



Humanities

HUMANITIES CENTER

ANNUAL REPORT 2009-2010

*Bringing Humanists Together
for Collaborative Research*





Bringing Humanists Together for Collaborative Research

Our mission at the Humanities Center is to nurture interdisciplinary, transdisciplinary, and intradisciplinary work in the humanities and arts through competitions, conferences, discussion groups, and other programs for Wayne State's humanities and arts faculty and students, and for visiting scholars and artists. The Center promotes excellence in research and creative endeavors through rigorous peer review of proposals submitted to it for funding. By sponsoring programs that involve community participants, the Center supports the university's urban mission. Through its various programs, the Center brings humanists of diverse talents and interests together for conversation and collaboration, and fosters innovation and creativity across humanistic disciplines.

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A Message from the Director

2009-2010 Overview

I am pleased to report that the Humanities Center had a busy and productive year in which it has continued to provide a venue for academic, intellectual, and at times cultural fellowship among humanities, arts and social sciences faculty and students at Wayne State University.

Among the highlights of this year's program were our two conferences: our Fall Symposium on the theme *Representation of Health and Disease in the City*, and our Faculty Fellows Conference on *The Environment*. Both of these gatherings promoted the Center's mission of engaging topics that relate to the university's urban destiny. The conferences also displayed the academic expertise of Wayne State University faculty together with ideas from outstanding national scholars who served as keynoters. In the Fall Symposium some speakers discussed some of the real health issues that plague citizens in urban communities, while others showed how creative writers use cities as settings for the fictional representation of disease among human populations. Our conference on *The Environment* allowed WSU scholars and invited keynoters to discuss and theorize subjects relating to the urban, suburban, rural, and planetary environments. There was considerable emphasis on preserving, creating and sustaining green spaces and on supporting healthy food sources. We invited faculty, students, and residents of the Detroit metropolitan area to attend both these conferences, thus providing opportunities for conversation between scholars and members of the general public. We will continue to use our conferences as vehicles for engaging faculty, students and the community in interdisciplinary conversations that are of wide social and cultural interest. Our fall 2010 symposium will address the theme *Bildung: Education for the 21st Century*. The theme for our 2011 Faculty Fellows Conference will be *Gender and Sexuality*, and our 2012 Faculty Fellows Conference will consider the question of *The Post-Racial Era?* These three themes will respectively stimulate healthy discussions among scholars and the general public on the role of the university in shaping the 21st century global citizen, on the emerging fluidity of gender and sexuality, and on current theories and conceptions of racial and ethnic affiliations.

Our Brown Bag series continues to be a catalyst for bringing together humanistic faculty and students from diverse disciplines, including the sciences. These discussions took place twice a week on a variety of topics. This year we held 66 talks, most of which were



Walter F. Edwards

well attended. We have seen a modest but discernible increase in attendance this year. This year, as in previous years, the speakers during February addressed topics that were consistent with the theme of Black History Month. As part of this year's the Brown bag series, we also partnered with the Department of Africana Studies in sponsoring a special program held in Bernath Auditorium on March 25 on "The Making of Black Detroit" that examined historical, political, intellectual and social movements and activities in the Black community in Detroit.

As of this May, 60 faculty had already signed up for next year's Brown Bag series, ensuring that the program will be just as busy next year as it was this year. I am also pleased that student attendance for these talks has significantly improved. I consider this a very positive development since it is a goal of the Center to make its programs attractive and accessible to student scholars. For this reason, I am very pleased that Dean of Students, David J. Strauss, has agreed to give a brown bag talk in September 2010, and has promised to advertise the Center's activities, especially the Brown Bag talks, to the university's student population. We began tape-recording and videotaping the talks this year and have posted some of these recordings on our Web site in the hope that this will encourage more conversations between the presenters and interested students and faculty.

The Center was also able to establish a partnership with the Graduate School to fund a new Humanities Center Doctoral Dissertation Fellowship. Beginning next year, this award will provide a stipend of \$15,000 to a doctoral candidate in the final stages of writing his or

A Message from the Director

2009-2010 Overview

her dissertation. The Graduate School will also consider the best three or four runners-up in the fellowship competition for Graduate School Summer dissertation awards. This new fellowship will further enhance the Center's support for graduate students.

With the assistance of personnel in the Development and Alumni Affairs Office, the Center intensified its fundraising activities this year. We sent out letters last June and again in December inviting our fellowship and grant alumni to make contributions to the Center; and with the aid of Gerri E. Paulson of Planned Giving, we identified a number of good prospects whom we may encourage to include the Center in their wills. Although the yield from our fund-raising this year was modest, I am optimistic that we will be much more successful in the future as we improve our fund-raising instruments.



The late provost Marilyn Williamson

The Center mourns the passing of former provost Marilyn Williamson (pictured above) earlier this year. The Center is indebted to her for several reasons, including her decision early in her tenure as provost to elevate the Center's institutional visibility by appointing an official director who could fully commit to managing the Center. This gave the Center focused management when hitherto it was one aspect of an administrator's diverse responsibilities. Therefore, Provost Williamson's vision provided the impetus for the diversification of the Center's programs to include a Brown Bag series, the Working Groups program, the Fall Symposium, and the dissertation fellowship, among other innovations. After her retirement, she demonstrated her support for the Center in a very tangible manner by donating part of her estate to the Center in her will. This bequest was at the time

estimated at \$800,000. I am also personally grateful to Dr. Williamson for hiring me into the English Department in 1981, while she was Chair of that department. Marilyn Williamson brought a unique combination of talents to this university. She was a brilliant Shakespeare scholar who rose to the status of distinguished professor. She was also an astute administrator who was highly respected for her vision, industry and unflappable personal and professional integrity. She was one of only a few humanists who have held the position of provost at this University. She will be missed. May she rest in peace.

The Center has had a good year partly because it has benefited from the superb advice and guidance of its advisory board, and because of the talent and commitment of its secretary and student assistants. The Center has also enjoyed the support and encouragement of Provost, Nancy S. Barrett, who decided to step down from that position this year. We thank her for her unfailing sponsorship and encouragement, and wish her well as she rejoins the faculty. I would also like to thank Dean Thomas of the College of Liberal Arts and Sciences, Dean Vasquez of Fine Performing and Communication Arts, Dean Wardell of the Graduate School, Dean Wood of the College of Education, Dean Vroom from the school of Social Work (and acting Provost), Dean Yee of University Libraries, and Dean Ackerman of the Law School for their continued support of the Center's work. I thank President Jay Noren for meeting with me and for listening to my take on how the Humanities Center supports the mission of this University as he has articulated that mission. I also thank the hundreds of faculty, students and community residents who participated in our public programs this year; and the dozens of faculty who donated their expertise to the Brown Bag series and to the fall symposium. The Center's success is a byproduct of all this generosity. For this, the Center's Advisory Board and I are deeply grateful.

Respectfully
Walter F. Edwards, D. Phil
Professor, English
Director, Humanities Center

Summary of Programs

BROWN BAG COLLOQUIUM SERIES

Since the inception of the weekly Brown Bag Colloquium Series, literally hundreds of Wayne State humanities and arts faculty and students have participated either as speakers or as members of the audience. Each new year brings an increase in the number of faculty volunteering to present talks. As a result, the Center now regularly hosts talks twice a week on, Tuesdays and Wednesdays, from 12:30pm-1:30pm throughout the fall and winter semesters. These talks are free and open to the public.

RESIDENT SCHOLARS PROGRAM

This program is open to all WSU full-time faculty in the humanities, arts, and related disciplines. This program provides office space, basic office equipment, and administrative support from the Center's staff. Additionally, monthly "roundtable" meetings allow residents to discuss their current research in an engaging interdisciplinary environment. Resident scholars are also eligible for up to \$800 in support for travel and equipment expenses, or to pay for research assistance.

FACULTY FELLOWSHIPS

The Faculty Fellowship competition is based on an annual theme. The Humanities Center's Advisory Board selects the theme and prepares an explication for our Faculty Fellowship Competition. Awarded Fellowships now average \$6,000 and recipients are expected to participate in the annual Faculty Fellows Conference held in the spring of the following year. Next year's theme is "The Post-Racial Era?"

FACULTY FELLOWSHIP CONFERENCE

The Faculty Fellows Conference is held in the winter semester. Internal Faculty Fellows Conference speakers are the recipients of fellowships in the previous year. The conference allows the fellowship recipients to present the result of their funded work and to receive feedback from the audience. In addition to fellowship recipients from WSU, the Center invites distinguished keynoters who are experts in the area addressed by the theme. The 2010 conference theme was *The Environment*.

FALL SYMPOSIUM

The Fall Symposium is held once a year in November. It focuses on a topic of contemporary significance in humanities and arts. Internal speakers are chosen from abstracts submitted by WSU faculty members. In addition to speakers from WSU, the Center invites distinguished keynoters who are experts in the area addressed by the theme. The 2009 theme was *Representations of Health and Disease in the City*.

OPEN COMPETITION GRANT

The Humanities Center strives to be as open and inclusive as possible in its annual competitions and to offer a variety of rich and broad themes and topics. However, the Center also recognizes that some themes or topics may inadvertently exclude important and exciting research at a critical time in its development. The intent of the "Open Competition" grant, then, is to compensate for these unavoidable exclusions. The proposed project makes an interdisciplinary and innovative contribution to the humanities or arts, does not conform to guidelines for other competitions sponsored by the Humanities Center and is at a critical point in its development toward publication. All WSU full time faculty are eligible to apply. The Center funds up to three (3) projects up to \$4,000 each.

WORKING GROUPS IN THE HUMANITIES AND ARTS

The Working Groups program is designed to promote collaborative and innovative research among WSU humanities and arts faculty and students. Working Groups meet regularly for discussion, exchange, and planning for events such as guest lectures and colloquia. The Center provides up to \$800 for speakers, supplies, and other organizational purposes.

VISITING SCHOLARS PROGRAM

The Center invites applications from scholars or artists who are affiliated with other universities and who hold the Ph.D. or equivalent degree for their field. Visits may range in duration from one month to one semester. No stipend is attached, but a Visiting Scholar who stays one full semester is eligible for a grant of up to \$3,000 for miscellaneous expenses related to his or her work. The visitor is assigned an office in the Center and gets assistance in obtaining library privileges. In return, he or she is expected to give a public lecture on his or her project.

EDWARD M. WISE DISSERTATION FELLOWSHIP

Each year the Humanities Center offers \$12,000 in support to one student in the final stages of writing his or her dissertation through the Edward M. Wise Dissertation Fellowship.

TRAVEL AWARD PROGRAM FOR GRADUATE STUDENTS

The Center budgets up to \$3,000 in the academic year to support travel to conferences for graduate students. Each award recipient is funded up to \$300.

VIRTUAL LECTURE SERIES

In collaboration with the Foreign Language Technology Center, the Humanities Center extends its scope globally to engage national and international scholars, writers, activists, and other humanists who are willing to transmit their ideas via the internet.

Resident Scholars

The Humanities Center's annual competition for Resident Scholars in the 2009-2010 year attracted applications from across the university. Eight research projects were selected from a broad range of specialties. Scholars used the space and resources of the Center and collaborated for feedback and professional growth. Below are statements from each resident scholar describing his or her achievements during 2009-2010.

Eric Ash

Associate Professor, History

The greatest benefit I have received from the Humanities Center this year has been in the many opportunities for me to share my work with fellow humanities scholars. In addition to our regular resident scholar round-table discussions, I was fortunate to be a Faculty Fellow this year. I have also presented portions of my project at a variety of Humanities Center-sponsored events such as the weekly brown-bag series, the Working Group for Early Modern Studies, and this year's seminar series on "The Environment." My book project is still at a fairly early stage of writing, and in trying to work through all of the many issues and events I want to cover, it has been extraordinarily helpful to get immediate feedback and encouragement from such a diverse array of scholars. I am very grateful to Dr. Edwards and to the Center for their continued and unwavering support of my work, and for fostering such a collegial environment in which to share ideas.

