

Illinois Global Institute



Manga images by K. Bazzell-Smith. Read about the alumni artist on page 13.



EXECUTIVE DIRECTOR'S NOTE

By Jerry Dávila

The following pages give us an opportunity to celebrate and also to express gratitude to the incredible staff and faculty of the IGI and its centers and programs. This newsletter shows the range and vitality of area and global studies at the University of Illinois Urbana-Champaign and a glimpse into the many students and alumni who have benefitted from our training and support. The work of the centers and programs makes Illinois one of the most privileged places to ask questions about our world, and to ask those questions in many languages.

This message centers on several IGI achievements that we want to highlight. The IGI, organized in 2018, has received permanent status as a U. of I. Institute. This process included approvals from the University Senate, the Board of Trustees, and the Illinois Board of Higher Education. Along with the IGI, three of our units also received permanent status: the Center for Global Studies, the Center for South Asian & Middle Eastern Studies, and the Women & Gender in Global Perspectives. The process gave all of us an opportunity to reflect upon what these units accomplish and represent for the U. of I. and for their role within the state. What stands out across them is the continuous and coordinated effort to help many publics better engage with their world through educational outreach, university academic programs, support for faculty and for K-14 teachers, and a commitment to raising the profile of regional and thematic perspectives.

We were also thrilled to welcome the LAS Global Studies Program to IGI—the first program to join us since we were organized. LAS Global Studies offers a major and a minor that give many undergraduate students the opportunity to learn about and work with global questions in areas such as health, governance, environment, human rights, communications, cultural contact, and wealth and poverty. A certificate program is offered as well. This move—both organizationally and physically into IGI and Coble Hall—gives us new occasions to connect the work of Global Studies students with the many



Photo courtesy of Carly Conway.

programs, faculty affiliates, and funding opportunities sustained by our centers and programs.

With support from the Provost and the College of Liberal Arts & Sciences, we have established a new position of faculty director for South Asian studies within the Center for South Asian and Middle Eastern Studies. CSAMES is unique in IGI and nationally as a center that incorporates two world regions, a structure that has worked through the dedication of its affiliated faculty and its staff. In recent years, CSAMES has enjoyed a series of successes in Department of Education funding, first through an Undergraduate International Studies and Foreign Language grant to support Persian instruction, and more recently from its designation as a National Resource Center in Middle Eastern Studies. The creation of the faculty director role increases our capacity to build and speak to South Asian studies at Illinois. Rini Mehta, associate professor of comparative and world literature and of religion, will take on that role beginning this fall.

Finally, we also welcomed new staff to the IGI, including its first deputy director, Maureen Marshall, whose note follows. And over the past two years, we have been fortunate in the building of an incredible team of office support staff, each of whom supports two centers. They are Sam Ham (CAS and CSAMES), Sarah Pierson (ACDIS and REEC), Olga Popova (EUC and WGGP), and Rosa Pullen (CEAPS and CGS). We also welcome Piyali Banerjee, accounting officer.

If you have any alumni news, story ideas, or comments on this newsletter, please send them to IGI-info@illinois.edu. You can update your contact information by following this link: <http://surl.li/ihpht> Thank you!

DEPUTY DIRECTOR'S NOTE

By Maureen E. Marshall



Since my role of deputy director is a new one for IGI, I'd like to share some of my key responsibilities and plans. The deputy director supports IGI operations, leads some of IGI programming and initiatives, builds connections across campus, and works on enhancing IGI student experience—all while growing our sense of community. I am looking forward to collaborating with colleagues in IGI at the area studies and thematic centers and contacts across campus on these issues.

One of the areas I am most excited about concerns building the IGI student community, and I am eager to hear the suggestions of my colleagues. Supporting students has always been close to my heart. I served as associate director of the Russian, East European, and Eurasian Center for over eight years, which included advising undergraduate students and FLAS fellows. I learned how important it is to listen to our students, continually think creatively, and be willing to try new things and learn from “misses.”

One of the programs I developed with my fellow associate directors is IGI Career Day, which brings center alumni and affiliates to campus to share their career experiences and engage with current students. In spring 2022, over 40 graduate and undergraduate students from across campus participated in Career Day, listening to panels on careers in academia, the US government, technology, and non-profit organizations; meeting for informational interviews with alumni; and networking throughout the day. We are looking forward to hosting the IGI Career Day again this coming spring.

I am also engaged in a series of conversations with the centers and programs to learn more about their students, degree programs, and areas of need. I'll be carrying this information gathering forward into the fall, meeting with others across campus and looking for student feedback on how IGI might support undergraduate and graduate students within our degree programs and more broadly.

Furthermore, I am looking to involve IGI affiliated faculty in new programs and activities. There is such an amazing range of innovative research and impactful educational initiatives being conducted across campus that I discover some exciting new project nearly every day.

Finally, I'll share that my experience conducting archaeological fieldwork has shaped much of my worldview and how I approach life and challenges. Besides learning how to work as a team member when hot, dirty, tired, and with people who don't all speak the same language, I have found that the material record frequently reveals something unexpected or challenging. I must then put on my thinking cap, reexamine my assumptions, and figure out how to adapt, change course, or revise my research questions and sources. I plan to bring the knowledge from these lessons to my new position and look forward to the opportunities ahead.

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REFLECTIONS ON INTELLECTUAL FREEDOM AND THE PAN-AFRICANIST AGENDA

By Maimouna Barro, associate director, Center for African Studies



Barro
As I represented the **Center for African Studies** at the 16th General Assembly of the Council for the Development of Social Science Research in Africa (CODESRIA) in December 2023 in my home of Dakar, Senegal, I was enlightened and struck by the vulnerability of intellectual freedom in the face of various authoritarianisms, whether on college campuses or other domains of the public sphere, nationally or globally. My attendance reminded me of the importance of intellectual freedom as we continue to grapple with deepening anti-intellectualism across our world which, as we come out of a post-COVID pandemic time, has experienced some of the worst wars and human calamities it has ever gone through. Despite where we may be situated with respect to our intellectual positions and convictions, our social responsibilities as scholars continue to be tested.

First, I would like to provide some background. Very often international organizations play significant roles in political debate and social change. CODESRIA is the largest scholarly organization based on the African continent, and the choice of Dakar as its headquarters since its establishment in 1973, was mainly justified by Senegal’s relative political stability. Senegal has a unique position as one of the very few countries that has never experienced a military coup and—despite some setbacks in its democratic trajectory since independence in 1960—the country has held regular elections, experienced peaceful transfers of political power, and has stayed resilient in the process of building and maintaining peace and social consensus rooted in religious and ethnic pluralism. These are all supported by the power of the over 18 million Senegalese people, among whom 75% are 35 years or younger.

The government of Senegal has granted CODESRIA diplomatic status and provided a space for intellectual freedom and engagement for Africanists on the continent and their counterparts at universities and research institutions outside of Africa. As the General Assembly was meeting, however, the country was going through one of its most serious constitutional crises, with key opposition leaders in jail, scheduled presidential elections postponed, and an entire country fearing the worst political upheaval it had ever experienced. All of this was occurring in the midst of serious crises and violent outbreaks within the Sahel region and in Senegal’s neighboring countries.

Senegal’s institutions and its people reacted in the most peaceful and institutionally binding way to urge president Macky Sall, who had led the country since 2012, out of his 12-year presidency and push him to fulfill his promise to respect the constitutional limit of two terms in office. The March 24 presidential vote then resulted in 44-year-old President Bassirou Diomaye Faye being elected. This was just 10 days after President Faye and his mentor and now prime minister Ousmane Sonko were released from prison. The resounding electoral triumph of President Faye over the former prime minister and ruling government party led by Amadou Ba has shone some light of hope on Senegal and other African nations.

The phrase “good governance” is a key theme in a number of CODESRIA research institutes, workshops, and publications. We are encouraged to act on the concept of “virtuous governance” echoed through many speeches in Wolof as *Jub, jubël, jubbënti*.

As to my own journey 12 years ago and as noted in a piece I wrote titled, “Democracy in Senegal Tested: A Personal Reflection”: <https://afirst.illinois.edu/democracy-senegal-tested-personal-reflection>, the same euphoria was the general feeling in the country when the presidency of Abdoulaye Wade (2000-2012), who was credited with being an exceptional leader in post-independence Africa, was celebrated at the beginning of the millennium.

