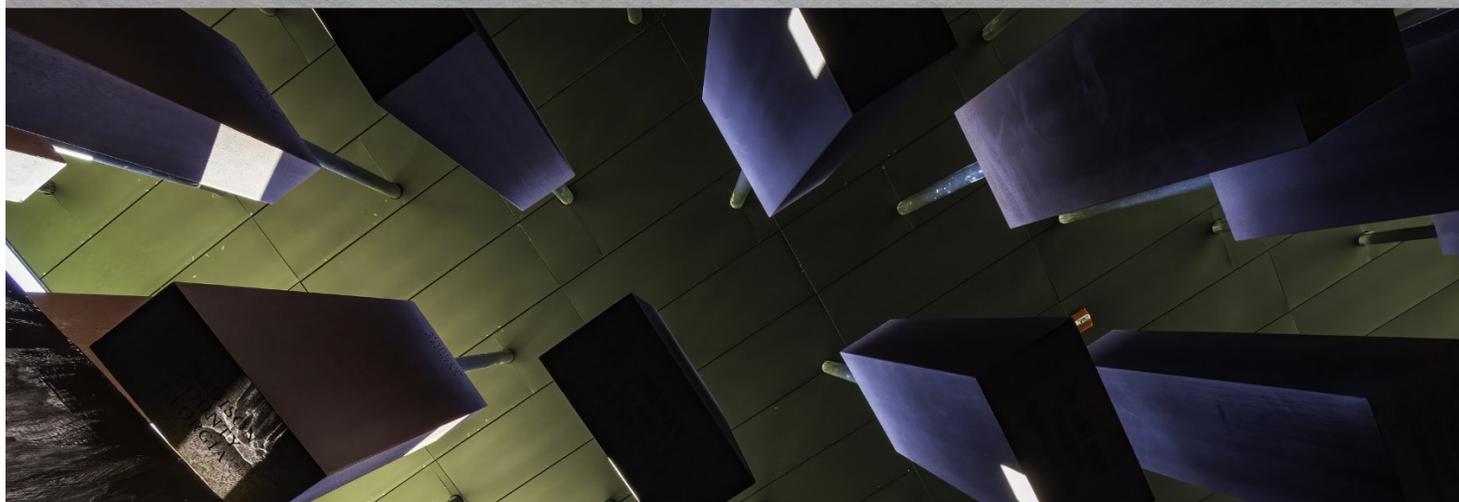


# NEWSLETTER OF THE ILLINOIS GLOBAL INSTITUTE



Vol. 1, Issue 2 | IN THIS ISSUE

## BLUEPRINT FOR TRANSITIONAL JUSTICE IN THE U.S. SPEAKER SERIES



**TRANSITIONAL JUSTICE SPEAKER SERIES — 4**  
IGI launched new initiative after being awarded new grant

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## In This Issue

**Illinois Global Institute**, part of the College of Liberal Arts and Sciences, is home to the ten area and global studies centers and thematic programs on the Urbana-Champaign campus of the University of Illinois.

IGI offers a multidisciplinary approach to themes in global, regional, and national contexts. Faculty affiliation with IGI units can be found in colleges across campus and peer institutions throughout the world.

For more information about Illinois Global Institute, the area and global studies centers and thematic programs, please visit our website at [igi.illinois.edu](http://igi.illinois.edu).

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### **Coble Hall is the new home of Illinois Global Institute!**

During the late part of summer, the Institute and nine of the area and global studies centers and thematic programs moved into the Coble Hall (801 S. Wright St.) just in time for the start of the 2021 fall semester. The former home to the Graduate College will eventually be home to all the centers and programs by the fall of 2022.

Situated next to the Illini Union Bookstore on Wright Street, close to the heart of campus, Coble Hall is the new home to IGI (main office - 104). The current area and global studies centers and thematic programs that moved to Coble are Center for African Studies (CAS main office - 125); Center for East Asian and Pacific Studies (CEAPS main office - 211); Center for Global Studies (CGS main office - 201); Center for Latin American and Caribbean Studies (CLACS main office - 223); Center for South Asian and Middle Eastern Studies (CSAMES main office - 125); European Union Center (EUC main office - 205); Lemann Center for Brazilian Studies (LCBS main office - 223); Russian, East European, and Eurasian Studies (REEEC main office - 107); and Women and Gender in Global Perspectives (WGGP main office - 111). The Program in Arms Control & Domestic & International Security (ACDIS main office - Armory Ste. 350) will continue to be in the Armory for the next year.

# Reflection on Fall

## Notes from Colleen Murphy, acting executive director of IGI

Colleen Murphy, Acting Executive Director, IGI

As we start to gather together again, I look at the research and the work our students and faculty are engaged in and see that we've continued to move forward, even in the face of challenges, large and small, that impact our lives at home, at work, and in our communities. As we work to advance the mission of Illinois Global Institute and the area and global studies centers and thematic programs, I am thankful for our many partners and collaborators who continue to find novel and creative ways of maintaining our global connections.

Supporting students is one of the most visible ways in which we fulfill the mission of IGI. We see that reflected in the Center for African Studies' student profiles of recipients of the 2021-2022 Whitaker Scholarship in African Studies. Our Russian, East European, and Eurasian Center entry highlights two students from the recently launch dual-degree Masters program with Illinois' School of Information Sciences. These students are concurrently earning an MA in Russian, East European, and Eurasian Studies and an MS in Library and Information Science. While not formally part of IGI, LAS Global Studies showcases the ways in which units across campus interact with and benefit from the work of IGI and its area and global studies centers and thematic programs.

The outreach events our centers and programs host has evolved over the past year and half due to the global pandemic. Importantly, our events now reach audiences both attending in person and participating virtually. This hybrid format has expanded the audience for the Center for East Asian and Pacific Studies AsiaLENS film series, a series which since 2008 has been screening documentary and independent films. Ph.D. student and European Union Center research assistant Lucia Sanchez provides insights to a workshop co-hosted by the center on AI-assisted online content moderation and highlights their strong collaboration in support of teaching.

The theme of technology providing the means to continue our programming during the shutdown is evident in the Center for Global Studies' profile of their International Studies Research Lab. The lab, in its sixth year, was entirely virtual. While the Center for South Asian and Middle Eastern Studies discuss their on-line outreach initiatives such as their lecture series in collaboration with Army, Navy, and Air Force ROTC as well as the "Living Music" film series they are sponsoring this fall. The documentary film series shows

films related to music, musicians, and daily life in Egypt, Afghanistan, and Lebanon.

The Center for Latin American & Caribbean Studies showcases the work researchers are doing in the Quechua Innovation and Teaching Initiative (QINTI) including developing an open access, beginner textbook for Quechua instruction,

and working with LAS Global Classrooms. These projects and collaborations bring together the student support and creation of on-line learning opportunities other centers are engaged in. Focusing on supporting early career scholars from Brazil, the newly inaugurated Werner Baer Postdoctoral position in the Lemann Center for Brazilian Studies, named in honor of the former Illinois professor, expands the already impressive array of support the Lemann Center provides to graduate students and faculty members between Illinois and Brazil.

