



# HUMANITIES CENTER ANNUAL REPORT 2010-2011

BRINGING HUMANISTS TOGETHER FOR COLLABORATIVE RESEARCH



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**HUMANITIES CENTER MISSION STATEMENT**

The mission of 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 2010-2011 OVERVIEW

This year's message comes from Walter Edwards, the Director, and Alfred Cobbs who was the Acting Director in the winter semester during which the director was on leave. We are pleased to report that the Center had a quite active year with both new and continuing projects. We hope the overview below serves to encourage you to read the fuller summaries that follow in the rest of this booklet.

In terms of new projects, we are delighted to report the inauguration this year of a Humanities Center Doctoral Dissertation Fellowship jointly sponsored by the Humanities Center and the Graduate School. This new fellowship offers a \$15,000 stipend to the recipient, in addition to health insurance coverage. This is by far the most generous award we give to students. We are very thankful to the Graduate School and to its former dean Mark Wardell for participating in this wonderful collaboration. It helped us identify an outstanding doctoral candidate in Debbie Smith from the Communication Department as the first recipient.

In the fall of this academic year we received the funds from the Marilyn Williamson endowment gift that we announced last year. This very generous bequest of approximately \$600,000 will endow an annual Marilyn Williamson Distinguished Faculty Fellowship award valued about \$20,000, beginning in 2013. We anticipate that this competitive fellowship will inspire excellent research and creative endeavors from Wayne's faculty and help our university enhance its scholarly reputation nationally and internationally. We again thank the Williamson estate for its magnanimity.

The rest of this overview will limn the Center's conferences, Resident Scholars' Program and Brown Bag colloquia to illustrate that our programs support our goals. But we also encourage readers to review the reports on our Working Groups and Graduate Travel programs to see that they too support our mission.

As usual, our most visible public events were our Fall Symposium and our spring Faculty Fellows Conference. Both forums were richly interdisciplinary and multidisciplinary events which allowed scholars from a variety of disciplines within the humanities, social sciences and the arts to exchange ideas, discuss theories and examine data. The keynoters were distinguished scholars invited from other universities; the other speakers were our own outstanding faculty. The theme of the Fall Symposium was "Bildung in the 21st Century" and the Faculty Fellow Conference was on "Gender and Sexuality." The keynoters for the Fall Symposium were Liliane Weissberg (Arts and Sciences, University of Pennsylvania), who presented a short history of the German term "Bildung" in its cultural-historical context; and Paul Bové (English, University of Pittsburgh), who discussed the adaptation of the term to humanistic education in the American cultural context. The WSU presenters at the symposium were drawn from the departments of English, Sociology, Library Science, and CMLLC). Their papers examined "Bildung" from historical, political, cultural and social perspectives. At the Faculty Fellow Conference seven WSU faculty members presented papers. Krista Brumley (Sociology) discussed the workplace expectations of women as compared to those of men in two large factories in Northern Mexico; Jaime Goodrich (English) talked about subversive translations by nuns in early modern England; Marsha Richmond (History) recounted the struggles of three female American geneticists to establish a place for women scientists in the academy; Xavier Livermon (Africana Studies) presented his views on black sexuality and citizenship in post-apartheid South Africa; Jennifer Moss (Classics) foregrounded Plutarch's invention of Cleopatra; Anne Duggan (French) made a case for the ambiguous gender position of the character of Lady Oscar in the film by the same name made by the queer film director Jacques Demy; and , Annie Higgins (Near Eastern Studies) examined selected poems by religious dissident Arab women in the 7th and 8th centuries. The keynoters for the conference were Michael Kimmel, a professor of sociology at SUNY Stony Brook and one of the leading researchers on men and masculinity in the world today; and Judith Roof, a distinguished professor of English at Rice University, whose work covers a range of areas on twentieth-century and contemporary studies, including theories of sexuality.

The Brown Bag Colloquium series continues to be a vital part of the Humanities Center outreach to the campus community and beyond. More than 60 faculty members in the arts, the humanities, and the social sciences from six different colleges and from the administration presented papers. The series began in the Fall Semester with a reading by Bill Harris (English) from his book manuscript, *Birth of a Notion: Or the Half Ain't Been Told*; it ended in the Winter Semester 2011 with a lecture by John Richardson (Art and Art History), who spoke on his thoughts about turning base materials into rarified pieces of sculpture from an artistic perspective. The series also included talks from two of our



Director, Walter F. Edwards



# A MESSAGE FROM THE DIRECTOR 2010-2011 OVERVIEW



Acting Director, Alfred L. Cobbs

colleagues from the University of Windsor: Katherine Quinsey (English) who lectured on feminism and spirituality in the literature of early modern England, and Jennifer Willet (School of Visual Arts) who discussed her work in bioart. The diversity of the research topics presented, and the lively discussion that followed each of the talks attest to the intellectual ferment that pulsates throughout our academic community here at Wayne State University and bodes well for the future of the Humanities Center as a catalyst for scholarly activity.

The Resident Scholars' Program continues to serve the Center's mission of facilitating interdisciplinary growth among residents while providing them with the funds and facilities to complete approved academic projects. During 2010-2011 seven scholars were in residence in the Humanities Center. Mary Anderson (Theatre) worked on projects which resulted in her giving several conference

presentations, completing articles that have been accepted for publication, and finding a publisher for her book manuscript. Ronald Brown (Political Science) centered his work on a project which explores W.E.D. DuBois's writings about the association between American patriotism and interracial democracy. Anthony Diloff (Law School) produced a scholarly article about tort law and the problem of preempted innocent threats. Daphne Ntiri (Africana Studies) studied transformative learning and adult literacy. She used transformative learning theory to discuss the intersection of self and society and how such interrelationships can play out in our lives and shape the ways in which we come to understand ourselves and others. George Parris (Education) focused his research on a critical examination of the attitudes of rehabilitation counselors towards individuals diagnosed with severe mental illnesses. Guest Resident Scholar Jillian Sayre (English) concentrated her energies on nineteenth-century American literature, with a focus on a study of mourning and sociality in early North and South American literature and on companionship and companion species in the Leatherstocking novels of James Fenimore Cooper. Charles Stivale (French) revised a previously published volume of essays, continued development of a book-length study of constructions of masculinity in nineteenth-century French narrative, and prepared a series of presentations on his research for a number of national and international conferences.

As we present this report for 2010-2011, we are grateful to all of the individuals and groups who helped to make the work of the Humanities Center possible. We would like to thank Provost Ronald T. Brown, Deans Thomas (CLAS), Seeger (FPCA), Ackerman (Law), Vroom (Social Work), Ilmer ( Education) and Yee (University Libraries) for their support of the Center. We thank members of the Advisory Board for their invaluable guidance in managing the Center. Additionally, we would like to thank the numerous faculty members who shared their expertise with the Center as Brown Bag Colloquium speakers and as participants in the Fall Symposium and the Faculty Fellows Conference. Gratitude is also due to the faculty, students, and community members who participated in our public programs this year. And last but not least, neither of us could have done the work of the HC successfully without the excellent capabilities of the Center's administrative assistant, Jennifer Leonard, and the two student assistants Emily Phonechaleun and Medha Jha. Walter Edwards would like to thank Alfred Cobbs for the outstanding work he did in managing the Center in the Winter 2011 semester.

In a period of financial cutback and calls for accountability from institutions of higher education, it is nice to know that one can find some solace in the arts and the humanities, for they certainly help to sustain us spiritually in times such as these. Thanks again for your support.

Sincerely yours,

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

Alfred L. Cobbs, Ph.D.  
Associate Professor, CMLLC (German)  
Acting Director, Humanities Center (W11)

# 2010 - 2011 ANNUAL REPORT

## 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. During the 2010 - 2011 academic year the talks were held on Tuesdays and Wednesdays. Brown Bags talks were free and open to the public.

### HUMANITIES CENTER DOCTORAL DISSERTATION FELLOWSHIP (NEW PROGRAM)

The Humanities Center and the Graduate School are proud to announce their collaboration on funding a new Humanities Center Doctoral Dissertation Fellowship beginning in the Winter 2011 Semester. This annual fellowship will award \$15,000 to a humanities or arts doctoral candidate in the final stages of writing his/her dissertation. The fellowship also includes University health insurance coverage during the winter and spring/summer semesters. The applicant must already be in the process of writing the dissertation and must complete all requirements, including the final defense, by the end of the Spring/Summer Semester 2011 or shortly thereafter. The fellowship award will be dispensed as monthly stipends between January and August. Up to three smaller awards of \$500 each could be made to other applicants at the discretion of the sponsors.

### 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. The theme of the 2011 faculty fellowship competition was 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 2011 conference theme was Gender and Sexuality.

### 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. This year's theme was Bildung in the 21<sup>st</sup> Century.

### 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.

### RESIDENT SCHOLARS PROGRAM

One of the Center's oldest programs, the Resident Scholars Program is open to all 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 our 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. Over the years, almost 60 faculty at WSU have taken part in this program.

### 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.

### 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. 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 assistance in obtaining library privileges. In return, he or she is expected to give a public lecture on his or her project.

### 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.

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**RESIDENT SCHOLARS**

The Humanities Center's annual competition for Resident Scholars in the 2010-2011 year attracted applications from across the university. Seven 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 2010-2011.



**Mary Anderson - Assistant Professor, Theatre**  
 "When the War Became a Dance: Spatializing the Rock Stead Crew in the Mental Life of the American Metropolis"

The Resident Scholar program has enabled me to dedicate time to my research and creative activity to very productive ends. Firstly, I have been able to negotiate a contract for my forthcoming book, *Meeting Places*, with Rodopi Press. Secondly, I have been able to publish several articles, create and direct two new works of theatre, and present papers at national and international conferences. Additionally, I have been able to work with my collaborator, Doug Risner, on our REP-funded study, "Transforming Urban Centers through Community-based Performing Arts: A Qualitative Study of Teaching Artists in Dance & Theatre."

Publications

Anderson, M. "Planned Obsolescence? Technologies of Performance Training in Detroit, Michigan." *Australasian Drama Studies* 57 (October 2010).

Anderson, M. "In/between/Place: Tess de Quincey's Bodyweather of the Central Desert." *Brolga: An Australian Journal About Dance* 34 (June 2011).

Anderson, M. "Laban for Student Actors: Probing Physical and Mental Limits." *Journal of Dance Education* 11.2 (June 2011).

Performances

**Hands** - director, co-creator  
 Maggie Allesee Studio Theatre  
 Wayne State University, May 2011

**The Food I Eat** - writer, director  
 Roberto Clemente Elementary School  
 Arts Academy in the Woods  
 February – May 2011

Conference Presentations

Anderson, M. "In Our Hands Now: Figuring Sustainability in the Ruin of Human Habitation" at *Staging Sustainability: Arts, Community, Culture Environment*, Faculty of Fine Arts, York University, Toronto, Canada, April 2011.

Anderson, M. and Doug Risner. Co-Convenors of Working Group "Hybrid Lives of Professional Teaching Artists in Dance and Theatre: Questions of Power in Performance, Teaching & Community Work," for *Embodying Power: Work Over Time*, American Society of Theatre Research/Congress on Research in Dance joint conference, Seattle, WA, March – November 2010.

This summer, I will complete revisions on my book manuscript, develop co-authored articles on teaching artistry with Doug Risner, and present papers at the annual conferences of the Society

of Dance History Scholars in Toronto and the Association for Theatre in Higher Education in Chicago.