Furthermore, as a Senegalese-American working at a major US African studies program and whose intellectual and professional journey has been influenced considerably by key Pan-Africanist thinkers from Africa and the global African diaspora, I consider CODESRIA a safe intellectual home. Many of us hope Senegal’s newly elected government’s commitment to work toward a stronger regional integration and Pan-Africanism offers CODESRIA the space to continue to push forward the principles of the 1990 Kampala Declaration on Intellectual Freedom and Social Responsibility.

To conclude, as a Senegalese-American, I join other Senegalese both at home and in its diaspora, as well as other African peoples, in our renewed hope that the 10-year-old and newly elected party, *Patriotes Africains du Sénégal pour le Travail, l’Ethique et la fraternité* (PASTEF) (“African Patriots of Senegal for Work, Ethics and Fraternity”), will respond to the many expectations of Senegalese people, especially the youth who have heard Africa’s youngest president vow to work hard to govern with humility and transparency and to endeavor to end youth unemployment and systemic corruption.

REACHING DEVELOPMENT ECONOMICS



Benin, West Africa. Image from Adobe Stock

Early in 2024, Professor Richard Akresh (Dept. of Economics) led a group of students on a study abroad trip to Benin, West Africa. Akresh had previously served in the Peace Corps in Togo and conducted research in Burkina Faso. For the course, students were asked to “challenge preconceived notions of development and globalization in the context of Benin.” They visited with NGOs connected to issues of agriculture, education, and health.

In the following essay, **Olivia Yu** (BS, ’24, Economics and Statistics), a Chinese-born student on the trip, shared her reflections.

Were you self-conscious about being privileged? The word “privilege” tends to be negative, referring to special advantage. Instead of addressing how remarkable Béninoise culture is, I first want to answer this question, since it lingers in my mind. Privilege can be defined by social position. Is the question more complicated if we self-identify as poor American college students when most Béninoise are incapable of affording flight tickets? While we visited with NGOs and host families, our faculty leader, Professor

Akresh, asked us to think about this issue in regard to development economics.

Travel privileges are rarely discussed in the US. Airplanes are not considered as transportation unique to the upper class. In the Global South like in countries like China, however, it still sounds bizarre when government reports indicate 300 million citizens have never taken a plane. I have travelled abroad several times to nearby countries, and so has my immediate family, but one of my biggest curiosities about Benin comes from the negative perception we hold toward Africa. Africa is viewed as a greedy abyss relying on financial aid from NGOs and the World Bank. How much is the description true? As a young female growing up in the Global South, my background does not exclude me from bias. Interacting with locals and NGOs was valuable for breaking stereotypes. In addition, attractions like the Voodoo festival and historical museums taught me about the culture.

During an on-site visit to the Association Béninoise pour la Promotion de la Famille, I realized that the stereotype about Africa’s

reliance on international advocacy was untrue. Learning about economics at the undergraduate level can often be stated as purely theoretical, like the Hanging Gardens of Babylon, where we dream of perfect conditions in the real world. The study of development economics, however, opened us up to my brainstorming about privilege, inequality, and my current situation.

The University of Illinois Urbana-Champaign is famous for international diversification; thousands of international students choose to attend college here. Because I am an international student, my friends often asked me before this trip, “Is it meaningful to study abroad when you are already an international student?” After hesitation and confusion, I knew that my trip to Benin told me the answer: I would love to have it start over again. It’s hard to cover all the details and inspiring moments in this short article since I cannot pull out my memories and thoughts with a wand and share them; not, yet I want to offer my strongest claim—I hope I will have the chance to do so again.

CEAPS CELEBRATES ASIAN STUDIES IN THE MIDWEST AND BEYOND

By Yuchia Chang, associate director, Center for East Asian & Pacific Studies

The **Center for East Asian and Pacific Studies** hosted the 2023 Midwest Conference on Asian Affairs (MCAA) for the sixth time from Sept. 29 to Oct. 1, 2023. MCAA drew 223 participants from 93 educational institutions around the globe. Our farthest participants visited from Bangladesh, Germany, India, Indonesia, Japan, Korea, Pakistan, and Philippines.

The three-day conference ran 65 engaging panels consisting of individual paper presentations, organized talks, and roundtable discussions across nine concurrent sessions. These provided opportunities for participants to exchange ideas and learn about new or ongoing research work presented by faculty, students, practitioners, and independent scholars.

The conference offered valuable opportunities to establish connections and network with leading experts in the field of Asian studies, especially for graduate students who made up more than half of the participants, including 39 of our own Illinois students.

“MCAA is an invaluable opportunity for mentorship and professionalization for graduate students in the Midwest,” said one participant. “I myself was one over a decade ago, and MCAA was my first real conference. As I am at a coastal institution now, I have not attended MCAA since, but I was conscious of the importance of attending sessions that were graduate student-only panels to support their work.”

One highlight was a special program celebrating the life and work of David W. Plath (1930-2022), long-time anthropology faculty and founder of the Asian Educational Media Service at CEAPS. Friends, families, and colleagues of Plath gathered for a screening of his 2011 film *Can't Go Native?*, followed by a post-screening conversation with Plath's grandson and film collaborator Isaac Napell (*So Long Asleep: Waking the Ghosts of War*) and Illinois colleagues Robert Tierney, Roderick Wilson, and Jason Finkelman.

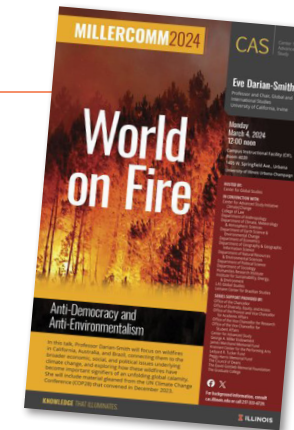


Another standout was the Presidential Roundtable on “Urban History, Asian Studies, and the Possible Future(s) of the Asian City.”

Finally, Jean Oi (president of the Association for Asian Studies and William Haas Professor of Chinese Politics and senior fellow at the Freeman Spogli Institute for International Studies at Stanford University) presented the keynote address titled, “A Perfect Storm: COVID, Collapse of the Property Sector, and Local Government Debt in China.”

EVE DARIAN SMITH: “WORLD ON FIRE: ANTI-DEMOCRACY AND ANTI-ENVIRONMENTALISM”

By Donna Tonini, associate director, Center for Global Studies



The **Center for Global Studies** hosted professor Eve Darian-Smith (professor and chair of global and international studies at the University of California, Irvine) as part of the MillerComm 2024 lecture series sponsored by the Center for Advanced Study and in conjunction with many other units.

The title of her talk was “World on Fire: Anti-Democracy and Anti-Environmentalism,” and her aim was to connect climate change to broader societal issues around the globe. This talk elaborated on ideas from her most recent book, “Global Burning: Rising Antidemocracy and the Climate Crisis” (Stanford University Press, 2022), which explores the convergence between a global political lean to the extreme right and human-driven climate change, contending that using fire as a thread connecting different locations around the world can allow us to better understand the interconnected global consequences of this convergence.

An impactful portion of this talk centered around Darian-Smith's explanation of thinking about fire versus thinking *with* fire opposed to thinking *through* fire. When there is a significant natural disaster like a bushfire, there is the empirical dimension in which we are concerned with the experience of fire itself. Thinking *with* fire asks us to consider the relative dimensions of fire and its kinship to the natural world; this instance critiques the modern world's binary division between the natural and unnatural and its insistence of control. Darian-Smith emphasized the importance of thinking *through* fire as well to better understand the spatial and temporal dimensions of fire. As such, we think through fire to consider what has contributed to this situation throughout space and history—often, exposing longer histories of racial and extractive capitalism.

A resounding message communicated was the power of elections in 2024. In the

European Union alone there will be 720 members of the European Parliament elected and at least 64 countries around the world will be hosting elections. Political will must be present to bring about change in response to the climate emergency and its effects around the globe; lacking this at a national level, it falls on individuals to instigate actionable changes. Global climate defenders are often the ones courageous enough to take the steps to lead to actual changes in policy and implementation. Dr. Darian-Smith also pointed out some examples of local governments filling in the gaps on this topic as well, as seen in regional agreements between states or in “green cities” which have established their own standards and climate commitments in the absence of a federal enforcement.