The Blueprint for Transitional Justice in the U.S. speaker series engages several of the area and global studies centers and thematic programs of IGI and was made possible by the Chancellor's 2021-2022 Call to Action to Address Racism & Social Injustice Research Program. This IGI-based grant also includes an initiative to build a Midwest Transitional Justice Network consisting of institutions, faculty, organizations, and activists engaged in work combatting systemic racism and fostering transitional justice.

**I | ILLINOIS GLOBAL INSTITUTE**  
Presents  
*Blueprint for Transitional Justice in the US*  
Speaker Series

September 30, 2021 7:00-8:30pm		<b>Fionnuala Ni Aolain</b> University of Minnesota, Law School, Queen's University, Belfast; UN Special Rapporteur Hosted by Women and Gender in Global Perspectives
October 21, 2021 12:00-1:30pm		<b>Ezequiel González Ocampo</b> Nuffield College, Oxford University Hosted by Center for Latin American and Caribbean Studies
November 4, 2021 12:00-1:00pm		<b>Shari Eppel</b> Matabeleland Chapter of the Amani Trust Hosted by Center for African Studies
December 3, 2021 3:00-4:30pm		<b>Chungmoo Choi</b> University of California, Irvine Hosted by Center for East Asian and Pacific Studies
January 25, 2022 12:00-1:00pm		<b>Hakim Williams</b> Gettysburg College Hosted by Center for Global Studies
February 9, 2022 1:00-2:00pm		<b>Katy Hayward</b> Queen's University, Belfast Hosted by European Union Center
March 8, 2022 2:00-3:30pm		<b>Thula Pires</b> Pontifical Catholic University of Rio de Janeiro Hosted by Lemann Center for Brazilian Studies
April 14, 2022 4:00-5:30pm		<b>Noura Erakat</b> Rutgers University, New Brunswick Hosted by Center for South Asian and Middle Eastern Studies

These events will be hosted via Zoom. For more information and to register, please visit <https://go.illinois.edu/TransitionalJustice>  
Supported by the Call to Action to Address Racism & Social Injustice Research Program.  
Co-sponsored by the Office of the Vice Chancellor for Diversity, Equity & Inclusion and the Humanities Research Institute.

# Transitional Justice Speaker Series

## IGI launched new initiative after being awarded new grant

Allison Winans, LAS editorial intern

The Illinois Global Institute (IGI) has launched a new speaker series on transitional justice in the United States. Monthly through April, the institute will host speakers from around the world to speak on themes ranging from policing to reparations, gender justice, economic inequality/justice, educational reform, and the role of youth.

The speaker series is part of an effort by IGI to further establish their role as a leader in transitional justice, which is the process of addressing systemic wrongdoing to transform the relationships among citizens and between citizens and the state. It's based on the idea that facing wrongdoing, such as systemic racism, is necessary for communities to achieve social justice.

Organizers hope to create a Midwest transitional justice network housed within IGI.

"Global and regional experiences with transitional justice over the past 40 years offer invaluable insights for understanding the impacts of transitional justice projects, the kinds of conditions needed to achieve those impacts, as well as cautionary lessons for creating successful transitional justice," said Colleen Murphy, acting executive director of IGI. "We are extremely excited to facilitate programming that can communicate those insights and to create a community of academics and community actors based in the Midwest and engaged in efforts redress racism and social injustice both locally and nationally."

This speaker series is presented by IGI in partnership with Center for African Studies, Center for East Asian and Pacific Studies, Center for Global Studies, Center for Latin American & Caribbean Studies, Center for South Asian & Middle Eastern Studies, European Union Center, Lemann Center for Brazilian Studies, and Women & Gender in Global Perspectives Program. This series is made possible by the Chancellor's 2021-2022 Call to Action to Address Racism & Social Injustice Research Program and is co-sponsored by the Humanities Research Institute and the Office of the Vice Chancellor for Diversity, Equity & Inclusion. The series consists of eight events which began in September 2021 and will continue through April 2022.

The series began on Sept. 30 with a presentation by Fionnuala Ní Aoláin, Regents Professor and Robina Professor of law, public policy and society at the University of Minnesota Law School, and professor of law at the Queens University, Belfast, Northern Ireland. She spoke on the challenges and relevance of transitional

justice 20 years after the events of 9/11 and in the context of the return of the Taliban to territorial control of Afghanistan. The October talk, hosted by CLACS was "Transitional Justice in Latin America: Lessons for the United States?" and presented by Ezequiel González-Ocantos, a professor in the Department of Political Science and International Relations at the University of Oxford, and Professorial Fellow of Nuffield College. Shari Eppel gave the November talk, "Bones in the forest: Exhumation and reburial as tools to 'healing the dead' in Matabeleland, Zimbabwe," hosted by CAS. Eppel is executive director of Ukuthula Trust, Zimbabwe and Solidarity Peace Trust, Zimbabwe and South Africa.

**Below, please find the schedule for the upcoming talks.**

**Chungmoo Choi:** "How might transitional justice lead to community restoration?" Choi is professor of Korean Studies in the Department of East Asian Studies at the University of California, Irvine. She is the author of "Healing Historical Trauma in South Korean Film and Literature" and co-editor/translator of the forthcoming "Voices of the Korean Comfort Women: History Rewritten from Memories." (3-4:30 p.m. on Fri., Dec. 3)

**Hakim Williams** is a professor of Africana Studies, faculty affiliate in education, and advisory committee member in international and global studies, public policy, and Civil War era studies at Gettysburg College. He currently serves as director of Peace and Justice Studies at the college. (Noon on Tues., Jan. 25, 2022)

**Katy Haward** is a professor of Political Sociology at Queen's University Belfast and a senior fellow of the UK in a Changing Europe think-tank, where she leads a major project addressing the topic of the future and status of Northern Ireland after Brexit. (1-2 p.m. on Wed., Feb. 9, 2022)

**Thula Pires** is a professor of law at Pontifical Catholic University of Rio de Janeiro. She coordinated the committee on racism and racial injustice for the Rio de Janeiro section of Brazil's National Truth Commission. (2-3:30 p.m. on Tues., March 8, 2022)

**Noura Erakat** is a human rights attorney and professor in the Department of Africana Studies and the Program in Criminal Justice at Rutgers University, New Brunswick. Her research interests include human rights law, humanitarian law, national security law, refugee law, social justice, and critical race theory. She is the author of "Justice for Some: Law and the Question of Palestine," winner of the 2019 Palestine Book Awards and Bronze Medal winner of the Independent Publishers Book Award. (4-5:30 p.m. on Thur., April 14, 2022)

# Teaching Quechua through collaboration

## CLACS continues the Quechua Innovation and Teaching Initiative

*Carlos Molina-Vital, Quechua instructor, CLACS*

Quechua might be an exotic and little-known language to most people. However, it is likely that many have heard it before. Greedo, a bounty hunter, and Jabba the Hutt, Han Solo's nemesis in the Star Wars saga spoke languages featuring Quechua words. Still, one does not need to go to a "Galaxy far, far away" to learn it. Since 1976, the Center for Latin American and Caribbean Studies (CLACS) at the University of Illinois Urbana-Champaign is home to the oldest, active Quechua program in the United States.

