



# MODLANGS NEWSLETTER

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# WELCOME FROM THE CHAIR



ANNA STENPORT, PH.D., CHAIR

We are thrilled to share the second *ModLangs Newsletter* with you, shedding light about the many contributions of our students, faculty, staff, alums, and partners. Working under the motto “Change the Conversation: Cross-Cultural Expertise for Global Leadership,” the School of Modern Languages is proud to be a recognized for equipping the next generation of global leaders with the applicable knowledge, skills, and professional opportunities necessary to foster meaningful communicative and cultural interactions. The closing of campus in spring 2020 and the cancellation of all international engagements impacted many of our planned activities. We have continued developing our cross-disciplinary partnerships in support of the exchange of diverse perspectives and the pursuit of purposeful and innovative education, research, and careers. In doing so, we continue to champion:

- Interdisciplinary and innovative research and education in cross-cultural humanities and language studies
- The exchange of diverse perspectives and impactful collaborations and partnerships
- Global competence and inclusivity
- Curiosity about the world and its caretaking
- Transformative experiences and lifelong professional growth

Founded in 1905 as the fourth non-engineering department at Georgia Tech, our legacy includes more than a century of innovative, adaptive, and integrated language and culture studies. Today we offer over a dozen languages – many less commonly taught – and unique interdisciplinary degrees in Applied Languages and Intercultural Studies (B.S. and M.S.), Global Media and Cultures (M.S.), Global Economics and Modern Languages (B.S.), and International Affairs and Modern Languages (B.S.). Currently in the process of designing opportunities for continuing, executive, and professional education, we look forward to connecting further with alums, working professionals, and community partners.

Many of our signature strengths are described in this newsletter. These include fifteen immersive faculty-led study abroad programs on five continents in twenty-five locations (which we hope to resume in 2021); an emphasis on experiential, applied, and online learning that promotes deep cultural and linguistic competence for a STEM-driven environment; opportunities for service-learning, internships, and participation in Tech’s Create-X program; and extensive partnerships with the private and public sector. Through these and other initiatives, we remain a hub of global engagement at Georgia Tech.

Our faculty’s internationally recognized scholarship, artistic creation, and sponsored research continues to reach new heights, covering a diverse range of topics and approaches in cinema, media, and literary studies; inter- and cross-cultural competence; linguistics, bilingualism, and computing and language acquisition; sustainability and environmental studies; digital humanities; gender, memory, and migration studies; and the scholarship of teaching and learning.

The achievements of our students and alums are always remarkable. We feature several of these in our Spotlights section and want to make sure we don’t miss out on an opportunity to showcase accomplishments. Please let us know what you are up to and if you have news you’d like us to cover. Send us a note, call us, or come visit us in the Swann Building at 613 Cherry Street NW, Atlanta!





## SERVE-LEARN-SUSTAIN FRANCE PROGRAM: CREATING FUTURE LEADERS IN THE WORLD'S SUSTAINABILITY EFFORTS

***By: Emily Snelling***

Serve-Learn-Sustain (SLS) France, a French Immersion Program at Georgia Tech-Lorraine, is based at Tech's European campus in Metz, France. Nicknamed the "Green City," Metz was recognized at the 2019 G7 Summit for its remarkable sustainability efforts, aligned with the sustainable development goals set by the United Nations in 2015. The city offers Georgia Institute of Technology students the ideal environment to learn about sustainability first-hand while participating in hands-on community work through service-learning and using their French language and cross-cultural skills.

Students not only learn about sustainability, but also gain experience applying their language skills in a practical setting.

"I thought the course was going to be solely about sustainability. It was surprising that, when we visited non-profit organizations such as Carrefour and Secours, we were also learning about social issues. It was my favorite class because I got to apply my French to something else that I'm passionate about," said Raven Barnes, a student in the SLS France program, 2018.

Students in the program must take two French courses, one classroom-based and one field-based – France Today (FREN 3011) and Field Work Abroad (FREN 3500). After learning about the most pressing questions facing France in the FREN 3011 classroom, students gain experience serving the community through FREN 3500, working with numerous different local organizations. Projects include working in a local bike shop, assisting with a community garden, visiting schools teaching about the environment, and creating video footage for the environmental film festival *Cinématerre*.

"Our students have an amazing opportunity to learn about the strategies used by local communities, the city of Metz, and the Moselle region to reduce waste production, to develop low carbon and carbon neutral modes of transportation, to have low energy consumption buildings, and to fight against poverty, social inequality, and discrimination, all while improving their French and gaining cross-cultural competency," said Yves Berthelot, vice provost for International Initiatives and president of Georgia Tech Lorraine.

The program interweaves multiple aspects of sustainability, with students required to study advanced topics in French language and culture.





## ***Serve-Learn-Sustain continued***

"We start the conversation by examining how different media sources present local and global sustainability efforts. Then we visit different sites around Metz and study the on-site implementation of best practices. When we come back to the classroom to continue the discussion, we focus on how the three elements of sustainability – social, environmental, and economic – are connected, and how decision-making impacts local communities," said Tatiana Kozhanova, Director of the GTL French Immersion Program for 2019.

Morgan Gallimore, Biomedical Engineering graduate and an alumna of the SLS France program, said a large part of sustainability efforts is becoming aware of the problem and learning about it from multiple perspectives.

"Integrating cultural components is a big part of the service projects in Metz, Gallimore said. "During the semester, we visited various trash and recycling sorting places witnessing what we as humans have done to the Earth and what we're doing to remedy the situation. Many of our trips are framed around learning, and learning is one of the most important things you can do to in terms of sustainability. We have to make people aware of the problems."

Georgia Tech's French Program is planning to continue its partnership with Georgia Tech-Lorraine and the Office of Serve-Learn-Sustain to offer the SLS France program during coming fall semesters.

"We are extremely proud of this innovative interdisciplinary program, which offers a unique immersive study abroad experience for STEM, Business, International Affairs, and Modern Languages students seeking to become global leaders in the sustainability sector by learning about cross-cultural and local solutions to 21st-century grand challenges," said Anna Stenport, Chair of the School of Modern Languages. "This is an excellent example of how the School is a national model in integrating career-oriented immersive language learning with business, technology, and sustainability studies."





## GEORGIA TECH STUDY ABROAD TO MEXICO: AN INVALUABLE EXPERIENCE GETS STUDENTS INVOLVED IN LOCAL CULTURE, GOVERNMENT, AND TECHNOLOGY

***By: Emily Snelling***

The School of Modern Languages at Georgia Institute of Technology and NearShore Technology have partnered for an innovative study-abroad experience, allowing students to dive into local culture and economic development in Merida, Mexico. The program was offered in 2019 and is expected to return in 2021.

The five-week LBAT (Language for Business and Technology) program begins in Mexico City and ends in Merida, where students work one-on-one with NearShore employees on projects that provide an extensive overview of environmental, economic, social and cultural development of the region.

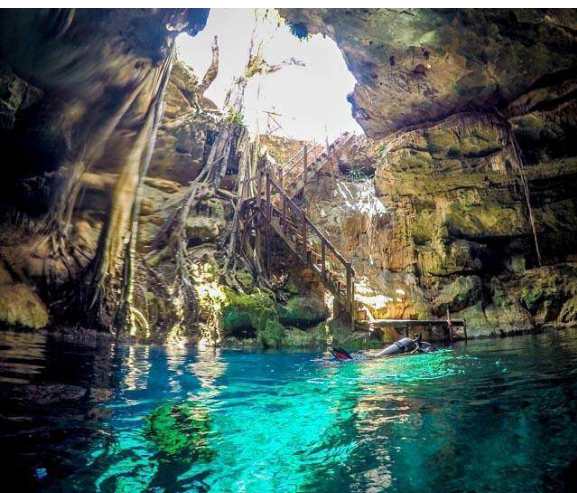
During the immersive Spanish experience, students interviewed local government officials and residents, and spent a service learning day in the Mayan town of Techoh, where students taught elementary school students STEM concepts and learned about Mayan words and traditions from their younger peers.

"Unlike many other programs, the Mexico LBAT is completely immersive from a linguistic and cultural standpoint," said Sarah Bitner, who participated in the program during the summer of 2019.

"We stayed with host families and communicated entirely in Spanish, which was a huge plus for me. In addition to the language component, I was very interested in learning more about Mexican culture," Bitner said. "The goals of the program include not just learning class material and improving Spanish skills, but also developing relationships with companies like NearShore and connecting with locals as ways to understand Mexico today."

### **Georgia Tech Mexico Study-Aboard: 'An Invaluable Experience'**

Yancy Riddle, host of the program and Chief Operating Officer of Latin America of NearShore Technology, has had ties with Georgia Institute of Technology for over two decades. "I have had an unbroken 22-year relationship with Georgia Tech and began connecting Nearshore with Georgia Tech about three years ago.





I'm thrilled the relationship between Georgia Tech and NearShore is providing students with international experiences through the LBAT and other events we have planned. It was amazing to see how independent and capable the students were operating in a foreign language and foreign culture. It is a real privilege for me to be able to invest in the next generation. We are already planning for next year's LBAT in Mexico! We are building on the momentum," said Riddle.

Juan Carlos Rodriguez, associate professor of Spanish and co-director of the LBAT program, worked with NearShore to develop a curriculum focusing on sustainability.

"Very early in the planning process, we discovered that NearShore Technology and the Mexico LBAT shared some common values such as an appreciation of Mexican cultures from the past and the present and an interest in sustainability from a social and cultural standpoint. This connection led to a curriculum design that included projects in which our students collaborated with Nearshore employees focusing on issues of sustainable development in Merida," said Rodriguez.

### **Apply Now for 2020 Georgia Tech Study Abroad in Mexico**

The School of Modern Languages and NearShore Technology are preparing for next year's LBAT Mexico program, aiming to make it an annual offering so that more students can have an experience like that of Nicole Woods, who participated in the program with Bitner during the summer of 2019.

"The Mexico LBAT experience has given me a new perspective on many things: travel, culture, tradition, business, and more," Woods said. "I have learned so much about how there are different definitions of success and I now notice how my culture affects me."

"With exposure to High-Tech industries, direct interactions with local residences and gaining a better understanding of the region's culture, the LBAT program creates an invaluable experience that NearShore Technology is privileged to be a part of," (NearShore Technology).

The Mexico LBAT is unique to many other study abroad programs on campus, as it is a faculty-led experience by co-directors, Associate Professor of Spanish, Juan Carlos Rodriguez and Professor Emerita of Spanish, Vicki Galloway.

To learn more about the program or apply, visit: <https://modlangs.gatech.edu/lbat/mexico-city>. Some funding may be available for early applications for Summer 2021.