More on this lecture can be found at <https://shorturl.at/fWZOv>

CLACS CELEBRATES MARÍA ELENA MOYANO

The **Center for Latin American & Caribbean Studies** will bring the Maria Elena Moyano: Siempre en la Memoria exhibition to campus for its first US showing. The exhibition features art from 15 Afro Peruvian artists who use their work to reflect on Moyano's dedication and sacrifice. The show is curated by el Lugar de la Memoria, la Tolerancia y la Inclusión Social (LUM) (The Place of Memory, Tolerance, and Social Inclusion) in Peru and will take place at the Spurlock Museum of World Cultures in the spring of 2025. More information will be

posted as it becomes available.

This exhibition celebrates the life of Afro Peruvian community organizer and activist María Elena Moyano (1958-1992). Moyano was a fearless community leader who fought for the rights of women, Afro-descendants, Indigenous people, and the poor. As Villa El Salvador's deputy mayor, Moyano fought to protect her community against the violence of the Shining Path, a radical Maoist movement that sought to impose its own vision of cultural revolution. Because of her defiance,

she was assassinated in 1992 at the young age of 33.

The exhibition and the partnership with LUM are particularly meaningful to CLACS as we are the only institution in the United States that has a named fund in Moyano's honor. The goal of the María Elena Moyano Fellowship Fund is to support students from Spanish-speaking countries in Latin America pursuing a graduate degree in any field at the University of Illinois Urbana-Champaign. Thanks to generous support from former CLACS director

Nils Jacobsen (emeritus, history) and a number of faculty affiliates and friends of CLACS, the Moyano fund has reached a level where we can now begin awarding scholarships geared toward helping newly arriving students from Spanish-speaking Latin America by offsetting some living expenses while on campus.

We believe the presence of Latin Americanist students from Latin America provides an essential diversity of viewpoints and life experiences that enriches our classrooms and campus life, and create communities of scholars, colleagues, and friends stretching across the Americas. Financial constraints

make it difficult for many talented Latin American students to enroll in the programs of study that we offer. The María Elena Moyano Fellowship Fund honors the example of María Elena Moyano by supporting the education of a new generation of leaders in Latin America. We hope to continue to grow the fund in order to begin to award tuition-waver generating fellowships to deserving students.

To learn more about the Maria Elena Moyano Fellowship fund and how you can help, visit <https://shorturl.at/Zlxxg>.



CELEBRATING ARAB AMERICAN HERITAGE IN APRIL

By Angela S. Williams, associate director, Center for South Asian & Middle Eastern Studies

To commemorate Arab American Heritage Month, which takes place in April in the United States, the **Center for South Asian & Middle Eastern Studies** hosted its first Arab American Heritage Conference on April 5. The event brought together leading history and literature scholars as well as poet/authors to expound upon Arab Americans' experiences and identities.

Akram Khater, director of the Khayrallah Center for Lebanese Diaspora Studies and professor of history at North Carolina State University, discussed the waves of immigration to various parts of the US and reasons individuals and families from Arab countries left their homes to establish new lives here. His presentation made it clear that there is no singular Arab American story.

Therí Pickens, professor of English at Bates College in Maine, discussed Arab American literature in relation to speculative fiction of other American authors, such as Octavia Butler. Nouri Gana, professor of comparative literature at UCLA, explored the idioms of Palestinian poet and author Mahmoud Darwish.

In the afternoon, attendees were treated to readings by two acclaimed authors. Mohja Kahf, professor of arts and

sciences and English at the University of Arkansas and author of "Emails from Scheherazad," "The Girl in the Tangerine Scarf," "Hagar Poems," and "My Lover Feeds Me Grapefruit," read several of her poems speaking to the anguish, loss, and longing experienced by people of Arab descent. Her works offer hope through memories awakened by foods and fragrances.

Susan Muaddi Darraj read from her most recent novel, "Behind You is the Sea." She described her work as a mosaic of stories of Palestinian Americans whose characters weave in and out of one another's lives. Readers are introduced to the community she creates and can develop empathy for each character's perspective and experience.

Funding was provided by the U.S. Department of Education Undergraduate International Studies and Foreign Language Program grant.



EUROPEAN UNION CENTER BRINGS EUROPE TO ILLINOIS CONSTITUENCIES

By Markian Dobczansky, associate director, European Union Center

The **European Union Center** carries out a comprehensive outreach program, including facilitating advanced research, sponsoring graduate and undergraduate opportunities, providing resources for K-12 students and educators, and creating cultural programming for the general public.

A research highlight this year was the fourteenth annual EU Studies conference, "Paradigms of Racialization: Alternative Sources." This conference, the second of two sponsored by a grant from the Albertine Foundation, brought together scholars from France and the US to present cutting-edge research on racialization in a broad range of contexts and time periods, including Europe, the Mediterranean, Africa, and the U.S. Organized with our partners at the University of Paris 8 Vincennes-St. Denis, the conference also benefitted from co-sponsorship by the Center of Excellence/France@Illinois, Transcrit (Paris 8), and the Digital Islamic Studies Curriculum (Michigan).

Graduate students in our Master of Arts in European Union Studies degree program and our FLAS fellows studied European languages and took specialized courses such as EURO 501: European Union Studies and EURO 502: The EU in a Global Context. In addition to the flagship MAEUS degree, the EU Center also afforded undergraduates extensive opportunities for immersive learning experiences. In

collaboration with teaching associate professor of political science Konstantinos Kourtikakis, the EUC facilitated undergraduate participation in the Schuman Challenge in Washington, D.C. and the Midwest Model EU at Indiana University Bloomington.

The EU Center is also proud to support a number of K-12 outreach programs, among which is our sponsorship of the Midwest Preliminary Round of the Euro Challenge. This economics-themed competition for high school students is organized by the EU Delegation to the US. Winners of the regional rounds traveled to New York and competed in the finals. This year, Okemos High School from Michigan won the national Euro Challenge competition after advancing from our preliminary round competition.

This year we marked the fifth EU Day of Art with a free public performance by the Italian contemporary dance company Artemis Danza. Their performance of "Corpi Violati," an original work that thematizes the problem of gender-based violence, was a moving experience. During their visit to campus, Artemis Danza also held a master class for students from the Department of Dance and made connections around campus for future collaborations.

"COMMON DIFFERENCES" CONFERENCE: 1983 AND 2024

By Anita Kaiser, associate director, Women & Gender in Global Perspectives

The **Women and Gender in Global Perspectives Program** and Gender and Women's Studies co-hosted "Common Differences 2: Transnational Feminist Resistance(s) Against Contemporary Violence(s)." In keeping with the 1983 Common Differences conference where graduate students took the organization lead, WGGP and GWS invited four graduate students from WGGP and GWS to envision a program of speakers for Common Differences 2.

Set against a backdrop of global crises such as systemic inequalities, environmental challenges, political

unrest, and pandemics, Common Differences 2 examined the nuanced ways global patriarchal structures impact women and marginalized communities differently across various contexts. The conference theme addressed the critical need for spaces in which feminist activists could strategize and mobilize.

Over three days, approximately 120 participants from multiple campuses and the local community attended two movie screenings and heard 30 national and international speakers presenting in multiple languages. By focusing on



shared struggles and the rich diversity of feminist activism, the conference sought to foster an intergenerational dialogue that reflected on the past and future of transnational feminist discourses, encouraging a more inclusive and intersectional approach.

For more information on the conference including recorded presentations, please visit WGGP's conference website at <https://go.illinois.edu/2024CommonDifferences>.



Artemis Danza

LAS GLOBAL STUDIES OFFERS “THE BEST OF BOTH WORLDS”: ONLINE TEACHING TOOLS AND PERSONALIZED MENTORSHIP

By Valeria Bonatti, senior lecturer, LAS Global Studies

We started the 2023-2024 academic year with several exciting developments, including a more substantive return to in-person activities, as well as an increasingly diverse student body, supported, at least in part, by the Illinois Promise Initiative. Begun in 2005, it is the goal of Illinois Promise to make higher education affordable to students of low income levels. (More about it can be found here: <https://shorturl.at/MZaHr>). While we are enthusiastic about these developments, we are also keenly aware of the need to support all our students through the challenges of COVID-19 recovery and of college life. This is particularly true for minority and non-traditional students, for whom lack of mentorship is often associated with poorer academic outcomes and job prospects. While some of our **LAS Global Studies** students prefer building a hybrid schedule of online and in-person classes, for non-traditional students, students returning to the university after a time in the workforce, and for those facing prolonged health challenges, online classes remain the only option. How can we mentor these students remotely?