Ronald Brown

Associate Professor, Political Science

As a Humanities Center fellow in the 2009-2010 academic year, I worked extensively on *Ezekiel saw de Wheel*, an empirical manuscript about Black American identity. Having an office at the Humanities Center also provided me with the time and space to start revisions on *The Political Consequences of Empowerment on Black Americans*. My fellow community of scholars provided invaluable insights about this manuscript on April 23, 2010. Having the time to think, to be reflective, and to learn about research projects from scholars in other departments was a golden opportunity. Equally important, attending the environmental conference sponsored by the Humanities Center increased my knowledge and understanding of the environmental policy issues that are unique and particular to urban communities. Overall, having obtained a Humanities Scholar fellowship has been a positive experience and I plan to share the information I learned with my colleagues.



Resident Scholar Roundtable. From left to right: Terese Volk Tuohey, Eric Ash, Karen Liston, Jillian Sayer, Walter Edwards (Humanities Center Director), Robert Holley, and Caroline Maun.

Robert Holley

Professor, University Libraries

I especially appreciated having a quiet place to do my research. The peaceful setting at the Humanities Center encouraged reflection on knotty research questions. I did much of my writing there without worrying about interruptions. I found the opportunity to renew my past with other Humanities disciplines to be an even more important benefit. I got to discuss literature with the other resident scholars including a mental trip over 45 years to the time when I was an undergraduate Classics major. By coming in at different times, I got to know more of the other fellows than I would have if I had respected my official hours. During our monthly encounters, I expanded my horizons by learning about diverse topics such as death in North American literature and federal support for music during the Depression. I especially appreciated the chance to ask the speakers questions in an informal environment. For my own research, one important benefit was the feedback I received from faculty colleagues on a survey gathering information for a research project with Paul Beavers. We are undertaking a study focused on book buying habits of Humanities and Social Sciences faculty. They offered many useful suggestions on what data to collect and how to word the questions. Overall, my second time as a Resident Scholar was even better than the first.

Resident Scholars



Resident Scholar: Thomas D. Kohn

Thomas D. Kohn
Assistant Professor, CMLLC

Thanks to my Humanities Center Residency, my sabbatical of Winter 2010 was quite productive. I was able to make substantial progress on my new project, "Stage Directions in Parentheses (SDP) in Latin Epic." I am investigating the technique, appearing with some frequency in Roman epic poetry, in which a narrator interrupts direct speech with a brief description of action, before resuming the direct speech. By the time my Residency is over, I will have read all of extant Latin Epic (Vergil, Ovid, Statius, Lucan, Valerius Flaccus, Claudian, Silius Italicus, as well as the fragments of Livius Andronicus, Ennius and Naevius), and found all of the examples of SDP. The next step will be to study the examples closely in context to see exactly how and why the poets used this technique. I hope to show that there is more to this practice than the dismissive "in only about half of the instances does the interruption add a really significant detail to the scene," (Mary Myrtle Avery, *The Use of Direct Speech in Ovid's Metamorphoses*, Chicago: 1973, 83), and "notice the typical dramatic use of parenthesis in 575 to indicate a gesture," (William Anderson, *Ovid's Metamorphoses Books 6-10*, Norman, OK: 1972, ad 575-576), etc.

Besides this, I was also able to begin work on a project examining *CIL* 4.6698, a line from Seneca's *Agamemnon* (730) which is preserved as a piece of graffito in the ruins of Pompeii. My aim is to study the context of this graffito, to perhaps determine why this particular line might have been written.

In addition, I prepared an article, "*naves virumque cano*: Boats and the *Aeneid*," for submission to the journal, *Greece and Rome*; and I revised an article, "*Oratio Recta* in Senecan Messenger Speeches," which is slated to appear in the next issue of *Prudentia*.

Resident Scholars Roundtables were held once per month in the Humanities Center. Each Resident Scholar volunteered in advance to give a preview of a conference presentation or to informally discuss his or her research with colleagues. Resident Scholars were able to invite two additional colleagues to the Roundtable discussions to provide extra feedback.

Finally, I attended the annual meeting of the Classical Association of the Middle West and South, where I presided over a panel and presented a paper entitled "*est genitor in te totus*: Significant Role Distribution in Senecan Tragedy."

Being a Humanities Center Resident Scholar provided me with a quiet place to work, as well as a collegial atmosphere. Without it, I might have achieved some of the above work; but I doubt I would have gotten so much done in so little time.

Karen A. Liston
Librarian III, University Libraries

My experience as a Humanities Center Resident Scholar has been invaluable to my academic work and career, because I have gained great insights from the other Scholars into their research, how they go about that research, and how the libraries could better support them. Being in a forum where we are able to discuss our work and question each other openly has challenged my assumptions and pointed to new directions for my own scholarship. I also appreciate the Humanities Center Brownbag Seminars and Conferences, as they reflect a variety of topics and in-depth exploration that is helpful to me on many levels. Each immersion seems to provide that unique 'spark' of information, technique, or possibility that re-infuses my enthusiasm, creativity and commitment in serving humanities scholars' information needs. Lastly, Dr. Edwards' vision and guidance are critical in maintaining and developing humanities scholarship and collaboration across the University. The excitement he inspires in each of the humanities scholars he welcomes and supports is reflected in the vitality of humanities studies at Wayne State University.

Caroline Maun
Assistant Professor, English

My residency coincided with my Fall semester on sabbatical, so I received a double benefit. During my year, I was able to complete and place under review with a university press a monograph on the poets Lola

Resident Scholars

Each resident scholar established office hours at the Center where they were able to work on their research and meet with students and colleagues. They were each provided with a private office with a computer, office furniture, and telephone, and received clerical support from the Center's staff.

Ridge, Evelyn Scott, Charlotte Wilder, and Kay Boyle. I completed three chapters during the Fall semester, one of which I shared with our group for discussion, and two during the Winter semester. The Humanities Center provided a protected institutional space that celebrates our roles as researchers and members of an academic, intellectual community. I benefited directly from remarks on my work by my colleagues and indirectly by absorbing the atmosphere and shelter that Dr. Edwards, as a leader, dedicated to facilitating the work of residents. When my work appears in print I will prominently thank the Humanities Center, my fellow Residents, and Dr. Edwards for his help through the years, and especially for his assistance this year. I will miss the weekly contact with our group, Humanities Center staff, and with Dr. Edwards, and I hope to return as a Resident Scholar in a future year.

I was also deeply enriched by our monthly roundtable discussions, during which I was able to help facilitate the development of manuscripts and projects of my fellow Residents. Being in close proximity to other activities that the Humanities Center hosts was also very enriching, and I attended several of the regular Brown Bag talks during the year. I especially benefited from getting to know colleagues in Library Science, Political Science, Music, and History, contacts that I will no doubt continue to be enriched by as I encounter them in other university contexts. I found the Center's staff to be very facilitating and the support to be very good. I cherished having a space where everything was taken care of and I could focus on my work.

Jillian Sayer

(Guest Resident Scholar), English

I have the office right up front and, following Dr. Edwards' advice, I always keep the door open. You'll be lucky to make it past without me catching you and picking your brain about *something*. These daily informal conversations, monthly roundtables and weekly brownbags have allowed me not only to develop my own scholarly work but also gave me access to conversations going on in different fields, conversations of which I was largely unaware. From the effect of marshes on political organization to the

composition structure of music copyists, I learned to ask new questions. How does the natural environment impact social and political organization? What is the creative work involved in reproduction? I also learned more about my own work. When I led a roundtable, my colleagues raised questions I hadn't considered and their contributions shaped an important chapter in my project. It is easy to fault disciplinary boundaries for scholarly blind spots, but sometimes we forget how these boundaries are reified in physical space: we are separated by office walls and buildings and because of this we might be tempted to forget about interesting work being done in other offices, in other departments. My work in Comparative Literature straddles disciplinary boundaries and this interdisciplinary work relies on a porous, hospitable stance that is encouraged by environments such as the Humanities Center. It is hard to do the research that interests me (and that the academic market increasingly demands) when I work with your door closed. Many thanks are due to the Humanities Center for providing me with the space and community to push my work in new and creative directions.

Terese Volk Tuohey

Associate Professor, Music

My time as a Humanities Center Scholar has been most productive. Not only did I have time, and a quiet place to research my topic, but I also had the pleasure of discussing it at the Scholars' Roundtable. This opportunity alone has offered me opportunities beyond my immediate music education to learn new perspectives through conversations with the other Scholars. Their varying areas of expertise brought excitement to the Roundtables, as we each presented our work for comments and critique. I honestly haven't enjoyed research discussions so much in years.

The results of my time these past 2 terms has been a pile of data, an outline for a paper, and the possibility of a book. I have just been informed that I will be presenting the work I have been doing on the WPA and Music Therapy at the national conference for the Music Therapy Association next fall - something I never expected!

I am looking forward to some time in my office over the summer to help complete this work, and to get this article, or book chapter, on the WPA/Music Therapy under way, with an eye toward completion by fall. I would recommend the Humanities Center Resident Scholar program to anyone! It has been a wonderful experience, and I shall be sad when I have to leave.

Visiting Scholars

Claudette Austin

Professor Claudette Austin from the University of Guyana visited the Humanities Center from September 5, 2009, to September 18, 2009.

Professor Austin conducted research on whether or not gender issues have an effect on learning in high school classrooms. During her visit at Wayne State University she attempted to add a comparative dimension to her research by comparing the findings she had gathered from high school students in Guyana to those from high school students in Detroit. At Wayne she consulted with Dr. William Hill from the College of Education. He asked one of his graduate students to administer a survey to a Detroit high school class. Professor Austin spent much of her time here preparing the survey and coding the results. After comparing the results she obtained here at Wayne State with those from Guyana, she found that gender issues do in fact have an impact on the learning environment.



Above: Claudette Austin
Right: Michelle McBean

The Center invites applications from scholars or artists who are affiliated with other universities and who hold the Ph.D. or equivalent degree in their field. Visits may range in duration from one month to one semester. No stipend is attached, but a Visiting Scholar who stays one full semester is eligible for a grant of up to \$3,000 for miscellaneous expenses related to his or her work. The visitor is assigned an office in the Center and receives assistance in obtaining library privileges.

Michelle McBean

Professor Michelle McBean, also from the University of Guyana, visited the Humanities Center from August 17, 2009, to August 26, 2009. The research activities she conducted at Wayne State University, aimed at gathering data using a Library Based search to complete the following research projects: *Transition Across Levels in Early Childhood*, and *Approaches to Language Teaching in the Early Years*.

During her stay, McBean was able to access the Wayne State University library facilities. She also visited and had an interview with the Head of the Wayne State University Early Childhood Center. Her itinerary also included a courtesy call to the Associate Dean of the College of Education (Professor Steven Ilmer). In discussions with both the Dean and Head of the Early Childhood Center, the proposal of establishing a reciprocal relationship with the Division of Education at the University of Guyana was shared and supported. In addition, discussions were held with the Administrative staff of the College of Education who provided McBean with information on Early Childhood program offerings.



Edward Wise Dissertation Awards

In an effort to foster exemplary doctoral dissertation work among humanities students at Wayne State University, the Humanities Center offers an annual fellowship competition for PhD candidates. For 2009-2010 the Humanities Center selected one dissertation fellow, Elizabeth Durham Smith, and two awardees, Renuka Gusain, and María Ramos.