## INTRODUCING NATALIE KHAZAAL, INCOMING DIRECTOR OF ARABIC AND MIDDLE EASTERN AND NORTH AFRICAN STUDIES (MENAS) PROGRAMS

**By: Emily Snelling**

The School of Modern Languages is elated to welcome Natalie Khazaal, director of Arabic and MENAS studies to Georgia Institute of Technology for the start of Fall semester 2020. Khazaal has a long background in Arabic studies.

After receiving a Ph.D. on a Chancellor Fellowship in Near Eastern Languages and Cultures from UCLA, Khazaal taught classes on film, autobiography, and proficiency-based Arabic to undergraduate and graduate students at Carleton college and the School of Foreign Service and the Arabic department at Georgetown University. She also served as a founding board member of the Cannon River STEM School and a cultural consultant for the Stephen Spielberg movie *Munich*. Following her time at Georgetown, Khazaal accepted a position at the International Studies Department of Texas A&M University, teaching classes on globalization and diversity, Arab minorities, Arab media, and Business Arabic.

**"I always give my students creative projects in class, for instance, to engage international students in meaningful weekly activities, or to work with local rights organizations of their choice. Some students from my classes became inspired and initiated the first Texas chapter of No Lost Generation — a student initiative that connects with aid organizations, NGOs, government entities, and the private sector to help with the global refugee/migrant crisis relief efforts. I was so proud of them that I accepted to serve as their faculty adviser. One thing students don't often realize is how much they themselves inspire their professors. Because of this experience, I realized that I had to write a book about refugees."**

*"Like an Animal": Critical Animal Studies Approaches to Refugees, Borders, and Othering* is scheduled to be released in the coming months. The book, of which Khazaal is the lead coeditor, is a collaborative effort of the best scholars in Critical Animal Studies and presents a critique of dehumanization and speciesism on a global scale, including in Lebanon, Turkey, Bulgaria, Romania, and Western countries.





## INTRODUCING NATALIE KHAZAAL, INCOMING DIRECTOR OF ARABIC AND MIDDLE EASTERN AND NORTH AFRICAN STUDIES (MENAS) PROGRAMS

### Current Research

In 2019-20, Khazaal is writing a book supported by a fellowship from the American Council of Learned Societies. The book examines how new generations in the Arab world and Arab global communities are openly challenging the boundaries of freedom of speech and conviction --how science, technology, and social media embolden young people to stand up for their political beliefs. The book is set to be called *Arab Apostates: Media and the Making of a Defiant Minority*.

### About GT's MENAS Program

Georgia Tech's MENAS program has a number of popular courses taught in English about the Arab world (ARBC 1501), how it preserved ancient science (ARBC 2301), gender in Muslim culture (ARBC 3501), and what perspectives Palestinian and Israeli culture can offer on the Arab-Israeli Conflict (ARBC 3401). The program also offers popular courses in Middle East history, media, and politics, as well as four years of Arabic language and two years of Persian language. Our Arabic courses teach students the language variety that people in Arab countries use when they speak with each other as well as the variety they use when they write or read. This is unique, as many other college-level programs only teach the language of writing, making it impossible for their students to communicate with native speakers. At Georgia Tech, we have a dedicated faculty who understands the importance of proficiency in all language skills and an administration that believes in and support our teaching.

The dedicated MENAS faculty (Drs. Melika, Bier, Rubin, Marcus, Ahmed, Roshan, and Khazaal) prioritize Middle East students and their culture. The MENAS program sponsors two student organizations—of Arab Students (ASO) and Persian students (PARS). The program also organizes cultural activities like poetry readings, documentary nights, dabke dancing, hafalaat (parties), soccer tournaments— often including delicious Middle Eastern food! MENAS program also offers an Arabic summer LBAT (Language for Business and Technology) faculty-led study abroad in Rabat, Morocco. Last summer, David Marcus, Ph.D. accompanied eight students to study Arabic there for two months.

### New Additions

In the fall of 2020, the MENAS program is adding two exciting classes, totally new at Georgia Tech:

- **Writing Arab History on Film (ARBC 3813)** - This class asks one simple, yet deep question: Should a good historical movie make a moral argument? While students try to answer this question, they'll also explore award-winning movies about Arab history from around the world, all subtitled in English, see many breathtaking fights —like Brendan Fraser vs. the mummies, Saladin vs. the Crusaders, the Algerian guerrillas vs. the French army, the Mossad vs. the Palestinians—work in teams to create scripts for historically responsible movies, and play Rotten Tomato critics to recognize the intellectual and personal challenges in cultural misunderstandings.



## INTRODUCING NATALIE KHAZAAL, INCOMING DIRECTOR OF ARABIC AND MIDDLE EASTERN AND NORTH AFRICAN STUDIES (MENAS) PROGRAMS *continued*

- **Business with Arab Clients (ARBC 3001/3005)** - This class is for non-native speakers of Arabic, for heritage speakers, and for native Lebanese and Middle Easterners. Students will work in creative teams to design cool ads, learn how to form respectful relationships with Arab clients in the field of advertising, analyze hilarious commercials from Lebanon, learn how evolutionary psychology shapes their brain to be gullible and how not to fall for the ruse, acquire skills in the two languages of Arab advertising—Fusha & ‘Ammiyya, and learn how to advertise Georgia Tech’s programs and the great city of Atlanta to students in Lebanon wishing to further their studies. ■

*“MENAS is a program that promotes diversity. In an effort to bring more diversity to GT, in the past year we’ve added Hindi as a foreign language. We also expect to soon add Hebrew to our language course offerings. We also strive to foster sustainability, inspiring us to create a new MENAS minor for students. During AY20-21, we anticipate adding a graduate-level course in Arabic exploring Arab media. The program has also started working on bringing in more scholarship opportunities for students who enroll in our classes to inspire them to continue their Arabic studies and see the program as their long-term home!”*

*- Natalie Khazaal, Incoming Director of Arabic and Middle Eastern Studies*





# A HIGHLIGHT ON PERSIAN AND IRANIAN STUDIES AT GEORGIA TECH

**By: Emily Snelling**

The School of Modern Languages at Georgia Tech has several new courses focusing on Iranian media, culture and society. Students can take these courses offered in Persian and Iranian studies to count towards their MENAS minor. Modern Languages has also designed a number of graduate courses students can take to get a PhD minor focusing on Technology, Media and Culture of Iran.

## New Initiatives

In 2019, Ayda Melika, visiting assistant professor of Arabic, started the Iranian Studies Initiative at Georgia Institute of Technology. Several groups have formed under the Iranian Studies umbrella such as the Persian-American Resource Society (PARS), Performing Arts and Innovative Drama Association (PAIDA), Resource Organization for Sexuality, Health and Development (ROSHD). Each semester, the groups design and execute several activities, events and workshops on campus that is open both to our own Georgia Tech community as well as members of larger Atlanta.

## A Focus on Film

For the first time, this past year, Global Media Fest: Sustainability in Mental Health in collaboration with Georgia Tech's Iranian Studies Initiative, included two Middle East focused programs.

*Taste of Cement* directed by Ziad Kalthoum and *Soheila No. 17* directed by Mahmoud Ghaffari were screened in February 2020 at the Georgia Tech Student Center Theater. Each film was followed by a post-screening Q&A with the directors and roundtable discussion with other distinguished guest speakers. Food and refreshments were served and guests had a chance to engage in conversations with the speakers and the community.

## Upcoming Events

Look out for upcoming fall events including poetry nights, ongoing film screenings, and a lecture series. More information will be posted as the events are scheduled.



# PROJECT GLOBAL OFFICER: SCHOLARSHIPS, STUDY ABROAD, OPPORTUNITY

***By: Emily Snelling***

Project GO is an initiative of the U.S. Department of Defense aimed at improving the critical-language skills, regional expertise, and intercultural competence of future military officers. As an institutional partner through this national program, Georgia Tech's School of Modern Languages administers Project GO scholarships for ROTC students to participate in its unique 8-10 week Language for Business and Technology (LBAT) overseas immersion programs.

Georgia Tech's summer study abroad programs offer 9 to 12 hours of course credit and are taught in the foreign language through content focused on historical development, current issues and the business culture of the host country. Programs are available for 2nd through 4th year of study and include cultural excursions, professional visits, fieldwork and, in some cases, homestay experiences. Students visit a mix of commercial and governmental institutions and NGOs to gain a heightened understanding of business operations as well as new cultural perspectives on issues of sustainable development.

## **Benefits of Project Global Officer at Georgia Tech**

- Earn college credit and increase language proficiency, regional knowledge and intercultural competence through intensive experience in Japanese, Korean or Russian.
- Begin study at GT in another critical language, such as Arabic, Chinese, Hebrew, Hindi, Portuguese, Persian, or Swahili, and advance your proficiency in overseas study through another Project GO institution.
- Potentially qualify for language-study incentives through GT's ROTC program – Students should discuss opportunities with their ROTC advisor.
- Through GT's unique LBAT programs, access career opportunities and enhance traits and competencies critical to the mission of the Armed Services.





## PROJECT GLOBAL OFFICER: SCHOLARSHIPS, STUDY ABROAD, OPPORTUNITY *continued*

### Full Scholarships

Georgia Tech Project GO scholarships fund ROTC students to participate in Georgia Tech study-abroad programs in Japanese, Korean and Russian at various levels. Scholarships cover tuition and fees, airfare, room and board, books, insurance and more. ROTC students are also eligible to apply to other Project GO universities for fully-funded study abroad in Arabic, Chinese, Hindi, Persian and Portuguese.

To learn more please visit: [www.rotcprojectgo.org](http://www.rotcprojectgo.org)

### Testimonials

Students who have participated in Georgia Tech's study abroad program emphasize that aside from language and cultural proficiency they have gained in such skills as adaptability, time management, self awareness and situation sensitivity.

***"Project GO is an excellent opportunity to improve not only language skills, but also cultural awareness and personal resilience. All of these skills - tangible and intangible - are vital in the development of the next generation of military officers. I strongly recommend participating in this program to anyone who is able!"***

**- Bowe Andrews, Russian LBAT 2018, Project GO Alumnus**

***"My Project GO experience in South Korea allowed me to understand the culture and people of South Korea far beyond what I would have had I not gone on this program. Not only did I discover so much about this fascinating country, but in having to explain in my culture and language to others, I truly learned more about my own culture and society. In addition to these incredible benefits, the challenge of being immersed in and adapting to a totally unfamiliar environment fostered greater confidence and problem solving skills that I will carry with me for the rest of my life."***

**- Thomas Williamson, Korean LBAT 2019, Project GO Alumnus**

### Eligibility

Army, Air Force, and Navy/Marine ROTC students of any major from any university in the U.S., may apply to the Georgia Tech Project GO program provided they are U.S. citizens and meet the following eligibility requirements.