Spoken by millions through the Andes, Quechua has been threatened by Spanish since the sixteenth century. However, since the late 00's, Quechua speakers have reclaimed a stronger presence: movies, TV shows, and news broadcast featuring Quechua as the main language are increasingly common.

Furthermore, younger people in urban centers, the descendants from rural, Quechua speaking migrants, are using it as a way to reclaim their Andean roots. They brought Quechua back into the spotlight. Influencers, artists, poets, and novelists are shaping its modernity pushing rural traditions and stereotypes.

This Quechua resurgence has led to an unusual high demand for courses, and online courses and independent Quechua schools have appeared in several Peruvian cities. However, this has not stopped at Andean nations. The most frequently taught indigenous language of the Americas in the United States is now Quechua. Only last year, fourteen universities offered courses.

For this reason, CLACS started the Quechua Innovation and Teaching Initiative (QINTI) in 2018. Under the direction of Carlos Molina-Vital, the Quechua instructor, this project coordinates efforts, experiences, and expertise connecting Quechua instructors and activists in the United States and Andean nations. QINTI's first workshop (March 2019) hosted instructors from seven

universities to lay the foundation for a shared curriculum, consisting of the first two semesters of Quechua language. This curriculum is the basis for developing open-access materials that articulate shared grammatical, lexical, and fundamental cultural elements from a Pan-Andean perspective.

In this way, QINTI presents Quechua and its speakers as part of a global and diverse culture shaped by



*Working Session to discuss content of Quechua dialogues*

migration processes, the rise of indigenous self-identification, and use of modern technologies. Thus, alongside the speakers living in rural communities, heritage-speakers and their families in Andean nations and abroad are an important part of the cultural contents at the basis of what the students will learn.

After a second, online, QINTI workshop in March 2020, it became clear there was a need to develop a basic Quechua textbook based on the shared curriculum. The name of this open-access e-text is Ayni, 'collaboration' in Quechua. Its most innovative

feature is that it brings together speakers of different mutually intelligible varieties for the very first time. In this way, the textbook shows that Quechua learning could be based on contents that go beyond regional and national boundaries which underlie previous textbooks to most extent.

In order to create materials reflecting a broad range of Quechua varieties, while securing its pedagogical soundness and intelligibility, the third QINTI workshop met at the University of Pittsburgh on August 2021.



*Group photo of the participants of the Third QINTI Workshop at the University of Pittsburgh. Starting from the left, Keitel Cervantes, Alana DeLoge, Americo Menodza-Mori, Julia Garcia, Marilyn Manley, Carlos Molina-Vital, Luz Coca Lujan, Julian Perez, and Jermani Ojeda.*

*Continued on page 15*

# Thoughts on AsiaLENS and AAS Film Expo

## CEAPS film series rich in content and history

Jason Finkelman, curator AsiaLENS

The Center for East Asian and Pacific Studies (CEAPS) at the University of Illinois Urbana-Champaign has a rich history of teaching and learning about Asia through film. The *AsiaLENS* documentary and independent film series offers local audiences the cinematic viewpoints of contemporary Asia. For the premier North American annual conference of Asia scholars, CEAPS organizes the Association for Asian Studies (AAS) Film Expo. This article discusses the origins of these programs, the shift to online presentations in the time of a pandemic, and the return to in-person programming.

As an engagement program of CEAPS, Asian Educational Media Service (AEMS) established *AsiaLENS* in 2008 in partnership with Spurlock Museum of World Cultures. The first two films inaugurating the series portrayed extremely different, and harrowing, immigrant stories. “Golden Venture: A Journey Into America’s Immigration Nightmare”, recounts the story of the freighter ship transporting 286 smuggled Chinese immigrants that ran aground off New York City in June 1993. The Golden Venture incident became a news media circus symbolically fueling Anti-Asian hate and national debate over illegal immigration. “The Flute Player” portrays Arn Chorn-Pond, a survivor of Cambodia’s Pol Pot regime who fled the atrocities he witnessed as a young musician. Escaping to Thailand, he was adopted from a refugee camp by an American family in 1980. Returning to Cambodia in the 1990’s Chorn-Pond launched a program now known as Cambodian Living Arts to preserve nearly lost music and dance traditions.



Both films resonate strongly today as national headlines continually focus on refugee stories from the Caribbean, Central and South America, to Afghanistan and beyond.

The films presented in 2008 provide a cyclical link to *AsiaLENS* titles selected in Fall 2021, as all three films highlight unique immigrant stories. The COVID safe, online screening and discussion series began with “Every Day Is a Holiday” an intimate portrait of filmmaker Theresa

Loong’s father Paul who survived Japanese WWII POW camps as a Chinese-Malaysian member of UK’s Royal Air Force, sailed around the world as a merchant marine, and fought in the Korean War before gaining citizenship to the country he served, the United States of America. Loong’s incredible story of surviving tremendous hardship and thriving with a joyful attitude towards life, is followed

by a completely different immigrant story. The second feature documentary “Jeronimo” shares the history of the Korean-Cuban community through the life of a son born in 1926 to Korean indentured servants. Jeronimo’s story reminds viewers that global migratory routes of workers from Asia helped establish new lives and communities throughout the Caribbean and South America. Closing *AsiaLENS* - Fall 2021 is “Denise Ho – Becoming the Song”, which profiles openly gay Hong Kong singer Denise Ho, following her remarkable journey from commercial Cantopop superstar to outspoken political activist. While Ho’s own immigration story in Canada is revealed, her brave contribution towards the struggle for Hong Kong citizens to maintain their democratic identity and freedom under China’s rule is the focus of the film.

