

2017 Highlights

The School of Languages and Cultures



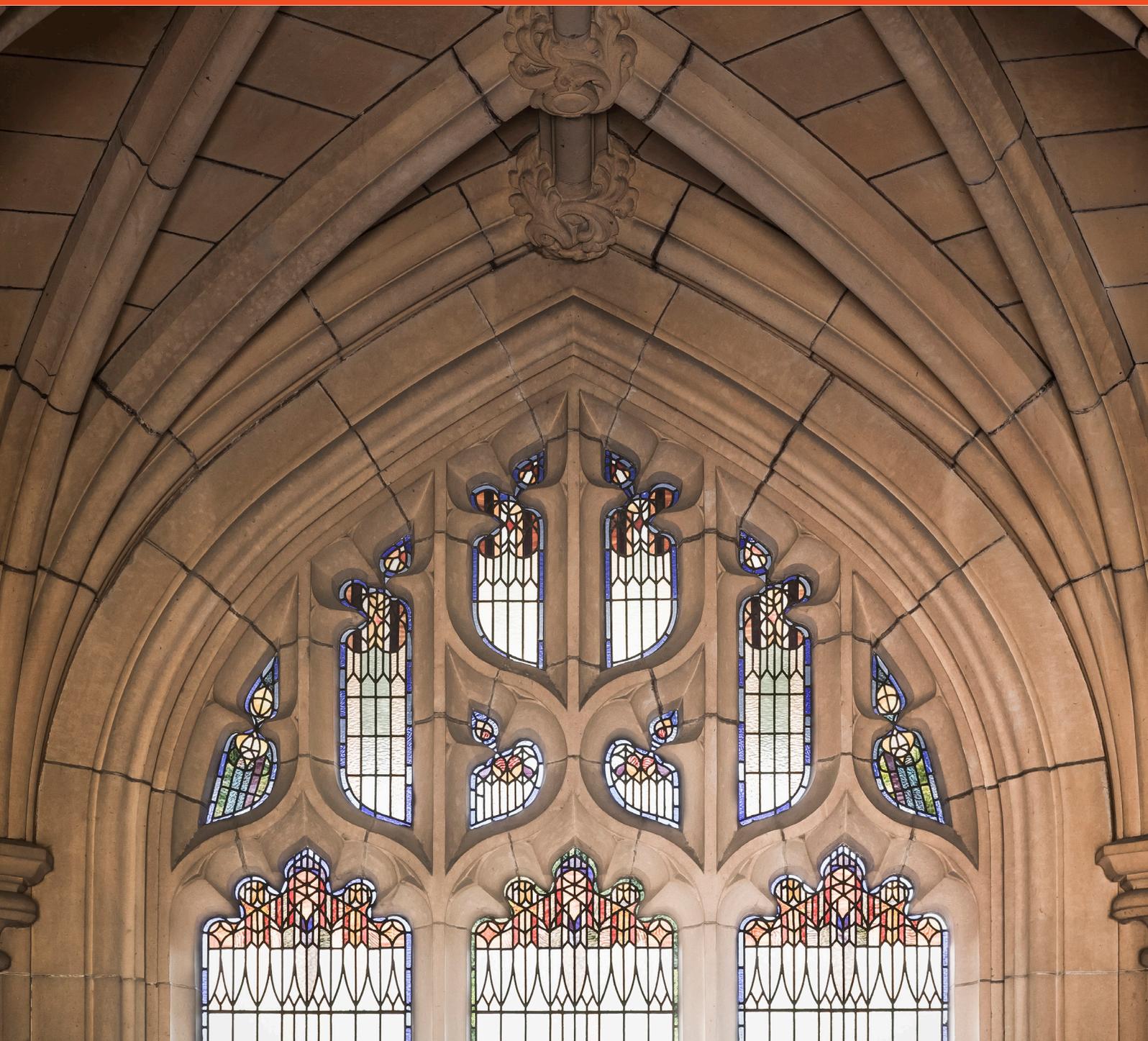
THE UNIVERSITY OF
SYDNEY

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Head of School Professor Yixu Lu FAHA

2017 has been an exciting year. It saw the launch of a major innovative educational project, the development of a suite of In-country Study units in the Open Learning Environment. These units will take students to our partner universities in Asia, Europe, Latin America and North Africa to learn a language and culture in an immersive environment. We designed the units specifically for students who previously did not have the opportunity to learn a new language.

We negotiated with our partner universities to lower the costs so that students from lower socio-economic backgrounds can also participate in these great learning opportunities. From 2018, we will be sending students to nine different destinations around globe. This will be the largest and coordinated in-country study program of the University. I am very proud of the commitment of our staff to develop students' ability to work across cultural and linguistic boundaries and I am very thankful for their hard work to give all students the chance of in-country study experience.

2017 also saw the development of new research initiatives. While we continue to pursue our scholarship in different languages and cultures around the globe, we have also begun to put particular emphasis on our

own multilingual reality in Australia. By looking into the impact of cultural traditions on the perception of health and well-being in Western Sydney's diverse population groups and by exploring archival sources of migrants' stories in their original languages, we hope to enhance the appreciation of Australia's multilingual traditions and to achieve a better understanding of the many facets of social transformation in Australia.

The mission of the School of Languages and Cultures is to promote multilingualism and equip future leaders of our nation with linguistic and cultural competence. We'll continue this mission with enthusiasm, dedication and, above all, through innovation and creativity.

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About our School



The School of Languages and Cultures offers language studies covering Europe, the Middle East, Asia, and the Americas. Our researchers focus on languages and cultures in the non-English speaking world. The School has expertise in literature, history, linguistics, religion, anthropology, political science and sociology related to the countries and regions whose language we teach.

Our language offerings include Arabic, Chinese, French, German, Hebrew (Classical and Modern), Indonesian, Italian, Japanese, Korean, Modern Greek, Sanskrit and Spanish. We also have areas of study in Asian Studies, Hebrew, Biblical and Jewish Studies, European Studies, and International Comparative Literature and Translation Studies.

Students, whether they are a complete beginner, a native speaker or somewhere in between, can complete a major and honours in one of our programs while benefiting from our active involvement in an international student exchange program.

Graduates with language skills and a good understanding of other cultures are in demand both in Australia and overseas. Our School provides an excellent competitive advantage for a range of government and private sector jobs. Your learning experience with us will expand your horizons and introduce you to people, places, cultures and ideas that can change your way of looking at the world around you. Our units of study are open to students across different faculties.

Under the prestigious Dalyell Scholars stream within the Bachelor of Arts/ Bachelor of Advanced Studies, the Languages program allows the high-achieving students to focus on language acquisition and experiences by studying two languages at our School and undertaking compulsory exchange.

We also offer the Diploma of Language Studies, a flexible pathway program designed to offer you the opportunity to study a language alongside any eligible tertiary degree. The diploma allows students to study languages as an additional qualification, offering units online and during semester breaks to enable flexible learning. The diploma runs in both standard and an accelerated mode spanning 15 months. The diploma will ensure that you are confident with language skills and have a strong understanding of the culture and societies in which that language is spoken.

We play an important role in the wider academic and public communities. We organise national and international conferences and hold public lectures and seminars with presentations by prominent international scholars and writers. All our departments have strong community connections and our students can engage in a range of exciting academic and social events.

The School would like to take this opportunity to thank our benefactors and the communities whose generosity and ongoing support have been vital to the success of the School.



'100 Years', designed by Japanese Studies student Eleni Karathanasi.

A Century of Japanese Studies

Written by Associate Professor Rebecca Suter (Chair of Japanese Studies)

Founded in 1917 by James Murdoch, this year the Department of Japanese Studies turned 100 years old – making it the oldest Asian language and culture university department in Australia.

To celebrate its centenary, the department organised a series of events from March to November, inviting distinguished international scholars to hold public lectures and research seminars for staff and students. Highlights included:

- Japanese Linguistics Symposium 2017, with keynote addresses by Professor Satoshi Uehara from Tohoku University and Dr Harumi Minagawa from the University of Auckland
- a talk by Dr Darren Swanson on the life of James Murdoch and the creation of the Department of Japanese Studies at Sydney
- a public lecture at the Japan Foundation
- by Dr Marcella Mariotti on “Citizenship formation and foreign language education”
- a Sydney Ideas lecture on “The Spectacle of Justice in Postwar East Asia and Japan's Struggle with History” by Associate Professor Barak Kushner from the University of Cambridge, who also gave a postgraduate seminar on “The Politics of Ramen: Why is a Chinese Dish Japan’s National Emblem”
- a masterclass by Professor Toshio Miyake from Ca’ Foscari University of Venice on Critical Occidentalism Studies
- a lecture by Professor Nathalie Kouame on Japan’s Anti-Christian Edict of 1614.



James Murdoch (1856-1921), founder of the Department of Japanese Studies, University of Sydney. Read the biographical article of Murdoch in the June 2017 edition of our magazine: *Language and Culture* (Issue 39), page 26.

2017



Top left: Dr Marcella Mariotti at her "Citizenship formation and foreign language education" lecture at Japan Foundation Sydney.



Top right: Associate Professor Barak Kushner delivering "The Politics of Ramen" seminar to postgraduate students.

Bottom right: Professor Nathalie Kouame delivering her lecture, "1614: Christianity Forbidden: Why Did Sûden write an Anti-Christian Edict?"



A Year in Review

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Opening up the Learning Environment to the World

Starting 2018, all undergraduate students can go on global study adventures to nine destinations through the Open Learning Environment (OLE) in-country units to learn about a language and culture in an immersive environment.

Global perspectives and the ability to work across cultural boundaries are key skills the University promises to students in its new undergraduate curriculum. The School of Languages and Cultures has designed nine short-term immersion units in the Open Learning Environment (OLE) to provide opportunities for students from all disciplines across the University – regardless of whether they have any prior knowledge of the language – to learn about a language and culture in an immersive environment.

The OLE in-country study units consist of practical language lessons and introduction to contemporary culture and society. Students will spend up to three weeks at a partner university in the relevant country and have the opportunity to experience the culture and language at first hand. Apart from attending classes at the partner university, they will also participate in cultural activities such as visits to museums, theatres and memorial sites and have the opportunity to interact with local people. The in-country units are scheduled in summer and winter breaks to avoid clashes with the standard semester timetable. Most of the universities participating in this program are longstanding partners of the University of Sydney and leading institutions in their country or region.

The units place particular emphasis on developing linguistic skills to communicate in the everyday environment and the competence in cross-cultural understanding through direct contact and critical reflection. In this way, they contribute to the development of the Sydney Graduate Qualities of cross-cultural understanding, critical thinking and effective communication.

From 2018, the following OLE in-country study units will be available:

- **Experience China**
Peking University, Beijing
- **Experience the French-speaking World**
Université de la Nouvelle-Calédonie, New Caledonia
- **Experience Germany**
The University of Bamberg
- **Experience Italy**
The University of Padova
- **Experience Indonesia**
Satya Wacana Christian University, Salatiga
- **Experience Japan**
Ryukio University, Tsukiji, Tokyo
- **Experience Korea**
University of Korea, Seoul
- **Experience the Spanish-speaking World**
Universidad de Valladolid, Spain
- **Experience the Arab World**
AMIDEAST, Rabat, Morocco

See the OLE in-country website:

- sydney.edu.au/arts/ole-in-country

Languages for high achievers

Written by Associate Professor Rebecca Suter

Chair of Japanese Studies and Director of International Comparative Literature and Translation Studies

In the transformed curriculum that launches in 2018, the Bachelor of Arts (Languages), the selective degree catered specifically towards high-achieving students interested in foreign languages, will be replaced by a new selective degree: **Dalyell Scholars including Languages within the Bachelor of Arts/Bachelor of Advanced Studies.**

Exclusive to students with an ATAR (or equivalent) of 98+, the Languages program in the Dalyell Scholars stream offer students an opportunity to broaden their understanding of languages and culture, opening up a diverse range of global career opportunities.