**Ronald Brown - Associate Professor, Political Science**

"The Political Consequences of Empowerment on Black Americans"

As a Resident Scholar in the 2010-11 academic year I held regular office hours, attended brown bag seminars and started preliminary work on a project exploring W.E.B. DuBois's writings about the association between American patriotism and interracial democracy. During the fall semester, I read personal correspondence written by DuBois to associates involved in establishing the Niagara Movement and the National Association for the Advancement of Colored People. I also began reading editorials, essays and poems written by DuBois and writers published in *Crisis Magazine* between 1915 and 1925. The fall 2010 term was also used to read more about the Progressive Era and in particular World War I to gain a deeper understanding of the meaning given to patriotism by white southerners, labor leaders and civil rights activists. In the winter 2011 term, I continued to systematically read *Crisis Magazine* and DuBois's correspondence with American presidents, Roosevelt, Wilson, Harding, and Roosevelt. On February 10, 2011, I co-delivered a brown bag presentation, with Reem Abou-Sama, exploring DuBois's attitudes and beliefs about American patriotism during World War I. In the summer months, I will continue my systematic readings of works by DuBois. My plan is to present a paper at a political science conference centering on American patriotism and DuBois that will subsequently be submitted to a scholarly journal.



**Anthony M. Dillof - Associate Professor, Law School**

"Project on causation issues in tort law"

I participated in the Resident Scholars Program in the 2010-2011 academic year. During this period, I made substantial progress on a research article tentatively entitled, "Doomed Steamers and Thin Skull: The Problem of Preempted Innocent Threats in Torts." An introduction to the piece has been submitted to the *Wayne Lawyer*, the Law School's alumni magazine. I expect to complete the full article over the summer, and to submit it for publication to a law journal later this year.

The article investigates a problem in the law of torts. Suppose a person takes a taxi to an air flight, the taxi gets into an accident, the person is injured and as a result he cannot work. Normally tort law allows the victim to recover not only medical expenses, but also a sum of money for the wages he



## 2010 - 2011 ANNUAL REPORT

# RESIDENT SCHOLARS

*Resident Scholars Roundtables were held once per month in the Humanities Center. Each Resident Scholar volunteered 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.*

lost due to the accident. But how should these lost wages be measured? It is legally well established that if the victim were suffering from some medical condition, such as brain cancer, that would have required him to retire in the near future, the victim's recover is limited to the period from the accident until the time he would have retired. The thought is that one is only entitled to be compensated for the loss of wages that actually would have been earned. But what if the victim were not suffering from cancer, but instead was going to board an air flight that would have crashed, killing all aboard? Should the defendant have the opportunity to present this evidence and argue that the victim's recovery should be reduced in light of the fact that, if not for the accident, he would have been killed in the plane crash and would not have earned any wages, just like in the brain cancer variation? And if not, why not? Those are the questions at the heart of the article.



**Daphne Ntiri - Associate Professor, Africana Studies**

"Transformational Learning and Cross Cultural Relationships "

Daphne W. Ntiri, PhD, is Associate Professor in the Africana Studies Department at Wayne State University. She writes empirically from an interdisciplinary perspective integrating theory and practice. Her articles intersecting on adult literacy, women and

third World have appeared in several journals including International Review of Education, International Journal of Sociology of the Family, Adult Basic Education and Literacy, Journal of Adolescent and Adult Literacy. Dr. Ntiri has served as a consultant to the United Nations (UNESCO) on Adult Education and literacy in field assignments in Senegal and Somalia and holds consultative status with the International Institute of Education in Hamburg, Germany on CONFITEA series.

Her research during the current year at the Humanities Center has been two fold. First, she has been able to complete a study on Transformative Learning and Adult Literacy: An Autoethnographic Perspective. This is a case study of her lived experiences from her home country to the United States. She used transformative learning to put into focus how self and society intertwine and how such interrelationships can play out in our lives and shape the ways in which we come to understand ourselves and others. She presented this paper to the Humanities resident scholars on May 5. A revised paper will be presented at the University of Athens, Greece on May 27, 2011. Secondly, she has been able to design a framework for collection of data on a community of learners in the city seeking formal academic preparation for advancement into post secondary institutions and the global workforce.



**George Parris - Assistant Professor, Education**

"Rehabilitation Counselor Attitude Towards Individuals with Severe Mental Illness (SMI)"

The purpose of this research study was to critically examine the attitudes of practicing rehabilitation counselor's

towards individuals diagnosed with severe mental illness. Severe mental illnesses are major social and public health issues in the United States and Canada. SMI may include individuals with a diagnosis of schizophrenia, major depression, bipolar disorder, mood disorders, and some of the personality disorders. The monetary cost attributed to mental illness is staggering; however, the human cost, i.e., the psychosocial and social issues that affect individuals and family members are immeasurable. The most debilitating and costly of all mental illness is schizophrenia, which for most individuals affects employment and social interaction and overall quality of life. Individuals with this disorder almost always require society support for a lifetime, which usually includes medical expenses, housing and basic human needs. Research has shown that mental health professionals' attitudes toward individuals with serious mental illness differ among several domains, including having more of a negative view than the general population in regards to the long-term outcome, which affects intervention and treatment.

The purpose of this research was to examine the role that negative attitudes of rehabilitation counselors play in the providing intervention and treatment to individuals with SMI. This is an important area to understand because negative attitudes may have an impact on treatment, intervention and subsequent outcomes of individuals with SMI. Moreover, studying attitudes of rehabilitation counselors towards individuals with SMI is important because the presence of negative attitudes may also have an impact on clients' self-esteem and self-concept.

The study will investigate the following research questions:

- (1) What relationship exists between rehabilitation counselors' education and their attitude toward clients with SMI?
- (2) What relationship exists between rehabilitation counselors' years of experience and their attitude toward clients with SMI?
- (3) What relationship exists between rehabilitation counselors'



2010 - 2011 ANNUAL REPORT  
**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.*

attitude towards clients with SMI and their effect on intervention and treatment and subsequent outcomes?

Having a resident scholar appointment has allowed me to complete my proposal. At present, I am awaiting approval from Michigan Rehabilitation Services (MRS) to use their counselors as the study population. Following approval, I will be seeking approval from the Human Investigation Committee (HIC) to start the data collection.



**Jillian Sayre (Guest Resident Scholar) - English**

"The Work of Death in the Americas: Narrative, Necropolitics and the Historical Romance in the Post-Revolutionary Era"

This year Jillian Sayre completed her dissertation "The Work of Death in the Americas" and received her PhD from

the University of Texas. This fall she will join the English Department at the University of Wisconsin as an Associate Lecturer, teaching nineteenth-century American literature. She is finishing her first book project "In a Scriptural Economy," a study of mourning and sociality in early North and South American national literatures. She also continues to work on her study of companionship and companion species in James Fenimore Cooper's Leatherstocking Novels, which, due to the enthusiastic feedback she received from her colleagues in the center, has become a larger project than originally planned. Jillian would like to thank the Humanities Center for their hospitality and support over the last two years, providing her not only with a "home" at Wayne State but also a lively scholarly community in which to refine and challenge her ideas.



John Brown's gravesite



**Charles J. Stivale - Distinguished Professor, CMLCC**

"Vital Romanticism: Constructing Masculinity in Nineteenth Century French Narrative"

As a resident scholar during 2010-2011, my accomplishments have consisted in:

- (1) Completing a book-length re-edition of the edited volume, previously published in 2005 (Gilles Deleuze: Key Concepts), and now scheduled for republication with the British press Acumen (forthcoming in 2012);
- (2) Continued development of a book-length study entitled Making Men in Nineteenth-Century French Narrative: Vital Romanticism and Constructions of Masculinity. During this academic year, I revised the book's organization, completed revisions of chapters 1 and 2; undertook research for the chapters 3 through 5; and prepared talks based on material in chapters 2, 3 and 5;
- (3) Gave talks (based on aforementioned research as well as work on Deleuze and Guattari) at conferences in October 2010 (New Haven), March 2011 (San Francisco), and forthcoming in May 2011 (two conferences in France), June 2011 (Copenhagen), and October 2011 (Philadelphia);
- (4) Organized, at the request of Walter Edwards, and led a discussion (October 2010) on mentoring and research issues for the junior faculty Resident Scholars.



Submitted by Professor Stivale



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# VISITING SCHOLARS

Humanities Center continued its Visiting Scholars Program in 2010-2011. The maximum award is \$3,000 per semester. We invite applications from scholars officially affiliated with universities whose research projects involve theoretical, historical, or philosophical issues in the humanities. Scholars engaged in interdisciplinary humanistic research are particularly encouraged to apply. This program may be especially appealing to faculty on sabbatical leave or those holding research grants or post-doctoral awards.



Christine Elaine Evans, University of California

Christine Elaine Evans, Department of History, University of California, Berkeley, Visiting Scholar, Fall 2010

Christine Evans was a visiting scholar in the Fall of 2010 at the Wayne State University Center for the Humanities and the Eisenberg Institute for Historical Studies at the University of Michigan. She graduated magna cum laude from Yale University in 2000 and received her Ph.D. in history from the University of California, Berkeley in 2010. Her dissertation, entitled "From Truth to Time: Soviet Central Television, 1957-1985," explores the production and content of Soviet Central Television during the Khrushchev and Brezhnev eras. Her research has been supported by fellowships from the United States Department of Education's Fulbright-Hays program and the Social Science Research Council, as well as the Mabelle McLeod Lewis Memorial Foundation.

She is the author of two articles on the evolution of news and entertainment genres on Soviet television, as well as essays on terrorism in early 20th century St. Petersburg and Soviet cultural ambitions in the "Third World." Her research interests include the relationship between mass media and political and cultural change, and the role of uncertainty, risk, and game-playing in Soviet culture and everyday life.

With the support of a Wayne State Humanities Center visiting scholar fellowship, in Fall 2010 she completed an article, on the political experimentation reflected in Soviet television New Year's programming during the 1970s, that has been accepted for publication in *Kritika: Explorations in Russian and Eurasian History*. She began the revision of her book manuscript, *Silly Box: Television and the Experimental Side of Late Soviet Culture* for publication, and presented a paper entitled "Soviet Television Between the Revolutionary Avant-garde and Current Digital Media" at the annual meeting of the Association for Slavic, Eastern European, and Eurasian Studies in Los Angeles, California in November, 2010. She also began preliminary work on two new research projects. The first will consider the place of gambling, risk, and chance in Russian and Soviet culture from 1917 to the 1990s, and will focus on the Moscow Hippodrome, an arena for gambling and leisure frequented by everyone from workers to bohemian writers and Communist Party officials, and which operated legally for most of the Soviet period. The second project will explore the political and social significance of a Soviet game show, entitled *What? Where? When?*, in the years since 1991.



1977 Soviet New Year's musical program entitled "Song of the Year".



# HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP

*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 2010-2011 the Humanities Center selected one dissertation fellow, Debbie James, and two awardees, Jill Darling, and Kristine Danielson.*

## ABOUT THE AWARD

The Humanities Center and the Graduate School are proud to announce their collaboration on funding a new Humanities Center Doctoral Dissertation Fellowship beginning in the Winter 2012 Semester. This annual fellowship awards \$15,000 to a humanities or arts doctoral candidate in the final stages of writing his/her dissertation. The fellowship also includes University health insurance coverage during the winter and spring/summer semesters.

## FELLOW

**Debbie James** - Communication

*The Creative Content Programme and Audiovisual E-Platform: An institutional analysis of UNESCO's influence on the development of independent document content and production practice*

James's dissertation project focuses on three documentaries and one community-media production center supported by UNESCO's content and media development programs respectively. She argued that independent or amateur media reveals everyday social struggles that are relevant but curiously deviant from our perception of peace and conflict in developing countries, and the resultant imagined civil society most often privileged by mass and politically-committed media. In the context of the everyday, her thesis is that discourses of race, class, and gender are present in the banal and often deviate from the central theme in these documentaries and function both interdependently as well as independently of human rights practices. Examining these local discourses in the context of the media is crucial to understanding endogenous media as representative of expanding political discourses that are redefining civil society and technologically leapfrogging corporate mass media gate keeping through the UNESCO global information network.