- Contracted or non-contracted AROTC, AFROTC, NROTC student on track to commission through ROTC.
- Matriculated in an undergraduate or graduate degree program.

Additional eligibility criteria may apply. For more information, please visit [rotcprojectgo.org](http://rotcprojectgo.org).

### How to Apply

For more information about the Georgia Tech Project GO program or to apply for a Georgia Tech Project GO scholarship in Japanese, Korean or Russian, or to learn about Georgia Tech's signature LBAT immersion programs, please visit: [modlangs.gatech.edu/projectgo](http://modlangs.gatech.edu/projectgo)

# Faculty-led Study Abroad

## LBAT CHINA

The China LBAT gives students the opportunity to study for 9 weeks in China, 6 of which take place in Shanghai and 3 weeks in the coastal city of Qingdao. The China LBAT is an intensive Chinese language immersion led by Georgia Tech faculty members. Students also get individual one-on-one tutoring sessions, participate in weekly group dinners, and visit important cultural and business sites as part of the experience. So, come explore the fascinating fusion of traditional Chinese culture with modern, metropolitan culture. Come experience one of the world's fastest growing economies in China's business center (Shanghai). Come enhance your language abilities in an immersion environment. Come have fun and experience all the great things that Georgia Tech and China have to offer! Due to the Covid-19 pandemic, the Summer 2020 programming was canceled. The program is expected to run again in Summer 2021.





# KOREAN PROGRAM AT GEORGIA TECH: AWARD FUNDING, COMPELLING RESEARCH, AND INNOVATIVE CURRICULUM

**By: Emily Snelling**



In 2018, a new undergraduate Korean program was established at Georgia Tech. Over the past two years, the School of Modern Languages Korean program has seen growth and diversification of its research and course offerings. In the process, it has been awarded grants and accolades for innovative research and exceptional service. The program has also taken a leadership role in involving students in research. With a substantial grant from the Korean Foundation, Korean at the School of Modern Languages is on track to further diversify its already impressive scope of innovative teaching and research.

## Awards and Funding

The Korea Foundation has granted the Korean program a total of \$392,153 (over 2021-2026) for the establishment of a tenure-track professorship position on Korean studies, particularly "Korean films and culture" at Georgia Institute of Technology. The grant was submitted under the leadership of Yongtaek Kim (PI) and the Korean faculty members. The School of Modern Languages has promised to maintain this tenure-track position after AY2026. The new permanent position will make major contributions to the current B.S. degree in Korean as well as the M.S. degrees in Korean, which are anticipated to start in AY2022 upon Institute approval.

## Student and Faculty Collaboration

Samuel Weiss-Cowie, a second year ALIS major (double major in Korean and Neuroscience) was granted the PURA (President's Undergraduate Research Award) for his conference presentation with Lecturer of Korean in the School of Modern Languages and mentor, Seung-Eun Chang, at the LSA (Linguistic Society of America). Together, they presented on Hyper-articulation in Korean glides by heritage language learners.

## Innovative Research

Seung-Eun Chang, lecturer of Korean and linguistics for School of Modern Languages, is currently working on research projects surrounding Korean and linguistics. Some of her recent projects include peer-reviewed articles "A phonetic study of Korean heritage learners' production in Korean word-initial stop" featured in *Heritage Language Journal* and "Hyper-articulation in Korean glides by heritage language learners" featured in *International Journal of Bilingualism*. Chang's upcoming book chapter titled "A preliminary note on synchronous virtual language classrooms" will be published in the next year, while her current research focuses on clear speech effects of Korean vowels with Korean native, L2 learners and heritage learners.

Yongtaek Kim, associate professor of Korean for School of Modern Languages, is currently researching historical and cognitive contrastive linguistics analysis between Korean and Japanese, as well as content and language integrated learning on Korean history, culture, literature, and society. Additionally, Kim is working on a project involving developing a mobile application for KFL (Korean as a Foreign Language) and ESL (English as a Second Language) learners to acquire the acquisition of new vocabulary including the pronunciation, and intonation of target utterances.



## KOREAN PROGRAM AT GEORGIA TECH: AWARD FUNDING, COMPELLING RESEARCH, AND INNOVATIVE CURRICULUM - CONTINUED

### Digital Archive of Media for Korean Culture - DILAC Project

Supported by the Digital Integrative Liberal Arts Center (DILAC), the Korean faculty in collaboration with three Korean students Ye Jun Kim, Philip Glover, and Samuel Weiss-Cowie, have created a digital archive of media for Korean culture. This project showcases a virtual media archive of Korean culture, with the aim of supporting Korean culture and media studies and relevant course teachings. The Korean language represents the third most-spoken language in Georgia (Demographics of Georgia, 2010).

Georgia Tech's Korean program offers new courses related to Korean culture, created in response to the growing interest in Korean studies and the global impact of the Korean Wave (Hallyu; this term refers to the phenomenal popularity of Korean culture, including K-pop, drama, movies, entertainments, cuisine, and beauty). However, given that the field of Korean culture and media at Georgia Tech is a relatively new initiative, the necessary resources are extremely limited. The digital archive with various formats of media connected with Korean cultures will provide meaningful and practical resources to researchers, students, and instructors. In the current project, various media resources with sorted cultural topics are provided.

This virtual library of media will enrich not only cultural studies and teaching but also Korean language and other content courses at all levels. Cultures are closely entwined with language, history, literature, and society, and the





# KOREAN PROGRAM AT GEORGIA TECH: AWARD FUNDING, COMPELLING RESEARCH, AND INNOVATIVE CURRICULUM - CONTINUED

availability of this intercultural media resource affords valuable insights and conversation to all campus communities both within and beyond the Korean community.

## New Curriculum!

The Korean program has introduced several new classes since 2019, expanding their offerings to Tech students.

### A few of the new courses include:

**KOR 3002 – Advanced Korean - Special Topics:** The second part of advanced Korean with a focus on students' critical linguistic and cultural awareness, including Korean social issues and values and more abstract topics. Integrated with a Korean cooking class (regional foods with history, recipe, characteristics, etc.) Instructor: Lee Oh

**KOR 3410 - Korea Old and New:** Enhances the appreciation of Korea by comparing aspects of the past and the present with politics, music (K-Pop), family, popular culture, and war. Taught in English. Instructor: Yongtaek Kim

**KOR 3691 – Korean Society:** An intensive advanced (4th year) level course offered during the faculty-led Korean LBAT program; Students will understand and analyze Korean society and culture. Instructor: Jong Lee

**KOR 3692 - Korean Industry:** Korean Industry, is an intensive culture course of 3 credits taught during the faculty-led summer program for 8 weeks. It is designed to enhance students' intercultural understanding of Hallyu (Korean cultural wave)-related business, products, and/or services of Korea. Instructor: Jong Lee

**KOR 4060 - Media and Public Culture:** Development of cultural awareness and analytical thinking in the context of Korean pop media, such as newspapers, films, drama, TV shows, music, radio, advertisements, and documentaries. Taught in Korean. Instructor: Seung-Eun Chang

To learn more about the Korean program at Georgia Tech, visit [modlangs.gatech.edu/languages/korean](https://modlangs.gatech.edu/languages/korean). Register today at [oscar.gatech.edu](https://oscar.gatech.edu).



# Distinguished Alumni Award Winner 2020

## Sterling Gerdes

International Affairs and Modern Languages (French) - 2008

Sterling is an innovation strategy leader in Delta Air Lines' Global Innovation Center, The Hangar. He has spent most of his career in Innovation and Data Science and helped build The Hangar's artificial intelligence team. Understanding language and culture is central to his leadership style enabling him to foster a culture of empathy and inclusion.

His team has led various work across Delta from natural language processing and robotics, to rethinking the travel experience. With Delta's focus on international JV partnerships, his team saw a need to empathize with customers who don't speak the languages where they are traveling. By understanding the linguistic and cultural needs, the team created a new experience for travelers in Asia enabling them to more effectively navigate their travel journey.

Prior to Delta, Sterling was an Analytics Manager at The Home Depot and held various roles in strategy, logistics, and finance supporting the C-suite. Sterling is a board member of the Atlanta Global Studies Center. He holds B.S. degrees in IAML (French), and Business, and an MBA from Georgia Tech.

*"When I started at Georgia Tech, I wanted to be an astronaut. I quickly learned that I loved math and science, but I didn't want to continue with aerospace engineering. I triple majored and have found that my degree in Modern Languages has helped me develop a global mindset and desire to understand others. Seeking to understand what drives others to create something new, despite linguistic and cultural barriers, enables me to better understand new solutions and their potential to scale."*

*"The core of designing something for people is understanding what problem people actually want solved and then creating solutions they love. Without asking questions to flush out cultural nuances, you miss understanding a key part of creating a product or solution people from diverse backgrounds want. Now I lead a global team of innovation strategists, AI engineers, and designers. I'm able to foster a culture of empathy, diversity, and collaboration. These values enable us to bring the best solutions from global startups and innovators to life."*

- Sterling Gerdes





# GRADUATE PROGRAM INAUGURAL CLASS: CHANGING THE CONVERSATION AT HOME AND ABROAD

***By: Campbell Beadles, Jenny Strakovsky,  
and Emily Snelling***



Like the many trailblazing undergraduates who have explored unfamiliar places on our study abroad programs, the School of Modern Languages is embarking on their own journey into a new world: graduate education.

This year the School welcomed 21 new Master of Science students to the Swann building to launch the inaugural M.S. Applied Language and Intercultural Studies and M.S. in Global Media and Cultures programs, offered in collaboration with the School of Literature, Media, and Communication.

The inaugural class of the graduate program boasts an amazing diversity of backgrounds and interests. From applied math to documentary film-making, from radio production to business, the 21 students bring unique and multi-faceted perspectives that will transform our classrooms and the future of our programs. Our students are combining many academic backgrounds -- from Computer Science to Business to International Affairs -- with the humanities skills they learn in our program, so they can “change the conversation” within their respective fields. Their areas of focus include economic development in Eastern Europe, smart technologies for Asian markets, coverage of climate change and refugees, mental health resources for employers, and a variety of others. In this article, we wanted to highlight some of our students and how they apply language and culture to the interconnected world in the 21st century.

“During my time in the program, I have developed skills in the media- and technical application of Spanish, something that I was not able to experience in undergrad,” said Neta Kanny, a Spanish student of the M.S. in Applied Languages and Intercultural Studies. In a Fall semester course on documentary film, Neta researched the representation of Latin America on Netflix, including *Narcos* and *One Day at a Time*, and also dove into the Cuban Cyber-Activism movement.