Thanks to the support of the LAS Student Success Innovation initiative, a team of LAS Global Studies faculty and advisors worked on incorporating elements of online education into our liberal arts core, which emphasizes personalized mentorships and interdisciplinarity. We call this the “best of both worlds.”

We added a limited number of recorded asynchronous lectures in our in-person and synchronous classes, freeing up class time to meet with students



Image from Adobe Stock

individually. Through such meetings we were able to offer students guidance and support for academic and non-academic challenges, as well as mentorship on new and on-going projects. Some of the issues we addressed included challenges in adjusting to college life and identifying mental health resources, as well as research-related interests and opportunities and post-graduation plans. We also learned more about students’ unique learning styles, which we can use to reflect and expand on our pedagogies. We are happy to report positive outcomes such as better academic performance on semester-long projects, and support for students facing extenuating circumstances.

LAS Global Studies’ commitment to accessible and excellent college education, which requires low student-to-faculty ratios, need-based fellowships, and ultimately, economic restructuring, is non-negotiable. As our community continues to strive towards such goals, we welcome the opportunity to use our technological capacity to engage with more students, in more meaningful ways.

Ó ABRE ALAS (MAKE WAY)

By Flávia Andrade, acting director, Lemann Center for Brazilian Studies

This year, the number and pace of activities and events at the **Lemann Center for Brazilian Studies** resembled a *marchinha*, or “little march,” vibrant music that energizes the streets during Brazilian Carnival. Marchinhas, with their lively rhythms and often satirical lyrics, have historically united communities in celebration and dialogue. Similarly, the center has played a crucial role in opening doors for new scholars, students, and the broader community, marking significant strides in its growth and outreach.

The center doubled its number of faculty affiliates over the previous year. Central to this growth is the Lemann Lecture Series, which featured 23 talks, and the Lemann Graduate Forum, which showcased research from Lemann and Werner Baer graduate students, postdoctoral fellows, and Lemann Foundation leadership scholars. These events reinforced the center’s role as a vital hub for engaging with Brazilian culture, politics, science, and history, fostering a rich exchange of ideas, and furthering interdisciplinary goals.

Cultural activities also mirrored the festive essence of marchinhas. The center organized two major Carnival parties, with one event at the YMCA drawing over 300 attendees who danced to traditional marchinhas, filling the venue with energy and unity. The celebration expanded to the Krannert Center for Performing Arts, incorporating international Carnival traditions alongside Brazilian ones.



Carnival party

These events were enriched by a lecture from Suzel Reily, Lemann Center Distinguished Visiting Scholar, who discussed the historical and cultural significance of marchinhas as tools of musical activism. A tribute week to Brazilian composers Heitor Villa-Lobos and Tom Jobim, organized by affiliate faculty Iura Resende, and a show by Choro das 3, enriched the cultural and outreach offerings, illustrating the global influence of Brazilian music.

Like the marchinhas that have long brought joy and unity to Brazil, the Lemann Center continues its “little march” forward, bridging interests and cultures, and fostering a vibrant community of learning and celebration.



Orchestra members

UI Orchestra marks 60th anniversary of Latin American tour

Sixty years ago, in 1964, members of the University of Illinois Symphony Orchestra went on a tour sponsored by the US Department of State to Central and South America. The trip took the student musicians and their conductors to 10 Latin American countries, including Brazil, which was in the midst of a revolution. In June 2024, about 16 members of the group met to share memories and play chamber music. For a longer article, see pages 34-35 of “Sonorities” <https://issuu.com/artsatillinois/docs/sonorities-24>.

NEWS FROM THE PROGRAM IN ARMS CONTROL & DOMESTIC AND INTERNATIONAL SECURITY

By ACDIS team

Throughout the year, the **Program in Arms Control & Domestic and International Security** collaborated with the Student Securities Group (a registered student organization) and with experts from around the country to speak about various global security issues. Students from ACDIS, the SSG, and all over campus were invited to listen to speakers and engage with them after the talks. The purpose of these conversations was to show students the various pathways they can choose to pursue careers in security.

Guest speakers joined from Sandia National Laboratories in New Mexico, the Department of Defense, arms control-related organizations in Washington, D.C., and other national laboratories. Of the topics examined, such as career opportunities at the International Atomic Energy Agency and navigating security-related internships,

we were especially proud to focus on the film screening of *Richland*.



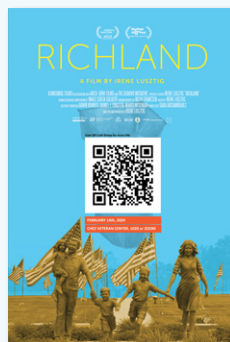
The director/producer/editor of *Richland*, Irene Lustzig, met with students and faculty via Zoom to screen the film and follow up with a Q&A session.

Lustzig writes that she “is a feminist filmmaker, archival researcher, educator, and amateur seamstress. She works in a space of delicate mediation between people, their pasts, and the present-tense spaces and landscapes where unresolved histories bloom and erupt. Often beginning with rigorous research in archives, her work brings historical materials into conversation with the present, inviting viewers to contemplate questions of politics, ideology, and the complex ways that personal, collective,

and national memory are entangled.”

An abstract of the film notes the town of Richland, Washington was “built by the U.S. government to house the manufacture of weapons-grade plutonium for the Manhattan Project. Richland is proud of its heritage as a nuclear company town, and proud of the atomic bomb it helped create. ‘RICHLAND’ offered a prismatic, placemaking portrait of a community staking its identity and future on its nuclear origin story, presenting a timely examination of the habits and thoughts that normalized the extraordinary violence of the past.”

Readers can learn more about the film at <https://richlandfilm.com/about/>.



ALUMNI SPOTLIGHT

ALUMNI KOFI M. BAZZELL-SMITH: MANGA ARTIST AND BOXER

Kofi M. Bazzell-Smith (MFA, '24, New Media)

Kofi Bazzell-Smith is an artist with a passion for manga, a style of Japanese comics, and a professional boxer. He has participated in the 2023 Future Faculty Career Exploration Program held at the Rochester Institute of Technology in New York. Examples of his artwork can be found on the front cover of this newsletter.

Bazzell-Smith provided the following concerning his education and career.

Regarding my development as a scholar that works in a Japanese form, my **CEAPS-sponsored FLAS fellowship** allowed me to take courses in advanced Japanese language and Japanese film, both of which were instrumental in my development as a scholar.

In 2017, I went to Japan as a college dropout. I saved up \$5,000 while working overtime in temporary employment, quit my job, and went to Fukuoka for a month to study at a private language school and train at a professional boxing gym. At this school, I took my first course on manga storytelling. I already had intermediate command of the language from studying at Parkland College and learning on my own.

My experience in Japan led me to return to school. Two years later in 2019, I studied abroad at Kansai Gaidai where I took a manga production course, advanced Japanese language, and a course on translation from English to Japanese. During this time, I also audited a course at Kyoto Seika University and studied privately under Story Manga department professor Akira Sasou.

Meanwhile, I trained at several boxing gyms. I met the director of Japanese professional boxing, Shosei Nitta, and he organized an exhibition match for me in Kawasaki, where I defeated a Japanese professional fighter. I learned most of my speaking Japanese from training in boxing gyms, since usually nobody spoke English.

In the summer of 2022, after my first year of graduate school at the University of Illinois Urbana-Champaign, I received research funding from a Mellon-sponsored interdisciplinary fellowship to spend one month in Tokyo. My trip was sponsored by my guarantor, professional mangaka Kazuo Maekawa, who drew the popular manga *逆転裁判* (“Phoenix Wright Ace Attorney”).

In 2023, I created a two-week artist residency for Maekawa at the U. of I. via a \$15,000 grant I won from the Center for Advanced Study. This marked the first time I felt like I could build practical bridges between the US and Japan through manga. I served as host, event organizer, and Japanese-English interpreter for the two-week residency, and we held events at the U. of I., Franklin Steam Academy, Northwestern University, and C2E2 in Chicago.

Later that year, I returned to Japan for a month of independent research. This time I gave lectures at Musashi University and Aoyama Gakuin University, and presented my work to donors at the US-Japan Bridging Foundation’s 25th anniversary Gala at the Tokyo American Club.

Last June I joined Middlebury College’s summer intensive language program as the only non-Japanese faculty in the Japanese department. I taught manga and boxing lessons in Japanese to students and faculty. This was my first time giving formal lectures in Japanese.

