1967 and 1974) all saw a rise in Philhellenism. And now in the 2010s, the economic crisis has made Greece a destination of intellectual and emotional passion once again. A full-scale depression caused by years of corruption and massive government debt, exacerbated by the politics of austerity, has become a humanitarian crisis. There's empathy for the people of Greece in their current predicament—unemployment, poverty, labor emigration, protests, suicides, and the sudden arrival of tens of thousands of refugees from wars in the Near East—and the desire to support their determination to build alternative institutions to become prosperous again. "I have fallen in love with Greece," a faculty member at another university just wrote to me.

In this column I reflect on the current phenomenon of Greece as a place that is paradoxically enriching the lives of outsiders, including our students. As Professor and Coordinator of Modern Greek, I regularly take stock of how we teach Modern Greek language, literature, and culture. Today's students have both realistic and idealistic goals: they want a course of study that prepares them for a rewarding career and at the same time develops skills for an enriched life, the goal of the liberal arts. A comment by KatyAnna Salcido, a student who took Modern Greek on a whim in 2012 and traveled with me on the "Greece Present and Past" study trip this year, shows how her studies in Modern Greek taught her that the preparation for a career entails preparation for life.

KatyAnna sent me this comment at the end of her Greek journey;

I could have taken any language. Maybe some of them would have been easier. I may have liked studying them better. They may have been a more useful choice for a life in America. But none of them would have gotten me to Greece. I think it's safe to say that I made the right choice, because Greece is where I needed to be this summer. While it's true that I am getting more of a traditional education here on campus, there are things I needed to learn before graduation that I could not have learned without taking a trip like this. Most importantly, I saw first-hand the value of making connections. A person can go far on her own, but she cannot get anywhere if she has not made relationships with the right people. I was lucky enough my freshman year to have made a connection with Professor Leontis, and I am grateful to have done so. This trip would not have been possible without her.

Of course it felt good to read that my work has made a difference in a student's life. But how exactly? KatyAnna makes five important points.

1. First she raises the matter of choice, the condition for students' joining our Program: "I could have taken any language." Students have the freedom to choose one of 65 languages offered at UM to fulfill LSA's 2-year foreign language requirement. KatyAnna could have taken Chinese, Spanish, Arabic, Hindi, Portuguese, or Bengali and competed with the many students who study these languages and billions around the world with native fluency. Instead she chose to be in the self-selected group in our one annual Beginning Modern Greek class. In return for the preference KatyAnna and other students show our Program, it is our pedagogical practice to understand why she made this investment, to give her and every student our individually directed attention.

2. KatyAnna's second point is about the pleasure of difficulty. Studying Greek presents many difficulties: a new alphabet, huge vocabulary, high level of inflection, etc. Furthermore, it is not immediately gratifying. With all foreign languages, and especially Greek, it takes a long time to become proficient even in the most basic communication situations: saying when something will happen—στη μία η ώρα, στις δύο η ώρα, στις 8 Ιουλίου, τον Ιούλιο, τη νύχτα—or giving an address—στην οδό Αριστοτέλους 7. Through the deferred pleasure of achieving each difficult end, students learn, with our guidance, how to mark the small steps of progress toward a larger goal. It's a life-lasting reward.

3. KatyAnna's third point is about utility. As instructors of Greek, we acknowledge that "Greek is not an obviously useful choice for life in America," unless someone has friends or relatives to speak with. Particularly since the economic downturn in 2008, students feel their studies should prepare them for a highly competitive job market. Many parents have a hard time appreciating the idea behind studying a foreign language, which will make practically no difference in their income differential in the business world. Yet most foreign language learning in the US addresses utility from a more profound angle than direct marketability. The purpose of [foreign language study](#) at UM, regardless of the language, is "to prepare students for a world that has been profoundly transformed by the forces of globalization": to make them aware of linguistic and cultural differences and give them the means to bridge them.