Students will do a 48 credit-point major in one of the language and culture areas offered in SLC: Arabic Language and Cultures; Chinese Studies; French and Francophone Studies; Germanic Studies; Hebrew (modern); Indonesian Studies; Italian Studies; Japanese Studies; Korean Studies; Modern Greek and Byzantine Studies; and Spanish and Latin American Studies.

Additionally, students will do a minimum of 24 credit points in a second language from any of the above, or classical Greek, Latin, Sanskrit, or classical Hebrew.

Students are able to choose whether they want to turn their second language into their minor or second major, or choose a different minor or second major. In addition, all Dalyell students will take two

units of study specific to the program: 'Books That Changed The World' and 'Ideas That Changed The World'. They will also have access to personalised mentoring and other development opportunities through a suite of enrichment units.

An additional standout feature of the Languages program for Dalyell Scholars is a subsidised exchange component that enables students to spend one or two semesters studying at a university in the country of their primary language.

In their fourth year, Dalyell Languages students who have done two language majors can also choose to complete 36 credit points of advanced coursework in Multilingual Translation within the Bachelor of Advanced Studies, including two of its coursework units on theories and practices of translation, "Principles and Ethics of Translation" and "Digital Translation and Localisation," and 24 credit points of translation project units. This option will equip students with linguistic and cultural competency to translate autonomously in two languages other than English. Graduates will be able to engage critically with a range of approaches to translation, translate

across three languages, possess multilingual digital literacy and acquire problem-solving skills.

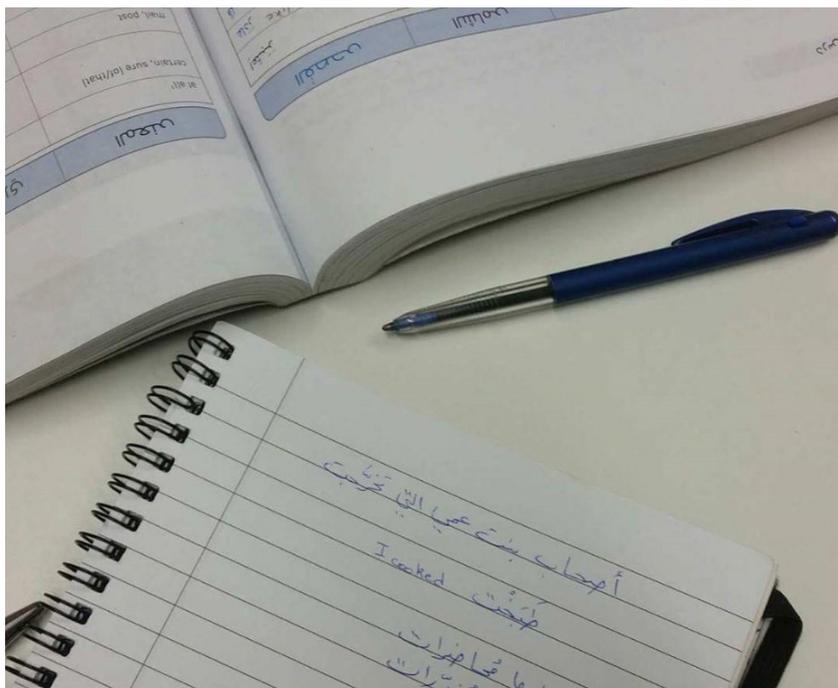
Advanced coursework and project units are embedded in cross-lingual communication settings reflecting the real-life needs of multicultural Australia. In the project units, students will work as a team to design multilingual digital translation materials and resources, such as a website tailored to three different national audiences, or trilingual digital translation corpora for computer-aided translation and multilingual practice and research.

Finally, Dalyell Languages students with a WAM of 70+ can choose to complete the honours track of the Bachelor of Arts/Bachelor of Advanced Studies, comprised of two 4000-level honours units of study in the primary language major and a 18,000 to 20,000-word thesis.

For

- sydney.edu.au/courses/courses/uc/bachelor-of-arts-and-bachelor-of-advanced-studies-dalyell-scholars-including-languages.html





From the Arabic Conversation study group. Photo: Louise Williams.

The Arabic Language and Cultures Society

Written by Louise Williams

President of Arabic Language and Cultures Society

The Arabic Language and Cultures Society (ALAC) was born out of the Qatar Study Tour in 2016, which saw four undergraduate students studying within the Department of Arabic Language and Cultures spend three weeks studying an intensive Arabic course in Doha, Qatar. While studying in the tiny Gulf state, these students reflected on the bonds that were quickly developed in Qatar but were often hard to foster in their undergraduate classes. From this, the idea of a student society, affiliated with the University of Sydney Union's Clubs and Societies program, was to bring together students who were interested in Arabic and the Middle East, and help foster friendships between like-minded students outside of the classroom.

ALAC is now in its second year and remains a small, yet committed, society that aims to connect students within the department, with students that are interested in the Middle East and native speakers or Arab-identifying students. The society aims to complement the units offered by the Department of Arabic Language and Cultures, in particular, the Arabic language classes. As an affiliated society with the Union's Clubs and Societies program, ALAC can provide discounts on paid events for ACCESS members. However, our activities are open to all students within the University and our Arabic conversation groups are free thanks to the support of the School of Language and Cultures in our language studies.

Our language conversation groups have run into their third semester, separated into beginners and intermediate to advanced level. The groups are open to all who wish to attend and facilitated by senior students. As we are student-run, we operate similarly to a study group rather than a formal classroom. Our focus is to develop the confidence to speak freely with other Arabic speakers, actively respond to questions and concepts in fluid conversation, rather than perfect grammar or repeat answers to prepared questions.

One of the hardest parts at the beginners level of a new language, in my experience, is accepting that you will misunderstand questions, make cringe-worthy mistakes and appear inarticulate. We endeavour to create a space that encourages people to make mistakes and try to express themselves with their available vocabulary. They remain informal in nature, and the initial questions of each session often inquire about the previous week, or their studies or extracurricular activities.

Our 2017 Executive team is composed of six undergraduate students who are interested in Arabic and the Middle East, and who study or have studied in the Department. It has provided an environment to meet students from different cohorts, and form friendships with students that you may not have otherwise met. Being involved in the society has allowed me to share my insights and tips about studying Arabic with other students.

Since commencing my studies in 2014, I have become aware of the numerous organisations, festivals and resources within Sydney related to Arabic and the Middle East. Additionally, I have studied on exchange at the University of Texas at Austin, as well as in Amman, Jordan, and am able to share those experiences with my peers.

In 2017, we have organized to attend the Palestinian Film Festival's screening of Omar, a social dinner at a local Lebanese restaurant, and a social coffee hour at Courtyard Café. These events have brought together native speakers of Arabic from the university with students who study either Arabic language or cultural studies and created a space for students to attend cultural events as a group. We use our Facebook page to share relevant events occurring within Sydney, updates from the Department of Arabic Language and Cultures, news articles or podcasts. We hope to continue our current activities in 2018, both our conversation groups and social activities.

– [facebook.com/alacsocietyusyd](https://www.facebook.com/alacsocietyusyd)

Postgraduate Research Narrative Studies Group

Written by Emma Barlow
PhD candidate, Italian Studies

At the beginning of the second semester in 2017, Dr Françoise Grauby (Senior Lecturer in the Department of French and Francophone Studies) and Nanda Jarosz (PhD candidate, International Comparative Literature and Translation Studies) sent the word out to the the School of Languages and Cultures (SLC) postgraduate community, seeking interest in forming a discussion group of sorts. The aim was to create a meeting space where SLC Postgraduate Research (PGR) students working on narrative studies – that is, both literary and film studies – could get together to discuss their theses, other academic writing that they might be doing, teaching, and other aspects of postgraduate life in SLC.

The group has been a terrific success so far. In our fortnightly meetings we have heard stimulating presentations by Emma Barlow (Italian Studies) on Dante's suicide narrative as told through the figure of Cato; Ruttapond Swanpitak (Chinese Studies) on female subjectivity and sexuality in the contemporary fiction of Wang Anyi; Nanda Jarosz on Kant's theory of the sublime in his *Observations*; and Sophia Sakellis (Modern Greek and Byzantine Studies) on nationalism and identity in the 2013 Greek film *Red Hulk*. At the time of writing, we are looking forward to a talk by Nathalie Camerlynck (French and Francophone Studies), who is working on self-translation and plurilingual poetics in the works of Raymond Federman, Vassilis Alexakis and Nancy Huston. We have all found the process of giving each other feedback and sharing ideas on writing hugely helpful, and we would love to expand the group in order to incorporate even more perspectives in our discussions.



Essay as Liberation

Written by Nanda Jarosz

PhD Candidate, International and Comparative Literary Studies

Over three hundred years after the proliferation of Montaigne's *Essays* in France, Virginia Woolf would come to lament the overproduction of personal essays in Britain. Somewhere in between this time writers in the German language would come to contribute some of the finest creative and critical literary productions of the modern era. The idea of identity poetics as a medium through which to understand these two disparate concerns; the essay, and the development of a German literary language, originates from my interdisciplinary studies of the German rhetorical tradition in the mid- to late-18th century. Such is my desire to question the relationship between form and expression that I have chosen to compare and contrast the question of identity in two essays dating from the 20th century among the backdrop of a brief historical summary of the development of the German literary language from the late seventeenth to mid-18th century.

Forming an identity in the 20th century essay

In *The Decay of Essay Writing* (1905) Virginia Woolf pontificates on the necessity for a revisionist policy when it comes to managing the surplus of personal essays in the public sphere. In doing so, she unwittingly reveals the nature of her own obsession with the consumption of literary productions: "Tracts, pamphlets, advertisements, gratuitous copies of magazines, and the literary productions of friends come by post, by van, by messenger - come

at all hours of the day and fall in the night so that the morning breakfast table is fairly snowed up with them."

Her criticism of too much media is indicative more of her own personal desire to consume it all; rather than the articulation of any general consensus of nuisance. Not everyone would draw issue with the overabundance of literary production, for they would not all share Woolf's concerns with the lack of time to read it all. The purpose of Woolf's essay is to delineate the need for essay writers to give an exposition of "that single book to which they alone have the key," and therefore for authors of the personal essay to write exclusively about themselves. Significantly, in an example of doctrine made manifest, *The Decay of Essay Writing* comes to reflect Woolf's own personality as a literary glutton. In this sense it is possible to see that the essay operates not only at the level of the author's intention, but also in allowing the reader to learn more about the inclinations of behind this intention. The perspective of the individual self as universally justifiable is a cornerstone of the personal essay and one which finds its roots in the early German literary tradition.

The essay as a beacon of identity poetics: the German example

The history of German as a literary language is surprisingly short given its many contributions to

discussions on form, criticism and theory during the last two hundred years. In the late seventeenth-century, German was not yet considered, nor employed as a scholastic language. Many German authors of the time lamented this fact, and the philosopher Leibniz even wrote about it in an essay written in 1682 to 1683, entitled *Ermahnung an die Teutsche, ihren verstand und sprache beßer zu üben, sammt beygefügtten vorschlag einer Teutsche gesinten Gesellschaft*. Interestingly, this essay was not published in Leibniz's lifetime and he continued to publish his own major philosophical works exclusively in Latin. In his essay Leibniz detailed feelings of national disappointment and damaged pride among the German people following the Thirty Years War (1618-1648). He then harnessed this perception of discord to voice a more general concern for the lack of a strongly developed German literary language. In this personal essay Leibniz focused on the need for German authors to set their minds to the production of serious philosophical and theoretical works in the German vernacular. He saw a direct correlation between the power and flexibility of possible expression in the German language for denoting found objects in the real world, and emphasised the neo-classical enlightenment doctrines of *claritas* and *elegantia* as foundational to the creation of a great literary work.