As a study abroad student, I gained most of my memorable experiences and made my most important connections off

continued on page 20



RUSSIAN, EAST EUROPEAN, AND EURASIAN CENTER

CRAFTERNOON USHERS IN SPRING AT REEC

By John Randolph, director, Russian, East European, and Eurasian Center

College has always been about bringing young people together to do interesting things, to share their own experiences, and learn about the world. Until, suddenly, it wasn’t: The COVID-19 pandemic of 2020-2021 left a generation of students stuck in their rooms, attempting to socialize and study online. Campuses shifted back to in-person operations a couple of years ago, but the subtler social distancing impacts of the pandemic linger here and there, both in the institutional habits that do or don’t bring people together and in the practical lives of being a student.

So it was with trepidation and uncertainty that the **Russian, East European, and Eurasian Center** in March 2024 unveiled its first “Crafternoon,” a new event with the utterly old school purpose of simply getting students together for some ritual fun. The occasion was Baba Marta Day, a Bulgarian and Balkan holiday that celebrates the coming of spring. To celebrate Baba Marta, people across the region make and wear red and white yarn decorations known as *martenitsa*. These colorful small

adornments symbolize health, prosperity, and the triumph of life over a cold and dark winter. Something we all needed.

REEC provided the yarn, a few models, and some refreshments, but would the students come? Yes. They. Did. Soon 306 Coble Hall was overflowing with several dozen students. At points, more Bulgarian was being spoken in the room than English (along with other regional languages). For some students, this was their first exposure to the tradition. For others, it was a remembrance of something they had done at home. Everyone was eventually teaching someone else, either how to make a martenitsa or how to explain how to make a martenitsa. And everyone thereby celebrated spring, and the simple social act of learning.



ALUMNI SPOTLIGHT

ALUMNI BENJAMIN NATHAN: FROM UNIVERSITY OF ILLINOIS TO US DEPT. OF COMMERCE

Benjamin Nathan (BA, '22, Political Science; MA, '23, European Union Studies)

In May of 2023 a member of the [European Union Center](#) interviewed Ben Nathan, then a student in their MA program (<https://shorturl.at/qSrle>). He spoke about his happiness in returning to campus after the pandemic, interviewing US Ambassador to Ukraine, Marie Yovanovitch, and his plans to one day becoming a practicing lawyer with an emphasis on international law. Recently, Ben told us about his new role and the lessons he learned from his college days.

Can you provide any updates on your interests, reflections, and career path since you were last interviewed?

The most significant change since I answered the EUC's questions is definitely related to my career path. At the time, I had no idea I would be relocating to Washington, DC. In fact, I wasn't entirely sure what I would end up doing. I had a few ideas of what I'd like to do, but nothing very concrete. Now that I found a job that I enjoy, I am less inclined to jump into law school, or even consider it. I'm lucky to have found a line of work that builds off of my strengths while still allowing me to grow. For the time being, I am very happy to stay where I am now.

Can you tell us a little bit about your current role as an International Trade Compliance Analyst at the International Trade Administration, a part of the US Department of Commerce?

I work in the antidumping and countervailing duty operations office of the International Trade Administration. In essence, this position entails calculating duty rates for various imported goods that have been alleged to be, whether through dumping (foreign companies sell their goods in the US at a lower price than they sell them for in their home market) or government subsidization, selling their goods at a price that is harmful to our domestic industries here in the US. We are petitioned by these domestic industries to investigate the extent to which these trade practices are actually being utilized by foreign companies. This is done through comprehensive analysis of the financial records of these companies, reviewing their responses to questions that we ask them, and actually traveling to these countries to talk with these companies' personnel face to face. Once we've collected all of the data, we do certain calculations to generate duty rates (antidumping duty rates for dumping cases and countervailing duty rates for cases pertaining to government subsidies) that are applied to goods within the scope of our investigations at the border, leading these foreign companies to pay that much extra to import the goods into the US, thus, we hope, normalizing their pricing and making them competitive with US industries.

You studied Hebrew after receiving a FLAS fellowship. Did a knowledge of at least one foreign language aid you in your professional life?

It's funny you bring this up, because I never would have thought that Hebrew, of all things, would come up in a US government position. Yet, my office works on cases that involve Israeli companies, which in turn means that we get documents in Hebrew and occasionally need to interface with companies and individuals who primarily communicate in Hebrew. I have yet to personally work on an Israel case, but my knowledge of Hebrew will undoubtedly be an asset when I inevitably do.

What do you hope the future holds for you in terms of your career?

At this point, my number one priority is to become fantastic at my job. I'm lucky enough to find myself working in a position with phenomenal growth potential, surrounded by a team that wants nothing more than to see me succeed. I've always been interested in the prospect of law school so that I can eventually go on to handle the legal end of what I currently do. However, the operations end is fascinating, and I think it's just as likely that I will stay in this line of work for the long run. At the end of the day, I think I've set myself up well (thanks in no small part to the wonderful experiences I had as a student at the University of Illinois Urbana-Champaign) to have lots of options when it comes to the direction that I want to take my career in. For now, I am loving Washington, DC and all the opportunities that it holds.

If there is anything we haven't touched on already that you would like us to know about your work or educational experience, we'd love to hear about that, too.

I firmly believe that it would be nearly impossible for me to be any sort of good at my job without the research experiences I had at Illinois. From the undergraduate research opportunities to the thesis I wrote while I was a graduate student at the [European Union Center](#), I left Illinois a more capable, work-ready professional than I would have had I been elsewhere. Speaking to my colleagues about the opportunities that Illinois offered, I very quickly realized how many more chances I had to conduct my own research than other students do, even at other stellar academic institutions.

ALUMNI UPDATES

Marilia Corrêa
(PhD, '19, history; former affiliate of CLACS)

When asked to list the most important skills Dr. Corrêa learned from her time at the University of Illinois, she responded,

“that is difficult to answer in only a few sentences. I learned how to be an academic and a historian at Illinois. Starting from the simplest skills, I learned how to be a student at Illinois as a [Masters' student at CLACS](#). In graduate seminars, I learned how to read academic texts and discuss them with professors and colleagues. I also learned how to write and identify research questions, and to conduct research based on those questions.

But another skill that may get less of our attention and reflection is mentorship. I was trained and mentored by amazing professors, who taught me about Latin America, but who also taught me the skills of mentorship. Since I transitioned to an academic faculty position, when faced with the opportunity to mentor other students, I have tried to mimic what I learned from my professors at the U. of I.”

Corrêa then went on to say that she is using those skills in her current position as a professor in the history department at Baylor University. Furthermore, when asked if she has benefitted from foreign language instruction, she replied,

“I am a Portuguese native speaker and I arrived at Illinois proficient in Spanish. Without knowing these languages, I would not have been able to conduct research about Latin America.”

Mor Guèye
(MA, '12, Center for African Studies;
PhD, '20, Philosophy in Curriculum and instruction)

Prior to receiving my PhD, I completed an [MA in African Studies](#) during which time I was affiliated with [CAS](#) and was a Wolof TA.

The most valuable areas in which I improved during my decade-long collaboration with CAS involved leadership, community engagement, and teaching skills. As a member and then an executive officer of the African Student Organization, I, along with others, received mentoring by CAS faculty affiliates, which provided helpful leadership guidance over the years. In community engagement, I occasionally had the opportunity to become involved with outreach during campus events in collaboration with faculty at the center and past graduate students. As a Wolof teacher, I was funded by CAS, whose affiliates facilitated my participation in several professional development workshops on campus and at other universities. All of these experiences were significant in my academic and pedagogical growth.

Currently, I am teaching in the Department of Applied Foreign

Languages at Gaston Berger University, Saint-Louis, Senegal. In the future, I hope to finish several research projects, some of which focus on language teacher training, teacher evaluation, and translation studies involving African languages. I also hope to build strong community education programs and leadership spaces in rural areas in Senegal.

As for taking a foreign language in college, my recommendation would be to take Wolof because, as we are all part of a global community, the more any of our citizens can learn other languages and cultures, the more we collectively increase our potential to build peace, respect, love, and a sense of borderless humanity, which we all need.

Finally, I would advise students to never switch off their quest to seek knowledge and build new skills. Find healthy mechanisms to cope with stress and difficulty that may come up in your journey.