When students study abroad in Greece or Cyprus, something our Program actively supports, while using their limited Greek to communicate with old-world cultural complexity, they develop self-awareness, respect, flexibility, cosmopolitanism, and open-mindedness. By learning to negotiate language differently, they become uniquely qualified for the street-savvy, multi-cultural American workforce.

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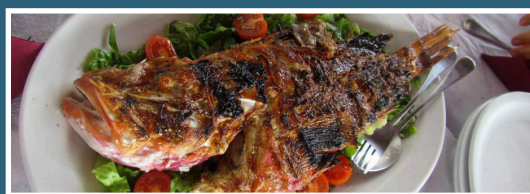
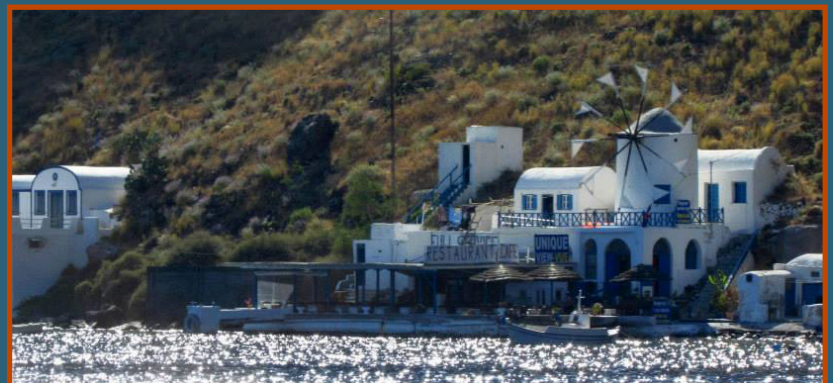
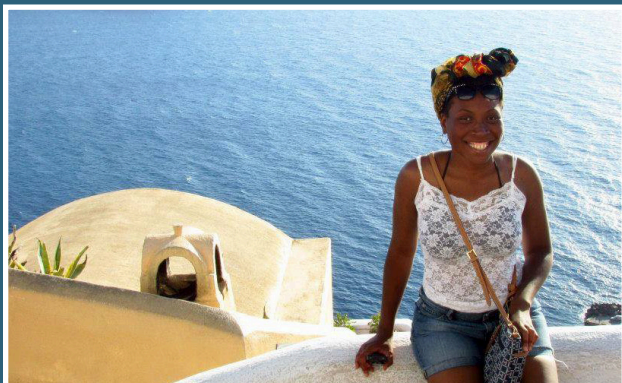
WHY STUDENTS CHOOSE TO STUDY MODERN GREEK TODAY (continued from page 2)

4. The fourth main point is precisely about deepened self-awareness. It is about education extending beyond the classroom to give lessons for life. According to KatyAnna, Modern Greek gave her the journey to Greece. It was a journey of personal necessity. "Greece is where I needed to be this summer." Furthermore, it was the necessary supplement to her education: the means to gaining a different approach to knowing, which she "could not have learned without taking a trip like this."

5. This leads KatyAnna to her final point on the value of relationships. Through her study of Modern Greek, she learned the important lesson that "a person can go far on her own, but she cannot get anywhere if she has not made relationships with the right people." Note that she wrote "relationships" and not "contacts." Modern Greek Studies is all about relationships, first because we are a small Program dedicated to building relationships, and second because our subject, Greek and Greeks in a highly interconnected world, is uniquely sensitive to economic and political realities. A tiny country with little direct influence on international developments, Greece has nevertheless stood at the front lines of change in Europe since its revolution in 1821. Today it

is again at the center of the European economic, political, and social crisis. It functions, responds, suffers, and endures in a network of relations. Through Modern Greek Studies, students learn the valuable career and life lesson that they must move within a network of relations throughout their lives. They learn that skills of human interaction are needed to make things happen.

