

# Humanities Center

## Annual Report 2013-2014



*Bringing Humanists Together for Collaborative Research*

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**OUR MISSION**

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

# 2013 - 2014 OVERVIEW

I am pleased to report to you near the end of an eventful 2013-14 academic year. It is a year in which the Center continued to cement its place on this campus as a site for interdisciplinary fellowship among humanities, social science and arts faculty and students. The Center also continued to serve as a prototype of a modern humanities center, one that interprets the humanities in a manner that is inclusive of a wide range of disciplines that are outside the traditional paradigm of the humanities.

In the latter regard, I was gratified by what I experienced as a participant in the 2014 meeting of the Consortium of Humanities Centers and Institutes (CHCI) in Hong Kong in June 2014. The theme of that meeting was PERFORMATIVE HUMANITIES, a concept that invites humanities scholars to be engaged in a wide range of scholarly activities that are captured by the performative notion. In a plenary lecture entitled "The way we perform" Professor Shannon Jackson, director of the Arts Research Center of UCLA, Berkeley, asserted that on the one hand the interdisciplinary field of performance humanities is integrating "modes of analysis of literary studies, rhetoric, art history, anthropology, sociology and more", while on the other hand "it asks how artists and humanists are incorporating but also questioning the experimental ethos of a service economy". This is only one of several lectures and workshops at the meeting that envision the kind of humanities center that we have at Wayne, one that allows for the performance of the humanities in service, arts, social sciences, education and other areas. Through our interdisciplinary themes, our resident scholars program, our brown bag series, our working groups program and dissertation fellowships our Center invites scholars and artists of all stripes to perform their versions of the humanities in creative ways. I came away from the conference pleased that our Center's mission and programs are in line with the best practices among humanities thinkers who wish to position the humanities as a central participant in a reenergized academy that seeks to make meaningful contributions to the wider society.



Director, Walter F. Edwards

The 2013-14 year was also our 20th anniversary year and, accordingly, we partied jubilantly. We celebrated in style on September 27, 2013, first with a wonderfully engaging symposium on the theme "Truth", a topic which attracted dozens of abstracts from every discipline in the humanities and social sciences. Our Advisory Board chose 24 of the best proposals for presentation in parallel sessions that were capped by a brilliant keynote address by WSU communication professor Lee Wilkins. Speakers were affiliated with WSU and with five other universities, and discussed the theme from a range of disciplinary and interdisciplinary angles, including law, philosophy, history, languages, sociology, anthropology, education, communication and others. It was an academically exhilarating event, an intellectual feast as one participant labeled it. But we were not done celebrating yet. That evening, at the conclusion of the symposium, we hosted a gala reception for faculty, students and administrators. It was an elegant, catered event that was organized by our staff led by Jennifer Leonard and Rodina Peace. For a memorable period of about 90 minutes the Humanities Center was the focus of a glittering festival attended by dozens of our faculty

## A MESSAGE FROM THE DIRECTOR

# 2013 - 2014 OVERVIEW

and student alumni, several department chairs and program director, four deans of colleges, the provost and the president of the university. The mood was set by an energetic jazz combo that played throughout the reception. It was a fitting recognition of the achievements of the Center. But we were not done celebrating yet. The revelry paused for an hour to allow a formal program to be inserted. In this program, the provost served as the mistress of ceremony and I was allowed to share some key moments in the history of the Center. Then came a keynote talk by Dr. Srinivas Aravamudan, former (and now again) President of CHCI, and Dean of Humanities at Duke University. His talk was on "The Cosmopolitan Humanities and Perpetual Peace", a complex topic that engaged philosophy, history, cultural studies, rhetoric and other ideas. It was a scintillating performance what provoked supporting and dissenting responses. But we still had an additional way of marking our 20th anniversary. As part of the formal program, senior librarian and Advisory Board member Judith Arnold introduced the gathering to an exhibition of over 200 books and articles published with the support of the Humanities Center over the 20 years of its life. Part of that exhibition was displayed at the back of the room. Although the exhibition only showcased a fraction of the work the Center funded, it was impressive enough to draw praises from those who had the time to browse it. The full exhibition lived on for the month on October 2013 in the Purdy Library. During the rest of this year we have been marking our 20th anniversary with gift items (a note pad and a laptop computer bag) that are imprinted with our 20th anniversary logo.