Neta also worked with faculty, staff, and fellow students in both the MS-ALIS and MS-GMC programs as an assistant coordinator of graduate studies in the Culture at Work program, through which she initiated a professional communications writing lab for non-native English students.

“When walking into the Swann building,” she says, “you feel like you have a place and a home to talk about language, communications, and the things that interest you.” She says that faculty’s interest in the students’ research and futures has given her a strong sense of community within the STEM-driven environment of Georgia Tech.



## Graduate Program *continued*

Neta received an offer to serve as the sole political intern at the U.S. Embassy in Bogotá, Colombia. Due to the global health situation, Neta was not able to travel to Colombia, but she spent the Spring semester researching the Venezuelan migrant crisis in Colombia, as well as the relations between the Colombian government and the FARC, a leftist guerilla group in Colombia. Her research will examine how the relationship between the Colombian government and the FARC is affected by the recent disruption of the peace accords and reinstatement of arms by the FARC.

Like Neta, Leighton Rowell, pursuing the M.S. in Global Media and Cultures with a concentration in French, is applying her cultural expertise to better understand international policy. Since January, Leighton has worked as an intern with the Democracy Program at the Carter Center in Atlanta. In this role, she is analyzing the election process throughout French-speaking Africa, analyzing media and reports about political transition, and monitoring the growing influence of technology and social media on elections. This summer, Leighton will further develop her skills in media analysis, data analysis, translation, and communications through independent research on freedom of the press in pandemic contexts.

Leighton's coursework has focused on West Africa and included research on the state of the media in DRC, Guinea-Bissau, and Senegal. Her courses explore Afrofuturism, climate change, and sustainability in the Francophone world. Her past coursework in the program has also given her a theoretical foundation in the fields of media studies and cultural studies, covering themes such as sustainability, migration, and surveillance.

Leighton's work at the Carter Center leverages her knowledge of both French and Portuguese. She says that coming from a background in journalism, she is looking forward to pursuing "what I most enjoy about journalism—research, writing, serving a community—while working in a diplomatic and international development setting."

Combining the MS-GMC and MS-ALIS with another degree has offered a unique advantage to students. Before joining the inaugural cohort, Campbell Beadles earned a B.S. in Business Administration here at Georgia Tech, with minors in Spanish and German and a certificate in Russian. He is now pursuing the M.S. in Global Media and Cultures program with a concentration in Russian. "I never planned to take language at Georgia Tech," said Campbell, "but it was so accessible that I didn't want to pass up the opportunity. The summer study abroad programs made it easy to immerse myself and very quickly become conversational in the language."

Now as a graduate student, Campbell's research focuses on contemporary Russian media. This Spring, he conducted research on a recent cultural practice known as the "Immortal Regiment" in Russia through an independent study with Russian faculty. He hopes to pursue a career in research on U.S.- Russia relations, Russian current affairs, and Russian media.

Campbell was offered a summer research internship in Tbilisi, Georgia. However, due to travel restrictions, his plans changed and he is now independently writing a research article focused on the Tbilisi protests of 2019 and the Russian response to these events. His research demonstrates how the historical, political, and economic relationship between Georgia and Russia has influenced Russia's reactions to and portrayal of the protests.

By combining his undergraduate business training with his study of the humanities, Campbell has also helped to transform the School of Modern Languages. Campbell has been working in the graduate program as the coordinator of operations since Fall 2018, when he was a senior at Tech and the program was still being designed. In helping to launch





## Graduate Program *continued*

the program, he worked on market research, recruitment logistics, and communications. He also managed logistics for the Global Holiday Festival, a multicultural celebration showcasing holiday and new year's traditions attended by over 400 students this year.

Through their graduate research assistantships in the Culture at Work GRA Program, students gain hands-on work experience doing communications and community development, which has allowed them to take leadership roles and make an impact on campus. Shaidah Herron, pursuing the M.S. in Global Media and Cultures with a concentration in French, has been spearheading innovative programs about mental health as a "Global at Home" GRA for Georgia Tech Residential Life.

This Fall semester, Shaidah invited her peers to question the stigmas and institutional structures in place surrounding mental health. She spearheaded "Sustainability and Mental Health," a 3-part film and event series that explored how our world sees mental health and engaged students in conversation about building more sustainable systems for health care and mental health. She also coordinated the School's flagship film festival, the Global Media Festival, with the same theme.

Shaidah has always been interested in mental health and the anxieties and misconceptions that often go along with "mental illness," and her final project is an online course that helps employers create inclusive workplaces, which she hopes to make accessible internationally.

Shaidah says she wants to "start changing the conversation by creating better human-to-human connections." She believes that changing the rhetoric around mental health is key. "It starts with interactions with those around us, with recognizing struggles and hard times for others, and with patience [and] listening," Shaidah explained.

Together, the inaugural cohort of graduate students helped transform the Graduate Program of the School of Modern Languages from an idea into a community. We commend them on their excellent work in this unique year and look forward to learning where life takes these new members of the Modern Languages family.



# ALUMNI SPOTLIGHT

## Joshua Baldwin

B.S. in Computer Engineering, Japanese Minor, 2018;

M.S. in Global Media & Cultures with Japanese concentration, 2021

During my undergraduate degree, I minored in Japanese. I didn't start taking Japanese until my fourth year but wish I had gotten involved sooner. After my first semester of Japanese, I decided that I was going to take at least one Japanese class each semester until I graduated because I enjoyed the classes so much. I started looking forward to Japanese more than any other class.

Taking Japanese was one of the best decisions I made while at Tech. I have an introverted personality, but after I started taking Japanese, I met a lot of people who had similar interests to me like anime and Japanese music. I became more involved when I joined the Japanese Student Association and participated in club activities. I even helped tutor another student who was taking Japanese.

In March of 2018, I participated in the annual Japanese Speech Contest and won the grand prize of a round-trip ticket to Japan. I attribute my success in the contest to my parents, professors, and friends who helped me practice. I was honored to be asked to be the emcee for the annual speech contest both last year and this year. ➡





# Alumni SPOTLIGHT

*continued*

I would encourage students at Georgia Tech to learn a foreign language. Knowing a second language opens new doors. You'll discover many things that you never knew about before. For instance, I learned about Rakugo, Japanese storytelling, during my second semester at a Japanese book club held by Kyoko Masuda-sensei, and I instantly fell in love with it.

Even after graduating, I am still in contact with my Japanese professors. They all played a huge role in my Japanese language learning. They not only made me look forward to going to Japanese class every day, but they also took time outside of class and during office hours to help me practice my conversation skills.

Joshua has recently been accepted in to the Global Media and Cultures master of science degree program where he has chosen Japanese as his concentration. His dream is to work in Japan as a software developer and is pursuing his graduate degree to aid in his endeavors.

***"I would encourage students at Georgia Tech to learn a foreign language. Knowing a second language opens new doors. You'll discover many things that you never knew about before."***

***Joshua Baldwin, 2018***



# Student Award Winners 2020

## Undergraduate Awards

- *Excellence in Applied Languages and Intercultural Studies* - Matthew Powell (German)
- *Excellence in Global Economics and Modern Languages* - Mackenzie Anne Golden (French)
- *Excellence in International Affairs and Modern Languages* - William Thomas (German)
- *Outstanding Senior in Chinese* - Hannah-Marie Nikauli Wieser
- *Outstanding Senior in French* - Bonnie Cameron Watkins
- *Outstanding Senior in German* - Keerthi Ramachandran
- *Outstanding Senior in Japanese* - Joshua Lundregan and Rebecca Seippel
- *Outstanding Senior in Korean* - Kyle Burnside Lucas
- *Outstanding Senior in Linguistics* - Madison Liotta
- *Outstanding Senior in Russian* - Taylor Morgan Poole
- *Outstanding Senior in Spanish* - Emily J. Adams

## Graduate Awards

- *Summer Research Fellowship*: Johnathan Alex Little, MS-GMC Russian ; Carolina Mauersberg, MS-ALIS Spanish ; Leighton Rowell, MS-GMC French
- *Phil McKnight Graduate Award*: Samantha Bay, MS-ALIS Spanish ; Selena Harris, MS-ALIS Spanish ; Emily Wright, MS-ALIS Spanish
- *Stephen C. Hall Graduate Award*: Bryant Campbell Beadles, MS-GMC Russian ; Shaidah Herron, MS-GMC French ; Maria Daniela Rodriguez, MS-GMC Spanish ; Ci Song, MS-GMC Chinese ; Oriana Valencia, MS-GMC Spanish





# KOREAN STUDENT GRANTED PRESIDENT'S UNDERGRADUATE RESEARCH AWARD

***By: Emily Snelling***

Samuel Weiss-Cowie, a second year ALIS major (double major in Korean and Neuroscience) was granted the PURA (President's Undergraduate Research Award) in 2020 for his conference presentation with Lecturer of Korean in the School of Modern Languages and mentor, Seung-Eun Chang, at the LSA (Linguistic Society of America). Weiss-Cowie will present his research on Hyper-articulation in Korean glides by heritage language learners at the upcoming conference.

The study examined how the Korean glides are phonetically implemented in hyper-articulated speech by English-speaking heritage learners of Korean. Analysis of Hyper-articulated speech found that the syllable duration of the glide more than doubled and the upward transitional feature of /w/ was significantly expanded. Also, pitch was found to significantly increase at syllable offset in clear speech, suggesting an additional enhancement strategy related to pitch at the final area of the syllable. Data supports that heritage learners' enhancement strategies are consistent with that of native speakers in exaggerated acoustic features, but their acoustic value ranges are not comparable.

Weiss-Cowie and Chang traveled to New Orleans for the LSA Conference on January 2-5, 2020 representing the School of Modern Languages' Korean program.

Student  
HIGHLIGHTS



# ML STUDENT WINS FIRST PLACE IN ADVANCED CATEGORY AT ANNUAL JAPANESE SPEECH CONTEST

***By: Emily Snelling***

The 29th Annual Japanese Speech Contest was held on Saturday, March 7th, 2020, at Mercer University's Atlanta campus.

The two events, which took place in Day Hall, were co-organized by the Georgia Association of Teachers of Japanese, the Japan-America Society of Georgia, the Japanese Chamber of Commerce of Georgia, and supported by the Consulate-General of Japan in Atlanta.

The Japan Academic Challenge is a quiz-show style competition that tests high school students' knowledge of Japanese culture, history, grammar and language with four levels of competition. The Japanese Speech Contest involves high school and college students presenting memorized presentations entirely in Japanese with various divisions of competition.