Fellow

Elizabeth Durham Smith

Communication

The Intersection of Image, Rhetoric and Witnessing: A Rhetorical Examination of the Abu Ghraib Prisoner Abuse Scandal

Awardees

Renuka Gusain

English

On Beauty and Aesthetics in Shakespeare and His Contemporaries

María Ramos

CMLLC

Jorge Volpi's Trilogy as Mirror, Window and Bridge of the Twentieth and Twenty-First Century Mexican Postmodern Literature

About the Award

The Humanities Center offers \$12,000 in support each year to one student in the final stages of writing his or her dissertation through the Edward M. Wise Dissertation Fellowship for Doctoral students in the Humanities and Arts. The Center may disburse additional awards each worth up to \$1,000. This year, one fellow, Elizabeth Durham Smith, received the \$12,000 award, and two awardees, Renuka Gusain, and María Ramos, each received \$500.

Edward M. Wise Dissertation Fellowship Awards Luncheon

This annual awards luncheon is traditionally held in conjunction with the Humanities Center's Faculty Fellows Conference. The event is attended by conference participants and the recipients' dissertation advisors, department chairs, and friends. Walter F. Edwards, Director of the Humanities Center, presented certificates to this year's fellow and two awardees.

Smith's dissertation rephrases the question "what do we see when we look at the images from Abu Ghraib?" to that of "what did we witness?" "Witnessing" typically suggests a glimpse of a larger reality, exemplified, for instance, by witnesses of acts of genocide. In the case of Abu Ghraib, the immediate witnesses harnessed technology and so enabled the abuses at Abu Ghraib Prison to be documented, the result being the now infamous photos. However, these images quickly became a site of fierce debate: were we witnessing something unprecedented and anomalous, or a glimpse of something much more systemic and widespread? Were we getting a glimpse of something deeply disturbing about America itself? At various points different interpretations have prevailed, and the winds seem to have shifted again with the Obama administration.

Gusain's dissertation is on the subject of beauty in the works of William Shakespeare and his near contemporaries. The idea behind the project is two-fold: to locate and explore moments where meditations on beauty take place and try to understand these moments and their implications in relation to contemporary philosophical conversations about beauty and ethics. Gusain expects that this *rapprochement* between philosophy and early modern literature will yield provocative and valuable critical conversation on the plays and poems, as well as explore the possibilities that the topic of beauty has to offer vis-à-vis interpretation and criticism. This dissertation is then an act of re-visioning: both reconstructing the place of beauty in early modern literature through the lens of contemporary theory and redefining a scope for the topic of beauty in current critical thought.

Ramos's dissertation focuses on the work of Jorge Volpi, which has been the subject of a wide range of studies. No one has yet studied how "En Busca de Klingsor," "El fin de la Locura," and "No será la tierra" form a trilogy. The overall purpose of this dissertation is to examine, from the perspective of postmodern theory, the ideological and formal aspects of these works in order to understand why they constitute a trilogy of the twentieth century and, most importantly, why these three texts are representative of postmodern Mexican literature.

Representation of Health and Disease in the City

2009 Fall Symposium

The Humanities Center's Fall Symposium centered on the topic of Health and Disease in the City. Speakers from Wayne State University, University of Detroit, New York University, and Hunter College, came together to discuss aspects of the theme from a variety of disciplinary and interdisciplinary perspectives.

Kristine Gebbie: Keynoter

Joan Hanson Grabe Dean, School of Nursing, Hunter College, CUNY
Healthy Cities or Healthy in Cities?

Daphne Ntiri

Associate Professor, Africana Studies and Merry Stewart, University of Detroit, College of Nursing
Transformative Learning Intervention: Effect on Functional Health Literacy and Diabetes Knowledge in Older African Americans

Mary C. Sengstock

Professor, Sociology
Family Violence: Is it a City Problem?

Heather Dillaway

Associate Professor, Sociology
Women, Disability, and Reproductive Health in Detroit: A Report on Research and Advocacy in a Local, Urban Context

Sherylyn Briller

Associate Professor, Anthropology &

Stephanie Myers Schim

Associate Professor, Family, Community & Mental Health
Contemplating Death in a Dying City

Annie Higgins

Assistant Professor, CMLLC
Touching the City: Ease and Dis-ease of Oasis, Prison, and Village

Ellen Barton

Professor, English &

Richard Marback

Professor, English
The Bodies of the Urban Public

Kristin Ross: Keynoter

Professor, English, NYU
Bad Blood

Chris Leland

Professor, English
Reading From Letting Loose: "Thanateros," Chapter 2

Thomas Kohn

Assistant Professor, CMLLC
The Source of the Plaque at Thebes in Seneca's Oedipus

Anne Duggan

Associate Professor, CMLLC
Jacque Demy's The Pied Piper, or Dis-ease in the Provincial City

Explication of Theme

The city has from ancient times been seen as a nexus of confluences. In its glory, the polis, Athens for instance, represented the center of balance and enlightenment, where a man like Orestes could find justice and be released from mental and physical torment. In its decadence, the city becomes the site of pollution and infection: the pestilence in Thebes stands for crimes against king and nature. Medieval cities, ravaged by the plague, lost two thirds of their citizens through death; other, more fortunate inhabitants could take refuge in the country, away from the hot points of contamination; The Decameron is an entertainment for just such refugees. Revolutions were fomented in cities. Spectacles such as ritual processions, marches through arches of triumph, public executions, all required the collective gaze of multitudes to achieve their greatest effects. During the Industrial Revolution and in its aftermath, as cities increased their populations more than five times, these pullulating centers fostered both the most horrific sites of congestion, filth, and diseases, as well as the greatest advances in sanitation known in human history. Competing and overlapping discourses about eugenics and degeneration in general took their data from urban populations. Psycho-analysis began as an investigation of Viennese bourgeois malaise. In the United States as well, cities have been the object of pronounced ambivalence. Jefferson described cities as a canker on the body politic and urged parents to forbid their sons to visit European capitols. Progressives regarded cities as a source of liberation once they were cleansed of corruption. The anomaly of New York City as the cultural center of the U.S. and Washington, D.C., as the capital points to the American ambivalence about cities. The Humanities Center invites proposals for talks that address the ways in which health and disease have been represented as located in the city. What is the significance of the urban setting in the pursuit of health and/or disease? How our attitudes about cities formed by the discourses of health practitioners, innovative medical geniuses, social reformers, novelists, artists, and composers in depicting the vectors of health and disease among citizens of the polis? How, in turn, are our views of disease and health colored by cultural notions of the city as both a center of medical expertise and an environment where pollution, noise, germ transference, and adulterated food supplies promote the spread of disease?

Representation of Health and Disease in the City

2009 Fall Symposium

Characterizing Urban Health and Disease in Fictional and Real Life Settings

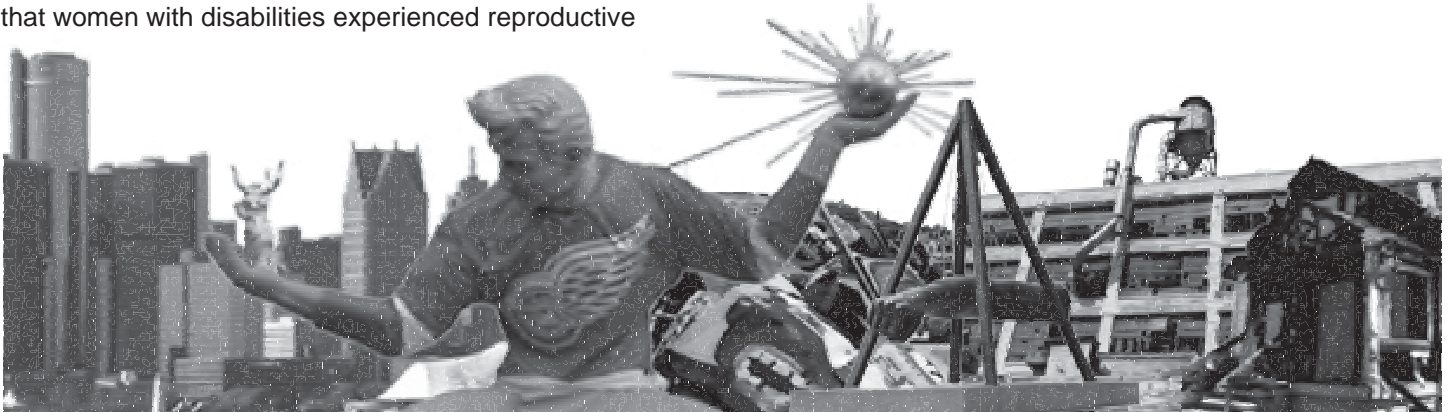
The Humanities Center's Fall Symposium addressed the theme of *Representation of Health and Disease in the City*. Some speakers addressed fictional aspects of the theme, while others considered real life health issues in cities. Most of the scholars who spoke on the later dimension were social scientists. They included first keynoter **Kristine Gebbie** (Nursing); **Daphne Ntiri** (Africana Studies); **Heather Dillaway** (Sociology); **Sherylyn Briller** (Anthropology), who presented with **Stephanie Myers Schim** (Family, Community and Mental Health); **Mary Sengstock** (Sociology); and **Ellen Barton** (English), who presented with **Richard Marback** (English). Scholars from the humanities presented on the creative aspect of the theme. They included second keynote speaker **Kristin Ross** (English); **Chris Leland** (English); and CMLLC professors: **Thomas Kohn**, **Anne Duggan**, and **Annie Higgins**. These humanities scholars presented fictional interpretations of health and disease in both modern and historical pieces of literature.

Scholars who spoke on real health and disease issues approached these topics from a variety of angles. For example, **Kristine Gebbie** concerned herself with the question "Is it possible to attend to the health of individual city dwellers without considering the overall level of health functioning of the city?" Gebbie proposed that individual and city-wide health issues should be addressed simultaneously. **Daphne Ntiri** in her paper on *Transformative Learning Intervention* argued that "active learning affords adults the opportunity to develop new frames of reference." Ntiri showed that health outcomes of older African American diabetic patients improved when they learned about the disease. **Heather Dillaway** spoke on the reproductive health of disabled women in Detroit. Her objective was to show that women with disabilities experienced reproductive

health and not only reproductive illness, which is often assumed to be the case. A paper by **Sherylyn Briller** and **Stephanie Myers Schim** made the point that the creation of urban environments has changed how people die, where they die, and how death is represented. Their paper analyzed end-of-life stories told by a number of elderly Detroit residents.

Scholars who discussed fictional interpretations, presented a variety of humanistic perspectives. Keynote speaker **Kristin Ross**, for example, in her talk entitled *Bad Blood*, compared the roles of fictional doctors and detectives in 19th and 20th century French literature. **Thomas Kohn**, in his paper *The Source of the Plague at Thebes in Seneca's Oedipus*, discussed the role disease plays in the myth of Oedipus. He points out that "whereas Sophocles merely mentions the plague, Seneca goes into much greater detail." **Chris Leland** contributed to the theme by reading a chapter from his book *Letting Loose*, (1996). This chapter describes the visit of a gay photographer, Barry Caraway, to his wealthy friend in New York City, "whose apartment on the Upper West Side [had] become something of a hospice for victims of AIDS." **Anne Duggan's** paper explored the dis-ease of the provincial city in Jacques Demy's film *the Pied Piper*. The film takes an "allegorical look at the prejudices and constraints of bourgeois society."