This emphasis on the clear and logical exposition of reasoned arguments came to form the basis of the goals and ideals of Weimar Classicism and, with it, the rise of the German language academic text: in the form of the essay. The essay came to embody the thought making process, documenting the birth and development of a philosophical idea on paper. It was no longer sufficient to reproduce the established rhetorical and dogmatic doctrines of ancient Latin and Greek authors, such as the grammarian Schlottelius continued to advocate for. Instead, it was time for German authors and philosophers to start contributing to an idea of a

national literary tradition, one which could help bolster the public and allow German to take its place among the great literary traditions of Europe.

Certainly this achievement was slow in being manifested, and it was really only towards the end of the 18th-century that Germany began to register as a significant bastion of philosophical and literary thought on the continent. However, mid 18th-century authors such as Lessing and Gottsched were able to reform and reevaluate the German language essay as a means to develop and strengthen their direct relationship with the German public. Gottsched in particular was able to harness a conversational tone with reference to his own personal reflections in essays such as *Biedermann* (1727-1729). Whereby he would turn the audience's perspective throughout the course of the essay towards his own. This manner of playing with the reception of an idea demonstrates the essence of an articulated self-consciousness which would lead towards the historical positioning of Herder's philosophical thought.

As much as authors such as Gottsched relied on the normative rules ascribed by the neo-classical tradition, there was also a move by authors such as Theodor Pitschel (1716-1743) and Adolf Schlegel (1721-1793) to experiment with the form and value of the essay. Pitschel wrote of the consequences of an imagined dialogue with his pencil which would lead him to reconsider a surplus of references to cited materials. The implication of an imaginary responder, observing and going beyond omniscience to be directly involved in the production of the work, illustrates the growing flexibility of German authors to play with the form of the essay.

In many ways, as knowledge about the form and its parameters increased, with that came the freedom to experiment. Only full knowledge of the technical requirements behind the execution of

a body of work can liberate the author from the constraints of those very regulations. Just as one of Schlegel's contemporaries, Johann Bernhard Basedow (1724–1790) was sorting the essay into two types: informative or dialectical, Schlegel himself was combining the two. In articulating a piece of information, Schlegel not only wanted to inform his audience, but also to furnish the illusion that they themselves had made the discovery. Such poetics of influence are at once demonstrative of the traditional role of persuasive rhetoric, and yet they also demonstrate a developed awareness which implies a critical idea of the author as a self in opposition to an audience.

This opposition is at once theoretical and critical, yet it also hinges off the idea of language as exposition. The reciprocal relationship between the essay and the need for a unified and academic German written language is evident in the various forms employed by these mid-century authors. However, as much as their emphasis was on the need to rework the normative rules ascribed by the neo-classical tradition, there was also a move by authors such as Lessing and Herder to move away from Latin and Greek ideals towards the formulation of a national tradition. Herder in particular saw an innate relationship between the characteristics of language and a national identity. His vision of a framework of experience to the use and understanding of language created the first stirrings of the revolutionary thoughts which would open the world to German romanticism.

Identity poetics today

If Herder is the father of German romanticism, David Foster Wallace is the CEO of what I have playfully termed *the conflict of interest essay*. This is nowhere more apparent than in his 1996 *Harper's Bazaar* essay 'Shipping Out' which details Wallace's exploits during a week aboard a luxury cruise liner. This form of essay is so termed due the surplus of

subjectively skewered observations on the state of affairs presented before the author. When Wallace prefixes his observations with emotive phrases such as; "unbearably sad," "I felt despair," and the coup d'état, "[I] have for some reason always associated the ocean with dread and death," the audience is placed under no illusion of objectivity. This is not an essay about the possible benefits or pitfalls of spending a week aboard a luxury cruise, this is a metaphoric mediation on the human desire to delay and negate death through recourse either to aesthetic or hedonistic pleasure. Paradoxically Wallace's essay is operating at the same level of deceit, to an extent, which he condemns in the *essaymerical* produced under commercial terms by the writer Frank Conroy. However in Wallace's case the terms of payment are not monetary but moral, he foregoes the reader's expectation of honest appraisal in pursuit of the satiation of existential ridicule: the cruise industry is messed up because people actually enjoy the experience. In this way, the personal 'I' has changed value from a representation of personal perception, towards a normative prescription on the type of effect these kinds of experiences should have on us. Therefore, the form has come full circle, the rules of engagement are no longer descendent from the ancient masters, they are determined and authorised by the author and his illusion of universality.

Felicity Nanda Jarosz is a second-year PhD candidate in International Comparative and Literary Studies, working under the supervision of Dr Catherine Moir. Her research is focussed in 18th-century Germany and, in particular, on Kantian aesthetics.

China in the Neapolitan Enlightenment

The Cases of Giambattista Vico and Paolo Mattia Doria



Written by Daniel Canaris

Research Fellow in Enlightenment Studies
by the Sydney Research Excellence Initiative

The Enlightenment has often been given a bad reputation in postcolonial studies. Whereas Enlightenment philosophers considered their movement the culmination of the human endeavour, postcolonial scholars branded the Enlightenment as a self-absorbed Eurocentric movement that lay the theoretical foundations for 19th-century colonialism. Even the *chinoiserie* that swept across 18th-century Europe was condemned as an Orientalist fetish that promoted a bastardised version of Chinese culture reflecting more the prejudices and stereotypes of its European audience than anything authentically Chinese.

What use can such an Enlightenment have today for navigating interactions between East and West?

My PhD which I recently completed in the Department of Italian Studies at the University of Sydney sought in part to answer this question by looking at the representation of China in the writings of the Neapolitan philosopher Giambattista Vico (1668-1744). My dissertation showed that even beneath Vico's view of China as a fossilised relic of previous age of civilisation perspicacious hermeneutical principles for engaging foreign cultures can be found.

In the 17th and early 18th centuries, the Jesuits faced an unprecedented challenge in their evangelisation of China as they confronted intellectual tradition of Confucianism, which was not only sophisticated, but also state-protected. Rather than uproot a system of thought that so intricately governed Chinese politics, social relations and rituals, the Jesuits sought to interpret Confucianism as a monotheistic natural theology. Thus Chinese Catholic converts could remain integrated members of Chinese society without offending Catholic orthodoxy.

While many of the Jesuits' opponents objected to this concession as Church sanction of idolatry,

Vico's disagreement with the Jesuits stemmed from a far more nuanced conviction. At the heart of Vico's philosophy of history is the belief that judgements about disparate cultures are prone to evaluate the unfamiliar in light of the familiar. Hence any engagement with China or other non-European cultures must begin from the presupposition of radical dissimilarity rather than reductive assimilation. That is not to say that cultures are incommensurable, but that their differences are just as important, if not more important, than what they have in common. Hence even in the depths of the Enlightenment do we have critical self-reflection that is of great relevance for us today.

Since concluding my PhD I realised that I had only skimmed the surface of the complex engagements with China that had a prominent role in early 18th-century Naples. Together with my supervisor, Dr Francesco Borghesi, I have been continuing my research on this topic as a Junior Research Fellow in Enlightenment Studies as part of the interdisciplinary project "Enlightenment and Its Impact" that is being co-ordinated by the Sydney Intellectual History Network. Central to this project is the conviction that the Enlightenment's contribution to the modern world, including postcolonial Australia, is underappreciated and in need of re-evaluation. Dr. Borghesi and I have been contributing to this project by looking at the thought of a neglected Italian philosopher, Paolo Mattia Doria (1667-1746).

Doria fled his native Genoa to spend a life of exile in Naples, where he immersed himself in scholarly circles that included his intellectual alterego Giambattista Vico. It was in Naples that Doria also encountered Matteo Ripa (1682-1746), an Italian missionary who was sent to Beijing by the Propaganda Fide where he worked as a painter and copper-engraver for the Kangxi Emperor. Upon his return to Naples in 1724, Ripa set about establishing

a Chinese seminary for training Chinese clergy, the famed Collegio dei Cinesi, which would become the core of the University of Naples "L'Orientale". Unlike the Jesuits, Ripa regarded the Confucian rituals as inherently idolatrous and generally opposed the accommodation of Catholicism to Chinese culture. Nonetheless, the physical presence of Chinese seminarians in Naples fostered a certain tangibility in Neapolitan discussions over China that was lacking in writings of *philosophes* such as Voltaire, who were largely dependent upon Jesuit reports.

Doria's initial interest in China was far removed from the theological parameters of Jesuit accommodationism. In fact, Doria was marked by a visceral hatred for the Jesuits since his early adolescence. In a blustering letter addressed to the Superior General of the Jesuit Order, Doria accused the Jesuits' missionary methods as being symptomatic of their moral laxity. Whereas Vico exhibited a strong interest in Chinese civilisation from the early 1720s, Doria only started to give China significant attention in the late 1720s, after the establishment of the Collegio dei Cinesi.

What stirred Doria's imagination was the potential of the Chinese state as a model for political reform in Europe. Doria saw European political theory as in a state of quagmire. As a philosopher in the Neoplatonic tradition, he was convinced that philosophy and politics needed to regain the symbiosis which they enjoyed in Plato's *Republic*. For Doria, history is clear that successful states are founded upon the guidance of philosophers, such as Numa Pompilius in Rome or Zoroaster in Assyria and Chalcedon. But overtime, Doria believed, both philosophers fought shy of applying their theoretical principles to practical aims and political leaders gradually became disinterested in philosophy. Since Machiavelli, *realpolitik* dominated political discourse, thereby undermining the cultivation of virtue which he regarded as integral to the prosperity of a nation state.

But Doria marvelled how China, and those nations which had been inspired by Chinese wisdom, promoted its bureaucrats on the basis of a rigorous examination system. The Chinese political system ensured that the emperor was always surrounded by ministers well versed in customs and philosophy. These mandarins acted as a restraint on imperial power, which was only as effective as the virtues and education of the Emperor permitted. Even when the emperor revealed himself incapable of government or subject to fleeting passions, the wisdom of the mandarins made up for the defects of the prince and calm his passions. In this way, the Chinese Empire has flourished with stability and economic prosperity for such a long period. For a European inhabiting a politically fragmented Naples that seemed no more than a plaything of Spain and Austria, the example of China proved that a polity based on rational principles was not the mere phantasy of Utopian philosophers. In essence, China legitimised Doria's programme for political reform.

Our research on Doria is still at its early stages and much time still needs to be spent pouring over libraries and archives in Italy. But already it is clear that Enlightenment responses to China were complex and cannot be reduced to the narratives of "Sinophilia" and "Sinophobia".

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Daniel Canaris was awarded a 10-month **Junior Research Fellowship in Enlightenment Studies** beginning on 1 June 2017 to work with Dr Francesco Borghesi of the Department of Italian Studies on a research project that looks at contacts between Italian and Chinese culture during the Enlightenment. The collaboration between Dr Canaris and Dr Borghesi will result in a joint publication concerning the pivotal contribution of Paolo Mattia Doria (1667-1746) to the development of Enlightenment discourse on China as a model for political reform in Europe. The fellowship is sponsored by the **Sydney Research Excellence Initiative (SREI)**, which falls under the Sydney Intellectual History Network's umbrella and of which Dr Borghesi a lead member. The SREI project is titled 'Enlightenment and Its Impact' and will last for two years. Within the School, Dr Cat Moir of the Department of Germanic Studies is also a lead member of SREI.