One last thing to I would like to offer is my immeasurable gratitude to all members of the University of Illinois community (janitors, teachers, staff, administrators, students, parents, friends) for their collective contribution to my growth during my time in Illinois. I love you all.



Lauryn Lehman
(MSLIS, MA, '18, Library and Information Science, African Studies)

After graduating with an [MS in Library and Information Science](#) and [MA in African Studies](#) from the University of Illinois Urbana-Champaign in 2018, I spent a handful of years working as an academic librarian at colleges in both Michigan and Illinois. During this time, I spent summers teaching an Introduction to Africana Studies course at Augustana College, sharing all of the knowledge I gained in the African Studies program and getting a chance to work closely with students from all programs of study on campus.

Eventually, I was given the opportunity to become an academic advisor at Augustana College, and I came to deeply love working one-on-one with students of all backgrounds, helping them to reach their academic goals. Realizing this passion, I've since returned to the University of Illinois as an academic advisor and coordinator of undergraduate affairs in the School of Information Sciences (iSchool). I'm looking forward to being an integral part of the development of this next generation of human-centered, socially conscious information professionals.

Alumni, do you have a story about your days with an IGI center you would like to share?

We would love to hear from you! Write to IGI-info@illinois.edu

IGI INTERVIEW WITH KAINEN BELL: FOREIGN LANGUAGE STUDY AIDS IN EXAMINATION OF BRAZILIAN SURVEILLANCE TECHNOLOGIES

Kainen Bell (current PhD student, Information Sciences)

Kainen Bell, awardee of the Global Policy Fellowship 2024 and affiliate of the **Center for Global studies, Center for Latin American and Caribbean Studies, and Lemann Center for Brazilian Studies**, discussed his education and work regarding surveillance technologies.

I am a PhD student in the School of Information Sciences, advised by Anita Say Chan. My research follows the work of digital activists and organizers of anti-surveillance campaigns in Brazil who protest the use of facial recognition cameras for monitoring public security. My goal is to learn how Afro-Brazilian communities collaborate to resist and prevent the abuse of surveillance technologies.

I was born in Austin Texas, but raised in Tacoma, Washington by my mother, who was the first in her family to graduate from college. I followed in her trailblazing footsteps and am the first to pursue a PhD. I completed my undergraduate schooling with a double degree in business: information systems and social work from the University of Washington in Seattle. During that time I studied abroad in Brazil twice developing lifelong friendships and growing my love for the country. After graduating I completed a master's degree in social work from Columbia University, with an interest in philanthropy and nonprofit management.

I continued my international travel fever and conducted a Fulbright research fellowship in Brazil learning about the financial sustainability and fundraising strategies of NGOs in that country. From this experience I interviewed multiple organizations that work with youth in sports or education including love.futebol, a multinational organization that builds community soccer fields that serve as community centers to provide children with safe places to play.

I initially volunteered with love.futebol but soon after they created a full-time job for me to work in international fundraising and database management. And for the next three years, from 2018-2021, I worked and lived in Recife, Brazil. My experiences there learning about community-based work and previous interests at the intersections of social justice, technology, and digital inclusion, led me to apply for the PhD program in information sciences at the University of Illinois Urbana-Champaign.

Those intersections between social justice, critical technology studies, and community engagement have always been an

interest of mine, stemming from my undergraduate and masters' degrees. However, my specific interest in researching surveillance technologies and AI bias grew during my time living in Brazil. During the summer of 2021, before starting my PhD, I traveled back to Brazil and for the first time experienced a facial recognition scanner in order to board my flight. After this experience I began wondering where else facial recognition technology was being used in Brazil and that thought developed into my research topic. A few weeks later, while watching the local Brazilian news, I learned about plans to expand facial recognition to all major airports. Although this seemed like a futuristic and cool idea, I had heard of Black and transgender individuals being misidentified by facial recognition cameras. Being misidentified in the airport is risky because it has historically been a place where racial minorities, immigrants, and transgender communities have felt unsafe and targeted.

The following summer after completing my first year of the PhD I received a FLAS fellowship to study advanced Portuguese in Brazil and I learned about a local anti-facial recognition campaign in Recife. On their Instagram page and website they shared the dangers of using facial recognition which aligned with my previous research, and I became interested in following this and other anti-surveillance campaigns in Brazil.

Over the next two years of my PhD work I conducted research, published on the topic, attended conferences, and met activists, scholars, and organizers of anti-surveillance campaigns and learned how I could be an ally to their efforts. While in São Paulo at a digital rights conference, I met the coordinator of the national anti-facial recognition campaign (Tire Meu Rosto da Sua Mira). She expressed how educating the public outside of Brazil and providing exposure of their movement and efforts are what is needed. Not many people know that Facial Recognition Technologies in Brazil are often imported from the Global North and China, and can replicate social and racial inequalities.

I wanted to use my platform and resources at the U. of I. to build more exposure and create an international dialogue around these issues, and I created a speaker series on AI Bias and Racial Justice in Brazil. **The Lemann Center for Brazilian Studies** was open and accepting of my idea and willing to sponsor the funds to host and invite one of my speakers to campus. I also applied for the Global Intersections Grant through the **Center for Global Studies** to have a collaborative event with the Luso Brazil student organization and fund an honorarium for the speakers.



Image from Adobe AI Stock

In the Spring 2024 semester we had two Afro Brazilian researchers, lawyers, and activists working at the forefront of activism efforts to regulate AI and facial recognition in Brazil, speak about their work and create a dialogue, Dr. Bianca Kremer and Horara Moreira. Over 100 students, faculty, and community members from different states attended the events, and it was very successful.

Recently, I was one of 18 researchers world-wide selected to be a Global Policy Fellow at The Institute for Technology and Society (ITS) in Rio, to participate in an intensive four-week program, meeting their partners, researchers, and policy makers in the area of digital privacy.

The mission of ITS is to ensure that Brazil and the Global South respond creatively and appropriately to the opportunities provided by technology in the digital age and that the potential benefits are broadly shared across society. They are connected to a network of national and international partners and have, among its main activities, debates on privacy and personal data, human rights, internet governance, technology, and intellectual property.

The work of ITS is aligned with my dissertation research because of their focus area and access to stakeholders and experts working in AI regulation and debates of facial recognition technology use. During the summer of 2024, I will conduct a four-month exploratory study documenting growing manifestations of resistance to digital surveillance technologies in Brazil by following organizers of anti-surveillance campaigns in Rio de Janeiro, São Paulo, and Recife. The Global Policy Fellowship will facilitate this study and provide me with opportunities to meet stakeholders involved in policy-making and digital surveillance campaigns.

I am very grateful to have my dissertation research funded this summer through the **CLACS (Center for Latin America and Caribbean Studies)** Summer Research Fellowship, and

next academic year through the Lemann Center for Brazilian Studies Graduate Fellowship. For four months I will conduct up to 30 semi-structured interviews with multiple stakeholders including civil society organizations, community members, research institutions, municipal representatives, and the private sector.

Starting in July 2024, I will travel to Rio De Janeiro and stay for one month to complete the Global Policy Fellowship at ITS, then travel to São Paulo and Recife over the next three months. I will focus on learning how Afro-Brazilian communities collaborate to resist and prevent the abuse of surveillance technologies in their neighborhoods. I will interview and follow organizers of a local anti-surveillance campaign in Recife, and a national anti-surveillance campaign fighting to stop the installation of 20,000 facial recognition cameras in São Paulo. I will return at the end of October to the U.S to organize, transcribe, and analyze my data.

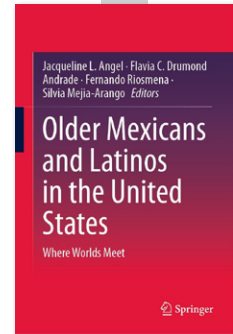
To supplement my four-month field experience, I will return in January for two additional months to conduct follow-up interviews in person or ones that I was unable to conduct, as well as observe the uses of Facial Recognition Cameras at the 2025 Carnival celebration in Recife and document any concerns or misidentifications that arise.

Using ethnographic and community-based research methods, I intend to support the design of frameworks for collaboration between academic scholars and impacted communities. As similar projects emerge, this study will be the foundation for a model for supporting anti-surveillance campaigns in Brazil.

Upon graduation, I hope to open a community-based research center where I can collaborate with community members and organizations in the US and Brazil around questions of digital inclusion and anti-surveillance. I am also interested in working at a research institution as a community researcher or working at a foundation as a specialist in community-based grantmaking in Latin America.