AAS 2022 Film Expo marks the eleventh year of curating a film program for North America’s leading Asia studies conference. AEMS piloted AAS-ICAS Film Expo 2011: Seeing Asia Eye To Eye from March 31-April 2 in Hawai’i Convention Center’s ‘Emalani Theater in Honolulu with support from the Henry Luce Foundation. Conceived by Nancy Jervis, AEMS director in 2011, AAS film expo is now a well-established conference program featuring a diverse selection of approximately twenty-five scholar made films, documentaries, and independent, narrative films reviewed by a select committee of Illinois scholars. The film expo aims to advance understanding of historical and contemporary life in Asia and throughout the diaspora. After the global pandemic cancelled the 2020 conference, several

**AsiaLENS**  
Film Series

Asian Educational Media Service  
aems.illinois.edu

**Denise Ho**  
**Becoming the Song**  
A film by Sue Williams. 2020, 83 minutes.

VIRTUAL SCREENING:  
**November 5 - 12, 2021**

ONLINE CONVERSATION:  
**Tuesday, November 9**  
4P with filmmaker Sue Williams

no viewing fee  
registration required  
ceaps.illinois.edu

co-sponsored by  
Spurlock Museum of World Cultures

“Denise Ho – Becoming the Song” profiles the openly gay Hong Kong singer and human rights activist Denise Ho. Drawing on unprecedented, years-long access, the film explores her remarkable journey from commercial Cantopop superstar to outspoken political activist, an artist who has put her life and career on the line to support the determined struggle of Hong Kong citizens to maintain their identity and freedom.

more info: [aems.ca.com/denise-ho/](http://aems.ca.com/denise-ho/)

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# Center for African Studies celebrates award

## Four students receive first Whitaker Scholarships in African Studies

*Center for African Studies staff*

In 2021, the Center for African Studies (CAS) inaugurated its first scholarship in African Studies for undergraduate students, funded by a gift from Ambassador Eric Whitaker (BS '81 biology; MS '85 public administration), a proud alumnus of the University of Illinois Urbana-Champaign. The scholarship was established in fall of 2020, during the celebration of the 50th anniversary of CAS.

Since 2017, Whitaker has been the American ambassador to the West African nation of Niger.

With nearly 30 years of experience in the US Foreign Service, Ambassador Whitaker has served in many countries on the African continent and in the Middle East. He has a BS in biology and an MS in community health education from UIUC, a Master of Public Administration degree from the University of Pittsburgh, and a Master of Public Policy degree from the Wilson School at Princeton University.

On October 1, 2021, Ambassador Whitaker once again returned to campus, this time to celebrate the inaugural class of scholarship awardees. After speaking with a group of undergraduates in the LAS Global Studies

program, he met the students who were awarded the 2021-2022 Whitaker Scholarship in African Studies: Doriane Mulunda, Jennifer Soria, Cydnee Weber, and Vongai Tizora. Mulunda, Soria, and Tizora are students



*Ambassador Whitaker with scholarship awardees Jennifer Soria and Doriane Mulunda (Not pictured: Cydnee Weber and Vongai Tizora).*

of Jan Brooks, professor in the Department of Human Development and Family Studies in the College of Agriculture, Consumer & Environmental Science (ACES). These seniors are headed for further academic experience in medical-related fields after graduation. Weber is a junior who was inspired by her classes with history professor Ken Cuno (College of Liberal Arts and Sciences), to pursue further study

about the peoples and cultures of North Africa and the Middle East.

“We were thrilled at CAS to award Whitaker Scholarships to these four outstanding young women, who have each been so positively impacted by their classroom and study-abroad experiences in African Studies on our campus,” said Teresa Barnes, history professor and CAS Director. “Ambassador Whitaker’s generous gift will enable the spirit of service, empathy and understanding that his career exemplifies, to inspire and support UIUC undergrads for years to come.”

*Continued from previous page*

films selected that year were presented as part of a successful online, virtual conference in spring 2021 that included scheduled filmmaker discussions.

While the pandemic challenged programming, CEAPS found success in reaching distant and local audiences on virtual platforms. However, these programs cannot replace the impact of in-person viewing of vibrant films projected on a large screen. CEAPS is pleased to announce *AsiaLENS* will return to Spurlock Museum in Spring 2022 on second Tuesdays of the month - February 8, March 8, and April 12. Cycling back to its inaugural location, AAS 2022 Film Expo is planning for in-person screenings March 24-26, 2022 in Honolulu, Hawai'i.

To learn more about *AsiaLENS* and CEAPS, please visit: <https://ceaps.illinois.edu>

# International Studies Research Lab

## CGS fosters new collaborations with continuing program

Steve Witt, Program Director of ISRL  
Nathan Sonnenschein, Library GA and ISRL Program Assistant

There are a number of programs the area and global studies centers and thematic programs in IGI that engage students directly and indirectly through their outreach efforts, both on campus and off. Through the International Studies Research Lab (ISRL), the Center for Global Studies (CGS) and collaborating centers leverage the campus' expertise and vast library resources to support the development of international and area studies programming in community colleges across the country. This provides access to important U.S. Department of Education Title VI resources to institutions and regions without direct access to these grant funds. Programs like the ISRL constitute a true national resource that benefits community college students throughout the U.S.

The 2021 ISRL, which took place this past summer, marked the lab's sixth consecutive year. Following the precedent set in 2020, the 2021 ISRL was completely virtual. It was hosted by CGS in collaboration with the International and Area Studies Library; co-sponsors included the Center for East Asian and Pacific Studies (CEAPS); the European Union Center (EUC); and the Russian, East European, and Eurasian Center (REEEC).

What is the ISRL? In a nutshell, it is an opportunity for community college educators to access the University of Illinois Urbana-Champaign's Library's vast collections—the largest of any public academic institution of higher education in the United States—and to consult with subject experts. Armed with these resources, ISRL participants join the lab with the intent to expand global studies curricula, improve their language programs, broaden the scope of their library collections, or further develop international education programs at their home institutions. The length of the ISRL has varied in the past, but this year, it lasted from May to the end of July. At the end of the lab, participants submit a final project. The projects take many forms; this year, participants submitted white papers, syllabi, teaching units, and bibliographies for library collection development.

The 2021 ISRL hosted 11 scholars from across the country in 2021—as far east as New York, as far west as Washington, and as far south as Texas. Their projects

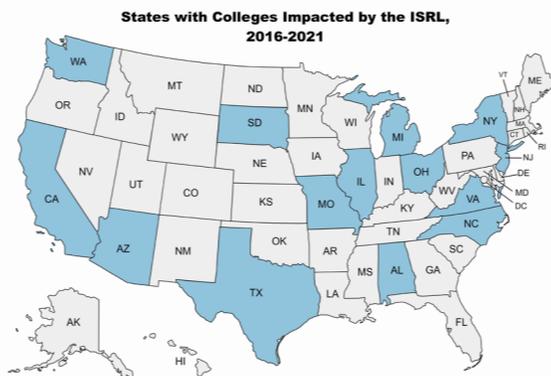
were all designed to benefit students at the scholars' home institutions. For example, Dedric Lee created a teaching unit about the relationship between the US and Saudi Arabia. He plans to integrate the teaching unit into courses he teaches at Jefferson College in Missouri. Isabel Scarborough wrote a review about open-access textbooks at community colleges; she plans to use the findings to promote student success at Parkland Community College and develop an open-access Global Studies text. Stacye Fraser Thompson, drawing from her years of experience at Jefferson State Community College, composed a white paper about internationalizing curricula at community colleges. She hopes the paper will help administrators and educators around the US to prepare students for success in an increasingly globalized world.