## AWARDEES

**Jill Darling** - English

*Writing the Self: Feminist Experiment and Cultural Identity*

The dissertation examines how works of fictional autobiography and poetic memoir by experimental women writers construct text-subjects that mediate identity through geography, memory, history, and space. She focus on text-subjects because these works complicate narrative identity as it is constructed in the prose text. This idea is opposed to both the transparent narrative of experience in which the text equals the identity and experience of the author of the text, and the opacity of texts that focus on language as subjectivity, in which identity is unreadable. Her readings will show how each text-subject negotiates the critical relation between identity and the various manifestations of geography, memory, history, and space in the texts. Additionally, the use of innovative formal strategy and experiment with narrative, combined with the content of identity critique, make these texts political projects that explore concerns from gender and sexuality to race and ethnicity.

**Kristine Danielson** - English

*Geographies of Form: Spatial Dialectics and Transnational Modernism*

This dissertation investigates a series of American texts from the late nineteenth century through the latter half of the twentieth, including chapters on the novelist Henry James, the poets Ezra Pound and Charles Reznikoff, and the site-specific sculptor Robert Smithson. She argued that reading the spatial qualities of the works-their "geography of for" – reveals a transnational ethos, which challenges an American exceptionalist paradigm in literature and culture.



# BILDUNG IN THE 21<sup>ST</sup> CENTURY

## 2010 FALL SYMPOSIUM

The Humanities Center's Fall Symposium centered on the topic of "Bildung in the 21st Century". Speakers from Wayne State University, University of Pennsylvania, and University of Pittsburgh came together to discuss aspects of the theme from a variety of disciplinary and interdisciplinary perspectives.

### EXPLICATION OF THEME

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 fulfill 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 forever.

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.

### KEYNOTERS

**Liliane Weissberg**, Christopher H. Browne Distinguished Professor, Arts and Sciences, University of Pennsylvania  
*Bildung: A Short Critical History of a German Term (and Tradition)*

**Paul A. Bove**, Distinguished Professor  
English, University of Pittsburgh  
*Educating Us All: Henry Adams and Human Arts*

### WSU SPEAKERS

**Lisabeth Hock**, Associate Professor, CMLLC  
*Goethe, Steiner, and Bildung in the 21st Century*

**renée c. hoogland**, Associate Professor, Department of English  
*Subverting the Subject: Bildung as Ethico-Aesthetic Praxis*

**Julie Thompson Klein**, Professor of Humanities, English  
**Roslyn Abt Schindler**, Associate Professor of German, CMLLC  
*Bildung in Contemporary Higher Education*

**Kathryne V. Lindberg**, Professor of English and Associate Faculty in Africana Studies  
*Ears, Knuckles, Prisons: Philosophical Fragments and the Teaching Body*

**Karen A. Liston**, Public Services Librarian III, Wayne State University Libraries  
*Bildung in American Libraries*

**Lisa Maruca**, Associate Professor, Department of English, Wayne State University  
*Technologies of Bildung, or Thinking Machines: Pen, Press, iPad*

**Michael Scrivener**, Professor, Department of English, Wayne State University  
*Bildung in an Anglo-Jewis Context*

**Mary C. Sengstock**, Professor, Sociology, Wayne State University  
*Can Education Play a Role in Improving Inter-Group Relations? Should It?*

**Barrett Watten**, Professor, Department of English, Wayne State University  
*The Death of Bildung: Radical Pedagogy after the Crisis of Representation*

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*BILDUNG* IN THE 21<sup>ST</sup> CENTURY  
2010 FALL SYMPOSIUM

**EXPLORING THE CONCEPT OF THE BILDUNG IN THE 21ST CENTURY DURING THE 2010 FALL SYMPOSIUM**

The 2010 Humanities Center Fall Symposium explored the idea of Bildung in the 21st Century.

Since the concept of Bildung has multiple connotations Julie Thompson Klien and Roslyn Abt Schindler opened the first session exploring its meanings. Schindler contributed etymological and historical expertise in German culture while Klein added research on innovative approaches to undergraduate education. Together they reflected on implications for curriculum, pedagogy, and learning today. Lisa Maruca followed by examining Bildung precisely as a machine that is linked with specific media formation, one based on the absorption of knowledge through reading and the production of knowledge through writing, technologies controlled (in this view) by the humanist individual. Mary C. Sengstock then closed the first session by sharing her research on multi-cultural and multi-racial individuals' experiences in school – from kindergarten to college. She then posed the question what should be the role of educators and educational institutions in training young people to be more accepting of racial, religious, and cultural diversity? She provided examples of both negative experiences and positive programs.

Keynoter Liliane Weissberg opened the second session by tracing the development of the term Bildung to provide a historical background to discussions on Bildung today. Karen A. Liston then discussed how American public and academic libraries provide unique benefits for users in pursuit of Bildung. She gave special attention to recent factors such as globalization, technological change, and the changing state of information literacy. Lisabeth Hock proposed that in their holistic approaches to life, living, and learning, Goethe and Steiner offer not necessarily models but inspirations for thinking about the nuts and bolts of formal education at the secondary and post-secondary levels. Michael Scrivener then closed the second session by showing that Jewish emancipation in Germany was conditioned by the demand that Jews take up the task of Bildung and acquire Kultur; Jews themselves like Mendelssohn, the leaders of the Jewish Enlightenment (Haskalah), and the scholars studying the history and culture of Judaism (Wissenschaft des Judentums) critically engaged European culture while maintaining continuity with Jewish tradition.

In the third session, keynoter Paul A. Bove opened with *The Education of Henry Adams*. This talk dramatized how American education comes not from an educator but from an antagonism to the educator, whether teacher or institution. In effect, Henry Adams's legendary insistence that he was unqualified and uneducated in this life, that at education he was a failure, is not in itself an antagonistic relation to US politics, economy, and society. Barrett Watten attempted to cross the "great divide" between the German tradition of aesthetic education, beginning with Schiller's foundational *On the Aesthetic Education of Man* and the humanistic tradition it helped to define, and its excluded opposite, practical vocation. renée c. hoogland then sought to think through, from a largely theoretical/philosophical perspective, a contemporary notion of Bildung as a de-subjectivating process, as a subversive force of transformation that takes the subject outside of itself, a de-territorializing force that transgresses the borders of experience and enacts a non-transparency of self that nonetheless renders the subject into a person. Kathryn V. Lindberg then closed the third session by discussing three case studies in which Bildung, the word Georg Wilhelm Friedrich Hegel often used for his dialectical thinking on education and the role of philosophy, is a knotty matter. Departing from Jacques Derrida's writings about and his administrative efforts at bringing philosophy into the curriculum as early and as democratically as possible, this paper took up three "case studies" on Friedrich Nietzsche, W.E.B. Du Bois, and Nelson Mandela.



# GENDER AND SEXUALITY 2011 FACULTY FELLOWS CONFERENCE

Each spring the recipients of the previous year's Faculty Fellowships participate in a conference based on that year's theme. The 2011 conference on "Gender and Sexuality" addressed theoretical and practical issues in gender and sexuality from a variety of perspectives across many disciplines.

## EXPLICATION OF THEME

Since the introduction of feminist theory to the academy in the 1970s, studies of gender and sexuality have become among the most rapidly evolving, influential, and pressing areas of scholarly inquiry and political activism. This year's Humanities Center Faculty Fellowship Conference encourages projects in the areas of genders, sexualities, their representations and asymmetrical power structures. Inherently interdisciplinary, this work allows us to better understand the overlapping intersections among identities, behaviors, experiences, histories, and cultures. For example, recognizing representations of early modern crossdressing can provide context for and insight into contemporary genderqueer identities. In the domain of visual art, exploring the work of artists like Artemisia Gentileschi or Frida Kahlo provides us with complex ways of rethinking the female body, violence, sexuality, and cultural identity. This work can also cross the traditional boundaries between theory and praxis, as academic research impacts communities, curricula, and policy. For example, the urgency of examining the marginalization of and violence towards women within the dominant masculinist context of warfare—past and present—might perhaps be best expressed by considering the current ongoing systematic rape of women in the Democratic Republic of Congo, which has already claimed some 500,000 victims. In our own community, theorizing technologies of gender can enable new methods for considering the experiences of women and men in Detroit's manufacturing crisis.

## KEYNOTERS

**Michael Kimmel**, Professor of Sociology, SUNY Stony Brook

*Guyland: The Perilous World Where Boys Become Men*

**Judith Roof**, William Shakespeare Chair of English, Rice University

*Rethinking Gender*

## WSU SPEAKERS

**Krista Brumley**, Assistant Professor, Sociology

*Gendered Discourse: the (re)production of feminine and masculine workers*

**Jaime Goodrich**, Assistant Professor, English

*A Dame of Cambray: Anonymity, Collectivity, and Dame Potentiana Deacon's Translation of de Sales*

**Marsha L. Richmond**, Associate Professor, History

*Sex and Gender Viewed through the Lens of Three 20<sup>th</sup> Century Women Geneticists*

**Xavier Livermon**, Assistant Professor, Africana Studies

*Queering Freedom: Black Sexual Citizenship in Post-Apartheid South Africa*

**Jennifer Sheridan Moss**, Associate Professor, CMLLC (Classics)

*Plutarch's Invention of Cleopatra*

**Anne Duggan**, Associate Professor, CMLLC (French)

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

**Annie Higgins**, Assistant Professor, CMLLC (Near Eastern Studies)

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



# GENDER AND SEXUALITY 2011 FACULTY FELLOWS CONFERENCE

## INVESTIGATING GENDER AND SEXUALITY DURING THE 2011 FACULTY FELLOWS CONFERENCE

The 2011 Humanities Center's Faculty Fellows Conference addressed the topic of Gender and Sexuality. Krista Brumley opened the first session examining how workers think about the roles of women and men in the workplace at a Mexican-owned multinational corporation. She illustrates two points: first, she showed how workers' perceptions of workplace changes are gendered, but it is the intersection of gender and class that exposes the complexity of women's and men's workplace experiences. Second, she revealed how shifts in the organizational culture are slowly dismantling traditional expectations of work, but the "women as caregivers and men as breadwinners" ideology persists, revealing obstacles to women's advancement. Jaime Goodrich argued that Dame Potentiana Deacon's English translation of Francis de Sales' *Delicious Entertainments of the Soule* (1629) purposefully fostered confusion about its authorship in order to reframe the debate over Baker's methods for a wider English catholic audience that was itself seeking spiritual modes that might advance England's conversion. Marsha Richmond examined ways in which women in the 1920s and 1930s may have been drawn to the study of sex determination as a way of reflecting on contemporary discussions of gender based on essentialist interpretations of sex. Robert Diaz then presented Xavier Livermon's paper that examined the relationship between African customary practices and queerness in post-apartheid South Africa. Livermon argues that black South African queers reconstitute African "tradition" and customary practices through various forms of cultural and discursive labor that function to contest the un-Africanness of same-sex sexuality and insist on visibility and communal belonging.

To close the first session, keynoter Michael Kimmel shared his research from his book *"Guyland: The Perilous World Where Boys Become Men"*. His study showed that guys who live in Guyland are mostly white, middle-class, totally confused and cannot commit to their relationships, work or lives. Although they seem baffled by the riddles of manhood and responsibility, they submit to the Guy Code, where locker-room behaviors, sexual conquests, bullying, violence and assuming a cocky jock pose can rule over the sacrifice and conformity of marriage and family. Obsessed with never wanting to grow up, this demographic, which is 22 million strong, craves video games, sports and depersonalized sexual relationships. In the end, Kimmel offers a highly practical guide to male youth.