I hope you'll agree that we marked our 20th anniversary appropriately. I thank Provost Margaret Winters and then Deputy President Phyllis Vroom for helping us with funds to support our celebrations.

Program-wise, the Center also had a good year. We hosted 57 brown bag talks which attracted scholars for some 18 different departments and five colleges. At most talks the audience included scholars and artists from at least three different disciplines. Our resident scholars program attracted a lively group of junior and senior scholars who worked well together and expanded their individual intellectual horizons through regular interactions with colleagues affiliated with different disciplines. They worked so well together that they helped the Center introduce two new programs. One was a brown-bag talk on fieldwork led by Sharon Lean (Political Science), Robert Henderson (Linguistics) and Joshua Duchan (Music) and aimed at graduate students who were contemplating or were actually engaged in field work. That talk was very popular among doctoral students from a variety of disciplines. The second innovation was led by Sharon Lean, Alina Cherry and Chera Kee. They created a Summer Dissertation Writing Program for the Center. This program invites doctoral and Master's students to come to the Center every Thursday in the summer from 11:00 AM to 3:00 PM to write parts of their dissertations or theses. The Center provides the space, the beverages and the snacks while the students write. The program has proved to be popular with students and has drawn praise from faculty and department chairs. The students have to make journal entries about what they accomplished during each session, providing us with a way to measure success. This could become an annual program for the Center, thanks to our current resident scholars.

The Center did experience a significant loss this year, however. During this year, our very talented, wonderfully committed and beloved Administrative Assistant Jennifer Leonard was twice bumped from her position with the Center due to her low seniority in the category of administrative assistants in the university. The first effort was aborted but the second occurrence led to her departure. Jennifer served the Center with absolute distinction for ten years. Apart from being multi-talented in all the areas needed by the Center, she was a constant source of ideas and strategies that

## A MESSAGE FROM THE DIRECTOR

# 2013 - 2014 OVERVIEW CONTINUED

helped me run the Center successfully over these years. Her work ethic was impeccable and her commitment to the best interest of the Center unquestionable. She left us in March 2014. I am dedicating this issue of the Annual Report to her in recognition of the excellent contributions she made to the Center in the years she served as my assistant and professional partner. The faculty and students she served so capably join me in wishing her well in all her future professional assignments. I sincerely hope that Wayne State University retains her services.



Above: Jennifer Leonard

As I write this message I look forward to another exciting year of work in the Center. I particularly look forward to the fall 2014 symposium on "Re: The City" that promises to be an intellectually stimulating event. The call for abstracts for this symposium attracted an excellent response from local and national scholars and we have been able to secure a commitment from Professor Julius Wilson, a distinguished professor from Harvard University, to keynote the symposium which will take place on October 31, 2014. I also look forward to the possibility of a partnership with the Ford Estates on a project to create a faculty fellowship on "Museums and the City". I have been meeting with Ford Estates CEO Kathleen Mullins on that possibility.

I thank you all for your continued support of the work of the Humanities Center. Here's wishing you a wonderfully successful 2014-15 academic year!

A handwritten signature in cursive script that reads "Walter F. Edwards". A horizontal line is drawn below the signature.

Walter Edwards  
Director

## SUMMARY OF PROGRAMS

**BROWN BAG TALKS:** Since the inception of the weekly Brown Bag Colloquium Series, hundreds of Wayne State faculty and students in the humanities and arts 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 about 60 talks each academic year. During the 2013-14 academic year, the talks were held mainly on Tuesdays and Wednesdays. In total, 57 talks were held. Brown Bag Talks are free and open to the public.

**HUMANITIES CENTER DOCTORAL DISSERTATION FELLOWSHIP:** The Humanities Center and the Graduate School are proud to continue their collaboration on funding a Humanities Center Doctoral Dissertation Fellowship. 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. 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 or shortly thereafter. Up to three smaller awards of \$500 each can be made at the discretion of the sponsors. The fellowship award is dispensed as monthly stipends between January and August. The 2014 fellowship recipient was Beth Fowler of the History Department. Additional awards of \$500 were given to Marie Buck of the English Department, Wenwen Shi of the Political Science Department, and Joan Wedes of the English Department.