Again today a special group of people from around the world feel drawn to the challenges of Greece in crisis. At about the time when I received the "I'm falling in love with Greece" message from one colleague, Johanna Hanink, a UM alumna who is now Associate Professor of Classics at Brown University, wrote to say she was on her way to Greece. She had taken my Introduction to Modern Greek Culture several years ago. Now she was sharing an article she just published, "Ode on a Grecian Crisis: What can classicists really say about the Greek economy?" (Find it on <https://medium.com/eidolon/ode-on-a-grecian-crisis-de3c92595a97>, July 20, 2015. I recommend it!) She also wished to express her appreciation: "My foray into Modern Greek studies," she wrote, "has enriched my life so."



TRAVELING IN GREECE, LIVING HISTORY (continued from page 1)

The study tour received generous support from the Constantine A. Tsangadas Trust of the Rackham School of Graduate Studies; Carrie Arbour Scholarship of the Department of Classical Studies; Kalliopi Kontou-Filis and Kenneth P. Mathews Fund for student study in Greece and Cyprus; and Foundation for Modern Greek Studies. I have

published many of the student blogs and photos on the UM Modern Greek facebook page. They are filled with powerful observations, and one student prepared a photo blog of hip street art. There is nothing quite like these students' on-site view of the historic moment they lived in Greece.

UPCOMING FALL EVENTS

Seven important events organized or co-sponsored by the Modern Greek Program. These events are free and open to the public.

Lecture: *Visually Demolished and Textually Reconstructed: The Middle Ages in Contemporary Crime Fiction*

Panagiotis A. Agapitos, Professor of Byzantine literature, University of Cyprus

4PM Monday, October 12, 1636 International Institute/SSWB, 1080 S. University, UM

The talk will be based on Agapitos's own experiences writing detective novels set in Byzantium and on his studies of medievalist films and novels.

This event is part of the Conversations on Europe lecture series presented by the Center for European Studies.

Screening: *Jewish and Greek in Turbulent Times*

Introduction by Director Vassilis Loules

7PM Thursday, October 22, Chemistry Building, Room 1210/930 N. University Ave., UM

Screening of two-hour film *Kisses to the Children* (2012), in Greek with English subtitles. *Kisses to the Children* is a documentary about the Jewish community in Greece based on testimonies of Greek Jewish survivors who spent the German occupation in hiding and talk about their lives. This tribute to the once vibrant Greek Jewish communities before the war is complemented by rare archival material made in occupied Greece by German soldiers and Greek patriots.

Co-sponsored by The Jean & Samuel Frankel Center for Judaic Studies.

Lecture: *Xenitia or the State of Being a Foreigner: Juxtaposing Realities, Interpreting Encounters*

Pavlos Kavouras, Professor of Cultural Anthropology and Chair of the Department of Ethnomusicology and Cultural Anthropology, School of Music, University of Athens

12:00PM Friday, October 30, Classics Library, 2175 Angell Hall, UM

The idea of *xenitia*, the state of being a foreigner, in addition to its historical importance for Greek culture, bears an ecumenical significance. Actually lived experiences of otherness, be they of practical, reflexive or spiritual nature, are differentiated instances of humanity's dynamic encounter with nature, society and self-awareness. The condition of foreign-ness may be seen as a symbolic bridge bringing together different cultural aspects of the contemporary globalized world. This talk will be of interest to people in fields such as anthropology, classics, archaeology, sociology of religion, cultural and literary studies, and ethnomusicology.

Co-sponsored by The University Seminars Program of the Alexander S. Onassis Public Benefit Foundation (USA).

Lecture: *The Audacity of Truth: Aris Alexandrou's Modern Greek "Antigone"*

Gonda Van Steen, Professor in Greek Studies, University of Florida
4PM Monday, November 2, Michigan Room, Michigan League, 911 N. University, UM

A talk on a little-known Greek historical tragedy that takes place during the 1940s. Two UM Theater undergraduates, John-Alexander Sakelos and Anastasia Zavitsanos, will perform excerpts from the play.

Co-sponsored by Contexts for Classics.