Keynoter Dr. Judith Roof, opened the second session by discussing how we might understand gender differently from the dominant concepts of the past 20 years. Roof also posed the question "what if gender is neither binary nor "performative"? Jennifer Sheridan Moss followed with her investigation of the problematic use of Plutarch's *Life of Antony* as a source for the historical Cleopatra. Anne Duggan focused on Jacques Demy's *Lady Oscar* (1979), which starred Oscar Francois de Jarjays, born a girl whose father raised her as a boy since birth. Annie Higgins then closed the second session with a chapter of her book project, *From Kharijites to Shurat: Exchange and Identity in Early Islam*. Higgins explored gender issues in the poetry of religious dissident Arab women in the seventh and eight centuries A.D.



## BROWN BAG COLLOQUIUM SERIES

The Brown Bag Colloquium Series is one of the Humanities Center's most successful and visible programs. This year the series presented 64 talks given by Wayne State University faculty members, two talks by professors from the University of Windsor and one talk by a professor from the University of California. 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. Speakers particularly benefited from the perspectives of faculty from other disciplines. Each new year brings an increase in the number of faculty volunteering as presenters.



Professor Bill Harris posed with Daphne Ntiri after his talk "Book presentation of Birth of a Notion; Or, The Half Ain't Never Been Told"

**September 14 - Bill Harris**

Professor, English. "Book presentation of 'Birth of a Notion; Or, The Half Ain't Never Been Told'" WSU Press 2010.

**September 15 - James J. Brown**

Assistant Professor, English. "Rhetoric and Software Studies"

**September 21 - David Strauss**

Dean, Dean of Students. "College student development and social networking media. Why students participate, what dangers lurk and strategies for educating students on proper use"

**September 22 - Lisa Maruca**

Associate Professor, English. "Pedagogy Meets Property: An Eighteenth-Century Bookseller Reforms Education"

**September 28 - Ruth Ray**

Professor, English. "Hard Times in Frank Murphy's 'Great City of Plenty': Lessons on Old Age from Depression Era Detroit"

**September 29 - Ava Zeineddin**

Assistant Professor, Education. "The Quality of Scientific Reasoning Among College Science Students: Impact of Epistemological Beliefs".

**October 05 - Anca Vlasopolos**

Professor, English. "Poetry reading entitled 'Cartographies of Scale (and Wing)'"

**October 06 - Michael H. Scrivener**

Professor, English. "Romanticism and Social Class"

**October 12 - Thomas Killion**

Associate Professor, Anthropology. "The Curious Case of the Cave Valley Mummies, Chihuahua Mexico: Native American Repatriation in an International Context"

**October 13 - May Seikaly**

Associate Professor, CMLLC. "The modern politics of gender in the Gulf States"

**October 19 - Alvin Saperstein**

Professor, Physics. "Scientific Climate Debate"

**October 20 - Monica Tracey**

Associate Professor, IT/Administrative and Organizational Studies, Education. "Cross-Cultural Pedagogy in Dubai".

**October 26 - Sharon F. Lean**

Associate Professor, Political Science. "Civil Society & Electoral Accountability in Mexico".

**October 27 - Krista M. Brumley**

Assistant Professor, Sociology. "Social Movement Success? The Case of Two Coalitions in Mexico".

**November 02 - Steve Shaviro**

Professor, English. "Even now, I am not ashamed of my Communist past": Some Revisionary Thoughts on Eastern European Film"

**November 03 - Jennifer Sheridan Moss**

Associate Professor, CMLLC. "The Invention of Cleopatra"

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BROWN BAG COLLOQUIUM SERIES



Jennifer Moss giving a brown bag talk on "The Invention of Cleopatra"

**November 09 - M.L. Liebler**

Senior Lecturer, English. "Working Words: Kicking Out the James & Punching the Clock"

**November 10 - Robert Holley**

Professor, University Libraries. "Are Faculty Buying Their Own Books? Implications for Scholarship and Libraries"

**November 11 - Christine Evans**

Department of History, University of California, Berkeley. "Not a Mirror but a Magnifying Glass: Soviet Television between the Cinematic Avant-garde and Current Digital Media"

**November 16 - Sarah Swider**

Assistant Professor, Sociology. "Understanding China's growing informal labor market"

**November 17 - Delila Owens**

Assistant Professor, Theoretical & Behavioral Foundations/ Education. "Girl Talk: African American High School Female Adolescents Discuss the Social Issues They are Facing".

**November 23 - Robert Yanal**

Professor & Chair, Philosophy. "Reflections on Emmanuel Faye's Book on Heidegger".

**November 24 - Henry L. Robinson**

Director, Academic Pathways for Excellence (APEX). "Surviving the Game: College Success and Black Masculinity".

**November 30 - Elena Past**

Assistant Professor, CMLLC. "Italian Cinema On the Margins of Nations and Species".

**December 01 - Peter Manfred Hoffman**

Associate Professor, Physics. "Can life be explained by physics ? - A physicist's view of the reductionism versus holism debate"

**December 07 - Eunjung Katherine Kim**

Assistant Professor, Philosophy. "Are human rights neutral between different worldviews?"

**December 08 - Margaret E. Winters**

Professor & Chair, CMLLC. "Semantics and Language Change"

**December 09 - Eldonna May**

Certified Online Professor, Music. "Family Values Revisited: A Critical Analysis of Lukas Foss' 'The Prairie'"

**December 14 - Geoffrey Nathan**

Professor, English. "How are sounds stored--What, exactly, is a phoneme?"

**December 15 - Mary Cay Sengstock**

Professor, Sociology. "The interaction of ethnic communities and the dominant community in responding to people from mixed ethnic or racial backgrounds".



Eunjung Katherine Kim giving a brown bag talk on "Are human rights neutral between different worldviews?"



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**THE YEAR IN PHOTOS**



Michael Kimmel giving a talk on "Guyland: The Perilous World Where Boys Become Men" during the Faculty Fellows Conference.



Humanities Center Research Assistants: Medha Jha and Emily Phonechaleun posed in the Humanities Center Office at beginning of Summer 2010.



Above: (Left to Right) George Parris, Dapne Ntiri, Alferd Cobbs, Anthony Dillof, and Jillian Sayre at a Resident Scholars round table meeting.



The reception after this year's Fall Symposium was well attended. Speakers and audience members had the chance to chat informally over light snacks and beverages.



Loraleigh Keashly and Alferd Cobbs posed after her brown bag talk on "Why can't we all just get along?: Incivility and hostility among the professoriate".



Lisa Maruca giving a talk on "Technologies of Bildung, or Thinking Machines: Pen, Press, iPad" during the Fall Symposium 2010.

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**THE YEAR IN PHOTOS**



Part of the audience during a lecture in the Brown Bag Colloquium Series.



Anne Duggan giving a talk on "The Queering of the French Revolution: Lady Oscar and the Tradition of the Girl-Soldier" during the Faculty Fellows Conference.



Director, Walter Edwards teaching students at the University of the West Indies in Barbados in February 2011.



Adrian Matejka was a guest presenter in M.L. Liebler's Brown Bag Talk.



The lunch during the Faculty Fellows Conference was well-attended. Speakers and moderators had the chance to chat informally over a meal and beverages.



(Left to right) Martha Ratliff, Director Walter Edwards, Renatta Wasserman, Ellen Barton and Arthur Marotti attended a party in April, held for Kathy Zamora who was retiring from the English Department after 40 years of service.



# WINTER 2011 BROWN BAG COLLOQUIUM SERIES

**January 11 - Robin Boyle**

Professor of Urban Planning and Chair of the Department of Urban Studies and Planning (DUSP). "Reimagining Detroit: A Report Card"

**January 12- Katherine Quinsey**

Associate Professor and Head Department of English Language, Literature, and Creative Writing, University of Windsor. "Under the Veil: Feminism and Spirituality in Cavendish, Behn, and Dryden"

**January 18 - Antonio Gonzalez-Prendes**

Assistant Professor, Social Work. "Understanding the experience and expression of anger: A cognitive-behavioral perspective"

**January 19 - Greg Novack**

Assistant Professor, Philosophy. "The Principle of Indifference"

**January 25 - Robert Allen Sedler**

Distinguished Professor, Law. "The Constitution, Politics and Campaign Finance Regulation"

**January 26 - Kelly Young**

Assistant Professor, Communication. "The Ghost of Moby-Dick and the Rhetorical Haunting of the Ninth Court".

**February 01 - James G. Brown**

Coordinator of Visual Arts, Education. "The effects of racism and oppression on the Arts of the Garinagu of Central America"

**February 08 - Jose Cuello**

Associate Professor, History. "An Amerindian Mythological View of Reality as a Critique of Modernity"

**February 09 - Ollie Johnson**

Associate Professor, Africana Studies. "Black Politics in Latin America"



Ollie Johnson giving a brown bag talk on "Black Politics in Latin America"

**February 15 - Derrick Willis**

Adjunct Faculty, Anthropology. "Bio-Cultural Understandings of fatherhood and Birth Outcomes"

**February 16 - R. Khari Brown**

Assistant Professor, Sociology. "Religion and Racial Segregation Attitudes"

**February 17 - Robert Diaz**

Assistant Professor, English. "Postcolonial Reparations: Narratives of Sexuality in Filipino Japanese Films"

**February 18 - Marytza Anne Gawlik**

Assistant Professor, Educational Leadership & Policy Studies/Education. "Charting Teacher Quality in the Detroit Metropolitan Region"

**February 22 - Donyale Padgett**

Assistant Professor, Communication. "Crisis Communication in a new cultural age: Comparing international and domestic response"

**February 23 - Monte Piliawsky**

Senior Lecturer, Theoretical & Behavioral Foundations/ Education. "Racial Politics in the Obama Era"

**March 01 - Janet Hankin**

Professor and Interim Chair, Sociology. "What Medical Sociology Can Contribute to Health Care Reform"



Jose Cuello giving a brown bag talk on "An Amerindian Mythological View of Reality as a Critique of Modernity"



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**BROWN BAG COLLOQUIUM SERIES**

**March 08 - Loreleigh Keashly**

Associate Professor & Director, Communication. "Why can't we all just get along?: Incivility and hostility among the professoriate".

**March 09 - Emery Stephens**

Assistant Professor, Music. "Shifting the Paradigm: Moving Solo Performances of African-American Art Songs and Spirituals from the Minority to the Mainstream in Higher Education".

**March 22 - Jennifer Willet**

Assistant Professor, School of Visual Art, University of Windsor. "Visual Arts BIOART: interdisciplinarity as interference".

**March 23 - Jaime Goodrich**

Assistant Professor, English. "'Most Helping toward Contemplation': Religious Translation and the English Benedictine Convents".

**March 29 - Jeff Pruchnic**

Assistant Professor, English. "On the Ends of Species: Synthetic Life".

**March 30 - Todd Meyers**

Assistant Professor, Anthropology. "Physiology and Philosophy".

**April 05 - Roslyn Abt Schindler**

Associate Professor, CMLLC "A 90th Birthday Tribute to Ingeborg Hecht: Mischling ersten Grades, Holocaust Survivor, Author".



Roslyn Abt Schindler giving a brown bag talk on "A 90th Birthday Tribute to Ingeborg Hecht: Mischling ersten Grades, Holocaust Survivor, Author"

**April 12 - Mary Elizabeth Anderson**

Assistant Professor, Theatre. "Walking Against the Traffic, Standing Still in the Median: Spatializing Street Performances in Detroit".

**April 13 - Terese Volk Tuohey**

Associate Professor, Music. "Music in Industry, 1900-1940".

**April 19 - Thomas Kohn**

Assistant Professor, CMLLC. "Stage Directions in Parenthesis in Roman Epic".

**April 20 - John Richardson**

Associate Professor & Interim Chair, Art & Art History. "Alchemical Reactions: Attempts to Turn Base Materials into Rarified Entities and Other Thoughts on Recent Sculpture".