In total, 9 finished projects were submitted for the ISRL. These are in addition to projects submitted from past labs, all of which are free to download from IDEALS, the university's institutional repository. Through

IDEALS, ISRL projects are discoverable through various search platforms, including Google Scholar and the University of Illinois' online catalog. In total, ISRL projects have been downloaded over 18,000 times, and the number only continues to grow.

During the 2021 lab, CGS provided ISRL scholars with more opportunities to connect with each other than in the past. Some participants regularly attended a weekly "coffee hour," and others communicated via email after meeting during the lab orientation or the final workshop. CGS hopes to optimize the lab's structure in the future to continue encouraging these interactions. Future plans include reintroducing an in-person component while still offering opportunities for virtual-only participants.

Despite the abrupt transition to a virtual lab format in 2020 and 2021, ISRL scholars continue to voice positive feedback about their ISRL experiences. In this year's anonymous post-lab survey, one scholar wrote, "This was a great program, and I learned a lot from the other programs and ideas that other participants presented. It was exciting to see the robust ideas circulating among community college faculty." Another said, "The course [I] designed in the ISRL has expanded our Global Studies Program and has shown the administration that not only is there support, but desire for additional Global Studies curriculum in the faculty."



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# Online Lectures and Film Series

## CSAMES receives grant allowing expanded outreach

*Angela Williams, Associate Director, CSAMES*

Online learning in schools, colleges, and universities abounded in the past year and a half, and the programs at the Center of South Asian and Middle Eastern Studies (CSAMES) have been no different. Thanks to a grant from the U.S. Department of Education Undergraduate International Studies and Foreign Languages Program, received in 2020, the center has expanded their outreach to serve more students in the ROTC and language programs through new online initiatives.

More than 300 students are enrolled in Reserve Officers' Training Corps (ROTC) at UIUC. These students intend to be officers in the armed forces after graduation. Given the nature of their projected future work, ROTC students are eager to learn more about international and regional conditions, but many of them are in majors that leave too few electives to allow for courses in area studies. To address this need, CSAMES has collaborated with faculty to plan and promote online events which may be of interest to these students and their future pursuits. The first was a lecture by Joshua Landis, Sandra Mackey Chair in Middle East Studies and director of the Farzaneh Family Center for Iranian and Persian Gulf Studies and the Center for Middle East Studies in the University of Oklahoma's College of International Studies, titled "Sectarianism and Ethnicity in the Arab Revolts: Who Should Rule?" The second talk was by Nazif Shahrani, titled "Afghanistan: Return to Taliban Rule After Twenty Years of U.S.-NATO War on Terror?" A third event was held in October and was on Tunisia's political crisis, which featured Laryssa Chomiak, director of Centre d'Etudes Maghrébines à Tunis (CEMAT); Nouri Gana, Associate Professor of Comparative Literature and Near Eastern Studies at UCLA; and Fadhel Kaboub, associate professor of Economics at Dennison University and president of the Global Institute of Sustainable Prosperity. Recorded lectures are posted on the CSAMES website and can be accessed here: <https://csames.illinois.edu/news-events/lectures>

Also during the fall semester, CSAMES was excited to begin the documentary film series "Living Music,"

focusing on the daily life of musicians and the impact of music in society in the Middle East. This series began on October 7 with a screening of "Umm Kulthum: A Voice Like Egypt," for which Virginia Danielson, ethnomusicologist and author of "The Voice of Egypt: Umm Kulthūm, Arabic Song, and Egyptian Society in the Twentieth Century" (University of Chicago Press, 1997) joined the discussion with audience members. On Thursday, October 28, we screened "Sonita," a 2015 film profiling a young Afghan refugee in Iran as she channels her pain through the music she creates. The subject of the film, Sonita Alizadeh, joined to speak on her experiences as a current international student and activist in the U.S. raising awareness on the education needs of Afghan women and girls.

Audiovisual materials are powerful means of learning for students. The film series serves as an essential complement to classroom instruction and will provide an opportunity for students to engage with the languages and cultures of the region outside the classroom. Eman Saadah, director of the Less Commonly Taught Languages Program, director and language coordinator of Arabic, advisor for the minor in Arabic Studies and teaching associate professor, attended the screening along with several of her students, who had just recently discussed Umm Kulthum in class. Afterwards, Professor Saadah sent her positive feedback for the film and experience, "[t]his film chronicles the life of one of the best-known, if not the greatest, Arab singer of all time. It also highlights the political and social events during this singer's life. Understanding the political climate and how it paved the way for important future events through hearing a personal story is a great learning experience and more meaningful when presenting information to students. This is exactly what this documentary was successful in presenting."

Upcoming screenings are planned to continue to present individual life stories in ways that allow students to learn more about the region. The final film this semester is "We Loved Each Other So Much," a 2003 film portraying residents of Beirut reminiscing on their love for the singer Fairuz. The screening will be Wednesday, November 17, at 7:00 pm CST. Visit the CSAMES website to register! <https://csames.illinois.edu/future-events>

*Continued from previous page*

More information about the ISRL, along with a list of 2021 ISRL fellows, is available on the CGS website. For notifications about announcements about next year's lab, please subscribe to the ISRL mailing list. If you have any questions, please email the Global Studies Librarian, Dr. Steve Witt, at [swwitt@illinois.edu](mailto:swwitt@illinois.edu).

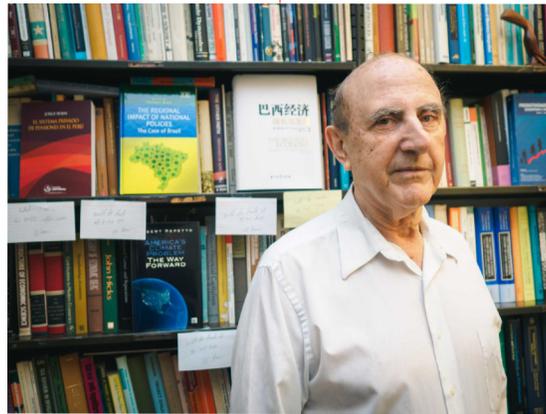
The International Studies Research Lab is made possible through Title VI funds provided by the US Department of Education.