Alumna spotlight Q&A:

Amelia Lemondhi, founder of *indospeak*



What degree and major did you take and when did you graduate?

I did my Bachelor of Arts and graduated in 2007 with First Class Honours in Asian Studies, with specialisations in Indonesian and Malay Studies.

What are your best memories from the School of Languages and Cultures and your time in learning from the School's teaching staff?

I have great memories at the School with both the staff and students. In my first year, our beloved tutor and lecturer, Dr Keith Foulcher (retired in 2006) arranged a fantastic research trip for us to Padang, West Sumatra. That was my first ever trip to Indonesia. Keith was a fantastic teacher and made us fall in love with the language and culture, introducing us to the literature and

films of the country. I remember receiving a scholarship from the School to undertake a student exchange to Indonesia which I thought was such a fantastic opportunity. Indonesian Studies was fantastic and we had such close friendships with everyone in the class, including all of the teachers. This meant we desired to do well. To this day – some 10 years on – I am working with one of my Indonesian Studies classmates in the field.

What you do now?

I run my own interpreting and translation business known as *indospeak*. I have interpreted for high-level meetings and visits by Indonesian officials, and have also done translation work with a range of government departments and private organisations. In February 2017, I interpreted for Prime Minister Malcolm Turnbull, the NSW Premier

and other Australian officials during the visit of the President of Indonesia to Australia.

I have worked for clients such as the Department of the Prime Minister and Cabinet; Department of Foreign Affairs and Trade; Department of Defence; Attorney-General's Department; Office of the Official Secretary to the Governor-General; State and federal police; Department of Immigration and Border Protection and the Australian Border Force; Federal Court of Australia; Refugee Review Tribunal/Migration Review Tribunal; immigration detention centres in Christmas Island and Darwin; Indonesian ministerial and parliamentary delegations; Consulate General of Indonesia, Sydney; Australian Broadcasting Corporation (ABC); Special Broadcasting Services (SBS); Third Bridge; Baker & McKenzie; National Australia Bank; University of Sydney; University of Adelaide; and the Australia-Indonesia Youth Association.

How has your education at SLC lead to or shape your career?

My studies at SLC allowed me to get to a near-native level with my Indonesian and also allowed me to do in-country study which further helped with my language skills. I went on to do my Master's in Interpreting and Translation Studies (Indonesian and English) at the University of New South Wales.

Word of advice for prospective students in achieving their goals?

Know what you are passionate about and follow that. Do what you need to get there - get that scholarship, go on that exchange program, take that honours year and do further studies to build your skills and enhance your career prospects. Take advantage of those networking opportunities and aim to be the best in your field.

For more on Amelia's work, visit

- indospeak.com.au
- facebook.com/indospeak.com.au



L: Press conference with PM Malcolm Turnbull and President of Indonesia Joko Widodo.

R: NSW Premier Gladys Berejiklian's courtesy call to President Widodo. Photos supplied by Amelia Lemonhdi.

Learning Languages at Sydney

As told by our students



Studying Spanish and Latin American Studies at the University of Sydney helped me learn the necessary grammatical and conversational skills to build a strong foundation in communicating with native speakers. Thanks to learning with the department, I won a Spanish language essay competition which allowed me to attend the Global Youth Forum in New York and speak at the United Nations General Assembly.

Tallulah Bur



2017

A Year in Review



My studies with the Arabic Language and Cultures have helped me immensely in non-profit work and my own charity for refugee women – not just in understanding their language and connecting with their stories, but also the political, religious and personal impact of ongoing conflicts in the Arab world.

Iman Nur Maysarah Salim Ali Farrar

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The well-varied culture units in the French major have provided a unique multidimensional approach to my studies. Each unit has been thoroughly engaging, challenging, and inspiring. I have surprised myself by my own progress, and owe greatly to the invaluable guidance and patience of the dedicated teaching staff. Undertaking a major in French has not only developed my language skills, it also provided an overall enrichment to my university learning experience by giving me a deeper insight into the richness of the Francophone world.

Aaron Waters-Marsh



I find European Studies constantly surprising and exciting. The lecturing and tutorial team possesses real academic firepower, curating serious and respectful student discussion. The result is a proud body of academic work that offer real relevance and insight into the current global state, allowing me to participate in live debates on a host of cultural, economic and social issues.

Emma Cross

I have always connected to Hebrew and Israel. Paired with my major in Arabic Language and Cultures, studying Modern Hebrew is an essential part of my hopes to one day work in social justice in Israel with the many different communities in need. Reaching the advanced language level will enable me to study with Israeli students when I go on exchange to Israel next year. Our teachers are of very high calibre and always bringing new and different learning content.

Adam Liskowski



Health and Wellbeing in Multicultural Western Sydney: A new multi-cycle research agenda

Written by Christian Tym (Project administrator)

With the support of the Faculty of Arts and Social Sciences (FASS), a team of nine researchers within the School of Languages and Cultures (SLC) have commenced an ambitious pilot project pursuing the research agenda of health and wellbeing among culturally- and linguistically-diverse (CALD) groups in Western Sydney.

The pilot, entitled, 'Socially-Embedded Diabetes Management among CALD Groups in Western Sydney: A New Participatory Research and Education Strategy', aims to explore both the self-management practices of Type 2 diabetics from Arabic- and Chinese-speaking backgrounds, as well as the challenges they face in their interactions with medical care and other aspects of the healthcare system. The exploration of ethnoculturally specific concepts of health, illness and wellbeing will be a

central component of the research. As such, the project will constitute an example of participatory intercultural research within a field of knowledge – that is to say, health and medical research – where the opposite approach is typically given primacy: the body and the illness are placed at the centre of the analysis, with the particularities of the patient entering later on in the terms of communication, education and compliance.

In this initial phase, our research team aims to recruit 10-15 Mandarin-speaking study participants over the age of 40 with Type 2 diabetes, along with another 10-15 who are Arabic speakers. Participants will be interviewed individually, before then being asked to attend a workshop where a number of techniques will be employed to enable them to visualise and discuss their life histories, the origins of their illness and the means they employ to manage it, both as relating to state healthcare services and otherwise. Following the workshops, the research will enter an 'iterative' phase. The initial synthesised data will be presented to participants and space will be made for them to express both their opinions on its accuracy, as well as their own

recommendations regarding the effectiveness of the health system in treating and assisting those managing Type 2 diabetes.

This methodology is based upon the principles of participatory action research, an influence of Latin American origin that has reached us via the work of Dr Vek Lewis as well as through discussions with Associate Professor Susan Goodwin on participatory approaches to policy research. A key concept for our research is community diagnosis, which has a long history as a research tool used with people living in conditions of structural disadvantage. Community diagnosis is strength-based and aims to understand how people's embodied experience of the illness is expressed in culturally- and socially-specific terms, particularly in light of the management strategies and difficulties faced.

SLC is uniquely positioned to address the issue of understanding, working with and making the most of diverse culturally-specific perspectives on health and wellbeing. How can we move beyond the singular, one-size-fits-all conceptualisation of health and wellbeing that informs the institutional design and operation of our health system in the management of chronic disease? This question is particularly relevant when we consider that 30 percent of the population of Western Sydney are first-generation migrants from countries where English is not the first language, with Arabic and Chinese speakers making up the two most numerous populations.

Existing research has shown the 'monologic' view of health persisting in systemic ways: within clinical contexts and in encounters and interactions with hospital and outpatient staff. There are significant differences between CALD and Anglo-Australian cohorts in terms of access to appropriate health information (specific, accessible, non-technical), ability to communicate effectively (with doctors,

nurses, admissions or office personnel), and to access to appropriate health services. Interpreter services are used, but not always accessible; indeed, there are issues of gendered invisible labour and fraught cross-cultural dynamics faced by bilingual and bicultural family and friends who act in the absence of such services. At the same time, different ethnocultural/linguistic groups exhibit different preferences with regard to health and wellbeing. While some people of diverse cultural and linguistic backgrounds prefer to avoid hospitals and clinics – the degree to which they do so and the reasons for this differ significantly. By focusing on Arabic- and Chinese-speaking participants, the research team seeks to gain an understanding of the factors motivating these differences.

The psychosocial dimensions of migrant well-being and, relatedly, migrant concepts of both health and illness, are nowhere more crucial than in the effective self-management of chronic illnesses like diabetes. A complex condition, diabetes speaks strongly to a range of well-being matters, health care and management issues and encompasses the elements of health knowledge, beliefs, practices, and formal and informal care. These are concepts and constructs that are expressed in language and in culturally-specific ways. As a team of researchers with expertise in sociolinguistics and interdisciplinary social science, we are uniquely positioned to open this area – one not typically brokered in more biomedical research on the subject of Type 2 Diabetes. While such medical research is of course essential to understanding the illness itself, it does not tend to pursue or grasp the first-order sense-making and responses to living with the condition in its multiple dimensions. This requires a more qualitative, grounded approach that can better inform us about the social and familiar contexts in which diabetes management and consciousness about health and illness play out.

With this reality in mind, our team aims to approach healthcare in an intercultural way – in other words, without privileging suppositions which are culturally particularistic – in order to bring to the fore the question of the unexamined assumptions of biomedical healthcare (and its institutions) and the ways these may or may not serve CALD populations. As we will be structuring our research in a participatory manner, the range of possible findings is difficult to pre-empt, but may include highlighting effective forms of non-biomedical treatment used by our participants, to placing an emphasis on issues of equity and access that would necessitate adapting the institutional interfaces for engagement with CALD groups. Working from this domain of culturally congruent research, we hope to generate perspectives that may cultivate potential research synergies and collaborations with both service providers and researchers in health science and communication. Our research may also ultimately bring to light issues with diabetes care and self-management that are not culturally-specific, but have been overlooked in public health research because of the relatively limited number of community-based studies that are conducted.

Beyond diabetes and the ambit of this pilot study, however, there is ample scope for applying the knowledge and expertise of the SLC to different areas of health research. Through this pilot project, we hope to build and enhance that capacity for social research in the School in a way that will serve as an example that other researchers can make use of in their own work.

The research team

- Project coordinators: Vek Lewis, Novi Djenar, Antonia Rubino
- Researchers: Irene Shidong An, Ali Aldahesh, Nesrine Basheer, Dyah Pitaloka, Rifaat Ebeid, Wei Wang
- Project administrator: Christian Tym

Multilingual Australia: Past and Present

Written by Dr Avril Alba, with co-investigators
Dr Sonia Wilson and Professor Adrian Vickers



A relic of multilingualism: *Ketubah*, a Jewish marriage certificate written in Chinese, produced in Shanghai for an Australian couple on 17 November 1946. Photo: Sydney Jewish Museum collection.

The new school-wide research project, *Multilingual Australia: Past and Present* aims to open up and critically investigate Australia's community, state and national archives in their original languages and in so doing transform the landscape of Australian historical, cultural and language studies.

Scholars and interested laypeople alike too often think of Australian archives as monolingual, English language resources. Yet, given Australia's rich migration and indigenous histories, this is not true of the larger, government-sponsored archives, nor is it the case for the many and varied community archives that were often the product of and placed within Australia's multilingual communities. Neither the archives as a whole, nor the individual documents within them are monolingual. With the depth and breadth of language and research capabilities evident in SLC, the University of Sydney is placed in a unique position to explore these largely untapped archival sources in the original languages and in so doing transform academic research into Australia's past, as well as provide insight into how this past has contributed to its diverse cultural and linguistic present. Multilingual approaches to these materials also hold the potential for impact beyond the academic world, with opportunities for collaboration with a range of cultural and community organisations to develop and deliver exhibitions, public programs, literary, film and cultural festivals that will bring the riches of these archives to a broad and diverse public.