Janet Hankin giving a brown bag talk on "What Medical Sociology Can Contribute to Health Care Reform"

# THE POST-RACIAL ERA?

## 2011 - 2012 FACULTY FELLOWSHIPS COMPETITION

*Each year the Humanities Center sponsors a Faculty Fellowship Competition on a specific theme. This year's theme was "The Post-Racial Era?". Fellowships provide Wayne State University faculty with funding to help pay for expenses related to their research projects, including travel, research assistance, summer salary and fringe benefits. Fellowships average \$6,000 and recipients are expected to participate in the annual Faculty Fellows' Conference held the following spring. Below is the explication of the theme, followed by brief descriptions of the projects that were selected for funding for the 2011-2012 academic year.*

### EXPLICATION OF THEME

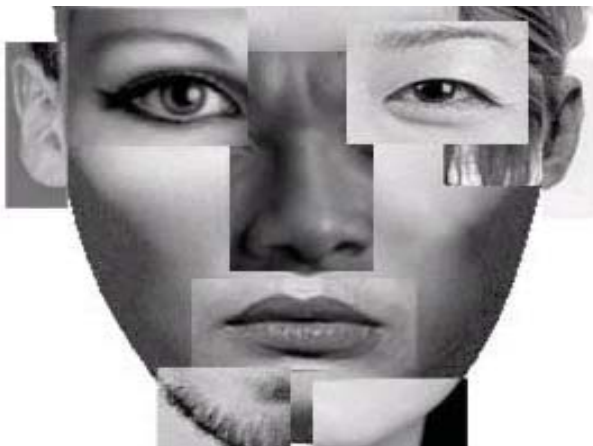
Since the election of President Barak Obama, the popular press has advanced the idea that the United States is now in a "post-racial" era. Yet this media construction may obscure actual race relations in society. For example, although the United States is becoming more diverse and multi-racial with increased 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?



# THE POST-RACIAL ERA?

## 2011 - 2012 FACULTY FELLOWSHIPS COMPETITION

The following seven faculty were awarded 2011 Faculty Fellowship. They will present their findings at the 2012 Faculty Fellowship conference in April next year. Their abstracts are below:

### **Robert Diaz, Assistant Professor, English**

*Reparative Acts, Historical Atrocity, and the "Post-Racial" Dilemma*

By providing a history of the ways in which marginalized individuals are racialized both within and outside the United States, my work not only expands upon the relevance of understanding the "post-racial turn" in the contemporary moment. It also suggests that by rethinking reparation as postcolonial, queer, non-monetary, and everyday performance practices, we are able to effectively critique the ways in which legal notions of racial reparation (most resonant in the United States but also present in South Africa, the Philippines, China, and other parts of Asia) nonetheless obscures the complexities of racial violence and historical atrocity.

### **Heather Dillaway, Associate Professor, Sociology**

*Menopause and Midlife in Detroit: Uncovering Race-based Contexts for Women's Experiences*

After ten years and 130-in-depth interviews with menopausal women, I am beginning to realize exactly how important menopause and other midlife experiences can be for individual women. As I listen to women's narratives, I become more aware of the local, race-based contexts for women's experiences of menopause. I also realize that the data I gather on women's midlife identities, broadly speaking, are just as important as any data I gather on menopause specifically, and that midlife identities are also inscribed by race within a Detroit context. The premise that my study starts with, then, is that race does still determine individuals' life chances and outcomes. I also argue that race-based attitudes and experiences can still be found in empirical data and that these data cannot be explained away by other factors besides race. This is particularly true when one studies individuals in particular settings. For instance, Detroit is still one of the most racially segregated cities in the U.S. Due to demographic forces, aging African American women comprise a considerable presence in the Detroit metropolitan community and should be studied.

### **Jonathan Flatley, Associate Professor, English**

*Liking, Likeness and the Color-Line in Andy Warhol*

"*Liking, Likeness and the Color-Line in Andy Warhol.*" This essay will serve as the final chapter of my book manuscript, *Like: Andy Warhol and Affectivity*, which examines the relationship between likeness and liking in Warhol's work. The chapter analyzes Warhol's representation of race and racialization in relation to his famous assertions in a November 1963 interview that "everybody should like everybody," and that "Pop art is liking things." As Warhol's play with alternate meanings of "like" in the interview suggests, "liking" for Warhol rests upon the ability to perceive and produce likeness. This likeness, or similarity, is both conceptually and experientially distinct from sameness; to "be alike" is to be related, but distinct, neither identical nor incommensurate. When Warhol articulated this insistence on likeness and pursuit of liking in this 1963 interview, most readers would have understood his utterance in relation to the forms of dislike and assertions of dissimilarity that surrounded the civil rights movement, which in 1963 had seen a great deal of publicity around events such as police violence against protesters in Birmingham, photos of which were the source material for Warhol's Race Riot paintings of the same year.

Reified categories of racial difference of course played a crucial role in legitimizing this violence. "*Liking, Likeness and the Color-Line*" will argue that Warhol's response to the multifarious and aggressive ideological foregrounding of incommensurable difference was to recall to us our capacity for perceiving and producing similarities, including and especially across the color line. I will make this case through an examination of several works from different periods in Warhol's career that directly address the problem of the color line in a specific historical context: the abovementioned Race Riot paintings and the film *Kiss* (both 1963), Warhol's 1975 series of paintings and prints of African-American and Latino drag queens, *Ladies and Gentlemen*, and his 1984-5 collaborations with the painter Jean-Michel Basquiat.



# THE POST-RACIAL ERA? 2011 - 2012 FACULTY FELLOWSHIPS COMPETITION

**Barry Lyons, Associate Professor, Anthropology**

*More or Less White: Mestizo Identities and "Post-Racial" Multiculturalism in Ecuador*

For the last several years, I have been researching the impact of the Indian movement and multiculturalism in Ecuador on non-Indian Ecuadorians' understandings of race and ethnicity. As in many places around the world, Ecuador has seen a shift from overtly racial notions of difference to an (apparently) 'post-racial' discourse focused on cultural difference, ethnicity, and multiculturalism. My project focuses on school teachers working with Indian children under an intercultural bilingual (Spanish-Kichwa) education program, as well as teachers working in mixed classrooms of children under the traditional, mestizo-dominated education bureaucracy. The Humanities Center Faculty Fellowship will support travel to Ecuador in summer 2012, during which I will discuss my analysis and manuscript drafts with Ecuadorian scholars, Indian activists, and research participants prior to final revisions.

**Fran Shor, Professor, History**

*The Constructions (and Deconstructions) of Whiteness in "Post-Racial" America*

The ideological drive to obscure the persistence of white racial privilege in contemporary America is part of a contested terrain of discursive practices and political projects. As noted by the authors of *Whitewashing Race*, "formal equality before the law coexists with de-facto white privilege and whites' resentment of race-conscious remedies" (Brown, et. Al. 30). Identifying and analyzing the constructions of whiteness in a so-called "post racial" America will be the focus of this project. Specifically, I want to examine what I tentatively suggest are the three contending ideological tropes that have emerged in the political culture of the United States in the last several decades. They fundamentally occupy the discursive terrain represented in the following ideological continuum: 1) a conservative backlash as "defensive" whiteness; 2) a neoliberal agenda as "colorblind" whiteness; and 3) a color-conscious whiteness reflected in the variety of anti-racist theory and practice.

**Ebony E. Thomas, Assistant Professor, Education**

*Multimodal "Post-Racial" Discourses of Slavery and Freedom in Marilyn Nelson's Fortune's Bones: The Manumission Requiem*

Marilyn Nelson's award-winning illustrated book of poetry for children, *Fortune's Bones: The Manumission Requiem*, features the haunting true account of an African American man enslaved by a physician in eighteenth-century New England (Nelson). When Fortune died in 1798, the physician rendered his skeleton for the purposes of his research at the School of Anatomy in Waterbury, Connecticut. Although records show that Fortune was married and the father of several children at the time, as enslaved people, his family had no burial rights. Fortune's skeletal remains were studied by several generations of New England physicians. By the twentieth century, Fortune's name was lost, but his bones were used in a popular museum exhibit.

After the Civil Rights Movement, the skeleton became a rich resource for scholars and researchers interested in the lives of African Americans during slavery, and a perennial source for social and cultural debate. Marilyn Nelson works in this post-Civil Rights tradition, animating Fortune and his contemporaries' voices and identities by appropriating the trope of the Requiem mass. Nelson's "manumission requiem" was set to music by Sweet Honey in the Rock composer Ysaye Barnwell in 2008, and has been performed by the Waterbury Symphony Orchestra. Thus, the lifeworld of Fortune has been recently reconstructed across the multiple textual modes of a museum exhibit for general audiences, a picture book intended for older children and young adults, and a symphony for lovers of classical music. In each of these retellings, different aspects of Fortune's life, death, and posthumous legacy are salient. As this year's call reminds us that "perceptions about race and racism have always shifted temporally and spatially," my intent is to connect the past to the present by interrogating the echoes of collective trauma in Fortune's *Bones* and related postmodern historical recounts of slavery that are presented to children and young adults in the early twenty-first century (Byerman; Eyerman; Huyssen; Lyotard). For just as our perceptions of race and "post-race" are socially constructed, so, too are our notions about the institution of slavery in the United States. Indeed, each successive generation of Americans has reconciled the paradox of America as both "land of the free" and "home of the

2010 - 2011 ANNUAL REPORT

# THE POST-RACIAL ERA?

## 2011 - 2012 FACULTY FELLOWSHIPS COMPETITION

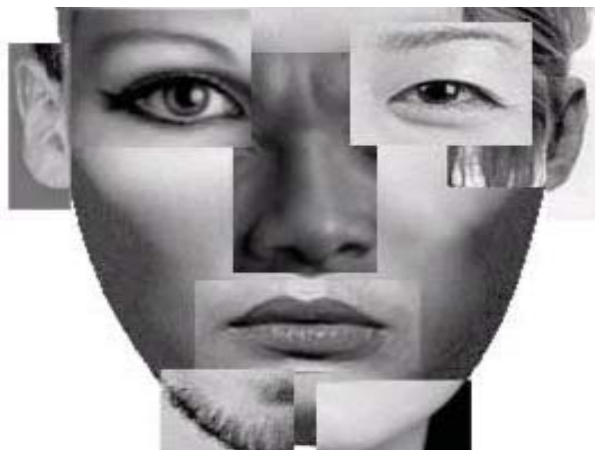
slave” through competing metanarratives (Lyotard; Thomas). As most people are introduced to this reconciliation as schoolchildren, texts such as Fortune’s Bones provide not only a window into the past, but a snapshot into our supposed “post-racial” era.

As Canadian scholar Shaobo Xie noted ten years ago in *Voices of the Other: Children’s Literature in the Postcolonial Context*, “Children are perhaps the most victimized and most urgently need to be postcolonized, not so much because they are the most colonized as because they are most violently subjected to colonialist ideas of Otherness at the most formative years of their life” (Xie). Although children’s texts remain an undertheorized and undervalued field of scholarship in English literary studies, critique of books, films, magazines, websites, comics, and graphic novels intended for children is indeed one of the most effective postcolonial and critical projects in the long run, for “the world ultimately belongs to children.” As Fortune’s Bones is based upon a museum exhibit, alongside the text itself, this project will also examine the ways that museum culture represents (and fictionalizes, and sanitizes) history for children and the general public. This research will provide a knowledge base for literary criticism and scholarship, and theoretical framework for exploring visual and multimodal texts alongside traditional selections from critical and postmodern perspectives.