Thirty students from eleven surrounding schools participated in the event. Six students represented Georgia Tech in the festivities. Joshua Lundregan, an Applied Language and Intercultural Studies (ALIS) major won the first place in the advanced level category. Other participants from Tech included Yendi Neil, Winagodwin Anyanwu, Roye David Eshed (Intermediate level), Rebecca Seippel, and Allen Zhang (Advanced level).



—  
Student  
HIGHLIGHTS



## FEATURED FACULTY PUBLICATIONS AND RESEARCH PROJECTS

# POLIVISION: GROWING VIRTUAL COMMUNITIES

**By: Emily Snelling**



Created by Paul Alonso, associate professor of Spanish in the School of Modern Languages at Georgia Tech, Polivision was developed through a grant from the Digital Integrative Liberal Arts Center (DILAC). Polivision is a bilingual and multimedia outlet based in Atlanta that covers Latin(o) American and Global Cultures. They create new content (video, podcast, interactive media) and curate international stories about arts, music, film, satire, and other creative expressions of the LatinX transnational community.

### Hybrid Atlanta

Polivision produces “Hybrid Atlanta,” an original video series of interviews with local artists, creatives, and entrepreneurs whose work establishes a dialogue with global cultures. Their interviews give voice to a variety of personalities who have creatively engaged with the cultural flows that are taking place in Atlanta.





# POLIVISION: GROWING VIRTUAL COMMUNITIES

*continued*

## Local Spotlight

Polivision not only interviews international people living in Atlanta, but also locals whose work has been influenced by the waves of cultural globalization. By creating an accessible and shareable digital archive, that reveals Atlanta's multicultural and hybrid reality, Polivision is countering ethnocentrism and highlighting a changing creative landscape. Learn more about Polivision and their current projects at [polivision.modlangs.gatech.edu](http://polivision.modlangs.gatech.edu)

## Current Research

Paul Alonso is currently writing a book on Peruvian Infotainment that explores 30 years of entertainment and politics in Peru, as well as several articles on Latin American digital humor that evolved from his previous book, *Satiric TV in the Americas* (Oxford UP). He is also writing a novel.





## PAUL FOSTER AND AMANDA WEISS PUBLISH ON MARTIAL ARTS, CULTURAL LEGACY, AND MASCULINITY IN EAST ASIAN CULTURE

**By: Emily Snelling**

School of Modern Languages' faculty members Paul Foster, associate professor of Chinese, and Amanda Weiss, assistant professor of Japanese, recently published articles on East Asian literature and film following World War II.

Foster's research entitled, "Jin Yong and the Kungfu Industrial Complex," analyzes works written and published by Jin Yong over a period of a decade and a half starting in the late 1950s.

The article is a general introduction to the cultural impact of Jin Yong's works beyond original serialization as they contribute to the construction of the "kungfu industrial complex"—a complicated, multi-dimensional cultural/business matrix related to the production and consumption of Jin Yong's (and other martial arts writers') works and legacy.

Weiss' article, "A Continuous Retrial," is an overview of Chinese and Japanese tribunal films created around the 60th anniversary of the end of WWII and how it reflects changing attitudes towards war memory in the Pacific. Focusing on representations of race and memory and drawing from theories of the film as a site of memory, the article reveals how select films attempt to redefine the official history established at the IMTFE (International Military Tribunal for the Far East) and establish a national narrative of perpetrators, heroes, and victims of WWII.

Both articles analyze East Asian culture and media through the perspective of masculinities. Through the lens of martial arts in Foster's research and nationalist masculinities in Weiss' research, both articles convey how images of masculinity are received in society (and potentially how their reception influences society). The martial masculinities explored in these two articles reveal a great deal about national discourses on gender, race, and national identity.

Where we are  
**TODAY**



# GLOBAL LANGUAGES, CULTURES, AND TECHNOLOGIES (GLACT) POST-DOCTORAL PROGRAM

## AN INTERVIEW WITH FELLOWS

**By: Emily Snelling**

The School of Modern Languages GLACT Program seeks to foster collaboration across languages, technologies, and global cultures, by encouraging and providing opportunities for GLACT Fellows to build relationships with faculty and researchers across the Institute, as they contribute to new and innovative academic programming, and continue and expand their scholarly work. Fellows bring experience and research interests in second language acquisition and pedagogy, linguistics, psycholinguistics, and the effects of study abroad on language acquisition. It was the intersection of their interests and the work being done at the School of Modern Languages that attracted them to the GLACT program.

### **What do you value most about intercultural studies and language learning at Georgia Tech?**

*"When considering intercultural studies and language learning at Georgia Tech, I value the emphasis on going beyond grammar and vocabulary and teaching about the culture and people behind the language. For example, in the Medical Spanish course that I have had the privilege to design and teach for the last three semesters, in addition to learning new medical-related vocabulary, students analyze public health systems in Spanish speaking countries. Furthermore, to better understand these public health systems and the culture of the people in these countries, at three different times in the semester students have a thirty-minute conversation with someone in a Spanish-speaking country where they get to discuss the public health system and common diseases affecting that population. They go beyond textbook information, and beyond news clippings and articles to talking and interacting with the people of the language. I always say that individuals become invested in learning a language when they prioritize creating relationships with people who speak the said language. Even though it is only 30 minutes, my students are building relationships and breaking down stereotypes they may have had about Hispanic countries and communities, while also addressing their anxiety and fear around talking to others in the target language."*

- Adele Douglin, post-doctoral fellow of Spanish





# GLOBAL LANGUAGES, CULTURES, AND TECHNOLOGIES (GLACT) POST-DOCTORAL PROGRAM

## AN INTERVIEW WITH FELLOWS - *continued*

### What do you find innovative about the School of Modern Languages?

*"I find our curriculum innovative and unique, because our students are learning not only language and culture, they also explore linguistics, sustainability, business, international relations, and other disciplines that are of a tremendous importance for the future generation of leaders. The School of Modern Languages has a great number of content-based courses, that are taught in the second language of the students. In addition to a high-quality classroom training, students have the opportunity to complete real-life projects, internship and community service abroad with one of the study abroad programs. The experience that the students gain through our language programs is extremely valuable for their future career and personal fulfillment."*

- Viola Green, post-doctoral fellow of French

*"The School of Modern Languages understands that learning a language is a fundamentally valuable humanistic enterprise with effects ranging from advanced linguistic skills to developed intercultural awareness. Additionally, the GLACT program has helped me think about language as a medium for interacting with new people, cultures and places, and for helping students realize who they are and can become."*

- Matthew Mangold, post-doctoral fellow of Russian

*"The way in which the School of Modern Languages captures students from different disciplines and encourages them to not only study a foreign language but also to see how these languages can impact their future, is what I find innovative. This is done in the classroom as well as in our LBAT programs. I had the opportunity to lead a Public Health and Sustainability study abroad program in Ecuador. It is one thing for students to read articles and watch news clips about public health systems in the Spanish-speaking world, but it's a unique experience when they can go to a Spanish-speaking country and see for themselves the inner workings of their public health system. Our hope is, that during their time in Ecuador, students will see how their future careers can work in tandem with public health systems in the Spanish-speaking world."*

- Adele Douglin, post-doctoral fellow of Spanish



GLACT positions are full-time and renewable for up to three years. Fellows have teaching responsibilities across a range of undergraduate courses, and are given wide-ranging support in achieving their professional development goals. Visit [modlangs.gatech.edu](https://modlangs.gatech.edu) for more information on incoming GLACT positions.

## MODERN LANGUAGES BOOK HIGHLIGHT: *VERS DES IDENTITÉS CULTURELLES POSTFRANCOPHONES?*

**By: Emily Snelling**

The School of Modern Languages, in collaboration with the GT Library, has established a “Book of the Month” initiative to celebrate the research of Modern Languages faculty. The first batch of selections includes *Vers des identités culturelles postfrancophones?* by Christophe Ippolito, professor of French at the School of Modern Languages.

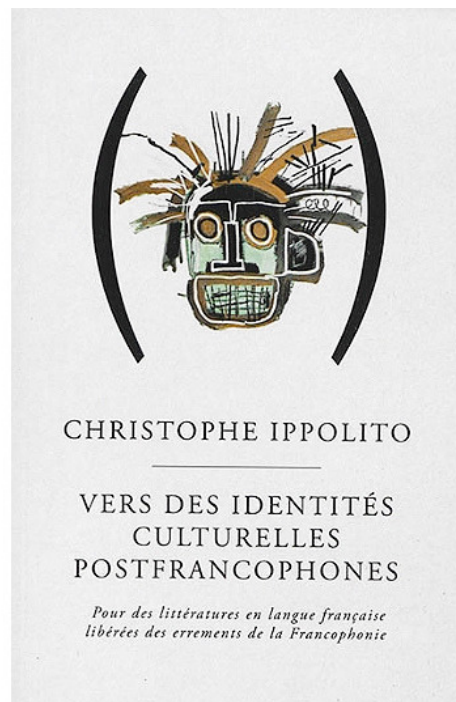
A note from the author:

*“This monograph examines how Francophone identities can be liberated from a French-based linguistic and political neocolonial empire. It mainly focuses on Africa, the Middle East, and Canada. The work on Lebanon, partly based on interviews and archives, analyzes the collaboration between a Lebanese and an American publisher, offering methodological and practitioner perspectives on translation and editing. In the context of Francophone Canada, the focus is on immigration, politics, exile and Yiddish culture. A third area concerns representations and politics of Francophone Africa, with texts on representational stereotypes about Francophone Africa, publishing in Francophone Africa today, or resistance to neocolonialism in the Comoros, an archipelago in the Indian Ocean.*

*Redefining what is called Francophonie today is an important task for many of us engaged in Francophone studies on Africa in particular.”*

### About the Author

Christophe Ippolito works on French and Francophone literature after 1800. He has published books on Flaubert, description, resistance to modernity, Lebanon, the notion of life, and autobiography.





## MODERN LANGUAGES BOOK HIGHLIGHT: *DIGITAL HUMANITIES IN LATIN AMERICA*

**By: Emily Snelling**

The School of Modern Languages, in collaboration with the GT Library, has established a “Book of the Month” initiative to celebrate the research of Modern Languages faculty. The first batch of selections includes *Digital Humanities in Latin America* edited by Juan Carlos Rodríguez, director of graduate studies and associate professor of Spanish, School of Modern Languages.