SLC is the largest and most diverse language department in Australia and is a world leader in the teaching and research of modern languages in particular. Capitalising on SLC researchers' abilities to work in multiple languages or being able to form teams that can provide multilingual expertise. *Multilingual Australia* will create research opportunities that revolve around how languages find new homes, and how people employ

different languages and dialects. SLC researchers will approach these questions from an array of disciplinary and interdisciplinary perspectives: applying insights from literature, history, the visual arts and museum studies to understandings of processes of social change. In so doing, *Multilingual Australia* promises to transform the way Australia and Australians conceive of their history and how that history has shaped their current lived realities. Contrary to popular perceptions, both pre- and post-white settlement, Australia has always been a multilingual society. *Multilingual Australia: Past and Present* will lay bare the multilingual foundations of this cultural diversity, bringing greater depth and understanding to its historical contours and continued influence.

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Multilingual Australia: Past and Present will be officially launched at a SSSHARC funded retreat from 6 to 9 February 2018. Held in conjunction with the SLC *Translatability of Cultures* Huddle, the retreat will provide a preliminary forum for SLC researchers as well as researchers and representatives from a selection of Australia's community, state and national archives to discuss and debate the key academic and 'real world' challenges involved in opening up these archives for greater utilisation both within and beyond the academy.

The Translatability of Cultures

Headed by Professor Vrasidas Karalis and Dr Giorgia Alu, the Translatability research group seeks to reimagine the very notion of translation in the context of multidimensional realities that exist within multicultural societies like Australia.

The central premise of the group is to problematise the notion of translation: What is translation? What does translation do? How does translation function? What is lost in translation? Or, what is born through translation?

Beyond a mere theoretical concept, translation is fundamental to cross-cultural communication – to its tasks, processes and implications on groups of people and to the social cohesion of diverse and complex societies.

The Translatability Group emphasises the notion of translanguaging and, as such, recognises the reality of a *translingual* Australia rather than a *multilingual* Australia. Groups and individuals move smoothly from one language to another – sometimes to a third – in their daily interactions and communications. Effective communicators, by definition, move between languages and transmit their messages through different linguistic systems.

This upholds the reality of multiple identities and linguistic nuances that are at play in a culturally and linguistically plural demographic, acknowledging that different languages can present different meanings to different cultures. Moreover, among those with bilingual knowledge, one may speak in English but think in Chinese.

Further, there exists a myriad of expressions and meanings which do not translate well across different linguistic and cultural spheres. This presents the need for a reconsideration of such complexities within human interpersonal thought and communication processes.

This also addresses the distinction between interpretation and translation, as it is acknowledged that interpretation is integral in translation. Thus, the concept of transcreation is posited in order to encapsulate the creative processes involved in the dissemination, reception and representation of meanings through the dynamic exchange of both languages and cultures.

The group involves many academics from various departments and fields of expertise, practicing translators, publishers, editors and translanguaging writers. They include Professor Yixu Lu FAHA, Dr Jim Rheingans, Dr Joshua Stenberg, Dr Chris Andrews, Ian Campbell and Mabel Lee.

Their aim is to apply for Australian Research Council grants in order to study the complex linguistic structures of translation that secure social cohesion and harmonious communication between ethnic groups and social classes.

“Translation is not a matter of words only: it is a matter of making intelligible a whole culture.”

Anthony Burgess

A Better Deal for Myanmar's Garment Workers

Written by Professor Michele Ford (Director of Sydney Southeast Asia Centre)

Professor Michele Ford and her collaborators, Dr Michael Gillan (University of Western Australia), Dr Htwe-Htwe Thein (Curtin University) and Dr Dennis Arnold (University of Amsterdam), have been awarded an Australian Research Council's Discovery Project grant in the 2018 round.

The project focuses on the responses of garment workers and their allies to Myanmar's increasing integration into the global production networks of leisurewear and fast fashion brands like Adidas, H&M and Zara. The team plans to analyse the impact of increased integration on the capacity of garment workers to act individually and collectively in pursuit of better wages and conditions and then use those findings to better theorise how labour agency influences the operation of these global production networks.

A next step in a long process

The award of the Discovery Project grant is the next step in what has already been a long process of building collaborative relationships among team members.

One of the defining features of the team is its multidisciplinary approach. Professor Ford is a labour sociologist who began her Southeast Asia work as an expert on the Indonesian labour movement. She has since worked in several Southeast Asian countries, and made her first trip to Myanmar in 2013. Dr Gillan, who trained as a political economist, is a specialist in the industrial relations of India. He and Professor Ford have worked together since 2011 when they began preparing a Discovery Grant project on the Global

Union Federations in India and Indonesia, which they completed between 2013 and 2015. Dr Thein is an international business academic whose earlier work looked at multinationals' responses to sanctions on Myanmar. Dr Arnold, meanwhile, is a geographer who has worked on labour issues in Cambodia, Myanmar and Vietnam.

The core team began collaborating in January 2014, when they travelled to Myanmar to conduct fieldwork. At the end of that same year, the Sydney Southeast Asia Centre, the International Labour Organization and the Myanmar Ministry of Labour, Employment and Social Security co-hosted a high-level symposium attended by 80 senior government officials, representatives of employers' associations and trade unionists, as well as observers from the

international labour movement. This symposium laid the groundwork for the Discovery Grant proposal, which was first submitted in the 2016 round and achieved near-miss status in the 2017 round.

A lesson in persistence

Having failed to secure funding a second time, the core team reworked the proposal to focus more closely on the garment industry and brought Dr Arnold on board as a partner investigator to add a stronger geographical perspective to the team. In the meantime, they used their preliminary research findings to strengthen their joint track record, presenting co-authored papers at prestigious international conferences and publishing together.

Now that they have secured funding for the project, they are looking forward to engaging more systematically with the research field and to using their findings both for academic purposes and to provide an evidence base for government, businesses and labour activists interested in establishing ethical employment practices in Myanmar's garment industry.



Professor Michele Ford with collaborator Dr Htwe-Htwe Thein (right) and Cambodia specialist Vichhra Mouly at the *Myanmar High-Level Symposium on Industrial Relations in Comparative Perspective* Tripartite Symposium.

Innovative Digital Translation for Bilingual Communication in Health

Australia–China Council Project Award 2016–2017

**Written by Associate Professor
Christine Ji (Chinese Studies)**

Translation plays an instrumental role to facilitate bilingual professional communication and cooperation. With increasing trade between Australia and China, there is a growing demand for high-quality translation services for both countries.

Funded by an Australia–China Council Project Award, this project promotes international collaboration around digital education innovation in specialised professional translation between Chinese and English. It is based on the long-term productive collaboration among scholars of Chinese translation studies from University of Sydney, National Taiwan University, University of Macau and Beijing Aeronautics and Astronomy University.

This project successfully developed a cross-national translation education innovation network which will continue to foster our future collaboration in developing project-oriented translation teaching and training components, with a view to innovating Australian Chinese translation and bilingual communication education.

The outcomes of the joint collaboration include a new online Chinese health translation quality assessment and evaluation system specifically designed for processing traditional and simplified Chinese health translations. The online translation evaluation system for character-based languages will have important applications in the development of user-orientated and culturally-adapted specialised translation and educational resources to fill in a long-existing gap in Chinese health translation services evaluation.



Community languages students at the 11 November announcement of a new Sydney Institute for Community Languages Education with NSW Premier Gladys Berejiklian at the Quadrangle, University of Sydney.

The Sydney Institute for Community Languages Education

Following a successful tender bid for the project involving **Dr Nesrine Basheer, Dr Novi Djenar, Associate Professor Antonia Rubino and Associate Professor Linda Tsung**, NSW Premier Gladys Berejiklian announced a state government investment of \$7.6m to create the Sydney Institute for Community Languages Education (SICLE).

Acting Vice-Chancellor, Professor Stephen Garton, said the institute builds on an established record of excellence in community languages education.

“Our commitment to community languages can be traced to 1975, when we became the first University in the state to train community language teachers,” said Professor Garton.

“Our partnership with the NSW Government aims to lift our capacity for world-leading community languages education, as regional and global demand for language skills grows.”

The SICLE will have a number of research, training and engagement priorities, including:

- a scoping study and review of the state’s community language schools;
- the design of programs to support new syllabuses and curriculums for 54 languages;
- professional learning courses for volunteer community language teachers;
- and the development of a ‘languages passport’ as a record of students’ learning achievements throughout their school years.

“The NSW Government is partnering with a world-leading university, and Australia’s first university, to deliver the Community Languages Schools Program.”

NSW Premier Gladys Berejiklian

The institute will design scholarships, internships and university entry concessions to encourage secondary students to study languages, while sharing best practice within the tertiary sector for improving pathways to further study. This will involve a number of different smaller projects, including developing curricula for community language teaching but also community languages research and opportunities for our students, for example in terms of internships. The School of Languages and Cultures can play a major role, thanks to the wide range of languages present in our School.

On 11 November 2017, NSW Premier Gladys Berejiklian, Minister for Finance Victor Dominello, and Minister for Multiculturalism Ray Williams, announced the partnership at the University of Sydney.

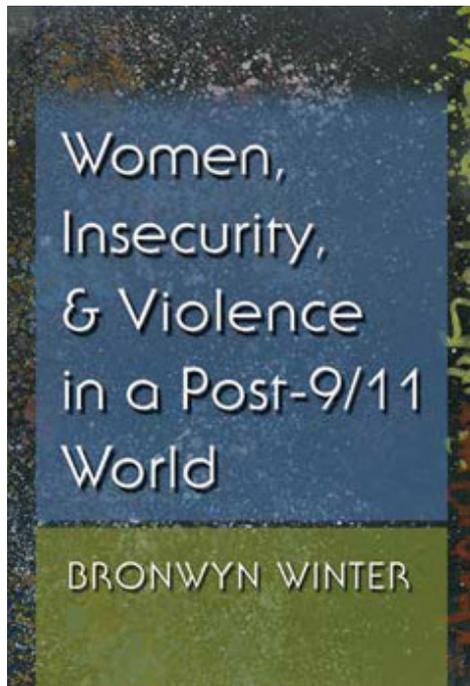
Associate Professor Ken Cruickshank from the School of Education and Social Work led the funding bid for SICLE. “Our new institute will support linguistic diversity and educational opportunity, through research, teaching, and professional learning programs in schools and community organisations in NSW,” said Associate Professor Cruickshank.

The University was the first to provide teacher education for community language teachers in NSW in 1975 and the first to provide professional development for teachers in NSW community languages schools. It remains the only University to have introduced languages teaching units into primary school teacher education.

More than 2,700 volunteer teachers and almost 35,000 students attend community language schools in NSW. Mandarin, Arabic, Cantonese, and Vietnamese follow English as Australia’s most commonly spoken languages, according to the 2016 Census.