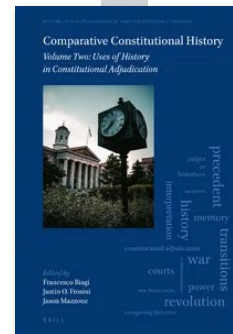
PUBLISHED BOOKS BY IGI AFFILIATES

The following lists books published by IGI center and program affiliates (in boldface) in 2023-24.



Aerni-Flessner, John;
Charles Fogelman;
Nthabiseng Mokoena-Mokhali
“Historical Dictionary of Lesotho”
Rowman & Littlefield, 2023

Angel, Jacqueline L.; **Flavia C. Drummond Andrade**; Fernando Riosmena; Silvia Melia-Arango (Eds.)
“Older Mexicans and Latinos in the United States: Where Worlds Meet”
Springer, 2023



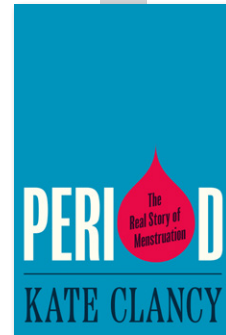
Biagi, Francesco; Justin O. Frosini;
Jason Mazzone (Eds.)
“Comparative Constitutional History Volume 2: Uses of History in Constitutional Adjudication”
Brill, 2023

Brosseder, Claudia
“Inka Bird Idiom: Amazonian Feathers in the Andes”
Pittsburgh, 2023

Cai, Zong-Qi
“Chinese Theories of Literary Creation: A Historical and Critical Introduction”
Duke, 2023

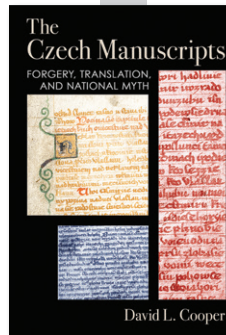
“A Chinese Translation of Zong-qi Cai, ed. How to Read Chinese Poetry: A Guided Anthology”
Columbia, 2023

“A Chinese translation of Zong-qi Cai, ed. How to Read Chinese Poetry in Context: Poetic Culture from Antiquity through the Tang”
Columbia, 2023



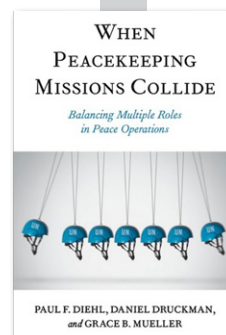
Calderwood, Eric
“On Earth or in Poems: The Many Lives of al-Andalus”
Harvard, 2023

Clancy, Kate
“Period: The Real Story of Menstruation”
Princeton, 2023



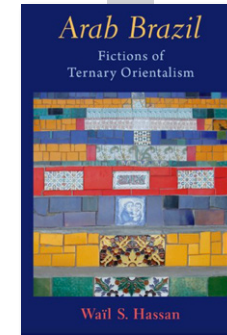
Cooper, David L.
“The Czech Manuscripts: Forgery, Translation, and National Myth”
Cornell, 2023

Diehl, Paul F. and Charlotte Ku
“Teaching International Law”
Edward Elgar, 2024

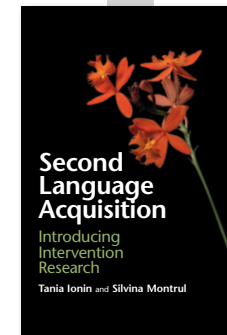


Diehl, Paul F.; Daniel Druckman; Grace Mueller
“When Peacekeeping Missions Collide: Balancing Multiple Roles in Peace Operations”
Oxford, 2024

Dressman, Mark;
Ju Seong Lee; Laurent Perrot
“English Language Learning in the Digital Age: Learner-Driven Strategies for Adolescents and Young Adults”
Wiley-Blackwell, 2023

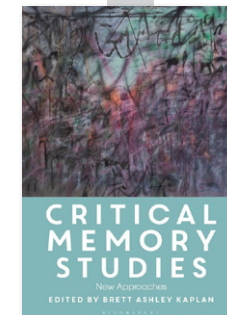


Hassan, Wail
“Arab Brazil: Fictions of Ternary Orientalism”
Oxford, 2024



Ionin, T.; **Silvina Montrul**;
R. Slabkova, R. (Eds.)
“The Routledge Handbook of Second Language Acquisition, Morphosyntax, and Semantics”
Taylor & Francis Group, 2024

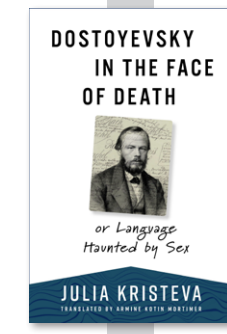
Ionin, T.; **Silvina Montrul**
“Second Language Acquisition: Introducing Intervention Research”
Cambridge, 2023



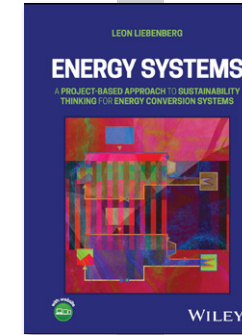
Kaplan, Brett Ashley (Ed.)
“Critical Memory Studies: New Approaches”
Bloomsbury, 2023



Kashani, Maryam
“Medina by the Bay: Scenes of Muslim Study and Survival”
Duke, 2023



Kristeva, Julia; translated by **Armine Kotin Mortimer**
“Dostoyevsky in the Face of Death, or Language Haunted by Sex”
Columbia, 2023



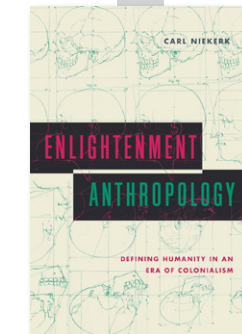
Leburton, Jean-Pierre
“Solid State Nanopores: From Fabrication to Biosensing”
Springer, 2023

Liebenberg, Leon
“Energy Systems: A Project-Based Approach to Sustainability Thinking for Energy Conversion Systems”
Wiley, 2024

Lynn III, John A.
“Leaving the Fight: Surrender, Prisoners of War, and Detainees in Western Warfare”
Cambridge, 2024

Montrul, Silvina
“Native Speakers, Interrupted”
Cambridge, 2023

Murav, Harriet Lisa
“As the Dust of the Earth”
Indiana, 2024



Niekerk, Carl
“Enlightenment Anthropology: Defining Humanity in an Era of Colonialism”
Pennsylvania, 2024

Pintar, Judith and David Hopping
“Information Science: The Basics”
Routledge, 2023

continued on page 20



Robinson, Valleri J.
“Belarusian Theatre and the 2020 Pro-Democracy Protests: Documenting the Resistance” Anthem, 2024

Torelli, Carlos J.
and María A. Rodas
“Globally-Minded Marketing- A Cultural Approach to Building Iconic Brands” Palgrave, Macmillan, 2024

Twarg, Emily E. LB.
and Stephanie Fortado
“Lowell: Spindle City” National Park Service, 2023



Wilson, Brenda A.
and Brian T. Ho
“Revenge of the Microbes: How Bacterial Resistance is Undermining the Antibiotic Miracle” (2nd Ed.) ASM Press/Wiley, 2023

Witmer, Ann-Perry,
Jess Mingee, Bernhard Scully (Eds.)
“Consilience: Learning About Ourselves by Applying Indigenous Traditions to Western Music and Technology” Springer Nature, 2024

ALUMNI SPOTLIGHT: KOFI BAZZELL-SMITH *continued*

campus. Now, I am returning to Japan to meet my connections at schools and with artists and formalize my plans for a study abroad course I will lead. For the course, my plan is to bring my students with me in summer 2025 to a couple of different universities, two manga vocational schools, a few museums, and to meet with artists and publishers.



I think popular media and culture are underutilized resources for promoting cultural exchange and deeper understanding. Things we enjoy like art, music, dance, movies, and games, etc. can be entry points into a deeper conversation.

East Asian art and culture have been popular in Black American communities since the 1970s, and the Japanese

anime and video game booms in the early-mid 90s impacted a lot of kids my age. There are a lot of Black people who are deeply interested in Japan and Japanese studies though we aren’t well-represented in those classrooms. There is also a burgeoning movement of Black artists like me working in Japanese visual styles.