*“As digital media and technologies transform the study of the humanities around the world, this volume provides the first hemispheric view of the practice of digital humanities in the Spanish- and Portuguese-speaking Americas. These essays examine how participation and research in new media have helped configure identities and collectivities in the region.*

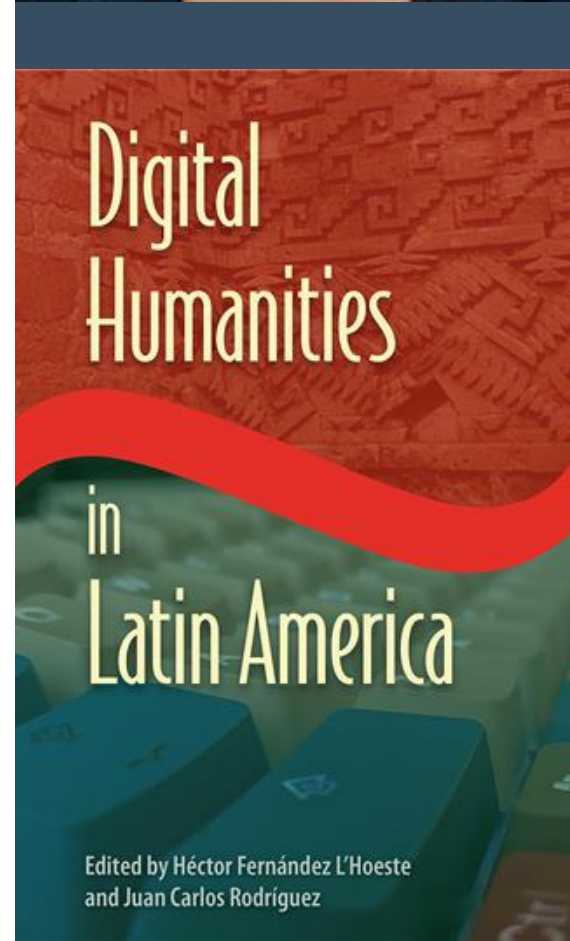
*Featuring case studies from throughout Latin America, including the United States Latinx community, contributors analyze documentary films, television series, and social media to show how digital technologies create hybrid virtual spaces and facilitate connections across borders. They investigate how Latinx bloggers and online activists navigate governmental restrictions in order to connect with the global online community. These essays also incorporate perspectives of race, gender, and class that challenge the assumption that technology is a democratizing force.*

*Digital Humanities in Latin America illuminates the cultural, political, and social implications of the ways Latinx communities engage with new technologies. In doing so, it connects digital humanities research taking place in Latin America with that of the Anglophone world.”* -

*University of Florida Press*

### About the Editor

Professor Rodríguez is a Latin American film scholar whose research focuses on the representation of Latin American cities in documentary. He studies how Latin American documentaries represent contemporary urban issues such as housing problems, transportation dynamics, water resources, economic development, and social movements. In his publications, Rodríguez explores documentaries as moving maps and embodied cartographies of contemporary urban issues.



# Faculty RECOGNITION

## Sponsored Projects and Support for Faculty Research, 2019-20

**DILAC: 21st-Century Stories of a Global Atlanta - 2019 - \$12,000**

*Anna Stenport, Sebnem Ozkan*

**DILAC: Building a Digital Resource Center - 2019 - \$5,000**

*Jin Lui*

**DILAC: Digital Archive of Korean Culture and Media - 2019 - \$5,000**

*Seung-Eun Chang*

**DILAC: Vieques Struggle: A Digital Video Archive - 2019 - \$25,000**

*Juan Carlos Rodriguez*

**GT Conference Support Award - Office of the EVPR - 2019 - \$10,000**

*Cecilia Montes-Alcala*

**GT Mental Health Joint Allocation Committee (JAC) - Global Media Fest - 2019 - \$10,000**

*Jin Liu*

**PEGS - Provost Fund for Excellence in Graduate Studies - \$25,000 - 2019-2020**

*Juan Carlos Rodriguez, Jenny Strakovsky*

**Serve-Learn-Sustain grant - "Storytelling and Social Change: Russian Literature, Film and Ethnography" - 2019 - \$600**

*Matthew Mangold*

**SPAG Georgia Tech Strategic Planning Group : Refocusing Development Media Fest: Sustainability Across Languages and Cultures - 2019 - \$45,000**

*Juan Carlos Rodriguez (PI)*

*Stephanie Boulard (co-PI)*

*Jin Liu (co-PI)*

*Jan Uelzmann (co-PI)*

*Gregory Zinman (co-PI)*

**Denning Seed Fund Award - "Atlanta Global Research and Education Collaborative (AGREC): Connecting globally while grounded at home." - 2020 - \$15,000**

*Sebnem Ozkan*

**Denning Seed Fund Award - "Global Speculative Fiction: A Digital Publication" - 2020 - \$15,000**

*Amanda Weiss*



# Faculty RECOGNITION

## Sponsored Projects and Support for Faculty Research, 2019-20 - *continued*

**DILAC- "Digital Library of Media for Korean Culture" - 2020 - \$2,500**

*Seung-Eun Chang*

**DILAC - "Global SF: A Digital Publication" - 2020 - \$2,500**

*Amanda Weiss*

**DILAC- "Language and Politics in the New South" - 2020 - \$6,500**

*Lelia Glass*

**DILAC- "Psycholinguistic approach to Korean/English vocabulary acquisition using speech recognition technology within mobile applications" - 2020 - \$10,000**

*Yongtaek Kim*

**DILAC- "Vieques Struggle: A Digital Video Archive" - 2020 - \$6,000**

*Juan Carlos Rodriguez*

**DILAC- "21st Century Global Atlanta: A Public-facing Research Initiative and Vertically Integrated Project (VIP)" - 2020 - \$12,000**

*Anna Stenport*

**IAC Small Grant for Research SGR-A - "Digital Infotainment in the Americas" - 2020 - \$5,000**

*Paul Alonso*

**IAC Small Grant for Research SGR-A - "Global Speculative Fiction: A Digital Publication" - 2020 - \$10,000**

*Amanda Weiss*

**IAC Small Grant for Research SGR-A - "The Universe as Alphabet: from Victor Hugo to Contemporary Arts" - 2020 - \$3,500**

*Stephanie Boulard*

**IAC Small Grant for Research SGR-A - "Vieques" - 2020 - \$8,000**

*Juan Carlos Rodriguez*

**IAC Small Grant for Research SGR-A - "Voices of Dissent: Political Songwriting in Cold War Germany" - 2020 - \$5,000**

*Jan Uelzmann*

**The Halle Foundation - M.S. funding, LBAT support, career education - 2018-2021 - \$130,000**

*Britta Kallin (PI)*

*Jenny Strakovsky (co-PI)*

*Jan Uelzmann (co-PI)*

# Faculty RECOGNITION

## Sponsored Projects and Support for Faculty Research, 2019-20 - *continued*

**SSHRC, Anxiety of Ice: Cinemas of Climate Change - 2018-2021 - \$197,000 (CAD)**

*Anna Stenport (co-PI)*

**Title VI-NRC and FLAS - 2018-2022 - \$2,250,000**

*Anna Stenport (PI), Sebnem Ozkan*

**Project Global Officer - 2018-2023 - \$2,000,000**

*Vicki Galloway (PI)*

**Academy of Finland. "Mediated Arctic Geographies: Climate Change, Geopolitics, and Arctic Imaginaries, 1997-present." Project Collaborator. PI: Dr. Johannes Riquet, Tampere University, Finland, 2019-2023 - 480,000 (EUR)**

*Anna Stenport (Collaborator)*

**Korean Foundation Grant - 2020-2025 - \$400,000**

*Yongtaek Kim (PI)*





# Faculty RECOGNITION

## Awards and Honors, 2019-20

### **Faces of Inclusive Excellence Award, 2019**

*Stephanie Boulard*

### **Class of 1934 Student Recognition of Excellence in Teaching Award, 2019**

*Satomi Chenowith-Suzuki*

*Lionel Gall*

*Yongtaek Kim*

*Aya McDaniel*

*Natasha Myshkin*

*Melissa Pilkington*

*Samba Sy*

*Kimiaki Yamaguchi*

### **Educational Impact Award - United Nations Association - Atlanta Chapter, 2019**

*Anna Stenport*

### **German Professor of the Year - American Association of Teachers of German (AATG) - Georgia State Chapter, 2019**

*Jenny Strakovsky*

### **Promotion to Full Professor, 2020**

*Christophe Ippolito*

### **Buzz Award for Excellence in Administrative Service, 2020**

**Ivan Allen College of Liberal Arts**

*Sebnem Ozkan*

### **Innovation in Co-curricular Education Award - Center for Teaching and Learning, 2020**

*Jenny Strakovsky*

## Staff RECOGNITION

### **Buzz Award for Excellence in Administrative Service, 2020**

**Ivan Allen College of Liberal Arts**

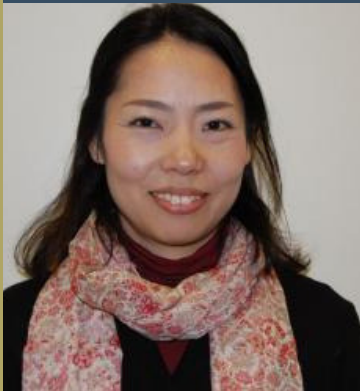
*Linda Hudson*

## EIGHT MODERN LANGUAGES FACULTY RECEIVE STUDENT RECOGNITION OF EXCELLENCE IN TEACHING: **CLASS OF 1934 AWARD**

Congratulations to eight faculty members of the School of Modern Languages for receiving the Student Recognition of Excellence in Teaching: Class of 1934 Award from the Center of Teaching and Learning!

### Recipients:

- Satomi Chenowith-Suzuki, lecturer of Japanese
- Lionel Gall, senior lecturer of French
- Yongtaek Kim, associate professor of Korean
- Aya McDaniel, lecturer of Japanese
- Natasha Myshkin, lecturer of Russian
- Melissa Pilkington, lecturer of Spanish
- Samba Sy, lecturer of French
- Kimiaki Yamaguchi, lecturer of Japanese



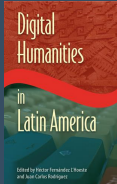


# Recent Publications - Books



## Stephanie Boulard

*Ententes - A partir d'Hélène Cixous.*  
Parution, 2019



## Juan Carlos Rodriguez

*Digital Humanities in Latin America.*  
University Press of Florida, 2020.



## Stuart Goldberg

*Мандельштам, Блок и границы мифопоэтического символизма / Mandel'shtam, Blok i granitsy mifopoeticheskogo simvolizma,* Moscow, 2020.



## Christophe Ippolito

*Vers des identités culturelles postfrancophones,* Caen, Passage(s), coll. « Essais », 2019.



## Dina Khapaeva

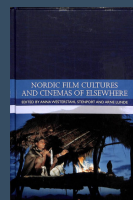
*Man-eating Monsters: Anthropocentrism and Popular Culture.* Emerald Publishing, Studies in Death and Culture Series, 2019.