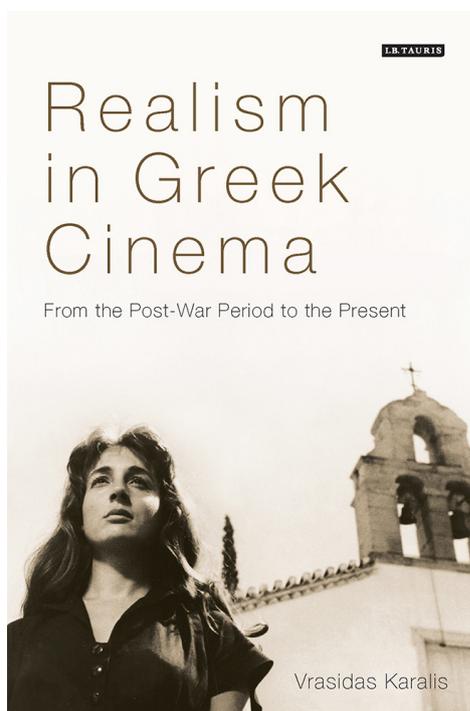
2017 Publication Highlights

Books:



Translation and Health Risk Knowledge Building in China Christine Meng Ji Chinese Studies

This pivot considers the dissemination of public health terms in Chinese scientific research and printed media. Bringing together quantitative and qualitative analysis from corpus linguistics, translation studies, contrastive linguistics to bear on the study of specialised public health translation, it provides key insights into the translation of key public health policy materials produced by authoritative international health agencies like the World Health Organisation (WHO). The study of the acceptance, assimilation and update of translated health risk terms is embedded within corpus translation studies, one of the most dynamic areas of applied translation studies. This study deploys large-scale data bases of scientific publications and printed media materials to trace and analyse the use of translated public health terms and linguistic synonyms by Chinese researchers and media. It also highlights the limits of research investment on critical public health topics such as health financial risks and considers worldwide concerns about the use of accurate and appropriate terminology in specialized fields of knowledge, and the implications for scholarly research, translator training and professional practice.



Realism in Greek Cinema: From the Post-War Period to the Present Vrasidas Karalis Modern Greek Studies

The history of Greek cinema post-1945 is best understood through the stories of its most internationally celebrated and influential directors. Focusing on the works of six major filmmakers active from just after WWII to the present day, with added consideration of many others, this book examines the development of cinema as an art form in the social and political contexts of Greece. Insights on gender in film, minority cinemas, stylistic richness and the representation of historical trauma are afforded by close readings of the work and life of such luminaries as Michael Cacoyannis, Nikos Koundouros, Yannis Dalianidis, Theo Angelopoulos, Antouanetta Angelidi, Yorgos Lanthimos, Athena-Rachel Tsangari and Costas Zapas. Throughout, the book examines how directors visually transmute reality to represent unstable societies, disrupted collective memories and national identity.



Women, Insecurity and Violence in a Post-9/11 World

Bronwyn Winter
European Studies

September 11 has become a temporal and symbolic marker of the world's brutal entry into the third millennium. Nearly all discussions of world politics today include a tacit, if not overt, reference to that historical moment. A decade and a half on, Winter considers the impact of 9/11 on women around the world. How were women affected by the events of that day? Were all women affected in the same way? Which aspects of their lives have been discussed in the post-9/11 scenario? Based on theoretical reflection, empirical research, and field work in different parts of the world, each chapter of the book considers a different post-9/11 issue in relation to women: global governance, human security, globalized militarism, identity and sexuality in transnational feminist movements, and religion—particularly Islam. Winter deepens our understanding of the transnational interconnectedness of women's experiences and explores the response of feminist politics to a post-9/11 world.

Journal articles:

DR SONIA WILSON

FRENCH AND FRANCOPHONE STUDIES

Wilson, S. (2017). Turning Train Travel to Account: Locomotion, Femininity, and Diary-Writing in the Journal of Marie Bashkirtseff. *French Studies*, 71(2), 179-195.

This essay draws on the enduring nature of Maurice Barrès's canonization of Marie Bashkirtseff as 'Notre-Dame du sleeping-car' in 1890 as the basis for an investigation into the configuration of genre, gender, and train travel in Marie Bashkirtseff's *Journal*. It argues that by following through the allusions to scandal that were deleted from the 1887 edition of the *Journal*, a link emerges between Bashkirtseff's precarious social status and her constant geographical mobility. Bashkirtseff's exclusion from those social sites that were constitutive of feminine gentility resulted in a pattern of train travel and diary-writing that unravelled both the logic of return underpinning the *journal de voyage*, and the protocols of femininity that propelled Bashkirtseff into diary-writing in the first place. It is argued that Bashkirtseff's simultaneous locomotive travel and assiduous diarising makes her diary not just a source of data on train travel, but rather the point of intersection of two nineteenth-century technologies: the *journal de jeune fille* as the means by which young girls in the late nineteenth century whiled away the long years before marriage, and locomotion, as a means of shifting the subject through the landscape, more directly and far faster than before. Bashkirtseff draws on each in order to 'fill in' the other — diarising as a means of whiling away the time she spends in the train, and train travel as the stuff of her diary entries.

DR CHIEW-HUI HO

CHINESE STUDIES

Ho, C. (2017). Sinitic Buddhist Narratives of Wonders: Are There Miracles in Buddhism? *Philosophy East and West*, 67(4), 1118-1142.

The hesitation of scholars of Buddhism in their use of the term miracle is rooted in an understanding of the miraculous that is grounded in the Enlightenment philosophical critique of Christian theology. By highlighting the differences between the nature of the miraculous in this Western context and marvelous and wondrous phenomena in the Buddhist context, this article argues that Indian Buddhist marvelous phenomena are embedded within a different worldview, and further proposes that wondrous events and phenomena found in Sinitic Buddhist narratives—although still established on Indian Buddhist presuppositions—are best understood with reference to the Chinese concept of sympathetic resonance (*ganying*).

DR JOSHUA STENBERG

CHINESE STUDIES

Stenberg, J., Cai, J. (2017). Mostly Young Women with Quite Traditional Tastes: Empirical Evidence for National Contemporary Audiences of Xiqu. *Theatre Journal*, 69(1), 43-59.

Whether in China or outside of it, *xiqu* (Chinese opera) observers and practitioners often make the claim that *xiqu* audiences are elderly and vanishing, and that there

is no substantial national market for *xiqu* productions in present-day China. For these reasons, both innovation and reform are thought to be required to rejuvenate audiences. Based on audience questionnaires from a 2013 national tour of the Fujian Province Liyuan Experimental Theatre (FPLET), the data provided in this essay suggest that a considerable national *xiqu* audience market exists in major cities, and it is composed largely of young women. Furthermore, it finds that there is no correlation between age and desire for stage reform, and that audiences generally exhibit actor-centered viewing habits. Based on these findings, the authors suggest that the influential conjectures that innovation attracts youthful audiences do not, in this case, hold.

DR CAT MOIR GERMANIC STUDIES

Moir, C. (2017). *Speculation, Dialectic and Critique: Hegel and Critical Theory in Germany after 1945*. *Hegel Bulletin*, 38(2), 199-220.

This article challenges the restrictive association of critical theory with the Frankfurt School by exploring the differential reception of Hegel by German critical thinkers on both sides of the Iron Curtain after 1945. In the West, Theodor Adorno held Hegelian 'identity thinking' partly responsible for the atrocities of National Socialism.

Meanwhile in the East, Ernst Bloch turned Hegel into a weapon against the communist regime. The difference between Adorno and Bloch's positions is shown to turn on the relationship between speculation, dialectics and critique. Whereas for Adorno Hegelian speculation was the root of dangerous identity thinking, Bloch saw the repression of speculative thought as a cornerstone of totalitarianism. However, it is argued that ultimately Bloch and Adorno were united in their reception of Hegel by a shared understanding that the goal of critical theory, namely the transformation of the social totality, could not be achieved without utopian speculation.

DR GILI KUGLER HEBREW, BIBLICAL AND JEWISH STUDIES

Kugler, G. (2017). *The Cruel Theology of Ezekiel 20*. *Zeitschrift fuer die Alttestamentliche Wissenschaft (ZAW)*, 129(1), 47-58.

Readers and commentators throughout the generations engaged with the disturbing statement in the book of Ezekiel, claiming that God gave Israel »statutes that were not good and ordinances by which they could not live« (20:25). Since this statement might have undervalued, as argued in early Christian commentaries, the worth of Jewish rituals, Ezekiel's words were obscured or narrowed down in later Jewish interpretations. Modern commentators brought the verse back into consideration, indicating the intentions of God to hurt the people as understood from the verse within its context.

Nevertheless some of the commentators kept reducing the radical implications of the statement by minimising it into one specific law or assigning it to a speaker other than God. This article suggests a way to read the statement literarily in view of the historical retrospective in which it is embedded. This historical retrospective involves two contradictory approaches regarding the divine retribution paradigm, making God's imposition of evil laws upon his people not only plausible but necessary.

Kugler, G. (2017). *Who Conquered Hebron? Apologetic and Polemical Tendencies in the Story of Caleb in Josh 14*. *Vetus Testamentum*, 67(4), 570-580.

This paper analyses the story of Caleb and Hebron in Joshua 14 in relation to the traditions of Caleb's involvement in the spies' mission in the desert and other traditions regarding the conquest of Hebron. Comparison of the different traditions reveals the narrator's endeavor to legitimize the presence of non-Judean groups within the territory of Judah towards the end of the first temple period, while at the same time challenging the image of Joshua as the pan-Israelite conqueror of the land.

DR GIORGIA ALU ITALIAN STUDIES

Alu, G. (2017). *Order and otherness in a photographic shot: Italians abroad and the Great War*. *Modern Italy*, 22(3), 291-314.

This article explores the meaning of photographic portraits of First World War Italian migrants, in terms of the tensions that emerge from their visual codes and the extent to which the subject's interior reality and individuality might emerge from the reassuring surface imagery of photography and war. By analysing photographs of Italian migrants who either joined Italy's army or enrolled in their adopted country's army, we can see how the 'otherness' of the war – its artificial face of idealised glory, honour, and ordinariness, as presented through the portrait's aesthetic codes – supplants the 'otherness' of the migrant individual, that is, their ambivalent life in between different cultures, traditions and identities. Yet, beyond the physical and psychological annihilation of the modern war, the photographic portrait, with its fabricated order and 'otherness', becomes, for the migrant soldier, a means of giving coherence to his dislocated existence. The nostalgic visual codes of the photograph, however, evoke an order that is now denied by the destructive mobility and mobilisation of both migration and war.

Reverberations: The Holocaust, Human Rights and the Contemporary Museum

Written by Dr Avril Alba

Convenors: Dr Avril Alba, Associate Professor Jennifer Barrett and Professor Dirk Moses

On 27 and 28 February 2017, the University of Sydney and the Sydney Jewish Museum (SJM) co-hosted an international symposium, *Reverberations: The Holocaust, Human Rights and the Contemporary Museum*. The symposium was held as part of the research being undertaken in the Australian Research Council Linkage grant, jointly held by the University of Sydney and the Sydney Jewish Museum. It was also supported by the School of Languages and Cultures Conference Fund.

Reverberations, headed by Chief Investigators Dr Avril Alba, Associate Professor Jennifer

Barrett and Professor A. Dirk Moses, with SJM team including Creative Director Jisuk Han (X2 Design), Curator Roslyn Sugarman, Redevelopment Education Officer Marie Bonardelli and University and SJM Researcher Sarah Haid, was tasked with forging the intellectual and conceptual underpinnings of a new *Human Rights and the Holocaust* exhibition that opened in November 2017.

The symposium took the form of an intensive workshop, in which local, interstate and international contributors were submitted papers that were debated and discussed over the two days.

With experts in human rights, museology and related areas from as far afield as Canada and Johannesburg, the discussion provided a rich and fruitful basis for the ongoing research. In particular, a roundtable discussion with all participants about the planned new exhibition provided vital and timely feedback. The conference papers are currently being revised and assembled for publication.