**Kidada E. Williams, Assistant Professor, History**

*After the Lynching Show*

*After the Lynching Show* will be the first book-length project to explore American collective memory of lynching and racial violence in the wake of the exhibition “Without Sanctuary: Lynching Photography in America” which traveled across the country from 2000-2008. This project seeks to re-examine assumptions that champions of Without Sanctuary made about the cultural, educational, and social benefits of displaying lynching photography and will offer an analysis of the different ways Americans engage the history of lynching and racial violence as a result of the exhibit. The concept “post-racial”, as reflected in its usage in the American lexicon, presumes that because the United States has engaged in some symbolic initiatives to acknowledge the harm done to African Americans and the nation by slavery, convict-leasing, segregation, lynching, and racial violence that the nation has repaired the harm done and therefore achieved racial reconciliation. The preliminary hypothesis for this project, as it relates to the post-racial theme, is that regarding lynching and racial violence, these reconciliation initiatives did not illuminate the effects of this violence on the mostly African American victims and the ways this violence forever altered the ways that black and whites interact with each other. Specifically, displaying lynching photographs and publishing articles and books on lynching and racial violence did not help Americans understand black people’s perspectives on this violence, the relationship between this violence and white privilege and black subjugation and lingering interracial strife.



## 2010 - 2011 ANNUAL REPORT

# 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 members from different disciplines or sub-disciplines and may include graduate students. Working Groups meet regularly throughout the year for scholarly interaction as well as to plan special events including guest lectures and colloquia. This year, the Center supported Working Groups by scheduling meeting space and awarding up to \$800 for speakers, supplies, or other organizational needs. The following reports were received from supported Working Groups. The names listed are the group leaders.*

### **Group for Early Modern Studies**

Elizabeth Acosta, Grad Student, English  
Eric Ash, Associate Professor, History  
Simone Chess, Assistant Professor, English and Women's Studies

The Group for Early Modern Studies (GEMS) focused on the theme of materiality this year, meeting twice a month in the Humanities Center to discuss members' ongoing research: Professor Lisa Maruca (English) presented work complementary to her Brown Bag talk; Professor Michael Scrivener (English) shared a chapter from his current book project; and Professors Jaime Goodrich (English) and Leisa Kauffmann (CMLLC) presented works-in-progress. Graduate students also shared their current projects, including Liz Acosta (English), Claudia Ross (English), and Errin Stegich (History). GEMS meetings thus served as a valuable space for members to discuss their current projects and think about new research, all in the context of the annual theme.

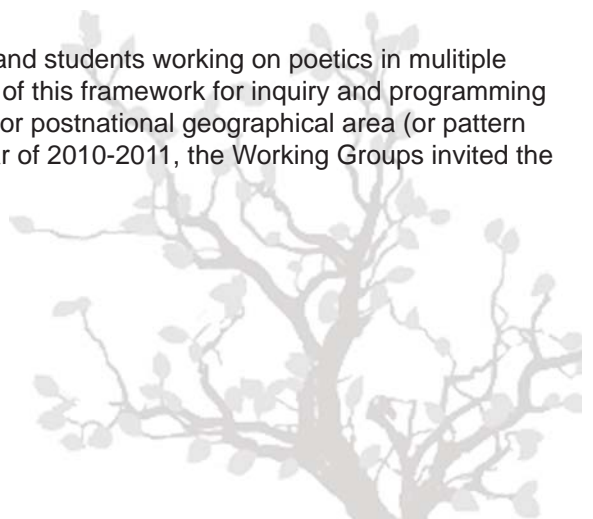
GEMS's most visible success was its second annual symposium, "Bodies at Work: Materiality, 1400-1800," which took place on April 15. Organized by graduate students, this interdisciplinary event attracted a diverse audience of WSU faculty, WSU students, and scholars from southeastern Michigan. The day began with two panels of talks by graduate students from CMLLC (Juana Lidia Coello Tissert), English (Kimberly Majeske, Ginny Owens, Andie Silva), and History (Joelle Marie del Rose, Tim Moran). This year's keynote speaker, Will Fisher (Lehman College, CUNY), then gave a riveting talk entitled "Desiring the Whip: Sexual Flagellation in England, 1650-1750." The day concluded with an informal roundtable reflecting on the day's themes and the future of materiality in scholarly discourse. Core faculty members including Eric Ash (History), Simone Chess (English), Jaime Goodrich, and Leisa Kauffmann participated as chairs of panels, moderators of keynote discussions, and roundtable participants. Despite many other events that day (including President Gilmour's inauguration), the symposium was well-attended, and Professor Fisher spoke to a full house.

In sum, the 2011-2012 academic year has been a great one for GEMS, building on past successes and suggesting that GEMS will flourish even more next year.

### **Regions of Practice: Poetics Across Languages**

Barrett Watten, Professor, English  
Annie Higgins, Assistant Professor, CMLLC  
Charles Stivale, Distinguished Professor, CMLLC  
Lisabeth Hock, Associate Professor, CMLLC

This group is 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. During the academic year of 2010-2011, the Working Groups invited the following scholars to make presentations:





**Christian Bök**, a Canadian conceptual and sound poet.  
**Julie Ezelle Patton**, an African-American performance poet  
**Brenda Iijima**, a NY-based ecopoet.  
**Brad Flis**, a WSU grad student and poet.  
**Fahwad Mattawi**, an Arab-American poet from the University of Michigan.  
**Cary Nelson** from the University of Illinois and AAUP.

### **Syntax-Semantics Working Group**

Nicholas Fleisher, Assistant Professor, English  
Ljiljana Progovac, Professor, English, Director of Linguistics  
Margaret Winters, Professor and Chair, CMLLC

The Syntax-Semantics Reading Group had a successful year that was greatly enhanced by support from the Humanities Center Working Group program. Founded in 2008, the Syntax-Semantics Reading Group brings together faculty and students in the Linguistics Program to read and discuss current research in the fields of syntax and semantics, from a variety of theoretical perspectives.

During the 2010-11 academic year, the group continued its regular pattern of meeting approximately every three weeks to discuss a new paper. Linguistics faculty from English, CMLLC, and Anthropology were regular participants, as were a number of graduate students in the Linguistics Program. The group's theme for the year was argument structure and linking: we focused on papers that dealt with the theoretical issues surrounding the relationship between the semantics of events and participant roles and the way those roles are expressed in the syntactic structure of natural languages. One of the group's primary purposes is to get students immersed in linguistic theory, and we were pleased to have graduate students share the task of leading the group's discussion of particular papers.

With the support of the Humanities Center, we were able to invite a guest speaker to campus. On April 1, the group hosted a lecture by Professor Chris Barker, of the Department of Linguistics at New York University. Professor Barker is a nationally prominent researcher in natural-language semantics and logic; his lecture addressed the problem of free-choice permission for classical, truth-conditional logics.

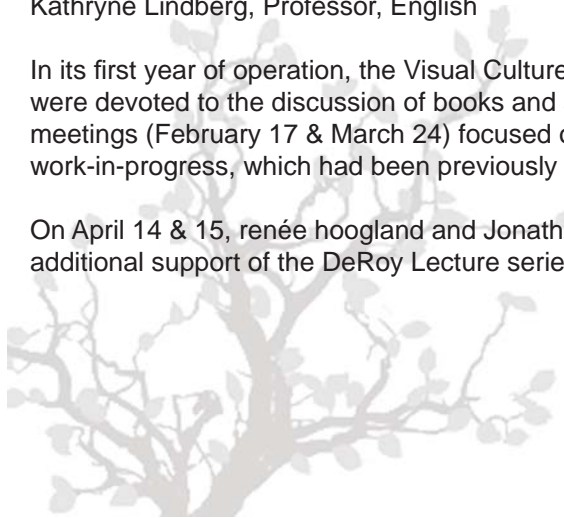
With its third year now completed, we look forward to the continued success of the Syntax-Semantics Reading Group under its new organizer, Professor Haiyong Liu of CMLLC. On behalf of the group, Professors Nicholas Fleisher (English), Ljiljana Progovac (English), and Margaret Winters (CMLLC) thank the Humanities Center for its support.

### **Visual Culture Working Group**

renée c. hoogland, Associate Professor, English  
Jonathan Flatley, Associate Professor, English  
Julie Thompson Klein, Professor, English  
Kathryne Lindberg, Professor, English

In its first year of operation, the Visual Culture Working has met five times. Two meetings (November 10 & January 13) were devoted to the discussion of books and articles, selected in advance by two or more members of the group. Two meetings (February 17 & March 24) focused on work of one member of the group, who presented a recent paper, or a work-in-progress, which had been previously distributed through the Working Group's Blackboard site.

On April 14 & 15, renée hoogland and Jonathan Flatley co-organized the group's first annual symposium. With the additional support of the DeRoy Lecture series, the English Department, Film and Media Studies, and the Digital



## WORKING GROUPS

Humanities Collaboratory, they were able to rent and screen two Andy Warhol films at the Detroit Film Theatre. The films, *Paul Swan* (1965) and *Camp* (1965), were introduced by Douglas Crimp, curator and Fanny Knapp Allen Professor of Art History & Professor of Art History/Visual and Cultural Studies at the University of Rochester. Douglas Crimp additionally presented the keynote address on the second day of the symposium at the Helen L. deRoy Auditorium. Three group members presented papers (Scott Richmond, renée hoogland, & Jonathan Flatley) during a panel session chaired by Prita Meijer.

The institution and activities of the Visual Culture Working Group have facilitated the introduction of two Visual Culture courses into the new undergraduate curriculum of the English Department (drafted by renée hoogland, currently under review).

The grant received from the Humanities Center has been used to cover some of the costs and the speaker's expenses of the April Symposium.

The group expects to expand its membership to two incoming new junior faculty in the Film and Media Studies program at the English Department in the Fall of 2011, and intends to continue its activities in future years.

### **Working Group on Contemporary China**

Haiyong Liu, Assistant Professor, CMLLC  
Alexander Day, Assistant Professor, History  
Katherine Kim, Assistant Professor, Philosophy  
Bo Shen, Associate Professor, Kinesiology

We, nine faculty members, whose research interests involve contemporary China met twice in the past academic year, thanks to the support from the Humanities Center, despite the large size of our group. We have also been having regular email exchanges regarding group meetings and inviting external speakers.

The first meeting took place in October 2010; 7 members showed up. We introduced one another and discussed what are the places our interests overlap. For example, sharing databases and database-retrieving techniques were one of the areas where some of our faculty could benefit from. We also did some networking and suggested names we could bring in for a lecture. The process of tenure review was also mentioned, since most of the group members were untenured.

The second meeting took place in April; four of the members showed up. We reported to everyone our work in progress for about 15 minutes and then the audience asked questions. For example, we clarified some of the concepts that are essential in doing research related to contemporary China and in our own discipline, introduced approaches to some of the same questions that we work on (e.g. the idea of enforcement and data collection). It was a good opportunity for us to streamline our research ideas and present them to other colleagues for their critiques and to get useful feedback from one another, besides broadening our own intellectual horizon.

As a result of the generous support of the Humanities Center, we, though scattered in different departments and colleges, have finally initiated contact, some of our members have published journal articles, and two of us have been tenured in the past year. Dr. Jin Bo, assistant professor of clinical psychology at Eastern Michigan and Ms. Xinting Zhang, an ABD in linguistics have also shown interest in getting involved. We have been contacting Prof. San Duanmu, a Chinese linguist at U-M, who will come to give us a lecturer in the Fall 2011 on the status of Shanghainese in today's China. We, therefore, hope we can continue receiving the support from HC in the academic year 2011-2012 and further strengthen our collaboration.

### **Working Group on Science and Society**

Marsha Richmond, Associate Professor, History  
William Lynch, Associate Professor, History  
Al Saperstein, Professor, Physics and Astronomy  
Barry Lyons, Associate Professor, Anthropology

The Working Group on Science and Society (WGSS) has been supported by the Humanities Center for the past nine years. This group brings together a cohort of individuals from different units across the campus to share mutual interests in the impact of science on society. This year the WGSS sponsored four brownbag talks (four by WSU faculty and one by a Visiting Professor), a lecture by an outside speaker, and hosted a panel discussion with five speakers drawn from three colleges as well as the administration. The events were well attended and stimulated avid discussion.