The speakers at the symposium considered health and disease in fictional contexts as well as provided discussions concerning real life health issues, and therefore gave themselves and their audiences a rich, interdisciplinary experience consistent with the interdisciplinary mission of the Humanities Center. Audience participation during the symposium was excellent and several students, faculty and community members engaged the speakers during the reception that followed the formal meeting.



The Environment

2010 Faculty Fellows Conference

Dorceta E Taylor: Keynoter

Associate Professor, Natural Resources and Environmental Department, University of Michigan
Environment, Inequality, and Sustainability: Historical and Contemporary Challenges

Monica White

Assistant Professor, Sociology
Emergent Cityscapes: Communities of Color, Urban Farming and the Environment

John Strate

Associate Professor, Political Science
Comparing Three Environmental Discourses: Growth Forever, Sustainable Development, and Green

Dora Apel

Associate Professor, Art and Art History
The Landscape of War

Guerin Montilus

Professor, Anthropology
The Adja Fon of Southern Benin, Cultural Change, Vodun Religion and the Environment

Eric H. Ash

Associate Professor, History
Shifting Knowledge, Shifting Nature: The Drainage of the English Fens

Susan Haack: Keynoter

Professor, Law School, University of Miami
Six Signs of Scientism

Bruce Russell

Professor, Philosophy
The Philosophical Basis of a Limited Land Ethics

Victor Figueroa

Associate Professor, CMLLC
Eco-Coloniality: Nature Between Empire and Revolution in Alejo Capentier's El reino de este mundo

Explication of Theme

From the cave paintings of early humans to the elaborate laboratory-like zoological gardens in contemporary cities, nature and humans' place in nature have preoccupied humanity. We measure ourselves against nature; we create myths to explain natural phenomena; religions begin in intense, visionary encounters with the natural Other; science attempts to persuade us in the twenty-first century to begin to see ourselves as part of nature, not as dominators or exploiters of it.

The theological and classical views of humans as stewards of the natural world as well as lords of creation began to give way to more systematic approaches following the Copernican and Galilean revolution: our entire planet was no longer the center of the universe. The discovery of the microscope led to advances in empirical science. Alexander von Humboldt's path-breaking scientific study of nature, the three-volume *Personal Narrative of Travels to the Equinoctial Regions of America, 1799-1804*, was pivotal in engendering a new approach to nature. This work influenced generations of naturalists, including the young Charles Darwin, who sought to systematize both nature's living and nonliving productions and characterize the laws governing the natural world. Humboldt's portrayal of lands untouched by human presence also stimulated a new genre of literary and artistic expression—the wilderness romance and lyric meditation along with landscapes, prints, and, by the 1840s, photographs depicting the romantic conception of pristine nature. In the United States, Thoreau is often hailed as the most notable progenitor of a new sense of environmental awareness, addressing ideas of communion with nature, ecological relationships, and the conservation of natural resources, expressed in *Walden* (1854) and other writings. In the wake of the major assaults on the environment produced by the Industrial Revolution, empire building and expansion, and globalization, early twentieth-century naturalists, most notably Aldo Leopold, offered less sanguine meditations on the human relationship to nature, vigorously promoting activism in preserving and conserving rapidly disappearing natural treasures. Yet as environmental historian, Susan Flader, noted Leopold's advocacy of "land husbandry" or wilderness conservation in *A Sand County Almanac* (1949) "contains no panaceas, no blueprints for mass action." Moved by the realization that birds were crucial to keeping in check pests that destroyed agriculture, the Audubon society in the late nineteenth century began lobbying for bird preservation and protection. As we devised other means of preventing harmful insects from competing with us for crops, a new naturalism was born: Rachel Carson in her classic work, *Silent Spring* (1962), attacked current "Stone Age science" that would unquestioningly spread deadly DDT, asking, "How could intelligent beings seek to control a few unwanted species by a method that contaminated the entire environment and brought the threat of disease and death even to their own kind?"

The Environment

2010 Faculty Fellows Conference

Carson's warning channeled the outrage many felt at the continued, mindless, and harmful exploitation of nature. She inspired the environmental movement of the late twentieth century. Yet her message—promoting an ethical, responsible and sustainable approach toward satisfying human economic needs with the survival of species and of natural resources—still meets with opposition and derision.

Dissecting Environmental Aspects during the 2010 Faculty Fellows Conference

As the explication above shows, the Faculty Fellowship conference allowed presenters to academically address issues related to the environment from a variety of disciplinary perspectives. These perspectives could be organized into three themes: general, national and international aspects of environment. **Bruce Russell** used an ethical perspective to argue that each individual has some obligation towards preservation and protection of the environment. As Russell established a need for environmental dedication, Keynote Speaker **Dorceta E Taylor**, from the University of Michigan, presented a kaleidoscope of ideas informing the audience about environmental issues ranging from a national to global scale. Taylor discussed environmental inequalities such as wealth, consumption, and exposure to hazards. Taylor opened grounds for discussion about general environment concerns and **John Strate** followed her lead. By comparing the three environmental discourses of Growth Forever, Sustainable Development, and Green, Strate invited his audience to exchange ideas on different modes of environmental thinking. The

second keynote speaker, **Susan Haack**, from the University of Miami, added to Taylor's and Strate's overviews on environmental issues by delving into the details of relationships between environmental policy and environmental science. **Dora Apel** enhanced previously covered topics by extending the general and national discussions to international areas. In her comparison of environmental discourses, she analyzed the Israeli-Palestinian landscape of war in terms of contested territories and national identity. Continuing Apel's international focus, **Guerin Montilus** discussed the shifts in traditional African culture brought about by globalization. He stated that the West's capitalistic preoccupation with commodities has led to the breakdown of indigenous social institutions and relationships with the environment in Africa. **Eric Ash** took the discussion from Africa to England. He briefed the audience on the changing perspectives of the English in response to drainage of the fens. He further questioned reformation, reconstruction, and perfection of natural environment in a post-drainage English environment. **Victor Figueroa** took the international discussion to a literary level as he discussed Carpentier's 1949 novel about the Haitian Revolution and analyzed relationships between humans and nature.

The audience experienced the dissection of the environment from general, national, and international perspectives. They were able to further discuss these ideas at a reception that followed the conclusion of the conference.



Fall 2009

Brown Bag Colloquium Series



Dean Robert Thomas from the College of Liberal Arts and Sciences giving a talk on the "Connections Between Urban and Global Student Service Learning."

The Brown Bag Colloquium Series is one of the Humanities Center's most successful and visible programs. This year the series presented 66 talks given by Wayne State University faculty members and faculty from the University of Windsor. The talks covered a wide variety of topics in the humanities and arts. Abstracts for the talks are posted on the Center's Web site. Many Brown Bag presenters have expressed gratitude for feedback they received from the faculty and students who attended their talks. They particularly benefited from the perspectives of faculty from other disciplines. Each new year brings an increase in the number of faculty volunteering to present talks.

September 23, **Bruce Russell**, *Professor, Philosophy*, "Pedro Almodovar's Films: Explorations of Love"

September 29, **Steven Shaviro**, *Deroy Chair & Professor, English*, "Dangerous Modulations: Grace Jones' 'Corporate Cannibal'"

October 6, **Christine Evans**, *Ph.D. Candidate, University of California, Berkeley, History*, "From Truth to Time: The Cold War and the Transformation Of Soviet Central Television's Evening News, 1961-1982"

October 7, **Jim Brown**, *Assistant Professor, English*, "Girl Talk vs. DJ Spooky: Remixes, Mashups, and Digital Writing"

October 13, **Tamara Bray**, *Associate Professor, Anthropology*, "Inca Imperialism on the Northern Frontier"

October 14, **Arifa Javed**, *Lecturer, Sociology*, "Effective Intervention Techniques in Situations of Domestic Violence among New Immigrants "

October 20, **Marc Kruman**, *Chair & Professor, History*, "Abraham Lincoln: Bicentennial Reflections"

October 21, **Krista Brumley**, *Assistant Professor, Sociology*, "Globalization and Organizational Culture: Women's and Men's experiences of paid work in Mexico"

October 27, **Vanessa Jill DeGifis**, *Assistant Professor, CMLLC*, "Scripture and Pious Rhetoric in Abbasid Politics"

September 9, **Robert M. Ackerman**, *Dean, Law School*, "Communitarianism and Taking Responsibility"

September 15, **Claude Schochet**, *Moderator, Professor, Mathematics*, **Martha Ratliff**, *Department Chair, English*, **Susan Vineberg**, *Associate Professor, Philosophy*, **Robert Bruner**, *Associate Chair, Mathematics*, & **Allen Batteau**, *Associate Professor, Anthropology*, "The Two Cultures" by C.P. Snow -- 50 Years Later"

September 16, **Robert J. Burgoyne**, *Professor, English*, "Homeland or Promiseland? The Ethnic Construction of Nation in Gangs of New York"

September 22, **Erica Stevens Abbitt**, *Associate Professor, University of Windsor, School of Dramatic Art* "Body and Breath: Inspiring Feminist Research and Practice"

Fall 2009

Brown Bag Colloquium Series



Terese Volk Tuohey giving a brown bag talk on "The WPA/DSO Music Manuscripts: Collaborative Research and Web site Development."

October 28, **Marvin Zalman**, *Professor, Criminal Justice*, "Citizenship Explains Changes in Police Interrogation Practices and Supreme Court Confessions Rulings"

December 1, **Terese Volk Tuohey**, *Associate Professor, Music*, "The WPA/DSO Music Manuscripts: Collaborative Research & Website Development"

December 2, **Michele Valerie Ronnick**, *Professor, CMLLC*, "The Use of the Roman Poet Vergil in John Quincy Adams' Speech for the Amistad Africans"

December 3, **Eldonna Lorraine May**, *Part-time Faculty, Music*, "Music as Propaganda: Sergei Prokofiev's Patriotic Cantatas"

December 8, **Kathleen McNamee**, *Professor, CMLLC*, & **Judith Arnold**, *Librarian III, University Libraries*, "How do we help students become good researchers?"

December 9, **Nicholas Fleisher**, *Assistant Professor & Student Advisor, English (Linguistics)*, "Gradability, Vagueness, and the Semantics of Inappropriateness"

December 15, **Mark Ferguson**, *Senior Lecturer, CMLLC*, "The Fetishization of Study Abroad"

December 16, **Jacalyn D. Harden**, *Assistant Professor, Anthropology*, "A Tale of Two Cities: Seattle, Detroit, and Twenty-first Century Wish Dreams"

November 3, **Roslyn Abt Schindler**, *Associate Professor, CMLLC*, "Enduring Connections: Exploring Personal Roots and Professional Community in Poland"

November 4, **Todd Meyers**, *Assistant Professor, Anthropology*, "Clinical Reasoning and the Threat of the Unreasonable"

November 10, **Annie Higgins**, *Assistant Professor, CMLLC*, "Woman's Smile, History's Gaze: Authority in Arabic Currencies"

November 11, **Dora Apel**, *Associate Professor, Art & Art History*, "What is Radical Art Today?"

November 17, **Jaime Goodrich**, *Assistant Professor, English*, "Who is Mrs. M.B.?: Monastic Authorship and the Case of Dame Clementia Cary's Psalms"

November 18, **Marion Jackson**, *Distinguished Professor, Art & Art History*, & **Ian Chapp**, *Systems Integrator, Art & Art History*, "Nordestinos: Art and Popular Imagination in Brazil's Northeast"

November 24, **Eric H. Ash**, *Associate Professor, History*, "The Unrecovered Country: The Non-Drainage of Cambridge Fens, 1619-1620"



Mark Ferguson giving a talk on "The Fetishization of Study Abroad."

The Year in Photos



Humanities Center Director Dr. Walter Edwards and Dean Al Chreighton from the College of Humanities and Education at the University of Guyana. Dr. Edwards received support from Guyana University to fund a research trip in March.