Lecture: *Greece: What Happened?*

Stathis N. Kalyvas, Arnold Wolfers Professor of Political Science; Director, Program on Order, Conflict, and Violence; Yale University
4PM Tuesday, November 10, 1636 International Institute/SSWB, 1080 S. University, UM

In this lecture, Professor Kalyvas will review the various stages of the "Greek Crisis" from its eruption in 2009 to the present. He will consider its place in the broader context of Greek history and the process of European integration, both monetary and political, comparing and contrasting political and economic dynamics, as well as domestic, European, and international ones. This lecture will draw on the arguments of his recently published book, *Modern Greece: What Everyone Needs to Know* (Oxford University Press, 2015).

Organized by the Weiser Center for Emerging Democracies.

Lecture: *To Amphipolis and Back Again: Crisis Management, Heritage Politics, and Grassroots Activism as "New Heritage" in Greece*

November 3, Time/Location TBD, refer to: www.lsa.umich.edu/modgreek
Despina Margomenou, Lecture IV in Modern Greek, Department of Classical Studies, University of Michigan

Part of the UM Museum Studies Fall Lecture Series *Cultural Heritage at Risk*.

Conference: *Power and the Mediterranean*

November 13 - 15, location TBD, refer to: meditopos.rll.lsa.umich.edu/the-meditopos-conference/

In the 2014 *Blackwell Companion to Mediterranean History*, Brian Catlos writes, "The ethno-religious diversity of the Mediterranean cannot be considered in isolation from the relationships of power that characterized the region." What then, are these power relationships? What kinds of power—colonial, imperial, ethnic, religious, gendered, racial, symbolic—have been relevant to the Mediterranean area?

Organized by Meditopos, the University of Michigan Interdisciplinary Workshop on Mediterranean Studies, founded in 2009.

Κ Π ΚΑΡΑΦΗ
PROFESSORSHIP IN MODERN GREEK
ENDORSED BY THE FOUNDATION FOR MODERN GREEK STUDIES



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To follow upcoming events, visit our website: www.lsa.umich.edu/modgreek

A TRUE STORY ABOUT TWO SISTERS

by Barbara Koremenos

Barbara Koremenos, Associate Professor in the Department of Political Science, puts a human face on the Greek crisis. This piece is part of a talk she delivered at the invitation of the Philoptochos Society, a charitable organization, in response to a call for aid to Greece from the Greek Orthodox Archdiocese of North America. Find the entire talk on the [UM Modern Greek website](#).

I want to share a true story about two sisters, my grandmother (my mother's mother) and my cousin Kleri's grandmother (her mother's mother). This narrative will, I believe, provide insights regarding the Greek crisis that cannot be attained with numbers or figures.

Around 1923, two sisters want to leave the town of Filiatra in the Peloponnese for a better life in the US. The two sisters travel to Athens. My grandmother goes through the emigration process first and waits hours for her sister. Evidently, at this point in time only one person per family was allowed to emigrate. And just like that, completely unexpectedly, only one sister, my grandmother, leaves Greece. The two sisters were not able to bid farewell to each other and never saw each other again.

My grandmother makes it to the US and starts a new life in the Chicago area. She goes through very difficult times, like the depression, but works hard as a church janitor and provides the barest necessities for my mother and her four siblings.

Kleri's grandmother, my grandmother's sister, goes back to Filiatra, has two children, and dies of TB soon after Kleri's mother is born.

My mother starts working at the age of 14 and slowly but surely builds a wonderful upper middle class life by starting a business with my father. I become the first person in my family to graduate college and go so far as to get a PhD from the University of Chicago. Now I am a tenured professor at one of the best universities in the world.

Kleri's mother struggles through the foster system in Athens and works to provide a lower class home for her four daughters. Kleri is able to find a private sector job after high school and is able to build almost the kind of life my mother did. Thus Kleri's daughter, Joanna, is the first person in her family to graduate college, obtaining a chemical engineering degree from the Polytechnical School (the best university in Greece); she then obtains a Masters degree.

Joanna tries in vain to find employment. After about five years, she becomes one of the 35% of young Greeks to find work: she becomes a cafeteria server in a mental ward, with two daily shifts, seven days a week, and no holidays off, thereby breaking all labor standards in Europe. Complaining will only get her fired, given the government is unable to enforce such labor laws.