#### **Marja van Tilberg - November 12, 2010**

(History, University of Groningen, Netherlands)

(Co-sponsored with Gender and Women's Studies)

***"Gender, Civilization and Savagery: Gender as a Category of Analysis in the Forster Accounts of Pacific Peoples"***

#### **Lisa Chiodo (Nursing) - December 13, 2010**

***"Effects of Prenatal Alcohol Exposure to Alcohol and Cocaine on Child/Teen outcomes"***

#### **January 27, 2011**

***Environmental Education @WSU, moderated by Barry Lyons (Anthropology)***

Howard Shapiro (Assoc. VP, Academic Affairs);

Carol Miller (Civil Engineering);

Larry Lemke (Geology and Environmental Science); Dan Kashian (Life Sciences);

Maria Ferriera (Environmental Science Education), and two students

#### **Paul N. Edwards - February 12, 2011**

(Professor of History and in the School of Information Sciences, University of Michigan)

***"Global Warming Controversies: Data, Computer Models, and the Politics of Climate Change," organized by Bill Lynch***

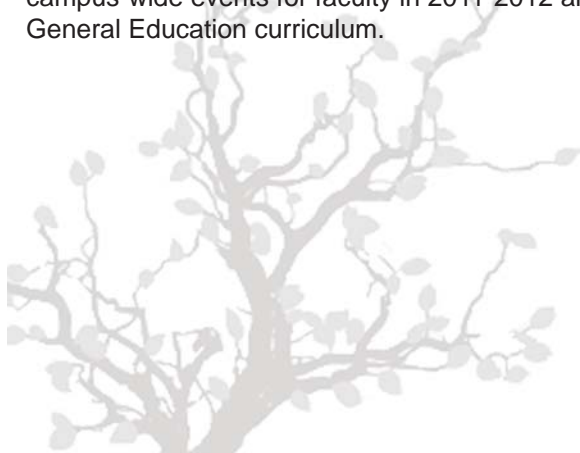
#### **Karli Rosner, M.D. (Dermatology) - April 4, 2011**

***"'Suicide Gene Therapy': Engineering Enzymes to Kill Cancer Cells"***

#### **Todd Meyers (Anthropology) - April 13, 2011**

***"When Health Eludes Us: Anthropological Perspectives on Historical Sources"***

In addition, two core members of the group (Richmond and Lyons) helped prepare and are Co-PIs on a major grant proposal to the Environmental Protection Agency, submitted 2 May 2011, which would fund a series of campus-wide events for faculty in 2011-2012 aimed at helping them incorporate environmental components into the General Education curriculum.





## OPEN COMPETITION

*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 Grants to three scholars in two different disciplines. Abstracts of the projects are presented on this page of the report.*

### **Thomas Killion, Associate Professor, Anthropology**

*Networks, Narrative, and Negotiations: The Case of the Cave Valley Mummies of Chihuahua, Mexico*

Killion's earlier research on the Cave Valley Mummies of Chihuahua provides the foundation for the creation of an anthropological case study in repatriation across international borders proposed here. His present objective is to transform the technical report into a broader intellectual treatment of the repatriation phenomenon accessible to scholars in both the humanities and the sciences. Scholars in both domains, He hope, will find the intersection of history, contemporary politics, and archaeological method and theory brought to the surface by the case both provocative and instructive.

Anthropology has been described as the most humanistic of the sciences and the most scientific of the humanities. The Cave Valley case is particularly important to the humanities because it highlights the flawed notion of scientific objectivity and prerogative and exposes the internal contradictions inherent in the implementation of the repatriation mandate.

### **Kirsten M. Thompson, Associate Professor, and Director of Film Studies, English**

*Color and Classical Cel Animation*

Thompson has received a Humanities grant to conduct preliminary archival research, and draft several chapters that will form part of *Color and Classical Cel animation*, a monograph which will explore the technological, philosophical, and affective dimensions of color in the animated shorts and features of Walt Disney, the Fleischer Bros (Popeye the Sailor and Superman) and other leading American animation studios (MGM, Warner Bros.) between 1900-1960. Her research is concerned with broad questions of the psychological and perceptual effects of color combined with animated movement: How do the optical and neurological properties of color shape perception? How was animated color a key attraction that offered product differentiation, affective appeal and perceptual play? What can the writings of philosophers like Aldous Huxley (*The Doors of Perception*), Walter Benjamin ("Old Toys") and Goethe (*Theory of Colors*) tell us about the experience of seeing and feeling color? How did color express fantastic, magical or surreal narrative properties, in films like Disney's *The Three Caballeros* or the Pink Elephants sequence in *Dumbo*?

### **renée hoogland, Associate Professor, English**

*A Violent Embrace: Art & Aesthetics Post Representation*

- is currently working on a book entitled "*A Violent Embrace, on visual arts and aesthetic experience post-representation.*" The book focuses on the function of art and literature beyond the traditional terms of meaning and significance. Instead of asking questions about the symbolic meaning, or underlying "truth" of a work of art, hoogland's concern is the actual work that a work of art/literature does in the world, and the way art affects us, not only emotionally and/or cognitively, but also, if not primarily in our material, embodied being. Her purpose is to trace the contours of a radical, or neo-aesthetics that runs counter to the Kantian tradition with its emphasis on "disinterested" aesthetic judgment, universal validity, and "pure beauty," and, thus, to avoid collapsing aesthetic inquiry with ethics or hermeneutics. On the assumption that without the possibility of aesthetic experience, there would be no art nor aesthetic inquiry, hoogland critiques attempts to "read" meaning into artistic objects in order to posit aesthetic experience as a process of "becoming" whose outcome is neither fixed, nor necessarily "good," "ennobling," or "edifying."

# 2010 - 2011 ANNUAL REPORT 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 presentations 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 2010 AWARDEES

### Michael Butterworth - Theatre

Title: *"Hybrid Lives of Professional Teaching Artists in Dance and Theatre: Questions of Power in Performance, Teaching, and community Work"*  
Conference: American Society for Theatre Research

### Andrea Nevedal - Anthropology

Title: *"I'm Damaged Goods: Understanding how HIV Circulates through the lives of Older African Americans with HIV"*  
Conference: American Anthropological Society of America

### Dolly R. Tittle - CMLLC

Title: *"Beli and Lola: Silence in The Brief Wondrous Life of Oscar Wao by Junot Diaz"*  
Conference: XX International Conference of the Asociación Internacional de Literatura y Cultura Femenia Hispánica

### Kelly L. Unger - Instructional Technology Program, Education

Title: *"Technology Integration Professional Development Intervention: A Design and Development Study"*  
Conference: Administrative & Organizational Dept. Association for Education Communications and Technology

## WINTER 2011 AWARDEES

### Clay Walker - English

Title: *"Hybrid Discourses as Internalized Boundary Crossing: An Archival Study of César Chávez and the United Farm Workers"*  
2011 CCCC Convention Program

### Michael Bogdan - Art and Art History

Title: *"Synesthesia, Language, and Boundaries"*  
Conference: 2011 FATE/MACAA conference

### Michelle Millard - Communication

Title: *"Lesbian Domestic Abuse and the (Re)Structuring of Identity and Self"*  
Conference: Western States Communication Association

### Megan Mulvaney - Linguistics

Title: *"Deutscher Rap, Code-Switching, and the Role of English in contemporary European Culture"*  
Conference: The Critical Blot: Opacity in German Language, Literature and Culture

## SUMMER 2011 AWARDEES

### Derek Bolen - Communication

Title: *"Performing the Dynamic Interplay of Masculinities: Self, Other, Society and Masculinity"*  
Conference: Congress for Qualitative Inquiry

### Andrew Winckles - English

Title: *"Kingdom of God - Kingdom of Man: Freedom, Identity and Justice in Charles Wesley and William Blake"*  
Conference: NASSR 2011 Conference



# A LOOK AHEAD: 2011-2012 ACTIVITIES

## 2011 FALL SYMPOSIUM



*The Humanities Center invited WSU faculty to propose papers that address the ideas inherent in the concept of the Post-Industrial City explicated below. We encouraged scholars and artists in all humanities and arts disciplines to submit papers from which a selection was drawn for discussion at the Center's Fall Symposium, tentatively scheduled for November 18, 2011.*

Since the 1960s, large industrial cities in Northern Europe, the (former) Soviet Union, and the United States have undergone profound economic, social and demographic changes. Manufacturing, once the lifeblood of these cities, has declined dramatically; suburbanization and shrinking inner-city populations have led to the urban decay we now associate with the "post-industrial" city. While the economic effects of industrial decline have been well documented, far less scholarly attention has been paid to the effects of post-industrialism on the arts and humanities.

During the first half of the 20th century, industrial cities generated a disproportionate share of the growth of national economies. In a climate of economic innovation, success, and profitability, the arts flourished, as is clear from the proliferation of (small) theater companies and art museums, the expansion of art collections, and the development of new and experimental forms of music and art. The working class cosmopolitanism of Liverpool produced the Beatles, and Detroit's industrial economy of the 1960s helped to establish the Motown music industry. This period taught us that strong local economies enable and encourage new developments in the arts. New developments in art and art practices, reflecting local cultures and tastes, circulate more broadly in the global economy and bring recognition and resources back to the city in a cycle of creativity and growth.

To be sure, post-industrial cities continue to produce and enjoy artistic innovations. Techno-music is thriving in Detroit, while new-wave and hip-hop are flourishing in Manchester. But post-industrial cities are not the centers of artistic development. London still dominates British culture, but London itself, while clearly cosmopolitan, is decidedly non-industrial. Liverpool, a

post-industrial city, is considered a backwater of British culture.

With the gradual disappearance of influential arts and artists from the former industrial centers, the position of the "culture industry" has changed as well. Many post-industrial cities no longer see the arts as valuable in and of themselves—as an organic part of socio-cultural developments and trends more generally. Instead, art is largely seen—and actively employed/exploited—as a tool for economic development, public relations, and merchandizing. The mid-town district of Detroit, for example, emphatically foregrounds the arts to attract visitors, to seduce new residents, and to promote its struggling economy.

There are other imaginative ways to look at, and even employ, the arts and the humanities. Urban planners argue that the key to reviving post-industrial cities is in redefining what it means to be "urban." Once associated with overpopulation and over-use, "urban" now means engaging in "smart growth," preserving historic areas for repopulation, and promoting Green enterprises that create new and sustainable lifestyles. Essential to this regeneration is the development of an inner-city core where various races, ethnicities, classes, and age groups live, work, and build new cultures together. The new urban city is an "incubator" for creative activities and innovations, including advances in communications and technologies essential for growth in a global economy. The humanities, arts and social sciences can and should play a central role in this regeneration.

The Humanities Center invites proposals from all disciplines on any or all aspects of "The Post-Industrial City" in contemporary higher education.