Anthropology professor, and Faculty Fellow Guerin Montilus at the Humanities Center's Faculty Fellow's Conference on *The Environment*. Montilus's talk was about *The Adja Fon of Southern Benin, Cultural Change, Vodun Religion and the Environment*.



Associate Professor of Art and Art History and Faculty Fellow Dora Apel presenting a lecture on *The Landscape of War*, at the Humanities Center's Faculty Fellows Conference on *The Environment*.



Humanities Center Secretary Jennifer Leonard continued to provide excellent support to the Director in managing the Center.



Humanities Center Director Walter Edwards with keynote speaker Dorceta Taylor from the University of Michigan, and Faculty Fellow Monica White at the Faculty Fellows Conference on *The Environment*.



Humanities Center Student Assistants, Marjorie Sauer and Amanda Cane promoting the Humanities Center at Wayne State University's Annual Student Welcoming Fair.

The Year in Photos



Keynote speaker Kristin Ross from New York University, presenting her lecture *Bad Blood*, at the Humanities Center's Fall Symposium: *Representation of Health and Disease in the City*.



CMLLC Professor Anne Higgins presenting her research *Touching the City: Ease and Dis-ease of Oasis, Prison, and Village*, at the Humanities Center's Fall Symposium: *Representation of Health and Disease in the City*.



English Professor Ellen Barton discussing *The Bodies of the Urban Public* at the Humanities Center's Fall Symposium: *Representation of Health and Disease in the City*.



Humanities Center Director Dr. Walter Edwards guest teaching at the University of Guyana in March during a research trip.



Keynote speaker Susan Haack from the University of Miami, presenting her lecture *Six Signs of Scientism & Three Thoughts about the Climate of Climate Research*, at the Humanities Center's Faculty Fellow's Conference on *The Environment*.



Edward Wise Awardees: María Ramos (far left), and Renuka Gusain (far right), and Fellowship winner Elizabeth Durham Smith (middle), at the annual awards luncheon



English Professor Steven Shaviro giving a Brown Bag talk on September 29th about *Dangerous Modulations: Grace Jones' Corporate Cannibal*.

Winter 2010

Brown Bag Colloquium Series



Arifa Javed giving a Brown Bag talk on "Effective Intervention Techniques in Situations of Domestic Violence Among New Immigrants"

February 2, **Melba Boyd**, *Distinguished Professor & Chair, Africana Studies*, "From Motown to Shanghai: Teaching African American Studies in China"

February 3, **William Harris**, *Professor, English*, "Booker T. Washington Goes to the Movies"

February 4, **Xavier O'Neal Livermon**, *Assistant Professor, Africana Studies*, "Performing Hysteria: Madness as a Strategy of Resistance in Lesotho"

February 9, **Guerin Montilus**, *Professor, Anthropology*, & **Penny Godboldo**, *Associate Professor, Dance, Marygrove College*, "Katherine Dunham (June 22, 1909-May 21, 2006): The Centennial birthday of an African American Woman, Pioneer in Anthropology and Queen of the Black Dance"

February 11, **David Goldberg**, *Assistant Professor, Africana Studies* "Black Power at Work: Community Control, Affirmative Action and the Construction Industry"

February 16, **Daphne Ntiri**, *Associate Professor, Africana Studies*, & **Merry Stewart** "Transformative Learning Intervention: Effect on Functional Health"

February 17, **Osumaka Likaka**, *Associate Professor, History*, "Colonialism, Stereotyping, and New Ethnic Identities in Congo"



Andrew Port giving his talk on "German Reactions to Genocide since 1945."

January 12, **Robert L. Thomas**, *Dean, College of Liberal Arts & Sciences*, "Connections Between Urban and Global Student Service Learning"

January 13, **Andrew Port**, *Associate Professor, History*, "German Reactions to Genocide since 1945"

January 19, **Aaron Retish**, *Associate Professor, History*, "Birth of the Soviet Prison: Creating a Humane Prison in a Socialist World"

January 20, **Anca Vlasopolos**, *Professor, English*, "Child Trauma and Reconfigured Families in Pullman's Neo-Victorian Fiction"

January 26, **Robert Sedler**, *Distinguished Professor, Law*, "Our 18th Century Constitution Congress, the President, and our Two-Party Political System"

January 27, **Leisa Kauffmann**, *Assistant Professor, CMLLC*, "Disguising the Man-god: Rulership and Religiosity in colonial Nahua Histories"

Winter 2010 Brown Bag Colloquium Series



Jeff Pruchnic addressing the question "What is Virtual Life?"

February 18, **R. Khari Brown**, *Assistant Professor, Sociology*, "The Impact of Religion on African American Immigration Attitudes"

February 23, **Alicia Nails**, *Lecturer, Communication*, "Recruiting, Retraining, and Retaining the Urban Student"

February 24, **Monica M. White**, *Assistant Professor, Sociology*, "D-Town Farm: Conversations about Race and the Urban Gardening Movement in Detroit"

February 25, **Marilyn Zimmerman**, *Associate Professor, Art & Art History*, "Detroit Photography"

March 2, **Jose A. Rico-Ferrer**, *Assistant Professor, CMLLC*, "Poetic Friendships: The case of Boscan and Garcilaso"

March 3, **Eugenia Casielles**, *Associate Professor, CMLLC*, & **Dolly Title**, *GTA, CMLLC* "Spanish & English in Contact: Codeswitching strategies and radical bilingualism"

March 5, **Norah Duncan IV**, *Associate Chair, and Associate Professor, Music*, "Norah Duncan IV: A Celebration of Black History Month in Song"

March 9, **Mary Cay Sengstock**, *Professor, Sociology*, "Voices of Diversity-Interviews with People on the 'Assimilation Side' of Multi-Culturalism"

March 10, **Patricia K. McCormick**, *Associate Professor, Communication* "Transforming Intergovernmental Satellite Organizations into Private Equity Assets"

March 23, **Elizabeth Dorn Lublin**, *Assistant Professor, History*, "Citizens and Social Work in Meiji Japan"

March 24, **renee c. hoogland**, *Associate Professor, English*, "Abjection and Neo-Aesthetics"

March 30, **Lisa Maruca**, *Associate Professor, English*, "The ABC's of Print Culture: Alphabetic Literacy and Educational Technologies in 18th-Century England"

March 31, **Sarika Chandra**, *Assistant Professor, English*, "Americanization: Management Theory and the Humanities"

April 7, **Jeff Pruchnic**, *Assistant Professor, English* "What is Virtual Life?"

April 13, **Karen Liston**, *Librarian III, University Libraries*, "Research in a Global Context: Issues and Opportunities"

April 14, **Fran Shor**, *Professor, History*, "Bases, Bananas, and Burgers: Deconstructing the Matrix of US Global Hegemony"

April 20, **Dennis Tini**, *Distinguished Professor, Music*, "The Brain in Music and the Martial Arts"

April 21, **John Corvino**, *Associate Professor, Philosophy*, "Just My Opinion"

April 27, **Michael Darroch**, *Assistant Professor, University of Windsor, Communication, Media & Film*, "From Anonymous History to Acoustic Space: Marshall McLuhan Between Urban and Media Studies"

April 28, **Simone Chess**, *Assistant Professor, English*, "Disability, Cheap Print, and Shakespeare"



Marilyn Zimmerman giving a brown bag talk on "Detroit Photography."

Gender and Sexuality Faculty Fellowships Competition



Krista M. Brumley

Krista M. Brumley

Assistant Professor

Sociology

Gendered Discourses: the (re)production of feminine and masculine workers in Mexico

Over the past three decades, workplaces have undergone dramatic changes in response to a rapidly shifting global economy. New technology, forms of production and ideas are increasingly crossing borders in ways that create contradictory and complex effects. This project extends the existing research by exploring how workplace organizational change embodies gendered and sexuality discourses that (re) produce feminine and masculine workers. The setting for this case study is a multinational beverage company employing 3,000 workers headquartered in Monterrey, Mexico, the industrial capital of the country. Using in-depth interviews of workers, I analyze the cultural expressions of gendered power in relation to sexuality through an analysis of the different ways women and men talk about organizational changes and what these changes mean in their daily work environment. Through a focus on a unique setting, this project seeks to reveal how shifting workplace dynamics in the multinational corporation (re)shape the meanings of masculinities and femininities in the workplace and the type of worker needed to confront the demands of global capitalism.

Each year the Humanities Center sponsors a Faculty Fellowship Competition on a specific theme. This year's theme was "Gender and Sexuality." Fellowships provide Wayne State University faculty with funding to help pay for expenses related to their research projects, including travel, research assistance, salary and fringe benefits. Awarded Fellowships average \$6,000 and recipients are expected to participate in the annual Faculty Fellow's Conference held the following spring. Below are brief descriptions of the projects that were selected for funding for the 2010-2011 academic year.

Simone Chess

Assistant Professor

English

Where's your Man's Heart Now?: Male to Female Cross-dressing in Early Modern Literature

This book project, "Where's your man's heart now?: Male to Female Cross-dressing in Early Modern Literature," begins with a question: What are we to make of the repeated and often ignored phenomenon of male-to-female cross-dressing—instances where fictional male characters dress as and pass for women for sustained periods of time in early modern texts? Toward the end of answering this question, the book examines male-to-female (MTF) cross-dressing in more than 30 canonical and less-familiar texts from between 1580 and 1650, texts that include drama, poetry, cheap print ballads and pamphlets, and prose romances. By reading this large case set of very varied texts as a group, connected for the first time through the theme of cross-dressing, I am able to trace the unexpected and exciting patterns that emerge when wide-ranging texts are framed in conversation with one another. The patterns that I find in these conversations among texts developed into my book's chapters, written across texts, genres, authors, and even chronology, in which I argue that writers in early modern England continually return to the figure of the male to female cross-dresser as a way to interrogate systems of gender, explore erotic possibility, police the body, and undermine economic systems.

Gender and Sexuality Faculty Fellowships Competition

John Corvino

Associate Professor
Philosophy

*Two Halves of Humanity: On the Definition Argument
Against Same-Sex Marriage*

A common argument against extending marriage to same-sex couples is that a same-sex relationship cannot be a *marriage* by definition. The idea is that gender complementarity is essential to our understanding of marriage, the nature of which is to bring together the "two halves of humanity" in a conjugal union which provides the best environment for any resulting children. According to this view, whatever else we might want to say or do about same-sex couples, they simply cannot constitute a marriage.

In this project, Corvino proposes to examine and evaluate this argument—or more precisely, this set of arguments, as he contends that there are several distinct forms of it.

Anne E. Duggan

Associate Professor
CMLLC

*The Queering of the French Revolutions: Lady Oscar
and the Tradition of the Girl-Soldier*

"The queering of the French Revolution" will constitute the fourth and final chapter of Anne Duggan's book project entitled *Enchanting Subversions: Class, Gender, and Sexuality in the Fairy-Tale Cinema of Jacques Demy*. She has received an advance contract from Wayne State University Press for the book, with a December 1, 2010 deadline for submission of the completed manuscript. For chapter four, she plans to carry out final research for two weeks at the Cinémathèque française (Paris, France) in May 2010, most importantly in order to examine films related to the chapter that are inaccessible in the US. She will complete chapter four over the course of Summer 2010.



Jaime Goodrich

Jaime Goodrich

Assistant Professor
English

*Faithful Translators: Gender, Religion, and Translation in
Early Modern England*

Jaime Goodrich is current researching a book project entitled *Faithful Translators: Gender, Religion, and Translation in Early Modern England*. Her book project examines the ways that early modern Englishwomen's translations of religious works intervened in the major cultural upheavals experienced by Tudor and Stuart England, including the Henrician break with Rome and Elizabethan calls for international Protestantism. *Faithful Translators* calls for a reconsideration of the apparent simplicity of "faithful" translators, reconfiguring our understandings of authorship, translation, women writers, and the public and private spheres themselves.