See the full outline of the conference program and the overall Linkage project:

– sydney.edu.au/arts/research/reverberations



L-R: Professor Jennifer Carter, Tali Nates and Professor Danielle Celermajer at the *Reverberations* conference.



Associate Professor Elizabeth Barrett speaking at the Sydney Ideas public lecture.

Performance, Empathy, Trauma and the Archive Symposium

13-14 August 2017

Convenors:

- Dr Joseph Toltz (Research Fellow, Sydney Conservatorium of Music)
- Dr Avril Alba (Hebrew, Biblical and Jewish Studies)

Written by Dr Avril Alba

With the support of the *Performing the Jewish Archive* project, School of Languages and Cultures and Faculty of Arts and Social Sciences conference funding, this two-day symposium explored the losses inherent to Jewish history of the 20th century and focused on how the arts can help both expose and address these gaps.

Situating archival research in dialogue with artistic works and performances, a diverse group of researchers explored how co-textual information might effectively convey complex, often fractured and inherently difficult knowledge. How can performance, fine art or literature provide a form of knowledge inaccessible through archival research alone? Such work must, by necessity, address both the breaches and the potentiality of the archive, and the ethics of creating and performing traumatic and deeply affective material about which we may have only partial and hence limited knowledge.

Against this backdrop, symposium participants explored questions such as the role of historical authenticity in creative production, especially pertinent given the long-standing debates about the limits of representation that surround artwork associated with the Holocaust. They also addressed whether and how the contemporary emphasis on empathy as a desired outcome of engagement with difficult histories and artworks might itself be ethically problematic. Their contributions engendered far-reaching and stimulating discussions and are currently being prepared for publication.

Read about the conjoining concert, *Out of the shadows: rediscovering Jewish music and theatre*:

- [Language and Culture \(Issue 40\) pg. 20-22](#)

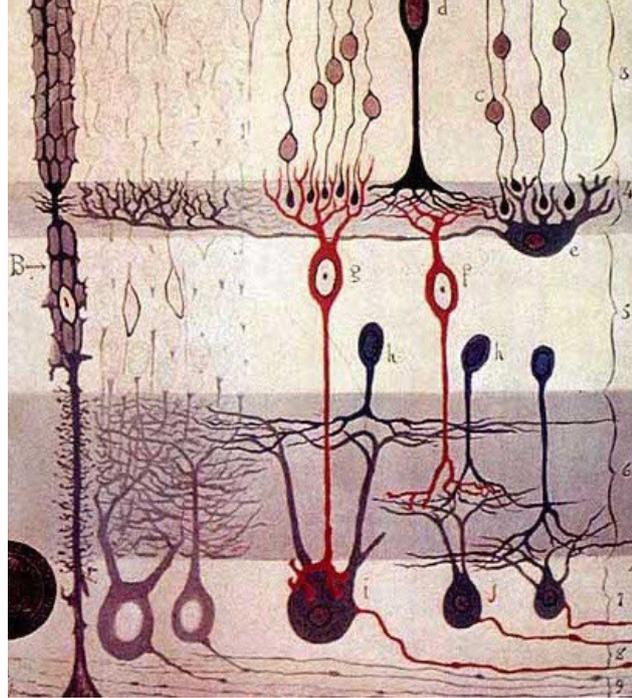
Report on the Symposium: Visual Arts, the Senses and the Brain

Written by Associate Professor Michelle Royer

The School of Languages and Cultures research group (University of Sydney) 'World Cinema, the Image and the Senses' organised a highly successful symposium at the University of Sydney on Friday 18 August 2017 on *Visual Arts, the Senses and the Brain*.

Conveners:

- Associate Professor Michelle Royer (French and Francophone Studies)
- Dr Andrea Bandhauer (Germanic Studies)
- Victoria Souliman (PhD candidate, Paris 7 and Art History)
- Dr Giorgia Alu (Italian Studies)
- Sonia Wilson (French & Francophone Studies).



This interdisciplinary symposium gathered researchers in neuroscience and the visual arts who explored and shared their research on the relationship between neuroscience and film theory, photographic studies and the arts.

David Alais, Professor of Experimental Psychology at the University of Sydney gave the keynote address with a paper titled 'Neuroscience and cinema: How does the spectator's brain respond to film?' Professor Alais's presentation was very well received and everyone enjoyed the experiments on audience reception and reactions. Professor Alais explained that whether you are in a darkened cinema watching a film or outside looking at the 'real world', everything you perceive is an internal construction built from sensory information. Understanding the neuroscience of perception can therefore provide new insights into cinematic practice and the spectator's response to film. We learned about mirror neurons, how they make us move internally in synchrony with the actors on screen and help make films emotional. Professor Alais also insisted that while science can tell us a lot about the brain's response to film, ambiguity is inevitable and triggers highly idiosyncratic responses that lie beyond easy scientific understanding and are thus central to cinema as an art form.

Professor Jane Lydon (University of Western Australia) presented a paper titled ‘Fantasy Islands: Photography, Empathy, and Australia’s Detention Archipelago’. For centuries we have understood that images of distant suffering may arouse empathy and mobilise action – however limited or self-interested such responses might be. Photography in particular has been used to define humanity, shape ideas about race and difference, but also help to argue for humanitarian ideals and, ultimately, human rights. How do photographs mediate our understanding of immigration to Australia? Since British colonisation in 1788, those wishing to come to Australia have been subjects of intense scrutiny, drawing much attention from historians and others. **Professor Jane Lydon’s** talk focused upon the most recent period of immigration, and especially refugee policy, exploring two episodes: the first is 2001, the year of the *Tampa* incident, Children Overboard, and the Pacific Solution; and the second is 2013, when the Abbott government introduced increased border protection measures through Operation Sovereign Borders, which are still in place.

Of enormous interest was the presentation by **Dr Julia Vassilieva** (Monash University) of her research on Eisenstein ‘Current attractions and lessons from the past: Sergei Eisenstein, cinema and the brain’. She outlined how Sergei Eisenstein’s late magnum opus *Method* published in 2002 in Russian and still not translated into English, anticipates the current turn towards neuroscience in film studies. In *Method* Eisenstein explores how cinema engages the senses and sensorium – all categories of perception, ranging from the cognitive and intellectual to the sensory and carnal. In contemporary terms, *Method* addresses the relationship between cinema, meaning-making and the brain-body system. She contextualized Eisenstein’s work on *Method* with regards to a number of psychological perspectives – such as psychoanalysis, gestalt psychology, cultural-historical psychology and demonstrated

how Eisenstein’s position remains instructive in relation to the contemporary debates regarding “third culture”.

The final paper was delivered by **Dr Karen Pearlman** (Macquarie University) and was titled 'Thinking through editing: Vertov, Svilova and distributed cognition'. This paper inquired into the cognitive processes of film editing. It argued that positioning editing as an instance of ‘extended mind’ (Clark, 2008) offers a new understanding of editing creativity and collaboration in film authorship. Using the framework of distributed cognition, the paper analysed film clips edited by Elizaveta Svilova in her collaboration with Dziga Vertov from 1922 to 1937 and argued that their editing is the creative thought of a distributed cognitive system.

The paper concluded with a screening of *Woman with an Editing Bench* (Pearlman, 2016), a creative practice research output which proposes that by using Svilova’s editing techniques we can recuperate her otherwise undocumented thoughts about the creative process.

Discussion about the film and the papers continued around antipasto and drinks at the Courtyard Café. Encouraged by the success of the symposium and the interest shown by the speakers and the audience, the research group is now planning an international conference on the topic of visual art and the brain.

We thank the School of Languages and Cultures and the Faculty of Arts for their generous support.

If you are interested in becoming a member of the research group ‘World Cinema, the Image and the Senses’, or would like to receive information about events organised by this group, please contact:

- **Assoc Prof Michelle Royer**
michelle.royer@sydney.edu.au
- **Dr Andrea Bandhauer**
andrea.bandhauer@sydney.edu.au



Building a Chinese Dream: Language Policy and Multilingual Education in China by Associate Professor Linda Tsung Report on the International and Transcultural Studies Workshop at Teachers College, Columbia University

Associate Professor Linda Tsung delivered a public seminar at **Teachers College, Columbia University** in New York on Wednesday, 8 November 2017.

Co-hosted by Columbia's Bilingual and Bicultural Education Program, she spoke on the multilingual realities of China, where the government promotes the People's Republic of China as a harmonious and unified nation with 56 distinct ethnic groups speaking more than 400 languages and dialects. The government has not only legally recognised multilingualism but also publicly encouraged a climate in which the teaching and learning of a variety of languages can flourish.

Unfortunately, however, statistics show that nearly 20% of China's minority languages are on the edge of

extinction and another 40% showing signs of endangerment.

Associate Professor Linda Tsung presented a public seminar aiming to explore language policies and multilingual education practices in China at a time when President Xi Jinping is defining the national goal as the Chinese dream. She presented the study based on empirical research and a number of case studies in multilingual regions and provinces.

The findings indicate that modern standard Chinese (*Putonghua*) continues to be a powerful factor in both consolidating and probing educational, cultural, social and political discourse, while social changes have created a linguistic hierarchy reflected in the use of

languages among diversified ethnic groups, accelerating inequalities and widening tensions.

China's multilingualism faces under a great challenge: it is not static and its movement in one direction or another is a result of many influences which can be at a macro or micro level and may include political, economic and social factors.

The seminar was met with positive reviews from student attendees such as Erina Iwasaki, a Doctoral Fellow and PhD student in Columbia's International and Comparative Education program, who found the findings "very enlightening" and spurred greater interest in Associate Professor Tsung's research.

– tc.columbia.edu

Prizes and Achievements

Congratulations to our academics on their awards, grants and achievements.



Elected Fellows to the Australian Academy of the Humanities

In November 2017, the Australian Academy of the Humanities announced the election of Head of School **Professor Yixu Lu (Germanic Studies)** and **Professor Yingjie Guo (Chinese Studies)** as Fellows to the Academy. It is the highest honour for achievement in the humanities in Australia.

Their election to the Academy marks the accomplishment and importance of their work in promoting a deeper understanding of cultures and societies in both Australia and beyond.

The Academy appointed **Professor Yixu Lu FAHA** to deliver the 10th Triebel Lecture, 'Myth-making for the Empire: Germany's "model colony" in China (1897-1914)' on 28 November 2017 in conjunction with the *Languages and Cultures Network for Australian Universities (LCNAU) 4th National Colloquium* in Adelaide on 'Intersections: Collaboration and the Future for Languages and Cultures'. An edited version of the Lecture will be published in next edition of *Humanities Australia*:

– humanities.org.au/issue-item-category/humanities-australia

Civil Merit Medal of the Republic of Korea

Dr Duk-Soo Park (Korean Studies) was awarded the Medal in recognition of his distinguished service and contribution to the promotion of Korean language education in Australia. The Civil Merit Medal is one of the Medals of Honour of the Republic of Korea and is awarded a person who has made great contribution to politics, economics, society, education and academic fields.



Dr Duk-Soo Park (right) receiving the Medal from Mr Sangsoo Yoon, Consul General of the Republic of Korea at the Conference Hall the Consulate General of the Republic of Korea in Sydney on 26 October 2017.
Photo: Consulate General of the Republic of Korea.