**Symposium Date:** November 18, 2011.



# A LOOK AHEAD: 2011-2012 ACTIVITIES BROWN BAG COLLOQUIUM SERIES

BELOW IS AN INCOMPLETE SCHEDULE OF BROWN BAG TALKS FOR NEXT YEAR

|                    |  |
|--------------------|--|
| September 13, 2011 | Ellen Barton, English, Chair, <i>Analyzing Ethics-in-Interaction in Medical Encounters</i>   |
| September 14, 2011 | Heather E. Dillaway, Sociology, Associate Professor, <i>Conceptualizing Midlife</i>  |
| September 20, 2011 | Yuning Wu, Criminal Justice, Assistant Professor, <i>Fear of Crime among Chinese Immigrants in Metro-Detroit</i>   |
| September 21, 2011 | Anca Vlasopolos, English, Professor, <i>Etching the Globe: Poems about Migration. From a Work-in-Progress</i>  |
| September 27, 2011 | Simone Chess, English, Assistant Professor, <i>And so they kissed again: Early Modern Crossdressing and Queer (hetero?)Sexualities</i>   |
| September 28, 2011 | Nardina Mein/Paul Gallagher/Shawn McCann/McGlone and Neds-Fox/Joshua, Libraries, <i>New Media &amp; Information Technologies, The Peacock Room Comes to America</i>                      |
| October 04, 2011   | Alina Cherry, CMLLC, Assistant Professor, <i>Becoming-Animal, The Fury of History</i>  |
| October 05, 2011   | Francis Shor, History, Professor, <i>The Rise and Fall of the US Empire</i>  |
| October 11, 2011   | Scott Richmond, English, Assistant Professor, <i>Flickering Flesh: Medium, Materiality, and Aesthetics Beyond the Phenomenal in Tony Conrad's THE FLICKER (1965)</i>                     |
| October 12, 2011   | Michael Stone-Richards, Department of Critical Theory and Literature, College for Creative Studies, Professor, <i>Care of the City: Detroit, with Antigone and Heidegger</i>             |
| October 18, 2011   | James Hartway, Music, Distinguished Professor, <i>The Creative Process in Modern Music Composition on how I wrote a concerto for jazz quintet and symphony orchestra</i>                 |
| October 19, 2011   | Lance Gable, Law School, Assistant Professor, <i>Ethical Allocation of Scarce Medical Resources During Public Health Emergencies</i>   |
| October 25, 2011   | Laura Kline, CMLLC, Sr. Lecturer, <i>The Trouble with Gods: Pagan and Christian References in Varlam Shalamov's "Kolyma Tales"</i>   |
| October 26, 2011   | Walter Edwards, Humanities Center & English, Director and Professor, <i>Linguistic and Sociolinguistic Features of Creole Languages</i>  |
| November 01, 2011  | Frances J. Raney, English, Professor, <i>Touchdown Jesus Struck by Lightning: Aristotle's Four Causes in Public Discourse</i>  |
| November 02, 2011  | Jose A. Rico-Ferrer, CMLLC, Assistant Professor, <i>Truthful Disillusion Against Idleness and Games by Francisco de Luque Faxardo: A gambler's penance</i>                               |
| November 08, 2011  | Eldonna L. May, Music, PTF, <i>Amy Marcy Cheney Beach: Calbido, Op. 149 A Critical Analysis</i>  |
| November 09, 2011  | Margaret Winters, CMLLC, Chair & Nathan Geoffrey, English, Professor, <i>Is Prediction Possible in Historical Linguistics</i>  |
| November 15, 2011  | Ronald Aronson, History, Distinguished Professor, <i>Sartre the Essayist</i>   |
| November 16, 2011  | Kirsten Thompson, English, Film Studies, Associate Professor & Director of Film and Media Program, <i>Liquid (Techni)color: 'Chromatic Paradoxes of Form and Abstraction</i>             |
| November 29, 2011  | Michael J. Giordani, CMLLC, Professor, <i>The Art of Emblazoning and some Portraits of Agnola Bronzino</i>   |
| November 30, 2011  | Anne M. Burr, Law School, Professor, Director of Legal Research & Writing, <i>Law and Harmony: An In-depth Look at China's First American Style Law School</i>                           |
| December 06, 2011  | John Corvino, Philosophy, Associate Professor, <i>The Definition of Marriage</i>   |
| December 07, 2011  | Barrett Watten, English, Professor, <i>Fascism, Democracy, Mimesis: Reading "The Baader-Meinhof Complex"</i>   |
| December 13, 2011  | Abderrahman Zouhir, CMLLC, Assistant Professor, <i>Teaching and Learning Arabic at U.S. Universities</i>   |
| December 14, 2011  | Liz Reich, English, <i>Earning Citizenship in Hollywood: Melvin Van Peebles' Transnational Soldier in Story of a Three Day Pass</i>  |
| January 17, 2012   | Joe Rankin, CLAS, Associate Dean, <i>TBA</i>   |
| January 18, 2012   | Marsha Richmond, History, Associate Professor, <i>Expanding Occupational Opportunities for Women in the Early 20th Century: Women in Genetics</i>  |
| January 24, 2012   | Chris T. Leland, English, Professor, <i>TBA</i>  |
| January 25, 2012   | renée c. hoogland, English, Associate Professor, <i>The Ambivalence of the Face: The Case of Johan Vander Keuken</i>   |
| January 31, 2012   | Chera Kee, English, Assistant Professor, <i>An Army of the Undead: Zombies, Soldiers and Political Identity</i>  |
| February 01, 2012  | Liza Z. Winters, English, Assistant Professor, <i>TBA</i>  |
| February 07, 2012  | Bill Harris, English, Professor, <i>Booker T. &amp; Them: A Blues</i>  |
| February 08, 2012  | Stephen Chrisomalis, Anthropology, Assistant Professor & Graduate Director, <i>A Zillion Dollars and a Jillion Junebugs: Umpteen Reflections on Indefinite Hyperbolic Numerals</i>       |
| February 14, 2012  | R. Khari Brown, Political Science, Ronald E. Brown, Sociology & Aaron Blasé, Sociology, <i>Religion and War Attitudes</i>  |
| February 15, 2012  | George Parris, Education, Assistant Professor, <i>Addressing the Career Development Needs of African American High School Students: Implication for Counselors</i>                       |
| February 21, 2012  | Sharon Lean, Political Science, Assistant Professor, <i>Civil Society and Democratic Governance in Liberia</i>   |
| February 22, 2012  | David M. Merolla, Sociology, Assistant Professor, <i>The 'Net Black Advantage' in Educational Transitions: An Educational Careers Approach</i>   |
| February 23, 2012  | Robert Sedler, Law School, Distinguished Professor, <i>Religion, Politics and American Foreign Policy in the Middle East</i>   |
| February 28, 2012  | Norah Duncan, Music, Associate Chair, <i>The evolution of 'Lead Me, Guide Me' the African American Catholic Hymnal</i>   |
| February 29, 2012  | James Hartway, Music, Distinguished Professor, <i>The Creative Process in Modern Music Composition or how I wrote Dream Cruise- Detroit Reimagined</i>                                   |
| March 06, 2012     | Felicia A. Lucht, CMLLC, Assistant Professor, <i>Detroit's German Immigrants (working title)</i>   |
| March 07, 2012     | Janine Marie Lanza, History, Associate Professor, <i>Misogyny and the Law: Early Modern French Legal Commentators and Gender Distinctions</i>  |
| March 20, 2012     | Julie Klein, English, Professor, <i>New Digital Horizons in Humanities: Wayne State University's HASTAC Scholars</i>   |
| March 21, 2012     | Jeff M. Rebudal, Dance, Associate Professor, <i>Spero Meliora: Exploring Civic Life of Detroit through an Interactive Multi-media Dance and Music Performance</i>                        |
| March 27, 2012     | Arifa Javed, Sociology, Lecturer, <i>Globalization and Challenges to our Education System and Broadening our Academic Horizons through Comparative Approach to Social Sciences</i>       |
| March 28, 2012     | Selin Sertgoz, Education, Doctoral Student & Tami Wright, Theoretical & Behavioral, Clinical Director & Counselor Education, <i>Women and Career: Where is the Glass Ceiling</i>         |
| April 03, 2012     | Jeffrey Abt, Art & Art History, Interim Associate Dean & Associate Professor, <i>Identity and Abstraction: The Jewish Museum of New York's Avant-Garde Exhibition Program, 1957-1980</i> |
| April 04, 2012     | Mary Cay Sengstock, Sociology, Professor, <i>Strengths and Weaknesses of Multicultural Family Child-Rearing</i>  |
| April 10, 2012     | Roslyn Abt Schindler, CMLLC, Associate Professor and Associate Chair, <i>TBA</i>   |
| April 11, 2012     | Jeff Pruchnic, English, Assistant Professor, <i>TBA</i>  |
| April 17, 2012     | Leisa Kauffmann, CMLLC - Spanish, Assistant Professor, <i>The historiographical genre in Fernando de Alva Ixtlilxochitl's history of the Pre-Hispanic Nahua past</i>                     |
| April 18, 2012     | Steven Stack, Criminal Justice, Professor, <i>On the Causes of Suicide in British and American Feature Films, 1900-2009</i>  |
| April 24, 2012     | Michael Babour, Education, Assistant Professor, <i>Examining the Development of Primary and Secondary Online Learning Clusters in New Zealand</i>  |
| April 25, 2012     | Andrew Newman, Anthropology, Assistant Professor, <i>The Politics of Green Space in Global Cities</i>  |



# A LOOK AHEAD: 2011-2012 ACTIVITIES

## OPEN COMPETITION

*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:

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

*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. \*\**

2. A budget with a succinct explanatory narrative
3. An updated CV.

### ELIGIBILITY

All WSU full time faculty are eligible to apply.

The **tentative deadline** for proposals to be funded during the 2011-2012 academic year is Friday, November 11, 2011. Fifteen (15) copies of the application and CV should be sent to:

### FUNDING

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

The Humanities Center  
Attn: Walter F. Edwards, Director  
2226 Faculty/Administration Building  
Wayne State University  
Detroit, MI 48202

### APPLICATION

Each application must include the following:

1. 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,*

# A LOOK AHEAD: 2011-2012 ACTIVITIES

## 2012 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 \$6,000. 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. The 2012 - 2013 theme is "Borders & Intersections"*



The Obama administration announced in January 2011 that it was cancelling the "Secure Border Initiative," better known as the "Virtual Fence," that was to separate 2,000 miles of the United States from Mexico. Despite the fact that the project has been terminated, it has reignited contentious debates about immigration, protectionism, and the permeability of national borders. These discussions of geographic borders demonstrate the continuing relevance of borders in framing our contemporary experience of day-to-day political reality. While borders protect, they also delimit and deny. Yet when borders and boundaries are disrespected or transgressed, it can lead to national security crises, international conflicts, and even war. How do we negotiate the need for borders and boundaries, while also acknowledging their troubling limits?

The "energy and space around a material are as important as the energy and space within," argues sculptor Andy Goldsworthy. His sculptures, which include rock walls, stone archways, and frozen gates of snow, create visual borders that recognize the intersections of things with the world around them. Linguists identify "language borders" or "language boundaries" in places where two languages, not mutually comprehensible, meet: on the U.S./Mexico border, for example, or on the European line separating Germanic language speakers from those who speak Romance languages. Yet these borders, too, are marked by their permeable nature, as shared terminology and bilingualism complicate any easily defined linguistic division. The lines of continuity in Goldsworthy's work or on language borders belie the neat divisions of the "Virtual Fence" project, calling into question our ability to cordon off nature from culture, one conceptual space from another.

Borders are of course not exclusively geo-political. They frame the way that we understand our existence, the way we structure our reality, and the way we categorize people, places, and things. When borders dissolve, when artwork defies the traditional notion of subject and frame, or when gender, race, or ethnicity challenge prevailing definitions, we are invited to reconsider the preconceived notions that guide our interpretation of the world. As borders become porous or dissolve, we often discover that rather than separating two distinct realms, they are actually spaces of convergence. These intersections are spaces of syncretism, multiculturalism, or hybridity.

The Humanities Center invites grant proposals that explore the reconceptualization of borders or boundaries, be they political, geographic, ecological, disciplinary, artistic, or some other form. Proposals may also examine race, class and gender from the perspective of borders and/or intersections. Proposals might even cross disciplinary boundaries or take a comparative approach, bridging perceived borders between the humanities, the arts, and the social sciences.





# HUMANITIES CENTER ANNUAL REPORT 2010-2011

BRINGING HUMANISTS TOGETHER FOR COLLABORATIVE RESEARCH

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2010 - 2011 Annual Report  
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