I look at my daughter, Selene, and know that, although she will have her ups and downs, she will likely have an even better life than I have and accomplish more—every parent's dream

for their child. From my grandmother, to my mother, to me, to Selene, the trajectory has been as it should be: UP.

My cousin Kleri looks at her daughter, Joanna, and sees her as part of the Lost Generation. Joanna found work so she is one of the "lucky" young Greeks. But she has no prospects of using her chemical engineering degree in Greece; rather, the job she can find entails horrendous hours in a stressful cafeteria.

The trajectory from my grandmother's sister to Kleri's mother to Kleri was going up (albeit more slowly than our trajectory in the US) *until the crisis*.

You may not realize what is going on when visiting Greece because it is Greek nature to feed visitors even when one cannot afford it, to give gifts to visiting children even when the money is not there. I know with their savings accounts going down, Kleri still pampers my family.

For the Lost Generation in Greece, marriage and starting a family are far-off dreams. Every once in a while something is teased in front of them—like a job opportunity in far-away Australia. Like my grandmother, some young Greeks are emigrating, though for others, like my great aunt, even that possible salvation does not materialize.*

I am poignantly reminded that some people are suffering in Greece simply because one sister could emigrate and the other could not. One (and its offspring) worked hard and lived the American dream while the other worked just as hard and saw a slower improvement—that is, before the Lost Generation experienced an undeserved nightmare. I will never forget that it could just as easily be me worried about Selene's future.

* Recently my cousin's daughter did successfully emigrate to Germany after being offered a short-term internship in the European Patent Office. When that ended, she took intensive language courses, became proficient in German, and found a job. A lot of the family's savings were used to make this happen. They have absolutely no regrets and are relieved and ecstatic that their child has a bright future again, although they miss the daily interactions profoundly.



Joanna (Barbara's niece) and Selene (Barbara's daughter)



Barbara Koremenos

STUDENT AWARDS, DEGREES, AND GRANTS

AWARDS

Joseph Jozlin, Calliope Papala Politou Modern Greek Senior Prize

“When I started at UM, my biggest fear wasn’t adjusting to life in Ann Arbor, making friends, or even picking a major. No, what I dreaded was the LSA language requirement. I didn’t want to study a language that a lot of people knew. Greek stood out to me because it was ancient and uncommon. The fates must have smiled on me! Not only was I able to pass the classes, but I was good. I expected to scrape by, but instead I actually grasped a new language, understood the grammar, and wanted to learn more. I declared a Modern Greek major near the end of my second semester. I also decided to pursue Environmental Studies as a second major. Following my sophomore year, I went to Greece for the first time with a professor from the School of Natural Resources & Environment. That’s right, my two passions that were seemingly unrelated came together. Φιλοξενία means hospitality in Greek. But a literal translation is more close to ‘a love for foreigners.’ I have no Greek lineage, which makes me feel torn in Greece. I am not a Greek, but I’m not exactly a foreigner, either. I would have never imagined myself being immersed so deeply in a foreign culture when I first came to UM. Now I can’t imagine myself without η ελληνική καρδούλα μου (my little Greek heart).”

LJ Pavletic, Calliope Papala Politou Modern Greek Senior Prize

“I stumbled into the UM Modern Greek Program early in September 2011. I was a naive, confused, wandering freshman, interested in so many different things. My academic adviser brought up my Greek heritage and suggested that I enroll in Greek. Later that night, I noticed that the description talked about the lost language of Ancient Greece. But I wanted to learn how to speak, read, and write today’s Modern Greek. After some research, I fell into Dr. Despina Margomenou’s Modern Greek 101 course, and I have had a passionate, loving relationship with Greece ever since. The above example illustrates a conundrum of time and Greece: a crisis of past and present. Many folks will argue that Greeks find themselves in their present peril because they can’t figure out what century they live in. This may be a valid point, but one of the most redeeming qualities of Greece is its ability to occasionally glance back at the past, always live in the present, and often look toward the future. Time is an unstoppable force; however, if you travel to Greece, see if time doesn’t stop for you. A Greek major isn’t for everyone, but a lesson on the Greek course of life surely is. The Greek people will take their predicament of today, throw it on their backs, and with faith, love, sweat, a sprinkle of feta cheese, and A



From left to right; Artemis Leontis, Joseph Jozlin, Angela Evangelinos, LJ Pavletic, and Zachary Hayward

LOT of olive oil, they will make it into the success of tomorrow.”