**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. This past year's theme was *Survival*, and this coming year's theme is *Exploring The Everyday*.

**FACULTY FELLOWS 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 results of their funded work and to receive feedback from the audience. In addition to fellowship recipients from WSU, the Center invites a distinguished keynoter who is an expert in the area addressed by the theme. The 2014 conference theme was *Redefining Politics in a Monetary Age*; 2015 theme will be *Survival*.

**FALL SYMPOSIUM:** The Fall Symposium is held once a year in the fall. It focuses on a topic of contemporary significance in the humanities and arts. Internal and external speakers are chosen from abstracts submitted to the Center's Advisory Board. In addition, the Center invites distinguished keynoters who are experts in the area addressed by the theme. This year's symposium theme was *Truth*. The Symposium was held on September 27, 2013 as a part of the Center's 20th Anniversary Celebration. The 2014 theme is "re: the city."

**MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP:** Thanks to a generous endowment provided by the former WSU Provost Marilyn L. Williamson, the Humanities Center offers an annual Distinguished Faculty Fellowship to tenured faculty (associate and full professors) in the humanities, social issues and arts. The award of this single \$20,000 fellowship is based on the merit of the individual research project proposed for the fellowship term; on the exceptional contribution the proposed project will make to the humanities and its potential for scholarly recognition and publication, exhibition or performance; and on two external recommendations in support of the project. The endowment provides funds to offer two fellowships every third year. Consistent with the mission of the Humanities Center, interdisciplinary proposals are particularly encouraged, although all distinguished projects in the humanities will be fully considered. The fellowship recipient is asked to share results of the funded research in an award lecture organized during the year of (or following) the fellowship term. The 2014 recipients were Jeffrey Abt of the Art and Art History Department and Ljiljana Progovac of the English Department.

## SUMMARY OF PROGRAMS

**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. The Humanities Center hosted seven Resident Scholars during the 2013-14 year.

**TRAVEL AWARD PROGRAM FOR GRADUATE STUDENTS:** The Center budgets up to \$3,000 a year to support this program. In an effort to spread this funding across the full academic year, the Center budgets \$1,200 for the Fall Semester, \$1,200 for the Winter Semester and \$600 for the Spring/Summer Semester. Each award recipient was funded up to \$300 for travel to conferences or exhibitions held nationally or internationally between September 1, 2013 and August 15, 2014. This year the Center funded ten students from five different departments.

**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. Groups typically include faculty from different fields as well as graduate students. Working Groups meet regularly for discussion, exchange, and planning for events such as guest lectures and colloquia. Each group is provided with up to \$800 for speakers, supplies, and other needs. This year the Center supported eight groups.



*Above: Rotunda, Charles H. Wright Museum of African American History*



# RESIDENT SCHOLARS



Left: Rivera Court, Detroit Institute of Arts

The Humanities Center's annual competition for Resident Scholars attracted applications from across the University. Eight research projects were selected from a wide range of specialties: Linguistics, Sociology, Music, French Literature, English Literature, and Political Science. Resident scholars kept office hours in the Humanities Center and collaborated with one another for feedback and professional growth. Below are statements from each scholar describing their achievements during the 2013-14 year.

## **Alina Cherry - Assistant Professor, CMLLC**

*"Deterritorializing Language with Deleuze: A Question of Style"*

During my year (2013-2014) as a Resident Scholar in the Humanities Center, I have completed a draft of my article "Deterritorializing Language with Deleuze: A Question of Style" that will also serve, in a modified form, as the introductory chapter in a book manuscript on Deleuze and style; I hope to start developing the new book manuscript during academic year 2014-15.

I also gave a talk entitled "The Geopolitics of Desire or How to Assemble the Portrait of an Island with Gilles Deleuze and Jean-Philippe Toussaint" in Osaka, Japan, in June 2014, at the 2nd Deleuze in Asia International Conference. My participation at this conference was supported in part by the Humanities Center.

Most importantly, I have enjoyed a very productive time in the office space provided by the Humanities Center. I have also benefited tremendously from the multiple interactions fostered by the Resident Scholars program that brought together academics from a variety of fields. The unique perspectives that each of the Resident Scholars offered at our monthly round table meetings (as well as during casual weekly interactions), were most enriching and profitable.