# Lemann Center celebrating postdoc position

## Spring 2022 will see first Werner Baer Postdocs in Brazilian Studies

*John Tofik Karam, director, Lemann Center for Brazilian Studies*

A new postdoctoral position that supports early career scholars from Brazil will be inaugurated at the Lemann Center for Brazilian Studies in the 2022 Spring semester. The position was created in memory of Professor Werner Baer, renowned economist of Brazilian development who taught at the University of Illinois from 1972 to 2016, thanks to the generosity of the family of Professor Baer's sister, Marianne Kilby. The postdoctoral position is housed in the Lemann Center for Brazilian Studies, which was established at the University of Illinois in 2009. The philanthropist and founding partner of 3G Capital, Jorge Paulo Lemann, made the original gift to found the eponymous center in recognition of his long-standing friendship with the late Werner Baer. Fostering knowledge and understanding of Brazil across disciplines and colleges, the Lemann Center draws on a half-century of teaching and research in Brazilian Studies at Illinois, as well as long-standing collaboration with Brazilian scholars across multiple fields. It offers fellowships to Illinois and Brazilian students, funds faculty research, organizes conferences on Brazilian subjects, and supports cultural activities. The new postdoctoral positions provide support for Brazilian scholars who received their Ph.D. no earlier than five years prior to the start date and whose studies engage Brazil in any field. According to former Lemann Center Director Mary Arends-Kuenning, Werner Baer had commented on his own wish to see this sort of postdoctoral opportunity institutionalized at Illinois, building on the already impressive array of support that the Lemann Center provides to graduate students and faculty members between Illinois and Brazil. The two incoming postdoctoral scholars will be Guilherme Fonseca Travassos and Renata Monteiro Siqueira. Fonseca Travassos received training in the fields of Applied Economics, Agricultural Economics, and Consumer Economics. He currently holds a Postdoctoral Research position at Universidade Federal de Viçosa. Monteiro



*Werner Baer, University of Illinois Urbana-Champaign economics professor of Brazilian development.*

Siqueira wrote her dissertation on the twin processes of racialization and urbanization at the College of Architecture and Urbanism of the Universidade de São Paulo. At Illinois, Fonseca Travassos will map new scales and methods for measuring poverty in Brazil. Working with Arends-Kuenning in Agricultural and Consumer Economics, Fonseca Travassos will measure consumption expenditures, rather than income levels,

and will shift from individual to collective consumption models that are more attentive to gender and intra-household dynamics. This type of research is urgent for Brazil, given that the more than decade of poverty reduction that began in the early 2000s was reversed by economic, health, and political crises that remain unabated since the mid 2010s. At Illinois, Monteiro Siqueira will trace the racialization of space by looking at the documented interactions between black samba musicians and mainly white music researchers associated with

the Museu da Imagem e do Som - São Paulo (Museum of the Image and Sound - São Paulo, MIS-SP) during the 1970s and 1980s. Having worked with Marc Hertzmanin, professor of History, Monteiro Siqueira will reveal a new contested geography of black music and culture in São Paulo. Her research lies at the cutting-edge in Brazilian Studies.

After these two semester-long postdoctoral positions, the Lemann Center will annually host one year-long Werner Baer postdoctoral position in 2022-2023 and subsequent academic years. This postdoctoral position complements the Lemann Center's support of masters-level and doctoral research as well as individual and collaborative faculty research.

Since 2017, the sister of Professor Baer, Marianne Kilby, and her family supported the Werner Baer Doctoral Fellowship at Illinois for either incoming Brazilian graduate students pursuing a doctorate in the social sciences, or dissertation-level students of any nationality conducting social science research on Brazil in certain departments. From 2022 onward, their generosity will support an even greater number of young scholars from Brazil. Our sincerest thanks to Marianne Kilby and family.

# REEEC announces new dual-degree program

## MA REEES / MS LIS in Collaboration with I-School

*REEEC Staff*

In 2018, the Russian, East European, and Eurasian Center (REEEC) launched a dual-degree program with Illinois' School of Information Sciences, offering students the opportunity to earn concurrently an MA in REEES and an MS in Library and Information Science. The University of Illinois Urbana-Champaign has long been known for its top-ranked programs in both disciplines. Now students can design a course of study combining both that is tailored to their specific interests and professional plans. Students can pair in-depth language study and the development of regional expertise with professional training in informatics, archival and collections management, data science, public librarianship, web content development, project management, and more. This program thus prepares students for a wide range of careers in institutions and organizations where people, information, and technology intersect to address key challenges confronting the contemporary world. Perhaps best of all, because of REEEC's status as a federally-funded National Resource Center, students can benefit from numerous funding opportunities in support of their coursework, ranging from Foreign Language and Area Studies (FLAS) fellowships to graduate and research assistantships with the Library, REEEC, and other units across campus.

Although the program has just gotten started, it has already helped REEEC attract a new and energetic cohort of dual-degree students. Here are two of their stories.

"I am a second-year student in the MA/MS program, and I have truly enjoyed it thus far. I decided to pursue a joint degree because I

wanted to conduct research in the REEE region while also gaining the skills to be an information professional. This multidisciplinary approach has been extremely practical for my own research and has opened up many avenues for my professional life. Through coursework, I have pursued my interests in Ukrainian national identity, become more adept at finding sources, and considered the immense responsibility that comes with producing and providing access to information. I have also gotten to explore other pockets of academia and librarianship



by assisting Professor Jessica Greenberg in REEEC's Legal Humanities initiative and working with REEES librarian Kit Condill to develop the Slavic collection. After graduation, I plan to continue my career in an academic environment: I am applying to PhD programs in Ukrainian history, and I am also interested in academic librarianship. At a time when the job market is unpredictable, it is both exciting and comforting to have multiple paths that lead to a fulfilling and fruitful career."

**Tabitha Cochran**  
**REEES Collections & Services Assistant**  
**MA REEES/MS LIS 2022**  
**2020-2021 & 2021-2022 FLAS Fellow in Ukrainian**

"I chose the MA REEES/MS LIS program at UIUC because I felt that having an advanced knowledge of the languages and histories

of the REEE region was a critical necessity in a library setting, both for working with materials in a different language but also being able to understand the materials' context. Currently I'm working as a foreign language GA in the Acquisitions and Cataloguing department in the library where I'm not only applying my Russian (and Latvian!) language skills in a pre-professional environment,

but I'm also learning cataloguing skills that I will be able to take with me into my future career. One of the unintended bonuses of this position was that, now that I know how call numbers are constructed, I was able to narrow my own research hunt to a particular call number, rather than a trial and error subject heading hunt!"

**Morgan Fox**  
**Acquisitions and Cataloging Graduate Assistant**  
**MA REEES/MS LIS 2023-2024**  
**Summer 2021 FLAS Fellow in Latvian**  
**2021-2022 FLAS Fellow in Russian**

The application deadline for the REEES MA/MS joint degree program is December 1, 2021. For more information about the program, please visit <https://reec.illinois.edu/academics/graduate-programs>.