Constantinos Demetral, Modern Greek Translation Prize for Advanced Intermediate Modern Greek

Anastasia Georginis, Modern Greek Translation Prize for Intermediate Modern Greek

2015 GRADUATING MODERN GREEK MAJORS AND MINORS

Andreas Gikas B.A., Sport Management; Minor, Modern Greek

Zachary Hayward B.A., Modern Greek

Joseph Jozlin B.A., Modern Greek and Program in the Environment; Minor, Political Science

Irene Kitromelides B.S., Neuroscience; Minor, Modern Greek

LJ Pavletic Jr. B.A., Modern Greek, Political Science; Minor, Community Action & Social Change

STUDENT GRANTS FOR SUMMER STUDY, RESEARCH, AND INTERNSHIPS

Etienne Charrière, a Ph.D. candidate in Comparative Literature, was awarded a Constantine A. Tsangadas Trust grant to support publication of the spring/summer 2016 issue of *Absinthe* entitled “World Hellenisms.”

Gianluca De Gasperi Delpino, Rudy Franco, Anna Haritos, Emily Lime, Victoria Norris, Christina Russ, KatyAnna Salcido, and Swati Tyagi students pursuing undergraduate

degrees in Modern Greek, Classics, and related fields, received support from the Constantine A. Tsangadas Trust grant, Carrie Arbour Scholarship Fund, Foundation for Modern Greek Studies, and Kalliopi Kontou-Filis and Kenneth P. Mathews Fund for the UM study trip, “Greece Present and Past.”

Constantinos Demetral, an undergraduate pursuing a B.A. in Modern Greek and Classical Archaeology, received a Constantine A. Tsangadas Trust grant to work on the Gabii Project, an archaeological site near Rome. This experience will contribute to his senior thesis on Greek identity, antiquity, and archaeological sites.

Anna Haritos, an undergraduate, received a Constantine A. Tsangadas Trust grant to study Modern Greek at The Athens Centre.

John-Alexander Sakellos, a student in the Music Theatre Program pursuing a Modern Greek minor, received a Foundation for Modern Greek Studies grant to attend an acting program run by The Hellenic Theatre and Drama in Education Network on the island of Hydra, with a strong focus in producing theatre with ancient and modern Greek content.

GRADUATE STUDENT NEWS

Will Stroebel (PhD candidate, Comparative Literature) was awarded the highly competitive Rackham Predoctoral fellowship for 2015-2016. He plans to write three chapters of his dissertation, a comparative study of 20th-century Greek and Turkish literatures, one of the first in the Anglophone world to bring these two literary systems into direct dialogue. The dissertation conjoins Mediterranean studies, the history of the book, textual criticism, media studies, periodical studies, the history of intellectual property, and poststructuralist and system theories—scholarly fields that have rarely intersected.

Etienne Charrière, (PhD candidate, Comparative Literature) is writing his dissertation, “We Must Ourselves Write About Ourselves: The Trans-Communal Rise of the Novel in the Late Ottoman Empire,” on the rise and spread of novel culture in the literatures of the three main communities of 19th-century Constantinople: the Greek, Armenian, and Ottoman-Turkish. He is the Managing Editor of *Absinthe: A Journal of World Literature in Translation*, a print and online magazine published by the Department of Comparative Literature, and was the content editor of a recent issue entitled *Precarious Europe: Writing in Uncertain Times*. Currently he is Assistant Managing Editor of *Asymptote*, another publication focusing on international literature in translation.