Gender and Sexuality Faculty Fellowships Competition

Annie C. Higgins

Assistant Professor
CMLLC

*Exchange and Gender: Tell the Women at the
Battlefields*

Annie Higgins will conduct research on gender and identity for a chapter of her book, *Secession and Identity in Early Islam: Redefining the Kharijites and their Challenge to the Umayyads*. Since the seventh century A.D., the Kharijites have been categorized as Muslim secessionists, and subsequently called heretics, dissidents, and even Al-Qaida prototypes. But they called themselves Shurat, Exchangers, deriving their name from a Quranic verse about self sacrifice. Higgins lets the Shurat women speak through their poetry, questioning the worth of war, navigating beyond traditional assumptions of gender and literary genre, and defining their group's identity. This book chapter seeks to redefine our conceptions of women's roles in shaping cultural expression and social criticism in early Islam.

Xavier Livermon

Assistant Professor
Africana Studies

*Querr(y)ing Freedom: Black Sexual Citizenship in
Post-Apartheid South Africa*

Arguing that liberation is as much a socio-cultural construct as it is a political or economic one, in this project Livermon examines the concept of freedom in post-apartheid South Africa through the lens of black queer bodies. The project examines performance and popular culture as a means to trace the contested terrain of queer sexuality in contemporary South Africa, particularly its intersection with class and race. Essentially a critique of the ways in which South African liberation has been explicitly and implicitly configured as heteropatriarchal, the project explores how black queer bodies test the limits of freedom and liberation, exposing both the possibilities as well as contradictions of the post-apartheid state.



Xavier Livermon

Jennifer Sheridan Moss

Associate Professor
CMLLC

Plutarch's Invention of Cleopatra

In "Plutarch's Invention of Cleopatra" I will investigate the legitimacy of using Plutarch's *Life of Antony* as a source for the historical Cleopatra. Plutarch chose to portray Antony as an exemplar of a fall from grace, a great man who, though various personality flaws, did not live up to his potential. Cleopatra, who dominates the biography, is a literary invention of Plutarch, a scintillating concoction of stereotypes, misogyny, and tabloid journalism, created to explain the otherwise incomprehensible failures of Antony. The use of Plutarch as a primary source for Cleopatra, therefore, is questionable at best.

Gender and Sexuality Faculty Fellowships Competition

Marsha Richmond

Associate Professor
History

Sex and Gender Viewed through the Lens of Three 20th Century Women Geneticists

After the rediscovery of Mendel's laws of heredity in 1900, early advances in the new field of genetics came through the study of sex determination. The remarkable fact that organisms come in two different forms—males and females—produced in roughly equal numbers led biologists to believe that sex determination might simply be the result of Mendelian segregation of “sex factors” lying on the chromosomes. Yet sex determination proved to be much more complicated than initially expected. While hermaphrodites had long been recognized, biologists also soon had to contend with other unusual sexual morphs, most notably “intersexes”—individuals born male or female that could be transformed through time into the opposite sex. Was sex thus not “determined” but a fluid biological category? In the 1920s and 1930s, as these discoveries were unfolding, a number of women geneticists—among the first generation to receive advanced degrees in biology—flocked to sex studies. This paper will explore the work of three leading figures—Lilian Morgan, Anna R. Whiting, and Sally Hughes-Schrader—to examine ways in which women in the New Deal era may have been drawn to a biological study of sex determination as a way of reflecting on contemporary discussions of gender based on an essentialist interpretation of sex.



Marsha Richmond



Doug Risner

Doug Risner

Associate Professor

Maggie Allesee Department of Dance

Dance, Gender and Sexuality: Dancing Boys' Lives in Heterocentric Culture

This fellowship will support qualitative data gathering and analysis, as well as completion of theoretical portions of Risner's forthcoming book, *Dancing Boys' Stories: Case Studies of Moving, Meaning and Motivation* (Cambria Press, 2012). The book-length study focuses on the lived experiences of young males in western theatrical concert dance, an underserved and under-represented population in heterocentric culture in the United States. Structured in a longitudinal, multiple case-study format, the book extends the findings of Risner's national study of boys and young adult males in pre-professional dance training (*Stigma and Perseverance in the Lives of Boys Who Dance*, 2009). Central to the project is the development of theoretical frameworks for understanding qualitative data from male dance experience including: stigma and social rules (Goffman 1965; Falk 2001; Dorais 2004); mobbing theory (Leymann 1996); social isolation (Becker 1963; Bauman 1991; Williams 2003); and stigma-reactive personalities (Dorais 2004).

Working Groups

The Working Groups program is designed to promote collaborative and innovative research among Wayne State University faculty members. Each group consists of faculty from different disciplines and may include graduate students as well.

Working Groups meet regularly throughout the year for scholarly interaction as well as to plan special events such as guest lectures and colloquia. This year, the Center supported Working Groups by scheduling meeting space and providing up to \$800 for speakers, supplies, or other organizational needs. The following reports were received from supported Working Groups.



Helen L. DeRoy Auditorium

Arts Pedagogy and its Technologies

Core Members:

Mary Anderson

Assistant Professor, Theatre

Douglas Risner

Associate Professor, Dance

Julie Klein

Professor, English

The working group on *Arts Pedagogies and its Technologies* was created as a forum for emerging research on the experiences, observations and challenges associated with teaching the creative and performing arts in online and hybrid environments. Working group members Doug Risner, Julie Thompson-Klein, Jesse Merz, Matt Foss, Greg Bailey and Mary Anderson met formally throughout the year to share research in-progress and to exchange feedback that would help bring the research to publication. Presentation topics included: “Unlearning” How to Teach; Ethnicity, Gender and Participation in the Arts; Gender and Online Learning; Using Skype for Performer Training and Mediated Performances; The Function of “Poor” Technologies in the Theatre Classroom and; Using Social Media to Develop Student Playwriting Skills. Working group presentations have led to a paper delivered at the WSU Digital Humanities Collaboratory and a panel convened for the Mid-America Theatre Conference. The group, which will expand its membership for 2010-11, is currently developing a proposal for an edited volume that will examine the impact of progressive technologies on teaching and learning in the arts.



Fine, Performing & Communication Arts, Frederick Linsell House

Working Groups

Early Modern Studies: Gender and Sexuality

Core Members:

Jamie Goodrich

Assistant Professor, English

Laura Estill

Graduate Student, English

Anne Duggan

Associate Professor, CMLLC

Renuka Gusain

Graduate Student, English

Jose Rico-Ferrer

Assistant Professor, CMLLC

During the past academic year, the Group for Early Modern Studies (GEMS), centered itself on a *theme of dis/order* in the early modern period. Members from a number of departments (CMLLC, English, and History) met twice a month in a conference room scheduled by the Humanities Center to discuss ongoing research on this theme. GEMS also remained a welcoming space for graduate students to share their work. GEMS meetings therefore continued to be a valuable space for members to discuss their current projects, explore common interests, and think about future research.

On April 23, we held a *one-day symposium* on the topic of **Dis/order**, a truly interdisciplinary event that brought together our local GEMS members, other WSU faculty and students, and the larger scholarly community within the region. By holding a symposium rather than a traditional conference, we stay true to our mission of mentoring and encouraging graduate student growth; graduate students participated in the conference as co-equals with GEMS faculty and the invited speakers. Finally, our symposium raised the profile of Wayne State and the Humanities Center by establishing our group as a major player in the early modern field within the southeastern research corridor.

In sum, we feel that the 2009-2010 academic year has been an incredible one for GEMS; only in our second year, we are proud of our accomplishments and excited about future programming and opportunities.

Research Issues in Language Program Direction: Exploring Implications of MLA Report

Core Members:

Kate Paesani

Associate Professor, CMLLC, Linguistics Program

Cathy Barrette

Associate Professor, CMLLC, Linguistics Program

Laura F. Schneider

Lecturer, CMLLC, Italian

Alina Klin

Senior Lecturer, CMLLC, Polish

This academic year, our working group met five times in the Humanities Center seminar room. At each of our meetings we discussed a reading related to the 2007 report of the MLA Ad-Hoc Committee on Foreign Languages, "Foreign Languages and Higher Education: New Structures for a Changed World." These discussions focused on the relationship between the published research and issues specific to language program direction, communication between language program directors and other language faculty, and curricular reform. Currently, we are focusing on the link between the curricular issues in introductory language programs and their impact on and relationship to advanced-level instruction.

Overall, our working group meetings have been productive. It has been beneficial to discuss curricular issues with directors of different types of language programs (e.g., large vs. small) to identify commonalities and differences and to pinpoint areas for curricular reform and increased communication.

Working Groups

Regions of Practice: Poetics Across Languages

Core Members:

Barrett Watten

Professor, English

Charles Stivale

Distinguished Professor, CMLLC

Lisabeth Hock

Associate Professor, CMLLC

We submitted successful proposals to constitute a program-based and online network of scholars, writers, and students working on poetics in multiple languages and traditions in various regions and sites. The core concept of this framework for inquiry and programming is “region,” seen as a site of artistic and cultural production and a trans- or postnational geographical area (or pattern of dispersion) as it bears on poetic production. Such a program was envisioned as a multi-year possibility, requiring open and flexible planning to take advantage of opportunities that may be realized at the level of funding available. The Humanities Center provided crucial support for the initial events to extend the concept of “region” into a consortium to support activities in poetics across Southeastern Michigan, sharing support for visiting scholars and writers. The working group in 2009–10 established an online listserv of group participants (24 members), with partners at Eastern Michigan University, University of Windsor, and Ithaca College, N.Y. We organized a very successful off-campus event with the Museum of Contemporary Art, Detroit (MOCAD): a reading of Mexican experimental feminist poets Dolores Dorantes and Laura Solórzano, with their translator Jen Hofer and a panel discussion on the poetics of translation (October 2009). We also presented a well-attended on-campus “live film narration” performance (otherwise known as “Neo-Benshi” for its East Asian origins) featuring San Francisco Bay Area poet Stephanie Young, cosponsored by the Film Program at WSU, at the Welcome Center Auditorium in (November 2010).

Rethinking Globalism

Core Members:

Alex Day

Assistant Professor, History

L. Todd Duncan

Senior Lecturer, English

Carla Harryman

Senior Lecturer, English

Elena Past

Assistant Professor, CMLLC

The group’s participants, who come from various disciplines in the humanities, arts, and social sciences, all share an interest in many of the global themes that resonate locally: capitalism, work, race, and the unfulfilled promise of modernity. Exploring the question of whether Detroit is simply a singular exception among contemporary American cities or rather a representative of the global challenges of modern urban societies, this working group attempts to provide a unique environment and vantage point to think through various problems in the history and theory of globalism. “Globalism” we define simply as the critical position of thinking about local problems in a global frame; “globalization,” by contrast, is an economic and political process of international integration. The group met about four times each semester as a reading group. This year we devoted particular attention to two current, interrelated moments of crisis: the global economic crisis and the crisis in higher education in the USA.

We were particularly excited to bring in two major speakers, Chris Connery (UC-Santa Cruz) and Kevin Floyd (Kent State). Both gave vibrant, well-attended public talks (on “Revolutionary Intellectuals and the World Sixties” and “Unthinking the Future: Death, Utopia, and Childhood in Edelman and Adorno”), as well as seminars that offered an intensive discussion of pre-circulated work.