*Занимательная смерть: развлечения эпохи антигуманизма,* trans. by Dmitry Uskov, and Larisa Zhitkova. Moscow: The New Literary Observer Press, 2020.



## Cecilia Montes-Alcalá

*New Approaches to Language Attitudes in the Hispanic and Lusophone World.* Eds. Talia Bugel & Cecilia Montes-Alcalá. Amsterdam/Philadelphia: John Benjamins series Issues in Hispanic and Lusophone Linguistics (2020).



## Anna Stenport

*Nordic Film Cultures and Cinemas of Elsewhere.* Ed. w/Arne Lunde. Edinburgh University Press, 2019.

*Arctic Cinemas and the Documentary Ethos.* Ed. w/Scott MacKenzie and Lilya Kaganovsky. Bloomington: Indiana University Press, 2019.



## Jan Uelzmann

*Staging West German Democracy: Governmental PR Films and the Democratic Imaginary, 1953-1963.* New York: Bloomsbury Academic, 2019.

# Recent Chapters and Articles

- 2020** **Foster, Paul.** "Jin Yong and the Kungfu Industrial Complex." *Chinese Literature Today* 今日中国文学. January 16, 2020.
- Glass, Leila.** "Verbs describing routines facilitate object omission in English" *Proceedings of the Linguistic Society of America*, ed. by Patrick Farrell, March 2020
- Hugonny, Julie.** "The Unparalleled invasion," *Speculations of War: Conflicts Viewed through the Lens of Science Fiction*, 2020.
- Hugonny, Julie.** "Fixing the Female – the man-made woman as a re-creation," *Frankenstein Revived: Essays on the International Reception, Translation and Recasting of Mary Shelley's Novel*, 2020.
- Khapaeva, Dina.** "Killing Humanity: Anthropocentrism and Apocalypse," *The Age of Spectacular Death*, 2020.
- Khapaeva, Dina.** "Paradoxes of October," *Legacies of Revolution*, 2020.
- Khazaal, Natalie.** "Broadcasting in Lebanon," *Routledge Handbook of Arab Media*, 2020.
- Kim, Yong-Taek.** "Linguistic manifestations of fictive change participants: Apparent alternations between the accusative and the dative/comitative cases in Korean and Japanese." *Asian Languages and Linguistics 1 (1)*, Amsterdam. 2020.
- Kim, Yong-Taek.** "'I came,' 'I saw,' 'I am': deictic conceptions behind experience report and disclosure." *Japanese/Korean Linguistics 26*, Stanford, CA: CSLI. 2020.
- Liu, Lu.** "Bacterial Imagination: Seeing the Enemy in Early 1950s People's Republic of China," *China Perspectives*, 2020.
- Stenport, Anna.** "The Origins of Ethnographic Filmmaking, the Fifth Thule Expedition, and Indigenous Cinema: An Alternative History of the Arctic." *Visual Anthropology Review*, w/ Scott MacKenzie, 2020.
- Uelzmann, Jan.** "Building Domestic Support for West Germany's Integration into NATO, 1953-1955." *Journal of Cold War Studies* 22.2, 2020.
- Montes-Alcalá, Cecilia.** "Interdisciplinary Approaches to the Study of Language Attitudes Towards Spanish and Portuguese Around the World." *Introduction to New Approaches to Language Attitudes in the Hispanic and Lusophone World*. Amsterdam/Philadelphia: John Benjamins series *Issues in Hispanic and Lusophone Linguistics*, 2020.
- 2019** **Boulard, Stephanie.** "To Write or To Paint the Monstrous? The Case of Claude Louis-Combet." *Contemporary French and Francophone Studies: SITES*. 22.5. 2019.
- Boulard, Stephanie.** "Sub re/sub umbrâ: les doubles fonds des Travailleurs de la mer." *Écrire l'illustration: le rapport à l'image dans la littérature des XVIIIe et XIXe siècles*. Ed. Augustyn, Joanna. Clermont-Ferrand: Presses Universitaires Blaise Pascal. 2019.

## Recent Chapters and Articles continued

**Boulard, Stephanie.** "Printemps." in *Ententes – à partir d'Hélène Cixous*. Paris: Presses Universitaires de la Sorbonne-Nouvelle, 2019.

**Boulard, Stephanie.** "Hélène Cixous : 1968, Vincennes ou l'université rêvée." *Contemporary French and Francophone Studies: SITES*, 23 :2, 2019.

**Boulard, Stephanie.** "Facing the Intolerable: Aesthetics, Writing, and the Power of the Image between Hélène Cixous and Adel Abdessemed." *Nouvelles Francographies*, 2019.

**Chang, Seung-Un.** "A phonetic study of Korean heritage learners' production in Korean word-initial stop," *Heritage Language Journal*, 16(3), 2019.

**Glass, Lelia.** "Adjectives relate individuals to states: Evidence from the two readings of English Determiner + Adjective." *Glossa*, 2019.

**Glass, Lelia.** "Systematicity in the Semantics of Noun Compounds: The Role of Artifacts vs. Natural Kinds." *Linguistics*, 2019.

**Ippolito, Christophe.** "Eurydice en Bécassine dans Par les champs et par les grèves." *Flaubert voyageur*. Paris: Classiques Garnier, 2019.

**Ippolito, Christophe.** "L'agriculture hors de son champ : débordements du chapitre II dans Bouvard et Pécuchet." *Revue Flaubert*, 2019.

**Ippolito, Christophe.** "La Québécoise: faillite des paradigmes identitaires et intégrationnistes, cosmopolitisme du futur." *Littérature et cosmopolitisme*. Dijon: Éditions universitaires de Dijon, 2019.

**Ippolito, Christophe.** "Le nationalisme par lui-même: sur une anthologie du nationalisme et de ses styles." *Du style des idées : nationalisme et littérature*. Peter Lang Publishing, 2019.

**Ippolito, Christophe.** "La Parole 68," *Contemporary French and Francophone Studies*, vol. 23, no. 2, 2019.

**Kallin, Britta.** "Alterität als Kunst – Kunst als Alterität." With Rita Svandrlik (50%). "Was zu fürchten vorgegeben wird". *Alterität und Xenophobie*. Vienna: Praesens Verlag, 2019.

**Khapaeva, Dina.** "Death as Fan." *The New Literary Observer*, vol. 159, 2019.

**Khapaeva, Dina.** "Dialog or Senseless Sound? Problems of Bakhtin's Readings of Dostoevsky," *Festschrift for Mikhail Epstein*, 2019.

**Khapaeva, Dina.** "Eaten in Jurassic World: Antihumanism and Popular Culture." *Man-eating Monsters: Anthropocentrism and Popular Culture*. Emerald Publishing, 2019.

**Khapaeva, Dina.** "Introduction: "Food for Monsters: Popular Culture and Our Basic Food Taboo." *Man-eating Monsters: Anthropocentrism and Popular Culture*. Emerald Publishing, 2019.



## Recent Chapters and Articles continued

**Khapaeva, Dina.** "Introduction to a cluster 'Russian Gothic'." *Russian Literature*, 2019.

**Khapaeva, Dina.** "The Gothic Future of Eurasia," *Russian Literature*, 2019.

**Khazaal, Natalie.** "Arab Views of the US Election: Culturally-Positive and Politically-Negative Depictions of US Democracy." *Global Media and Strategic Narratives of Contested Democracy*, Hinck, R., Cooley, S., & Kluver, R., 2019.

**Kim, Yong-Taek.** "Monologic Deixis: Two Distinct Conceptions behind Reflexive Speech Event." *Proceedings of the 22nd Conference of the Pragmatics Society of Japan*, 2019.

**Kim, Yong-Taek.** "How to start, go on, and stop in EFL Communication." *Ningen Bunka* 47, 23-36. Saga, University of Shiga Prefecture. 2019

**Levin, Antonio Cardentey.** "Jicotencal y la polémica en torno a su autoría." *Nuevos comentarios de textos hispánicos*, 2019.

**Levin, Antonio Cardentey.** "Lisanka"; "La película de Ana/Ana's Movie"; "Los sobrevivientes/The Survivors"; "La vida es silbar/Life is to Whistle." *A Cuban Cinema Companion*, 2019.

**Orich, Annika.** "Wir wollen nicht ins Comedy-KZ': Serdar Somuncu, Oliver Polak, Ethno-Komik und deutsche Zugehörigkeits- und Erinnerungskultur." *Komik der Integration*, Aisthesis Verlag Bielefeld, 2019.

**Ozkan, Sebnem.** "A Collaborative Study Abroad Model: Inspiring Fiscally Underrepresented Students." *Innovations in Higher Education Teaching and Learning: Strategies for Facilitating Inclusive Campuses in Higher Education*, 2019.

**Stenport, Anna.** "Introduction: Nordic Film Cultures and Cinemas of Elsewhere." *Nordic Film Cultures and Cinemas of Elsewhere*, Edinburgh University Press, 2019.

**Stenport, Anna.** "Introduction: The Documentary Ethos and the Arctic." *Arctic Cinemas and the Documentary Ethos*, Indiana University Press, 2019.

**Stenport, Anna.** "Opening up the Post-War World in Color: 1950s Geopolitics and Spectacular Nordic Colonialism in the Arctic and in Africa." *Nordic Film Cultures and Cinemas of Elsewhere*, Edinburgh University Press, 2019.

**Stenport, Anna.** "Tearing Up the Screen: Pia Arke's Post-Colonial Processes in Photography and Video Art." *Process Cinema: Handmade Film in the Digital Age*, McGill-Queen's University Press, 2019.

**Stenport, Anna.** "The Polarities and Hybridities of Arctic Cinemas." *The Oxford Handbook of Canadian Cinema*, Oxford University Press, 2019.

**Stenport, Anna.** "The Serpent's Egg: Ingmar Bergman's Exilic Elsewheres in 1970s New German and New Hollywood Cinema." *Nordic Film Cultures and Cinemas of Elsewhere*, Edinburgh University Press, 2019.

**Stenport, Anna.** "Women Arctic Explorers: In Front of and Behind the Camera." *Arctic Cinemas and the Documentary Ethos*, Indiana University Press, 2019.

# SIGNATURE EVENTS

## GLOBAL MEDIA FEST 2020: SUSTAINABILITY IN MENTAL HEALTH

**By: Emily Snelling**

The Global Media Festival is an annual film and discussion series focusing on sustainability across languages and cultures. The purpose is to provide a global interdisciplinary forum that creates awareness of the cultural and linguistic challenges that emerge from the different meanings and interpretations of sustainability in diverse contexts. Attendees are welcome to join the conversation with international film directors, educators, and partners on what it means to design and engage in innovation initiatives that address social needs.