## **Abderrahman Zouhir - Assistant Professor, CMLLC**

*"Language Policy and State in Morocco: The Status of Berber"*

Being a Humanities Center Resident Scholar has been an excellent opportunity to work on and complete different projects. The collegial interactions and talented Humanities Center staff afforded me the opportunity to further develop my research agenda and enhance my professional development.

I spent the first semester of my residency writing

a paper entitled "Unpacking the Teaching and Learning Practices of Arabic at a Major U.S. University." Working diligently on this paper while in the Humanities Center, I was able to submit it for review and publication in the Second and Multiple Language Acquisition (JSMULA), a peer reviewed journal. The article was published in JSMULA, vol. 1, issue 3.

The second semester of residency allowed me to work on another article while in my main Humanities Center office. The article is entitled "Language Policy and State in Morocco: The Status of Berber." The article was published in Digest of Middle East Studies, a peer reviewed online journal.

The monthly presentation of work in progress was useful and helpful. I had tremendously benefited from the multiple interactions with colleagues from a variety of fields and disciplines. The collegial interaction with fellow residents during the monthly round table was intellectually stimulating and helpful in refining my research on "the Language of Politics and the Politics of Language in Sudan." As part of this project, I presented it in the Faculty Fellows Conference in April 2014. I also gave a Humanities Center brown bag talk entitled "Contested Definitions of Arabization, Nationalism and Identity in Lebanon and Morocco." In keeping with the spirit of the Resident Scholar program, I am diligently working on these two papers as well.

I also reviewed Mohamed Benrabah (2103): Language Conflict in Algeria: From Colonialism to Post-Independence; and Thomas Pierret (2013): Relation and State in Syria: The Sunni Ulama from Coup to Revolution. The two reviews were published in Journal of Multilingual and Multicultural Development, vol. 35, issue 4 in 2014 and Digest of Middle East Studies in 2013, respectively.

## RESIDENT SCHOLARS

Resident Scholars held monthly "roundtable" meetings at the Humanities Center. Each scholar volunteered to give a preview of a conference presentation or to informally discuss his/her research with colleagues. Each scholar was allowed to invite two additional colleagues to the meetings to provide extra feedback. Each Resident Scholar held office hours at the Center, during which they were able to work on their research or art, and meet with students and colleagues. Each scholar received clerical support from the Center's staff, and was provided a private office equipped with a computer and office furniture.



Above: North Wall, Detroit Industry, Diego Rivera, Detroit Institute of Arts

In short, my experience at the Humanities Center has aided my professional career advancement. The space, collegial interactions, and dedicated support staff made my residency enriching and profitable. I would like to extend a heartfelt gratitude to all for providing this wonderful opportunity.

**David Fasenfest - Associate Professor, Sociology**  
*"Towards a Model of Social Sustainability"*

I have used my time as a 2013-2014 Resident Scholar in Wayne State University's Humanities Center to carry on my research and writing on social sustainability, community development, and the redevelopment of Detroit. During the year Center funds have enabled me to participate in an NSF Funded conference on Integrated Network for Social Sustainability, held in Charlotte, NC. Since then I have become a contributing member of that network. In addition, work at the Center permitted me to carry out my work as a co-PI on the NSF funded grant on Smart Manufacturing and Sustainable Technology. This work has resulted in a forthcoming article entitled Social Sustainability and Urban Inequality: Detroit and the Ravages of Neoliberalism, in Faranak Miraftab, Ken Salo and David Wilson (eds) *Cities and Inequalities in a Global and Transnational World*, London: Routledge. My time at the Center also permitted my initial research into another forthcoming article, *The Cooperative City: Building Economic Democracy*, to be included in Michael Peter Smith and Lucas Owen Kirkpatrick (eds.), *Reinventing Detroit*, Volume 11, Comparative Urban and Community Research, Piscataway, NJ: Transaction Books. Finally, over the year I have begun two book proposals: *Limits to Social Sustainability in the United States* under review by Polity Press, UK, and *A Critical Sociology of Urban Development* under review by Palgrave.