Old Main

Working Groups

Science and Society

Core Members:

Marsha Richmond

Associate Professor, History

William Lynch

Associate Professor, History

Al Saperstein

Professor, Physics and Astronomy

The Working Group on Science and Society (WGSS) has been supported by the Humanities Center for the past eight years. This support has enabled a cohort of individuals from different departments across the campus to share their mutual interests in the impact of science on the development of society. The WGSS has been extremely active this year, involved in a major year-long university-wide themed focus on environmental studies, entitled the Year of the Environment, 2009-2010. Speakers were drawn from units throughout the campus—from humanities, social science, education, and science—as well as one from the community, and lectures were well attended. In addition, the WGSS continued the 2009 Year of Darwin commemoration in the Fall by sponsoring two talks. Funds to bring the outside speakers to campus were provided by the award kindly given to the WGSS by the Humanities Center. Finally, the WGSS was a co-sponsor, along with Sigma Xi and the Center for Peace and Conflict Studies, of a lecture by Laurie Mazur, editor of *A Pivotal Moment: Population, Justice and the Environmental Challenge* (2009), along with Kim Lovell (Sierra Club Population Program) and Lemuel Vega (GoJoven.org), on 13 April.

A Palestinian-Israeli public assembly and the American Black Church

Core Members:

Sapir Handelman

Visiting Professor, Center for Peace and Conflict Studies

Ronald Brown

Associate Professor, Political Science

Fred Pearson

Director, Center for Peace and Conflict Studies

During the academic year Sapir Handelman, Fred Pearson and Ronald Brown worked on a manuscript, *A Palestinian-Israeli public assembly, and the American black church: Two grassroots efforts to build the foundations of a decent social order*. This paper was presented on April 25, 2010 at the Mid West Political Science Association meeting. Having access to the internet, office paper and the copier made it easy for us to download articles from the WSU library databases and print them in the office. On average, we met about once a month but in April, we meet approximately once a week. The working group is considering presenting our findings to the broader WSU community in the fall semester.



View of the Fischer Building from Wayne State Campus

Open Competition

Eugenia Casielles-Suárez

Associate Professor, CMLLC

English and Spanish in Contact: A Case Study of Lexical and Morphosyntactic Bilingual Development

The goal for this project is to complete a book-length study of lexical and morphosyntactic bilingual development. Despite the predominance of bilingualism in the world, most language acquisition studies have been concerned with monolinguals. Recently, however, attention has shifted to children who are simultaneously acquiring two or more languages. This is not only due to a growing awareness of our ever more globally-oriented world, but also to the fact that bilingual children are ideal subjects for cross-linguistic studies, since with them we can control otherwise interfering factors such as cognitive development, personality, cultural differences, etc. (Slobin 1997). From this perspective, the study of bilingual first language acquisition (BFLA) provides an innovative way to look at language acquisition in general, which is expected to break new ground in our understanding of language development and show new directions for further research.

Stephen Chrisomalis

Assistant Professor, Anthropology

Stop: Toutes Directions: Linguistic ideologies and Identities in Montreal stop signs

Stop: Toutes Directions is an investigation of bilingualism in stop signs in Montreal, Quebec, Canada, to be produced as an edited volume with the aid of six student researchers. This project contributes to several fields in the humanities, including linguistic anthropology, semiotics, material culture studies, epigraphy, Canadian studies, sociolinguistics, and urban studies. The intention is to publish findings both in print and to the Web.

Liette Gidlow

Associate Professor, History

Visualizing Democracy: Presidential Campaign advertisements and the Remaking of American Citizenship, 1952-2008

What does democracy—literally—look like? With the popularization of television in the 1950s, this question was being answered anew as visual conventions developed in newspapers and magazines, film, and newsreels were being adapted to the small screen and put to new purposes, among them televised

The Humanities Center strives to be as open and inclusive as possible in its annual competitions, and to offer a variety of rich and broad themes and topics; but the Center also recognizes that some themes or topics may inadvertently exclude important and exciting research at critical moments in their development. The intent of the "Open Competition" grant is to compensate for these unavoidable eventualities. This year, the Humanities Center awarded the Open Competition Grant to four scholars in four different disciplines. Abstracts of the projects are presented on this page of the report.

presidential campaign advertising. In my current book project, *Visualizing Democracy: Presidential Campaign Advertisements and the Remaking of American Citizenship, 1952-2008*, I analyze these televised ads in order to investigate the complex and changing relationships between political culture, consumer culture, and citizenship in the late twentieth-century U.S. Presidential campaign ads, I argue, constitute civic narratives about America's democratic practices that helped to remake ideas about national identity and citizenship even as the Cold War, 1960s freedom movements, and globalization shifted the political contexts in which Americans found themselves.

Gwen Gorzelsky

Associate Professor, English

Word and Spirit: Literate Practices for Personal Change and Social Transformation

Professor Gorzelsky is writing a book that uses historically situated textual analysis and qualitative research to examine the work of Vietnamese Zen teacher Thich Nhat Hanh. She analyzes how his work embeds a set of "literate practices," which scholars define as reading, writing, discussion, and the interpretation and use of written texts. Such uses involve understanding or addressing circumstances outside the text. For instance, literate practices include using written descriptions of medical conditions to assess one's health, reading news articles on finance to make investment decisions, and using spiritual texts to manage personal crisis. Analyzing the nature, function, and effects of such practices is a central goal of literacy studies, a cross-disciplinary field that encompasses work from anthropology, history, composition/rhetoric, education, and psychology. Her study addresses the field's long standing concern with whether and how literacy can contribute to social justice.

Graduate Student Travel Awards

The Humanities Center annually budgets funds to encourage graduate students in the humanities and the arts to present their research or artistic work at national conferences and exhibitions. To apply for this funding, graduate students must include a personal statement indicating how presenting their work will help them further their understanding of the topic and help their academic or future professional careers. Graduate students outside the humanities are also free to apply if their talks are of particular interest to scholars in the humanities and the arts. The Center offered up to \$300 in travel assistance to successful applicants.

Fall 2009 Awardees

Laura Corruncker

Anthropology
The American Anthropological Association 2009 Annual Meeting
Experiences and Practices Related to the Criminalization of Immigration in the Context of Mexico-U.S. Migration

Julien Labro

Music
Djangofest Northwest 2009
A Gypsy Jazz performance by the band, *Hot Club of Detroit*

Michael Ristich

English
The Rethinking Marxism: New Marxism Times Conference
Forgotten Sympathizer, or the Rhetoric of Sympathy

Dolly R. Tittle

CMLLC
The "Memory and Transgression" conference sponsored by the Department of Hispanic Languages and Literatures at the University of Pittsburgh
Spanglish en When I was Peurto Rican y Caramelo: Denigracion e Identidad en los Cambios de Codigos

Winter 2010 Awardees

Carole Lyn Piechota

English
The Society for Film and Media Studies Conference
Touching Sounds: Audiovisual Aesthetics in Contemporary Cinema

Laura Estill

English
Renaissance Society of America
Early Modern Approaches to Playwrights, Print, and Plays

Brigid Waldron-Perrine

Psychology
38th Annual Meeting of the International Neuropsychological Society
Predicting Functional Outcome After TBI: Unique Contributions of Facets of Religion/Spirituality

Amy Goldmacher

Anthropology
The Society for Applied Anthropology Conference
New or Old Forms of Undergraduate Anthropology Education

Summer 2010 Awardees

Michelle Kustarz

English
International Medieval Congress (IMC)
"On what maner he myght dyscrivyn hit aryght": Tundale, Monsters and the Mappaemundi

Chasity Bailey-Fakhoury

Sociology
2010 Society for the Study of Social Problems (SSSP) Annual Meeting
Gender, Privilege, and Old Age Pensions: Archival Research on How Formerly Well-Off Women and Men Experience the Receipt of Aid During the Great Depression

A Look Ahead: 2010-2011 Activities

2010 Fall Symposium

*The Advisory Board of the Humanities Center invites WSU faculty to propose papers that address the ideas inherent in the concept of *bildung*, explicated below.*

We encourage scholars and artists in all humanities and arts disciplines to submit papers from which a selection will be drawn for discussion at the Center's Fall Symposium, tentatively scheduled for November 19, 2010. Proposals should include the name, rank and affiliation of the proposer, along with a title and short abstract.

Bildung in the 21st Century

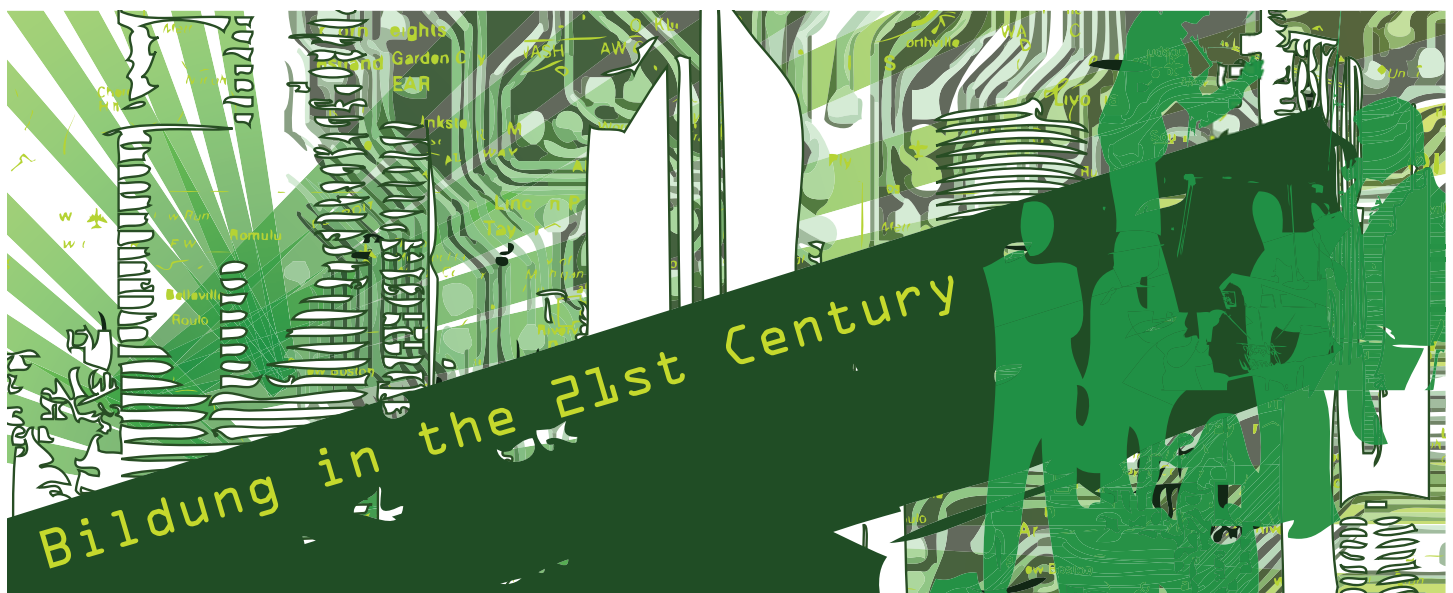
Bildung, like *Zeitgeist* or *Weltschmerz*, is one of those irreducible German words that have been untouched by translators. While originally used to refer to learning—as distinct from education—and to foreground the spiritual and/or aesthetic sides of life, *Bildung* is today largely employed to designate the social function of education. Yet, where education has a function, furthering the acquisition of knowledge, skills, and competencies that fulfil the needs and requirements of the day, *Bildung*, in contrast, is a value in itself: contemplation moving beyond the necessity to survive. In short, if education is on the side of preparing for work and social life beyond school, *Bildung* is on the side of individuality, ethics, and spiritual independence. Indeed, if education is for now, *Bildung* is for ever.