Projects and grants

Partnership with the NSW Government in Community Language Research

- **Dr Nesrine Basheer (Arabic Language and Cultures)**
- **Dr Novi Djenar (Indonesian Studies)**
- **Associate Professor Antonia Rubino (Italian Studies)**
- **Associate Professor Linda Tsung (Chinese Studies)**

Australian Research Council Discover Project grant: "Global Production Networks and Worker Representation in Myanmar"

- **Professor Michele Ford (Indonesian Studies; Southeast Asian Studies)**

Australia-China Council Project Award 2016-2017

- **Associate Professor Christine Ji (Chinese Studies)**

Refereed articles awarded 2017 SLC prizes

Dr Josh Stenberg (Chinese Studies) – \$1,500

Mostly Young Women with Quite Traditional Tastes: Empirical Evidence for National Contemporary Audiences of Xiqu. *Theatre Journal*, 69(1), 43-59.

A preliminary overview of Dutch East Indies and Indonesian Xiqu history and present practice. *Asian Theatre Journal*, 33(1), 170-197.

Dr Gili Kugler (Biblical Studies) – \$1,500

The Cruel Theology of Ezekiel 20. *Zeitschrift fuer die Alttestamentliche Wissenschaft (ZAW)*, 129(1), 47-58.

Who Conquered Hebron? Apologetic and Polemical Tendencies in the Story of Caleb in Josh 14. *Vetus Testamentum*, 67(4), 570-580.

Dr Chiew-Hui Ho (Buddhist Studies) – \$800

Sinitic Buddhist Narratives of Wonders: Are There Miracles in Buddhism? *Philosophy East and West*, 67(4), 1118-1142.

Dr Sonia Wilson (French Studies) – \$800

Turning Train Travel to Account: Locomotion, Femininity, and Diary-Writing in the Journal of Marie Bashkirtseff. *French Studies*, 71(2), 179-195.

New academic staff of 2017

This year, we welcomed seven academics who have added to the teaching and research body of the School.



Dr Josh Stenberg is a lecturer in modern Chinese studies and literature, and teaches Mandarin to background learners. His research involves theatre and theatre schools in China, Taiwan and Indonesia, with projects bringing Chinese opera troupes for tours in France, Greece and Canada, as well as Chinese performance and literature in the diaspora.



Macarena Ortiz Jimenez is a PhD candidate in Spanish and Latin American Studies and teaches Spanish language units as well as culture units. Her research interests are language pedagogy, teacher training and sociolinguistics, with particular focus on Spanish dialect variation. She joined the University after being awarded a Fellowship by the Spanish Ministry of Foreign Affairs and is also a Ministry-certified translator.



Dr Ruben Perez-Hidalgo lectures in the Spanish and Latin American Studies. His recent research deals with the representation of popular subjects from a comparative and transatlantic angle. His publications cover the theoretical reading of desire in the anarchist culture during the Spanish Second Republic, as well as the representation of women in proletarian culture in the early 20th century.



Dr Tamaki Mihic received her PhD in International and Comparative Literary Studies in 2016. She teaches Japanese language and culture, Asian Studies and Comparative Literature at both undergraduate and postgraduate levels. She is a comparatist by training, working across contemporary texts in Japanese, English, French and Spanish.



Dr Benjamin Nickl is an Early Career Fellow with the Department of International Comparative Literature and Translation Studies. His research covers topics in pop culture such as literature, film and television. He is currently co-editing a book in transnational German education and is interested in the broader implications of competing cultural narratives.



Alice Loda joined SLC as a PhD candidate in Italian Studies, FASS Teaching Fellow, and lecturer in advanced language units and Italian literature through the Middle Ages, in particular Dante's *Divine Comedy*. Her research focuses on migrant poets and contemporary poetry in Italy, including translation and self-translation, with interests in the rhythm in poetry and poets who write in Italian as their second language.



Dr Jim Rheingans is a lecturer in Tibetan Buddhism within Asian Studies. Through the Khyentse-UBEF Lectureship, he teaches Buddhist Studies, Tibetan-related content and Sanskrit in the Department of Indian Sub-Continental Studies. He has recently completed a monograph about a 16th-century Tibetan scholar-mediator and is working on a book about Tibetan religious history.

Visitors to the Department of Hebrew, Biblical and Jewish Studies



Left to right: Professor Matthias Henze of Rice University; Professor Mechthild Gilzmer of Saarland University.

Written by Dr Avril Alba

IN THE LAST 12 MONTHS, THE DEPARTMENT OF HEBREW, BIBLICAL AND JEWISH STUDIES (HBJS) HOSTED A NUMBER OF INTERNATIONALLY RENOWNED GUEST SCHOLARS. THESE SCHOLARS ENRICH THE EXPERIENCE OF OUR STUDENTS, OUR FACULTY AND THE BROADER PUBLIC – GIVING UNDERGRADUATE LECTURES, PRESENTING AT FACULTY AND POSTGRADUATE SEMINARS AND GIVING PUBLIC LECTURES BOTH AT AND BEYOND THE UNIVERSITY.

With the the generous support of Mandelbaum House, in 2016 to 2017 our guest scholars included **Matthias Henze, Professor of Hebrew Bible and Early Judaism at Texas’s Rice University** and an expert in late second Temple Judaism. Professor Henze’s interests focus on a crucial period of biblical history where the Judeo-Christian tradition emerged or came into focus in the last centuries BCE, such as the idea of a Messiah at the end of time or a blessed afterlife. His lecture series at Mandelbaum House, *Ancient Jewish Ideas That Changed the World: Torah, Messiahs, Demons and the Afterlife*, expanded these concepts.

The Mandelbaum Scholar for 2017 was **Professor Steven Katz, Slater Chair in Jewish and Holocaust Studies at Boston University** and former Director of the Elie Wiesel Center for Jewish Studies, renowned for his breadth of knowledge in modern Jewish history and the Holocaust.

He spoke on a variety of topics including a lecture on *Jewish Resistance* in which he reviewed the contexts in which Jewish resistance took place and the obstacles it had to confront. His lecture on *Jewish Theological Responses to the Holocaust* explored how post-Holocaust Jewish thinkers have tried to respond to – and some to explain – the reason(s) for the Holocaust.

Mandelbaum also hosted **Professor Donna Robinson Divine, Morningstar Family Professor of Jewish Studies and Professor of Government, Smith College, Massachusetts**, an expert on the history of Israel and **Mechthild Gilzmer, Professor of French Studies at Saarland University** whose research centers on the memory of the Holocaust in France as well as the history of North-African Jews (especially those exiled to Quebec or Canada). Professor Gilzmer’s visit was also supported by SLC’s European Studies program.



Professor Richard Cohen of The Hebrew University.

In conjunction with the Sir Zelman Cowan Universities Fund, HBSJ was also privileged to hear from **Dr Dan Porat of Hebrew University**, whose current research centres on Israel's controversial *Kapo* trials. The Fund also made possible the visit of **Professor Richard Cohen of Hebrew University**, an expert in French Jewish history and Jewish art. Professor Cohen gave a variety of undergraduate and postgraduate lectures, including an inter-departmental seminar with Art History and a public lecture at the Sydney Jewish Museum exploring the development of Jewish museums in the 19th and 20th centuries.

Finally, in collaboration with Monash University's Australian Centre for Jewish Civilisation and the Sydney Jewish Museum, the department hosted **Dr Eitan Bar Yosef of Ben Gurion University**, an expert on Hebrew literature and **Samuel Kassow, Charles H. Northam Professor of History at Trinity College and**

a leading scholar of the Holocaust and the history of East European Jewry.

Professor Kassow's work on the *Oneg Shabbat* secret archive, compiled in the Warsaw ghetto by historian Emanuel Ringelblum, allowed English-speaking audiences access to this unparalleled historical resource for the first time. Compiled by Ringelblum and his colleagues under conditions of grave danger, the archive comprises the single largest collection of first hand evidence of life in the Warsaw ghetto.

– For the list of other visiting scholars to our School, see page 54.



Languages at Sydney: Go Global 2017

IN EARLY MARCH, MORE THAN 400 HIGH SCHOOL STUDENTS JOINED US TO GET A TASTE OF LEARNING LANGUAGES AT THE UNIVERSITY OF SYDNEY.

Languages at Sydney: Go Global was conceived by Dr Carolyn Stott as an event to better inform high school language students about studying a language at university level. The students learn about the School of Languages and Cultures and attend up to two specific language sessions. In gaining an understanding of what is involved in studying a particular language at SLC, students experience a more successful transition to first-year university. This has positive ramifications for both students and academics. The event ran successfully for the first time in 2016, and in 2017 attendance increased significantly to over 400.

An atmosphere of enthusiasm and excitement prevailed throughout the afternoon. Students expressed delight at being surrounded by other like-minded students who love languages. Language teachers were grateful for the opportunity to understand more about how language study at university differs from high school and for their students to experience this first hand.

Languages at Sydney: Go Global's significant growth over two years is promising for what has become an annual School event. Post-event evaluations from all parties indicated overwhelming support. The SLC organising team will continue to incorporate improvements in order to ensure the event's ongoing success.



Prizes Night 2017

Last May, the School awarded 84 students a range of prizes and scholarships in recognition of their notable academic achievements. Consuls, diplomats, donors, alumni and other dignitary guests were graced with a special Balinese dance opening at MacLaurin Hall to launch a celebratory evening.







For more on the 2017 Prizes Night ceremony, see [Language and Culture \(Issue 39\)](#), p. 4–9

In 2017, the School of Languages and Cultures received visiting scholars from universities and institutions across major regions of the world:

Asia

Communication University of China

- Associate Professor Haina Jin

Xi'an Jiaotong-Liverpool University

- Dr Pawel Zygadio

Bandung Institute of Technology

- Mr Agung Hujatnika
- Mr Aminudin Tua Hamonangan Siregar

Museum of Modern and Contemporary Art in Nusantara

- Dr Thomas Jakob Berghuis

University of Sciences Malaysia

- Professor Keat Gin Ooi

Tohoku University

- Professor Satoshi Uehara

Yamaguchi University

- Dr Pawel Zygadio
- Dr Chikako Nihei

The Middle East

Ben-Gurion University of the Negev

- Dr Eitan Bar Yosef

Hebrew University of Jerusalem

- Dr Dan Porat
- Professor Richard Cohen

The Africas

Johannesburg Holocaust & Genocide Centre, South Africa

- Ms Tali Nates

Europe

University of Antwerp

- Professor Dirk Van Hulle

National Institute of Oriental Languages and Civilisations

- Professor Emmanuel Lozerand

University of Paris VII

- Professor Nathalie Kouame

University of Göttingen

- Professor Gerhard Lauer

Universität des Saarlandes in Saarbrücken

- Professor Mechthild Gilzmer

University of Bologna

- Professor Dino Buzzetti

Ca' Foscari University of Venice

- Associate Professor Marcella Mariotti
- Associate Professor Toshio Miyake

Leiden University

- Professor Bambang Purwanto

University of Cambridge

- Associate Professor Barak Kushner

King's College London

- Ms Isabella Brigitta

Oriel College, University of Oxford

- Professor Lyndal Roper

Oceania

University of Auckland

- Dr Harumi Minagawa

The Americas

Université du Québec à Montréal

- Dr Jennifer Carter

University of Toronto

- Dr Anna Shternshis

York University

- Associate Professor Joan Steigerwald

Binghamton University

- Associate Professor Roberta Strippoli

Boston University

- Dr Steven Katz

Brown University

- Professor Massimo Riva

University of California, Berkeley

- Associate Professor Nasser Zakariya

University of California, Irvine

- Professor Mark LeVine

University of Hawaii at Manoa

- Professor Ho-min Sohn

Rice University

- Professor Matthias Henze

Smith College, Massachusetts

- Professor Donna Divine

Trinity College, Hartford

- Professor Sam Kassow

Yale University

- Professor Joseph Errington



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