# EUC hosts faculty workshop with TU Vienna

## Uses of AI to moderate online discussions for hate speech

Lucia Sánchez, EUC Research Assistant and Ph.D. Student in Spanish Literatures and Cultures

On September 21, 2021, the TU Vienna Digital Humanism Initiative, and the European Union Center (EUC) at the University of Illinois Urbana-Champaign hosted a faculty workshop on Transparent Automated Content Moderation, a collaboration with the Vienna University of Technology (TU Wien). Professors and researchers from both TU Wien (Peter Knees, Julia Neidhardt, Allan Hanbury and Anna Marakasova) and UIUC (Barry Bradlyn, Eshwar Chandrasekharan, and Lisa Janicke Hinchliffe) were in attendance.

Digital Humanism encompasses discussions of AI, democracy, ethics, information technology and data systems, as can be seen in TU Vienna Digital Humanism recently published volume “Perspectives on Digital Humanism.” While bearing a similarity to Digital Humanities and sharing some of the research approaches to humanities with tools of the digital realm, Digital Humanism is best labelled as a new kind of humanism, as Peter Knees remarked during the workshop. As described on the Vienna Manifesto on Digital Humanism, this interdisciplinary approach “describes, analyzes, and, most importantly, influences the complex interplay of technology and humankind, for a better society and life, fully respecting universal human rights.” At the workshop, Anna Marakasova, a pre-doctoral researcher from TU Wien, presented the Transparent Automated Content Moderation (TACo) project, led by Allan Hanbury. This project focuses on toxic language in social media and is motivated by the problems of online moderation. The novelty of this project is that it has a user-centric, bottom-up approach. The research for the TACo project is developed from a user perspective, with the starting point of the project being the identification of what is considered toxic talk by the citizens of Vienna. Moreover, this project emphasizes not only the definition or detection of negative content, but the importance of respectful content that fosters constructive discussions and a deliberative public sphere.

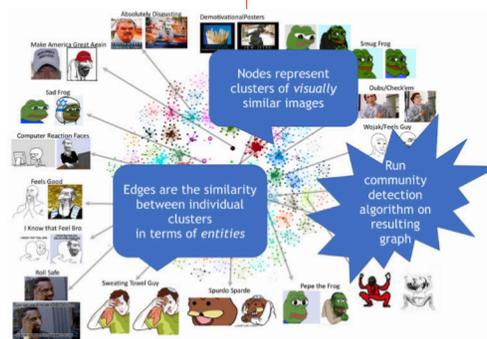
The UIUC professors participating in this workshop described the similar concerns that guide their own research projects, specifically, the issues regarding the classification of toxic online discussions as well as

content moderation. Barry Bradlyn, assistant professor of Physics, investigates the flow of cross-platform hate speech and hateful images and memes by mapping out the networks through which they propagate. Eshwar Chandrasekharan, assistant professor of Computer Science, is the lead of the Social Computing Laboratory (SCUBA), which aims to make the internet a safer and more welcoming place, with one of his interests being re-aligning systems towards promoting positive behavior. Lisa Janicke Hinchliffe, professor and coordinator for Information Literacy Services and Instruction at the University Library, is the co-director of the AI and Society Research Cluster, an interdisciplinary group interested in issues related to ethics, privacy, and the use of AI in media disinformation.

As Jonathan Larson, associate director of the EUC indicated in the opening statements for the workshop, one of the objectives of the EUC is to facilitate connections between UIUC and other academic institutions in Europe. As an example, between 2017 and 2019, the EUC received a grant to collaborate with the Center for European Studies (CES) at KU Leuven on the Conversation on Transatlanticism and Europe (CEURO) project. CEURO featured a joint synchronous, virtual course in which both students and

professors on professors on both sides of the Atlantic participated, as well as a Spring School (student exchange) and other activities such as roundtables, workshops, and a blog.

UIUC has a study abroad presence in TU Vienna through the Illinois in Vienna Programs (IiVP) study abroad programs, which include other Austrian universities such as the University of Vienna, the University of Natural Resources and Life Sciences in Vienna, and the Vienna University of Economic and Business. This workshop emerged in part from a recent project of the EUC in conjunction with LAS International Programs to start an online course involving multiple study abroad centers in Europe. This course, EURO 199, was offered in Fall 2020 and Spring 2021, and was focused on the concept of smart cities, as well as how this concept is instantiated in Vienna, Paris, Granada, and Rome. Through these existing ties between UIUC and TU Wien, the EUC came to know of the Digital Humanism Initiative.



*Illustration used in workshop presentation depicts a map of how hateful memes propagate online. Image courtesy of presenter, Barry Bradlyn.*

# Graduate minor and global workshops

## WGGP's endowments and fellowships provide wide ranging support

WGGP staff

The Women and Gender in Global Perspectives Program (WGGP) has a graduate minor in Gender Relations in International Development (GRID) that is designed to give students the analytical and empirical skills needed to address global human security and gender equity issues in research and policy analysis, as well as daily life. Through this minor, students create a network with other students from various parts on campus who have similar research interests. WGGP has a long history of investing in and supporting these students. The family of Rita and Arnold Goodman agreed with WGGP's commitment by starting the endowed fellowship back in 2000. Since that time other donors, such as Evelyne Accad, Marianne Ferber and Jean Due have also contributed to WGGP student fellowships and awards. Founding Director Barbara Yates endowment provides programming funds in addition to the named fellowship which allows additional programming resources. Through these funds, WGGP has been able to offer financial support in addition to networking opportunities for its graduate students including reading groups, joint campus workshops and seminars. This past year has been no different. One example of this is student requests to hear from grassroots organizations led by women.

During COVID, our students working with women led grassroots organizations proposed the idea for WGGP to host a series of panels to hear from women leaders in marginalized communities around the world and learn from them on how they organize to deal with the hardships including their efforts to support their communities under difficulties caused by COVID-19. The first such event took place on April 16, 2021 in a panel titled "Women at the Frontlines against COVID-19: Leadership from Informal Settlements in South Africa, Iran and Argentina". GRID Students Atyeh Ashtari (Urban and Regional Planning) and Claire Branigan

(Anthropology) hosted the event which was translated in both Spanish and Farsi. The event recording is available on the WGGP Media Space Channel.

This event's success showcased the importance of bringing to our campus varied forms of knowledge and hence our two follow up events in the series. October 29th panel titled "Conversation with grassroots activists from Brazil and South Africa on politics and practices of care and solidarity" prompted panelists to reflect on their praxis of care while challenging structures that produce their hardships. On April 15, 2022, with much anticipated excitement, we are hosting a conversation with prominent feminist collectives on their creative practices. This includes Puerto Rico's Barrileras del 8M and Chile's Las Tesis whose performance "The Rapist is You" protesting violence against women in 2019 was created and performed in multiple languages and cities all over the world. Event registration will be made public at a later date.



Screen shot from WGGP conversation with grassroots activists from Brazil and South Africa, October 2021.