**Joshua S. Duchan, Assistant Professor - Music**  
*"The Music of Billy Joel"*

The support of the Wayne State University Humanities Center's Resident Scholars program has been invaluable during the 2013-2014 academic year. When I applied for the program, I indicated that the dedicated research space and funds, as well as feedback from peers across the humanities, would be useful as I began work on a monograph about the music of American singer-songwriter, Billy Joel. While I did not complete quite as much of the manuscript as I had hoped due to delays in getting the book proposal approved and contract negotiated, I was able to make significant progress on my research in other ways, including the publication of an article in an academic journal and participation in an interdisciplinary roundtable discussion hosted by the Humanities Center.

Since my editors requested that my book proposal be revised, part of my time at the Humanities Center was devoted to that pursuit. In the process, my plan for the book was improved considerably, including more focused chapters and written in language more appropriate for the book's intended audience. The proposal for *Billy Joel: Beyond the Piano Man* was finally approved and the contract signed in April, 2014, a significant professional accomplishment.

Though in its early stages, I presented some of my work on Billy Joel at a Resident Scholars roundtable during the fall semester in the form of an article draft. The feedback I received was, as I had anticipated, excellent. As a result, I have been able to improve the article in several ways, including a clearer thesis, better theoretical framework for and problematizing of the topic, and more purposeful use of examples and documentation. Ultimately, the text will serve my research agenda in two specific ways: during Spring 2014 I will submit it to the peer-reviewed

# RESIDENT SCHOLARS

*This year the Resident Scholars, led by Sharon Lean, Joshua Duchan, and Robert Henderson, organized a fieldwork workshop for graduate students in the humanities and social sciences. This workshop was well attended. The Center is grateful for the additional contribution from this year's Resident Scholars.*

**Right: Michigan Science Center**



Journal of Popular Music Studies and I will also adapt the text (with a different tone and examples) for use in the book manuscript.

In addition to my work on Billy Joel, I also spent a good deal of my time at the Humanities Center on an article that was submitted, and ultimately published, in the international peer-reviewed *Journal on the Art of Record Production* (2013). This article, entitled "Recording as Social Practice," builds on my prior research on collegiate a cappella music by examining the ways that social and power relationships extant in these peer-led, student singing groups shape the musical experience of the studio recording process. Its publication in this journal brings my work to a new, international audience and includes theoretical refinements beyond what I was able to present in my book on the subject, *Powerful Voices: The Musical and Social World of Collegiate A Cappella* (University of Michigan Press, 2012).

Finally, I am especially pleased to have been involved in the creation of a roundtable discussion, "Out of the Office and Into the Field," which addressed theoretical and practical issues surrounding field research in the humanities. Fellow Resident Scholars Robert Henderson and Sharon Lean joined me in this effort, which was held in late March and was well attended by Wayne State faculty and graduate students. Indeed, the hour-long timeframe for the discussion proved too brief, as several participants suggested that the roundtable be made an annual event, since such interdisciplinary conversations are so beneficial, especially for graduate students preparing for fieldwork. Thus, the support of the Humanities Center's Resident Scholars program has greatly assisted in not only the launch of my new research project, but the successful continuation of my existing scholarly pursuits. That support included funds for travel to an ethnomusicology

conference in early April, for which I served on the program committee and where I served as a panel chair, as well as the invaluable feedback from my colleagues, whose diverse perspectives have undoubtedly enhanced my work. Therefore, I wish to thank Professor Walter Edwards and the Humanities Center for offering me the opportunity to participate in the 2013-2014 Resident Scholars program.

## **Chera Kee, Assistant Professor - Film & Media Studies, English Department**

*"And the Dead Shall Walk the Earth: Zombies and the Power of the Undead"*

I was a Humanities Center Resident Scholar for the Winter 2014 semester. During this time, I held regular office hours in the center and participated in a number of roundtable talks given by the other resident scholars. My research focus during this semester was revising my book manuscript, entitled *And the Dead Shall Walk the Earth: Zombies and the Power of the Undead*, with the aim to send it and my book proposal to interested publishers during the summer of 2014. I am happy to report that I should be able to accomplish this goal by the beginning of July.