Although sustainability is a driving force behind many global agendas for the future, each society adopts and interprets sustainability according to its different cultural and linguistic resources. The Global Media Festival uses the study of media productions in different languages and from different cultures around the world to compare how different societies adopt,

implement, re-frame or defy sustainability, while using cultural specific conventions and protocols that respond to particular expectations, legacies, habits, and aspirations. The goal is to educate viewers to be thoughtful global citizens as it is through awareness of others' needs and viewpoints that one may create meaningful change.

The Global Media Festival supports Georgia Tech's strategic vision for the 21st Century of educating "good global citizens" by providing windows to investigate how other societies around the world take key decisions in the present while imagining the future.

Global Media Festival 2020's theme "Sustainability in Mental Health" asked students to question what it means to sustain mental health on a global scale. The series featured documentaries on mental health topics from around the world with invited expert guest speakers currently active in the surrounding community. The goal was to raise awareness of mental health issues while inspiring students to think about ways they can make an impact in their respective fields.



## GLOBAL MEDIA FEST 2020: Sustainability in Mental Health - *continued*

*"It was my hope that fostering the conversation about mental illness and sustaining mental health would inspire self-reflection, intentional social relations, and active change in our career paths. I do believe that when we take care of our mental health, it then effects all levels of society – the manner in which we interact with those around us, the work we produce, the laws we make, the success of the organizations that we are a part of, and ultimately society as a whole."*

– Shaidah Herron, assistant coordinator of Global Media Festival 2020

### Global Media Fest 2020 Selections

- **French:** *The Cat, The Reverend, and the Slave* with guest speaker, film-maker, Alain Della Negra; Collaborators: Atlanta Global Studies Center, Consulate General of France in Atlanta
- **Japanese:** *Mental* (2008): Japanese Documentary Screening and Conversation with Director Kazuhiro Soda; Collaborators: Atlanta Film Festival, Atlanta Global Studies Center
- **Arabic:** *Taste of Cement*; Collaborators: Urban Media Lab, Iranian Studies Initiative, Atlanta Global Studies Center
- **Persian:** *Soheila No. 17*; Collaborators: Iranian Studies Initiative, Research Organization for Sexual Health and Development (ROSHD), Urban Media Lab, Atlanta Global Studies Center
- **German:** Mehmet Büyükcatalay's *Oray* (in German, English subtitles); Collaborators: Goethe Institute Atlanta, Atlanta Global Studies Center, (Fall 2020)
- **Chinese:** *Things I Never Said: Mental Health of Asian Americans*; Collaborators: Mental Health Joint Allocation Committee, Atlanta Global Studies Center, (Fall 2020)

*"We are very excited to announce that this year's theme will be SDG #11, Sustainable Cities and Communities. Cities are central to the pursuit of social, economic, and environmental sustainability. They currently produce over 75% of global CO2 emissions, with over 2/3 of the world's population projected to live in urban areas by 2050. We want to feature how filmmakers examine the theme of "sustainable communities"—and particularly urban communities—around the world."*

– Amanda Weiss, assistant professor of Chinese, and director of Global Media Festival

For more information on the Global Media Festival, please visit [globalmediafest.modlangs.gatech.edu](https://globalmediafest.modlangs.gatech.edu).





# SIGNATURE EVENTS

## Below:

Future of Atlanta's Global Workforce

Hosted by The Greater Atlanta Coalition for Global Education and Research (GAcGEAR) and Sage

## Panelists

- Susan C. Hogan, Future of Work and Behavioral Economics Lead, Deloitte
- Amy Lancaster-King, Director of Workforce Development, Metro Atlanta Chamber
- Ron McMurtrie, Chief Marketing Officer, Sage
- Azim Barodawala, CEO, Volantio
- Shannon Benham, Director of Global Talent Acquisition, UPS
- Trevor Williams, Managing Editor, Global Atlanta, Moderator



# SIGNATURE EVENTS

## GLOBAL MEDIA & CULTURES HOSTS “THE FUTURE OF MEDIA: CAREERS IN ATLANTA'S CHANGING MEDIA LANDSCAPE”

***By: Emily Snelling***

On Tuesday, February 25th, 2020, the M.S. program in Global Media & Cultures hosted a career panel on “the future of media in Atlanta’s changing media landscape.

“The panel featured a number of leading local media thought leaders, including Rose Scott, host of NPR's "A Closer Look," Saeed Ahmed of CNN's Culture, Trends, and Enterprises, and Gracie Bonds Staples of the Atlanta Journal Constitution.

Bringing together the city’s leading journalists, the panel discussed Atlanta’s changing media landscape, the importance of media literacy today, the value of and power great storytelling, and how these are becoming important in the workplace.

CNN’s Saeed Ahmed advised students about what to expect for their future careers. “Look for a career in media literacy, because that is going to be extremely big in the next 5-6 years. We will need people who can help us understand and sift through information,” said Ahmed.

Georgia Tech is more than just a STEM school. We are at the cutting edge of today’s media landscape. In our 1-year master’s program in Global Media & Cultures (MS-GMC), we prepare students for careers that require advanced training in communication and expertise in a particular region of the world.

The MS-GMC curriculum provides a professional foundation in media and cultural studies, along with advanced training in a critical global language. Students build a portfolio of hands-on experiences through study abroad, internships, and creative projects. This summer, MS-GMC students will be completing internships in Colombia, Senegal, and Georgia, as well as locally in Atlanta.





# SIGNATURE EVENTS

## School of Modern Languages Hosts The Workshop on Language, Technology, and Society

**By: Emily Snelling**

Funded by the Institute for People and Technology (IPaT) and the GUV Center at Georgia Tech, School of Modern Languages' professor Lelia Glass is leading a series of workshops on the topics of language, technology, and society.

The Workshop on Language, Technology, and Society builds an intellectual community focused on the science of language. In a welcoming style accessible to an interdisciplinary audience, a series of invited speakers from around Georgia and the United States present their original research on topics such as text-based computational social science; vector representations of word meaning; technology-driven documentation of endangered languages; and language change over time. The workshop brings together researchers and students interested in the science of language from around Georgia Tech (from Modern Languages, Psychology, and Computer Science), and welcomes students into the research life of the Institute by exposing them to well-presented current work.

The goals of the workshop series are to build intellectual momentum and a welcoming, exciting community surrounding language science at Georgia Tech; fuel conversation and collaboration within and outside Georgia Tech; and inspire budding researchers.

Past talks have included Diya Yang, Georgia Institute of Technology; James Stanford, Ph.D., Dartmouth College; Phillip Wolff, Ph.D., Emory University; David Birdsong, Ph.D., University of Texas at Austin. Four additional speakers are confirmed to present their research in Fall 2020 semester.





# SIGNATURE EVENTS

**Below: Global Career Lab hosts  
Dr. Erika Burk, Vice President,  
Human Resources at Porsche Cars  
North America**



# Retirement CELEBRATIONS



## Yan Gao

Yan Gao received her Ph.D. from Emory University, M.A. from University of Minnesota, and B.A. from Peking University. She was formerly an associate professor of Chinese at several institutions and taught Chinese language at all levels, Chinese literature, film, culture, and world literature. After joining Ga Tech, she teaches Chinese language, Chinese Culture & Civilization, and Crossing Cultures: Chinese American Experiences. She was the coordinator of the introductory Chinese language program 2017-2019. Her research interest is in the areas of teaching Chinese as a second language, modern Chinese grammar, contemporary Chinese literature, and Chinese American literature. She is the author of *The Art of Parody: Maxine Hong Kingston's Use of Chinese Sources* and the co-author of *A Chinese Grammar for English Speakers 汉语语法指南* (Peking University Press, 2013; second printing, 2016). Currently she is working on a translation project.



## Natalia Myshkin

Natalia Myshkin received her master's degree from Moscow State Linguistic University. Since moving to Atlanta in the early 1990s, Natalia Myshkin has been a Russian language instructor in Georgia Tech, Georgia State University and founded Russian Connections Inc., an intensive language training program specially designed for non-Russians engaged in business ventures in the former Soviet Union. This program involved companies such as Coca-Cola, Georgia Pacific and CNN. In addition to her active teaching duties in Georgia Tech and Georgia State University, Natasha Myshkin has designed a teaching method for second generation immigrants from the former Soviet Union, who acquired notions of Russian through their childhood but lacked the ability to become fluent in the Russian language. This program was successfully implemented at the Russian American Federation in Atlanta. Natasha Myshkin has also worked as the Atlanta Director of the Gertsev Art Gallery, a Moscow based gallery. Her role involved organizing modern art exhibitions, showcasing artists from Russia and other republics of the former Soviet Union, as well as Europe. Natasha Myshkin enjoys the Atlanta art scene, world traveling and gourmet cooking.

# Who We Are and What We Believe In

## Our Motto

Change the Conversation: Cross-Cultural Expertise for Global Leadership

## Our Purpose

The School of Modern Languages is a national leader in the study of cultures, languages, linguistics, and media. Our faculty are consistently recognized for their impactful and interdisciplinary research, artistic creation, innovations in curriculum development, expertise in study abroad, and close collaboration with industry professionals. As scholars and educators, we are proud of our established strengths in equipping the next generation of global leaders with the essential knowledge, skills, and professional opportunities necessary to foster meaningful communicative and cultural interactions. Our cross-disciplinary partnerships enable the exchange of diverse perspectives. We support the pursuit of purposeful and innovative scholarship, education, and careers that generate lasting and positive social change.

## We Champion

- Interdisciplinary and innovative research and education in cross-cultural humanities and language studies
- The exchange of diverse perspectives and impactful collaborations and partnerships
- Global competence and inclusivity
- Curiosity about the world and its caretaking
- Transformative experiences and lifelong professional growth

## We Support and Adhere to Georgia Tech's Core Values:

- Integrity
- Respect
- Community
- Accountability
- Adaptability



# How to Support Us

We invite each of you to engage more deeply with the College, to understand current goals and priorities needs. Whether through philanthropic gifts or gifts of time and talent, your support is vital to our ability to sustain the leading edge and realize the promises of

- Our remarkably talented students
- Our faculty, whose research has commanding presence in their field and defines the future horizons
- Our vision of academic excellence, innovation and entrepreneurship

Please contact Philip Spessard, Associate Vice President for Development, to explore opportunities for student support and mentoring, faculty support and program enrichment.

A background image showing a city skyline with various skyscrapers and buildings under a cloudy sky. In the foreground, there are green trees and a building with a sign that says "TECH".

**Georgia School of  
Tech Modern Languages**

[modlangs.gatech.edu](http://modlangs.gatech.edu)