Similarly, Black musical styles like jazz, blues, R&B, and hip-hop have become global sensations and thrive in Japan. Japanese jazz is unique and Japanese Hip-Hop is unique. And both are derived from Black cultures and practices. I am interested in how we can leverage these sorts of popular interests to build cultures and create opportunities to engage.

For more about Kofi Bazzell-Smith, visit <https://www.kofimanga.com/bio>

AWARDS ACADEMIC YEAR 2023-2024

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

The Foreign Language and Area Studies (FLAS) Fellowships program provides allocations of academic year and summer fellowships to institutions of higher education or consortia of institutions of higher education to assist meritorious undergraduate students and graduate students undergoing training in modern foreign languages and related area or international studies.

CAS

- Asmaa Elsayed, Global Studies in Education (Arabic)
- Natalie Klunke, LAS Global Studies (Swahili)
- Fangyong Kuma, Center for African Studies (Wolof)
- Yousra Mahmoud, LAS Global Studies (Arabic)
- Sillah Najoe, Physics (Wolof)
- Rosette Paklov, History (Wolof)
- Lily Rybka, LAS Global Studies (Arabic)
- Firdaous Umutoniwase, Social Work (Swahili)

CGS

- Darius Barnes, East Asian Languages & Cultures (Japanese)
- Alana Bates, East Asian Languages & Cultures (Japanese)
- Elizabeth Coder, Education Policy, Organization & Leadership (Arabic)
- Brennan Dell, Linguistics (Turkish)
- Nadia Dervish, Education Policy, Organization & Leadership (Turkish)
- Daniel (Sungmin) Hong, Political Science (Korean)
- Sarah Kishta, Community Health (Turkish)
- Ellie Kness, Russian, East European, and Eurasian Center (Russian)
- Di Lan Johnson, LAS Global Studies (Chinese)
- Cory Lemke, Linguistics (Korean)
- Kaleigh Mueller, LAS Global Studies (Korean)
- Karel Penne Njine, LAS Global Studies (Korean)
- Srijana Sapkota, LAS Global Studies (Hindi)
- David Wallace, East Asian Languages & Cultures (Japanese)
- Justin Wytmar, History (Italian)

CLACS

- Brian Acosta, Curriculum & Instruction (Nahault)
- Citalli Garcia, Language & Literacy (Nahault)
- Melissa Houston, Social Work (Portuguese)
- Willy Labrador, Translation & Interpreting Studies (Portuguese)
- Victoria Oglesby, English (Portuguese)
- Oluwabusayo Oni, College of Medicine (Spanish)
- Sylvia Techmanski, Speech & Hearing Science (Portuguese)
- Emmy Tither, Information Sciences (Portuguese)

CSAMES

- Nareen Aydogan, Civil & Environmental Engineering (Arabic)
- Khadija Barro, Management (Turkish Study Abroad in Turkey)
- Ross Brelle, Interdisciplinary Health Sciences (Arabic)
- Elizabeth Coder, Education Policy, Organization & Leadership (Arabic)
- Nadia Dervish, Education Policy, Organization & Leadership (Turkish)
- Brennan Dell, Linguistics (Turkish)
- Grace Denton, Dept. of Political Science (Arabic Study Abroad in Morocco)
- Asmaa Elsayed, Global Studies in Education (Arabic Study Abroad in Egypt)
- Hedaya Hassanien, Political Science (Arabic Study Abroad in Egypt)
- Mathew Heinrichs, Sociology (Arabic)
- Asena Karipek, Sociology (Turkish)
- Sarah Kishta, Community Health (Turkish)
- Amy Werkheiser, Religion (Turkish)
- Bailey Witter, Political Science (Arabic)

EUC

- Nareen Aydogan, Civil & Environmental Engineering (Arabic)
- Aaron Ball, Accountancy (Dutch)

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- Mearieta Clemente, European Union Studies (Italian)
- Joshua D’Avola, Natural Resources & Environmental Sciences (Italian)
- Luis Gaytán-Soto, Hispanic Linguistics (Portuguese)
- Samantha Hendrickson, Urban & Regional Planning (Czech)
- Rebecca Lee, Industrial Design (Polish)
- Charlotte Moore, Industrial Design (Italian)
- Deniz Namik, Integrative Biology/Spanish (Turkish)
- Stephanie Perez, Media & Cinema Studies (Italian)
- Amelia Reggi, French & Italian (Italian)
- Angelina Sandora, European Union Studies (Italian)
- Christopher Schwartz, History (Modern Greek)
- Evelyn Wiseman, Information Sciences (Polish)
- Justin Wytmar, History (Italian)

REEEC

- Richard Byrington, Russian, East European, and Eurasian Center/Library and Information Science (Russian)
- Tabitha Cochran, History (Polish)
- Camile Dolce, Political Science/Statistics (Russian)
- Will Doty, History (Russian)
- Yusuf Kariped, Sociology (Uyghur)
- Lee Karpov, Political Science (Russian)
- Mariana Kellis, History (Russian)
- Sonia Kelly, REEES/LIS (Kazakh, Russian)
- David Mock, ACE Policy/REEES (Russian)
- Mack Noxon, Slavic Languages & Literatures (Russian)
- Evan Price, Information Sciences (Yiddish)
- Samuel Veremchuk, Art History (Ukrainian)
- Eden Zorne, REEES (Ukrainian)

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IGI centers and programs offer fellowships and scholarships specific to their areas of study.

CEAPS

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- Hanna Kim, Education, Policy, Organization, & Leadership

- Aylin Coskun Kunduz, Linguistics
- Haiyi Li, History
- Yating Li, East Asian Languages & Cultures
- Lingyan Liu, History
- Yangyang Liu, School of Information Sciences
- Forest McSweeney, East Asian Languages & Cultures
- Yulin Pan, Dept. of Linguistics
- Woohui Park, East Asian Languages & Cultures
- Yujie Pu, East Asian Languages & Cultures
- David Kwok Kwan Tsoi, Anthropology

Graduate Student Dissertation Travel Grant

- Erin Cheslow, English/American Indian Studies
- David Kwok Kwan Tsoi, Anthropology

Wanxiang Fellowship

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- Tavana Barlow Information Sciences (Chinese)
- Ruby Goodmanlee, Linguistics (Chinese)
- Deborah Hollenberg, Natural Resources & Environmental Sciences (Chinese)
- Caylee Losch, Animal Sciences (Chinese)
- Yerin Yun, Information Sciences + Data Science (Chinese)

CLACS

Kilby Fellowship

- Claudia Grisales, Information Sciences

Love Fellowship

- Margie Giacalone, Anthropology

Tinker Foundation Fellowship

- Jackie Abbing, Anthropology
- Otavio Barros, CLACS
- Luisa Fernandes, Urban & Regional Planning
- Bell Kainen, Information Sciences
- Larissa Migotto, Political Science
- Cilio Moura, Geography
- Daniela Morales, Urban & Regional Planning
- Ilaria Strocchia, Spanish & Portuguese
- Yifan Wang, Anthropology

Whitten Fellowship

- Cristhian Molina, Economics
- Daniel Perez-Astros, Spanish & Portuguese
- Adrian Wong, Institute of Communications Research

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- Jiayuan Dou
- Stephanie Lepak
- Joaquim O’Malley-Macias
- Caroline Munkhdelger
- Joaquim O’Malley-Macias
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- Alexa Hille
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- Srijana Sapkota
- Aliyah Starks
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- Lorelei Streb
- Elizabeth Strebel
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- Stephanie Lepak
- Srijana Sapkota

- Aliyah Starks
- Nina Stepaniants

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- Owen Joseph MacDonald, History
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Werner Baer Doctoral Fellowship

- Henrique Assi Hernandez, Anthropology

WGGP

Barbara A. Yates Fellowship

- Marwah Maqbool, Urban & Regional Planning

Evelyne Accad and Paul Vielle International Research Award

- Asmaa Elsayed, Global Studies in Education

Rita and Arnold Goodman Fellowship

- Nehal Elmeligy, Sociology

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- Langston Neuburger, East Asian Languages & Culture (Japanese)
- Rebecca Stover, Library & Information Science/History (Japanese)
- Shuo Zang, East Asian Language & Cultures (Korean)

WGGP

- Aarezoo Ataollahi, Linguistics (Arabic)
- Srinada Ganguly, Art & Design/Art History (Arabic)
- Janet Husunukpe, Urban & Regional Planning (Swahili)



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(Photo courtesy of Craig Pessman.)