*And the Dead Shall Walk the Earth* offers readers a history of zombie media that presents a sustained examination of the zombie both inside and outside of film in an attempt to expand the current zombie "canon," showing that often, zombies are presented as more than unthinking, one-dimensional creatures in U.S. popular culture. In particular, this book demonstrates that zombies and those aligned with zombie culture have a tremendous amount of agency, and this agency may allow them to support dominant institutions, question them, or both, often within the same text. *And the Dead Shall Walk the Earth* suggests that this is one of the reasons why a creature that in its earliest incarnations represented Haitian slavery and in its later incarnations became a contagious cannibal remains so attractive to U.S. audiences across generations.



Above: *South Wall, Detroit Industry*, Diego Rivera, *Detroit Institute of Arts*

During my time as a resident scholar, I focused on revising and re-drafting chapters three, four, five, and six of my book project. In particular, chapters three, four, and five deal with race, gender, and identity in zombie media. Chapter six focuses on zombie avatars in video games. In each case, my time at the center afforded me the opportunity to read new literature related to each chapter, to edit my existing work, to write new sections as needed for each chapter, and to revise and copyedit drafts of each chapter. I now have complete drafts of chapters three, four, and five and will have a finished draft of chapter six shortly.

As part of my residency, I was invited to give a roundtable presentation to the other resident scholars. For this presentation, I chose to revise my book proposal and distribute it to the other scholars for their feedback. Having a group of colleagues outside of my field and at various stages in their careers look over my proposal was an invaluable experience. The roundtable discussion concentrated on suggestions from the other scholars about making the proposal more reader-friendly as well as suggestions on what to do in future negotiations with publishers. I feel much more confident about my book proposal after having gone through this process.

I also found my office hours in the Humanities Center to be particularly helpful to my work, as the center provided me a space away from my department in which I could concentrate on my research and writing without fear of the "friendly" interruptions that come in one's home department (students stopping by to chat, for instance). Not only did the center provide a quiet space in which I could work, but being in close proximity to the other scholars meant that I had colleagues nearby who were willing to discuss my work (as I was theirs) and offer fresh perspectives on it.

## RESIDENT SCHOLARS

### **Sharon Lean, Associate Professor - Political Science**

*"Institutionalizing Accountability in Mexico: State and Civic Roles"*

It is hard to describe how wonderful my year as a Resident Scholar at the Humanities Center has been. Having returned from a sabbatical conducting fieldwork on accountability institutions in Mexico to new service and teaching responsibilities in my department, the Humanities Center provided a quiet space - and an uncluttered office - where I could focus on my research and writing. My commitment to spend two mornings a week in the Center allowed me to carve out time to keep my research moving forward. I met colleagues from across the campus and gained a new appreciation of the depth and breadth of the work we do at Wayne. I benefited from their generous and insightful interdisciplinary feedback on my own work, found new opportunities for collaboration and made new friends. Walter Edwards and the staff and program assistants create a warm and supportive environment. Walter backed every idea and initiative we could come up with - a roundtable on fieldwork, a networking coffee hour, and a summer dissertation-writing group for our graduate students. My only regret is that I did not apply to be a Resident Scholar sooner!

### **Robert Henderson, Assistant Professor, Linguistics**

*"Corpus-based Studies in Verbal Plurality"*

I have had an amazingly productive year as a humanities center resident scholar. My primary goal was to take full advantage of my course relief this year to produce papers based on my dissertation, jump starting my research program here at Wayne. I felt like I could best do this surrounded by other scholars who were also in a period of intensive thinking and writing. I was right. Over the course of the year I was able to polish a long manuscript and get it published at *Semantics & Pragmatics*, which is one of the top journals in my subfield. I was also able to write from scratch a second manuscript that is currently under review at *Natural Language and Linguistic Theory*, one of the best generalist linguistics journals.