Another student led initiative supported by WGGP is a book discussion coordinated with an author talk. For Fall 2021, the students selected "Feminism for the 99%: A Manifesto". There were four book discussions offered in early October with three of those offered to undergraduate through the Residential Hall Library. Over 70 complimentary books were distributed to graduate and undergraduate students.

WGGP hosted a virtual talk with one of the book authors, Dr. Tithi Bhattacharya, on October 15th. Recording of Dr. Bhattacharya's talk titled, "Solidarity and Feminism: Histories Threaded Through Race and Empire" is available on the WGGP Media Space Channel.

We encourage graduate students to reach out to us if interested in learning more about our program most importantly to join us with their ideas for innovative programming, events and activities. We are your home. Here is what two of the GRID students say about WGGP.

Atyeh Ashtari "I believe co-organizing and co-leading these events [with grassroots leaders] have been very helpful in broadening my network . . . beyond the walls of UIUC locally and internationally. . . It offered a much-

*Continued on page 15*

# The global on campus

## LAS Global Studies opens doors to exciting career opportunities

*Zsuzsa Gille, director, LAS Global Studies Courses and Programs*

**L**AS Global Studies is an interdisciplinary major that offers individualized paths of courses that fit students' thematic interests, future career plans, and language skills. Students are required to complete a study-abroad program of at least one semester, advanced language courses, and many also minor in an Area Studies by taking courses offered by faculty affiliated with the University's Title VI Centers. GS alumni go on to serve in the federal government, the private business sector, law, education, as well as the non-governmental sectors, with 60% also pursuing Masters and Doctoral degrees. Many of our students receive scholarships to study languages funded by the Title VI Centers on our campus (FLAS). Below we profile three particularly ambitious and successful students who received major scholarships and fellowships.

### **Riley Masterson**

"I'm currently a senior in Global Studies and French at the University of Illinois. I was nominated to apply for the Fred S. Bailey Scholarship my sophomore year, and I have been awarded the scholarship in my junior and senior years. In part because of the Bailey Scholarship, I don't have to work on campus, but instead, can focus on classes, RSOs, and internships. I can put all my effort into my education."



One of my favorite aspects of the Global Studies major is that it is so individualized. I have taken classes in subjects such as law, geography, political science, and disability rights. I discovered a passion for migration studies in an introductory Global Studies class, and I was able to customize my Global Studies degree to focus on this passion. I have also pursued this interest in my activities within student organizations. For example, as a member of Amnesty International, I helped design a community information night on the rights of refugees.

I'm graduating in December, so I'm nearing the end of my time as an Illini. I hope to teach English in France before applying to law school and studying to become an immigration lawyer. Being a student in Global Studies, and a recipient of the Bailey Scholarship, has helped me

discover my passions and how those can translate into a career. I am so grateful for my time as a student at U of I."

### **Kaya Van Dyke**

"I became interested in the Boren Fellowship because the program offers international experience, assists foreign language acquisition, and supports a year of serving in the federal government. My career plans fall exactly in the intersection of these opportunities: I hope to focus on international development and human rights in either the federal or private sector. My dream job is to work for USAID as a foreign service officer, preferably in the West-African region."

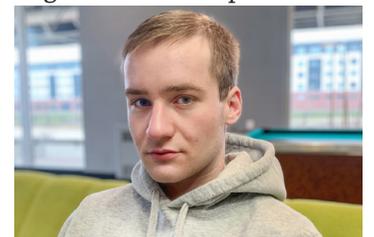


Next semester I will leave for my study abroad in Senegal. I will be taking classes in international development while also participating in an internship in Dakar. I hope to secure an internship in an organization focused on women's empowerment and education initiatives. During this time I will be living with a host family."

### **Kolten Conklen**

"I am a double major in Global Studies and East Asian Languages and Cultures, and I'm delighted to have been awarded the Beinecke Scholarship to continue my research on Korea and the global rural. I spent the Spring 2020 semester

studying abroad at Yonsei University in Korea with a Benjamin A. Gilman scholarship and as a Foreign Language and Area Studies Fellow (FLAS). In summer 2019,



I studied Chinese language and culture, and conducted environmental technology research in China as a Wanxiang Fellow. The Beinecke award, which specifically targets students with aspirations for post-graduate education, will broaden the possible range of graduate programs I can attend for my doctoral research, and is an exciting first step on the way to an academic career."

# Illinois Global Institute

## By the numbers

Established in 2019, Illinois Global Institute is home to the University of Illinois at Urbana-Champaign's international area studies centers and thematic programs. These ten centers and programs develop global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, and outreach and public engagement.

Through the centers and programs in IGI, Illinois students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes. The Institute and the centers and programs also support faculty research on international themes in global, regional, and national contexts, and encourage research collaboration between scholars at Illinois and their peers and institutions throughout the world.

2019 - Year Illinois Global Institute started

1948 - Russian, East European, and Eurasian Center becomes the first Area and Global Studies Center at UofI

10 - Area and Global Studies Centers and Thematic Programs

22 - Degree programs, majors, minors, and certificates offered across centers

32 - Languages supported

60 - Countries represented in research

695 - Affiliated faculty across centers

\$2,031,378 - Scholarships and fellowships awarded in the 2019-20 academic year by IGI and its centers/programs

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### *Continued from page 5 - Quechua workshop*

Thanks to grants from the University of Pittsburgh Library, the National Federation of Modern Languages Teachers Association, and additional support from home institutions, twelve participants were able to attend: Quechua native speakers, activists, and instructors with different strengths and backgrounds ranging from sciences, literature, and education.

In this workshop, the participants were able to review and record audio for twenty-four short dialogues distributed through six chapters. Never before had speakers from different regions in Peru (Ayacucho and Cuzco) and Bolivia (Cochabamba) worked together to design and create shared learning materials. The revisions the participants made to the dialogues enriched the shared cultural context and linguistic commonalities. At the same time, they highlighted the inherent linguistic diversity present in Peru and Bolivia. By presenting both Quechua's diversity and shared linguistic foundations, its tradition and modernity, the e-text will be accessible to diasporic speakers and new Quechua language learners wishing to enrich a more diverse Pan-Andean identity.

There is more work left ahead for Ayni to become an open source for a modern, communicative, and cross-boundaries Quechua Second Language instruction. Still, the resurgence of Quechua across Andean nations and abroad needs this perspective. The only way to achieve this is through continuous collaboration, respecting diversity, and building upon the teaching and learning community QINTI has fostered.

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### *Continued from page 13 - WGGP minor and events*

needed platform for the voices that are seldom heard and highlighted within our academic silos. Moreover, the book discussion on the "Feminism for the 99%: a Manifesto," helped the students to connect on the basis of their shared concerns . . . WGGP support and commitment to advance their students ideas, made all of this a reality."

Ananya Tiwari "WGGP has always been in support of student ideas. There are no questions asked on why we should do this but rather how should we do this. I think trusting and giving autonomy to graduate members has been one of the major contributions of WGGP."



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