In light of the growing corporatization of higher education, in which colleges and universities increasingly function as a “competency-producing” industry that primarily serves post-industrial demands for a flexible workforce, what role, if any, can *Bildung* play in 21st century public education? If there is no one-to-one correspondence between educational input and learning output, do we (not) need to resurrect *Bildung* in our efforts to assist today’s college students in developing critical, ethical, and aesthetic abilities, over and above rapidly superannuating skills and competencies? Or is *Bildung* an elitist and outdated concept of the past, an irrelevant by-product of a sociopolitical situation that is effectively over and done?

Scholars interested in this subject might consider the philosophical, theoretical, legal, socio-economic or historical influences on higher education in this century compared to previous centuries; examine the purpose and value of a college education in the early 21st century; argue the role of “alternative” schooling that challenges (successfully or not) the corporate demands on education; de- or re-construct the term *Bildung* and its assumptions; or examine places in American culture where *Bildung* is alive and well.

The Humanities Center invites proposals from all disciplines on any or all aspects of *Bildung* in contemporary higher education.

Deadline: May 31, 2010



A Look Ahead: 2010-2011 Activities

Brown Bag Colloquium Series

The following faculty have volunteered to give talks in the 2010-2011 series.

- Lisa Alexander**, Assistant Professor, Africana Studies, Title TBA
- Mary Elizabeth Anderson**, Assistant Professor, Theatre
Walking Against the Traffic, Standing Still in the Median: Spatializing Street Performances in Detroit
- Robin Boyle**, Professor and Chair, Geography and Urban Planning
Reimagining Detroit: A report Card
- Frances Brockington**, Associate Professor, Music, Title TBA
- James G. Brown**, Coordinator of Visual Arts, Education
The effects of racism and oppression on the Arts of the Garinagu of Central America
- James J. Brown**, Assistant Professor, English
Rhetoric and Software Studies
- R. Khari Brown**, Assistant Professor, Sociology
Religion and Racial Segregation Attitudes
- Ronald Brown**, Associate Professor, Political Science, Title TBA
- Krista M. Brumley**, Assistant Professor, Sociology
Social Movement Success? The Case of Two Coalitions in Mexico
- Simone Chess**, Assistant Professor, English, Title TBA
- Robert Diaz**, Assistant Professor, English, Title TBA
- Norah Duncan IV**, Associate Chair, Music, Title TBA
- Bill Gaskins**, Media & Technology Professor, College of Art, Media & Technology, and the College of Art and Design Theory and History at Parsons The New School for Design in New York, Title TBA
- Antonia Gonzalez-Prendes**, Assistant Professor, Social Work
Understanding the experience and expression of anger: A cognitive-behavioral perspective
- Jamie Goodrich**, Assistant Professor, English, Title TBA
- Janet Hankin**, Professor and Interim Chair, Sociology, Title TBA
- Jacalyn Harden**, Assistant Professor, Anthropology
Confessions of an Asiatic Black Anthropologist
- Bill Harris**, Professor, English
Book presentation of *Birth of a Notion; Or, The Half Ain't Never Been Told*
- Peter Manfred Hoffmann**, Associate Professor, Physics
Can life be explained by physics? - a physicist's view of the reductionism versus holism debate
- Robert Holley**, Professor, University Libraries
Are Faculty Buying Their Own Books? Implications for Scholarship and Libraries
- Ollie Johnson**, Associate Professor, Africana Studies
Black Politics in Latin America
- Loraleigh Keashly**, Associate Professor & Director, Communication
Why can't we all just get along?: Incivility and hostility among the professoriate
- Thomas Killion**, Associate Professor, Anthropology
The Curious Case of the Cave Valley Mummies, Chihuahua Mexico: Native American Repatriation in an International Context
- Eunjung Katherine Kim**, Assistant Professor, Philosophy
Are human rights neutral between different worldviews?
- Thomas Kohn**, Assistant Professor, CMLLC
Stage Directions in Parenthesis in Roman Epic
- Sharon F. Lean**, Assistant Professor, Political Science
Civil Society & Electoral Accountability in Mexico
- M.L. Liebler**, Senior Lecturer, English
Working Words: Kicking Out the James & Punching the Clock
- Lisa Maruca**, Associate Professor, English, Title TBA
Pedagogy and Property: An Eighteenth-Century Bookseller Reforms Education
- Eldonna May**, Adjunct Faculty Member, Music
Family Values Re-visited: A Critical Analysis of Lukas Foss' "The Prairie" at the Hawaii
- Todd Meyers**, Assistant Professor, Anthropology, Title TBA
- Jennifer Sheridan Moss**, Associate Professor, CMLLC, Title TBA
- Geoffrey Nathan**, Associate Professor, English, Title TBA
- Greg Novack**, Assistant Professor, Philosophy, Title TBA
- Delila Owens**, Assistant Professor, Theoretical & Behavioral Foundations/Education
Girl Talk: African American High School Female Adolescents Discuss the Social Issues They are Facing
- Donyale Padgett**, Assistant Professor, Communication, Title TBA
Service Learning and the Public relations C
- Elena Past**, Assistant Professor, CMLLC
Italian Cinema On the Margins of Nations and Species
- Monte Piliawsky**, Senior Lecturer, Theoretical & Behavioral Foundations/Education
Racial Politics in the Obama Era
- Jeff Pruchnic**, Assistant Professor, English
On the Ends of Species: Synthetic Life
- Katherine Quinsey**, Head, Department of English Language, Literature, and Culture, University of Windsor
Under the Veil: Feminism and Spirituality in Cavendish, Behn, and Dryden
- Ruth Ray**, Professor, English
Hard Times in Frank Murphy's 'Great City of Plenty': Lessons on Old Age from Depression Era Detroit
- John Richardson**, Chair, Art & Art History, Title TBA
- Alvin Saperstein**, Professor, Physics
Scientific Climate Debate
- Roslyn Abt Schindler**, Associate Professor, CMLLC, Title TBA
Romanticism and Social Class
- Michael H. Scrivener**, Professor, English,
Romanticism and Social Class
- Robert Allen Sedler**, Distinguished Professor, Law, Title TBA
- May Seikaly**, Associate Professor, CMLLC, Title TBA
- Mary Cay Sengstock**, Professor, Sociology
The interaction of ethnic communities and the dominant community in responding to people from mixed ethnic or racial backgrounds
- Steve Shaviro**, Professor, English, Title TBA
- Emery Stephens**, Assistant Professor, Music, Title TBA
- David Strauss**, Dean of Students, Title TBA
College student development and social networking media... Why students participate, what dangers lurk, and strategies for educating students on proper use
- Sarah Swider**, Assistant Professor, Sociology
Understanding China's growing informal labor market
- Monica Tracey**, Associate Professor, Education
Cross cultural pedagogy in Dubai
- Terese Volk Tuohey**, Associate Professor, Music
Music in Industry, 1900-1940
- Anca Vlasopolos**, Professor, English, Title TBA
Poetry reading of "Cartographies of Scale (and Wing)"
- Ken Walters**, Associate Professor, CMLLC
Connections between ancient classical and modern American coin depictions
- Jennifer Willet**, Assistant Professor, Visual Arts
BIOART: interdisciplinarity as interference
- Kidada E. Williams**, Assistant Professor, History
Silencing Black Women's Runaway Tongues: Domestic Tensions and Gender-based Violence in Post emancipation Big Houses
- Derrick Willis**, Adjunct Faculty, Anthropology
Bio-Cultural Understandings of fatherhood and Birth Outcomes
- Margaret E. Winters**, Professor and Chair, CMLLC, Title TBA
- Kelly Young**, Assistant Professor, Communication
The Ghost of Moby-Dick and the Rhetorical Haunting of the Ninth Court

A Look Ahead: 2010-2011 Activities

Open Competition Grant

The Humanities Center strives to be as open and inclusive as possible in its annual competitions and to offer a variety of broad themes and topics. However, the Center also recognizes that some themes or topics inadvertently might exclude important and exciting research at a critical time in its development. The intent of the "Open Competition" grant, then, is to compensate for these unavoidable exclusions.

Criteria

The proposed project:

- Makes an interdisciplinary and innovative contribution to the humanities or arts.
- Does not conform to guidelines for other competitions sponsored by the Humanities Center
- Is at a critical point in its development toward publication

Eligibility

All WSU full time faculty are eligible to apply.

Funding

The Center will fund up to three (3) projects up to \$4,000 each.

Application

Each application must include the following:

- A narrative describing the project and indicating clearly and in detail how this project will contribute to the humanities (maximally six pages, double spaced). The narrative should emphasize, in particular, why support is needed at this particular time in the project's development, including plans for publication. Some attention should be given to why this project is not eligible for other Humanities Center or university competitions.
- A budget with a succinct explanatory narrative
- An updated CV

Deadline

Deadline for proposal to be funded during the 2010-2011 academic year is **November 12, 2010**.

Fifteen (15) copies of the application and CV should be sent to:

Attn: Walter F. Edwards, Director
2226 Faculty/Administration Bldg.
Wayne State University
Detroit, MI 48202



A Look Ahead: 2010-2011 Activities

2010 Faculty Fellows Competition

The Humanities Center sponsors an annual Faculty Fellowship Competition on a specific theme. Fellowships provide Wayne State University faculty with summer funding to help pay for expenses related to their research projects including travel, research assistance, salary and fringe benefits. Typical awards are \$6000. All WSU full-time faculty in the humanities, arts, and related disciplines are eligible to submit proposals, except those who have received funding from the Center within the last two years.

2011-2012 Theme: The Post-Racial Era?

Since the election of President Barak Obama, the popular press has advanced the idea that the United States is now in a “post-racial” era. Yet this media construction may obscure actual race relations in society. For example, although the United States is becoming more diverse and multi-racial with increased Asian and Latino populations bringing their own cultural and racial diversity, national policies governing immigration and recent legislation in some states against Affirmative Action reflect continued resistance to racial diversity.

From a scholarly perspective, the idea of a “post-racial” era must be critically examined historically and socially. Perceptions about race and racism have always shifted temporally and spatially. Race has been operative in this nation since its inception, and aspirations to redraw the color-line, which W.E.B. Du Bois dubbed *the project* for the new 20th century, are hardly new and not the sole property of the US mass media. Race is a social construction, and so is the “post-racial” era. With these considerations in mind, can we say that America has reached the point where it can be truly post-racial? What are the global implications?

In addressing this question, we must consider that attitudes differ depending on one’s class, as well as race, the latter complicated by recent redefinitions, such as “biracial,” “multiracial,” or even Tiger Woods’ invention “Cablinaisan.”

It is also likely that the term “post-racial” conceals as much as it reveals by announcing a new era, a radical change, betokened by the accession to the highest office of a new and different kind of leader. Yet who



uses the term and for what purposes? What does it reflect (or ignore) about race, race relations and racial discriminations? Does post racial mean post racist?

What can intellectuals across the disciplines bring to an interrogation of “post” and “racial,” terms that are both academic and widely used in the media? Is the “post” in post-racial the same as the post in “post-modern”? Is the “post” in post-racial the same as other *postings* that signify that time has moved beyond the past and that “master narratives” – including the narrative that “race matters” -- are, for good or ill, past history?

Deadline: April 15, 2011

Codicil: In the Winter semester 2011 the Director, Walter Edwards, will be on administrative leave completing two research projects. During that time Professor Al Cobbs of CMLLC will be acting Director.



HUMANITIES CENTER

*Bringing Humanists Together
for Collaborative Research*



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2009-2010 Annual Report
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Edited by Jennifer Leonard