## RESIDENT SCHOLARS

*This year resident scholar Sharon Lean in collaboration with Chera Kee and Alina Cherry, organized a successful dissertation writing workshop in the Center that ran every Thursday from May through August. This workshop attracted at least 10 doctoral students each week.*



*Above: Eleonora of Toledo and Her Son, 1545/1550, Agnolo Bronzino, The Detroit Institute of Arts*

In addition to this written productivity, I made unexpected and fruitful connections with fellow faculty here at Wayne. In particular, it was great being around two other resident scholars who both do fieldwork, Sharon Lean and Joshua Duchan. Together we organized a special roundtable on doing fieldwork aimed at graduate students contemplating taking up field research. While I certainly got a lot of writing done at the center, it is these kinds of results that would only happen when putting scholars from diverse fields in the same building. It shows the deeper value of the space that the humanities center provides. I'm deeply thankful for it.

### **Emery Stephens, Assistant Professor - Music**

*"Singing Down the Barriers: Using Art Songs and Spiritual Settings by African-American Composers as a Tool for Greater Interpersonal Understanding in the Studio and Recital Hall"*

This year spent as a Humanities Center Resident Scholar has allowed me an opportunity to redefine and reshape my work on interdisciplinary education, public awareness and promotion of African American art songs and spirituals. After receiving feedback from fellow research scholars during a roundtable discussion, I expanded my unit lesson on William Grant Still (1895-1978), along with a teacher's guide, to reflect the wider influence of underrepresented African American composers in classical music.

My article, "Diversifying the Playing Field: Solo Performance of African-American Spirituals and Art Songs by Voice Students from All Racial Backgrounds" was published in the *Journal of Singing* last November.

As a follow-up to this peer-reviewed article, I created a workspace on PBWorks to facilitate ongoing collaboration with voice teachers and discuss their individual approaches on teaching African American classical music.

As an active clinician on the performance practice of African American spirituals, I was invited to work with students at Spelman College, and serve as the Sixth Africana Artist-in-Residence at the University of North Carolina Charlotte. Additionally, I recorded four spiritual arrangements for chamber groups with WSU jazz colleague, Russell Miller, for an upcoming CD project.

During the rest of the semester, I completed the IRB mandatory training to initiate my online survey to explore the influence of this repertoire as a tool for greater interpersonal relationships and to document the lessons learned in student-centered environments.

# TRUTH

## 2013 FALL SYMPOSIUM

The Humanities Center's Fall Symposium, centered on the theme of "Truth," took place on September 27<sup>th</sup>, 2013. Two dozen scholars presented papers at the symposium, which was moderated by WSU scholars. The theme was discussed from a variety of perspectives across many disciplines. Below is the explication of the general theme, followed by the abstracts of the talks presented. The symposium was organized into sessions according to common sub-themes.



### **Explication of Theme**

The search for Truth has been the symbolic theme and central object of most academic, intellectual, and spiritual enterprises. Whether or not we believe in "Objectivity," Truth keeps its imaginative hold and psychological power on us as scholars, critics, private individuals, and public citizens. We want to know the Truth; but as Colonel Jessup rebukes navy defense counsel Kaffee in *A Few Good Men*, we "can't handle the Truth." So what is the Truth and what role does it play in our public culture, our scholarly work, and our private lives? Many of us find the Truth, or our perception of it, inconvenient and not infrequently uncivil and inappropriate, even rude. We are discomforted by raw honesty but also taken aback by abject lying, willful deception, and blatant manipulation of the "Facts." And this obsession with Truth, and with its opposite--Lies, pervades our culture. Is it any wonder there's a new television program called "Deception," or that the presidential debates of 2012 were rife with accusations of lying and dishonesty? Or that Lies about money and its uses still haunt our descriptions of the recent banking crisis and economic downturn? Using Truth as a theme, scholars are invited to present papers on philosophical, literary, social, political, historical, and artistic representations of the Truth and the role Truth plays in our public culture and our everyday lives.

### **Lee Wilkins – Keynote Speaker Chair, Communication, Wayne State University**

#### **BIOGRAPHY**

Professor Wilkins's earned a doctorate in political science from the University of Oregon, a Master's degree in journalism from the University of Oregon and Bachelors' degrees in political science and journalism from the University of Missouri. She taught at the University of Missouri for more than 20 years.

Professor Wilkins's co-edited volume *The Handbook of Mass Media Ethics*, was named the best edited volume of 2009 by the ethics division of the National Communication Association. Her co-authored study of the ethics of public relations professionals received the National Communication Association's PRIDE award for best research in public relations in 2010. Other books include *The Moral Media: How Journalists Think About Ethics* (2005) and the seventh edition of her co-authored undergraduate ethics text *Media Ethics: Issues and Cases*.

Dr. Wilkins has received multiple awards for teaching at the University of Missouri. She holds elected national office in the Association for Education in Journalism and Mass Communication. In June 2009 she was the featured scholar at Wayne State's Summer Doctoral Seminar, a national workshop for doctoral students, hosted annually in WSU's Department of Communication.

# TRUTH

## 2013 FALL SYMPOSIUM

*This symposium was part of the Center's 20<sup>th</sup> anniversary celebration. It attracted speakers from WSU and from several national and international universities, including Ohio State, Sacred Heart University, Michigan State, Delaware Valley College, and the University of Illinois Urbana-Champaign. WSU speakers were affiliated with a wide range of disciplines including criminal justice, literature, history, anthropology, law, sociology, linguistics, philosophy, and communication. It was a truly interdisciplinary event.*

### KEYNOTE SPEAKER'S ABSTRACT

*Truth and Journalism: Why the First Draft of History Isn't as Easy as it Looks"*

Through an in-depth look of how a single story was covered in the media, Professor Wilkins examines some of the key philosophical foundations of contemporary journalism and how they are understood and applied by professionals. Her talk will review how journalists understand the distinction between uncovering the truth and telling the truth, linking both to philosophical theory. Her talk also will explore how a truth based in Enlightenment thinking is gradually giving way to a concept of truth that accounts for initial conditions and human capabilities, an epistemology of "top down" logic, and what that means for the stories that journalists tell.

### ABSTRACTS OF ADDITIONAL PRESENTERS

**Michael Barbour, Director of Doctoral Studies, Sacred Heart University**

*"Privatizing Public Education through Cyber Schooling: Examining Truth and Myth in the Dominant Narrative of K-12 Online Learning"*

This session will examine the rhetoric used by proponents of educational reform and how they use of online learning (i.e., cyber schooling, virtual schooling, etc.) as a solution for K-12 education. The solution proposed by these proponents is often the dramatic and unregulated expansion of for profit K-12 online learning options. Using the research into K-12 online learning, I will argue that those educational reformers use methodologically flawed research or promote an inaccurate understanding of research results to promote a corporate agenda in K-12 online learning. Finally, I will examine the limited research into K-12 online learning in an effort to better understand what is known about the effectiveness of K-12 online learning and how it can be utilized effectively.

**Jorgelina Corbatta, Professor, CMLLC, Wayne State University**

*"Truth and Fiction in the analytic situation: Serge Doubrovsky and Robert Ackeret"*

The purpose of my paper is to analyze the complex relationship between the French writer and theorist Serge Doubrovsky (who invented the category of auto-fiction and used it in his novel *Fils*), and his American analyst Doctor Robert Ackeret. I will focus on the different values of truth presented either in the analytic situation, or in the fictional one. In order to do that, I will compare/contrast Doubrovsky's novel *Fils* (1977) in which Ackeret is the protagonist of the chapter name "Reves", and Ackeret's *Tales from a Traveling Couch. A Psychotherapist Revisits His Most Memorable Patients* in which he dedicates one chapter to describe Doubrovsky (under the name of Sacha the Beast), and narrate his analysis. This distinction will be drawn from the relationship between the fictionist/patient and the analyst/writer in order to understand the different categories of truth used by each of them. In summary: my main interest resides in studying the confrontation, competition and mutual cannibalism between a writer who incorporated so much of the psychoanalytic theory (and the psychoanalytic situation) in his auto-fiction, and the analyst who pretended to become a writer by fictionalizing his most prominent patients.

# TRUTH

## 2013 FALL SYMPOSIUM

Right: *Streets of Old Detroit Exhibit, Detroit Historical Museum*



### **John Corvino, Chair, Philosophy, Wayne State University**

#### *"Fact and Opinion"*

When debating controversial subjects, one often hears the claim, "That's just your opinion!" The trouble with this claim is that its meaning is often unclear. Presumably, the speaker wishes to contrast opinion with something else—perhaps truth or fact. But standard renditions of the fact/opinion distinction are hopelessly muddy. In this paper I explore the nature of opinion, mainly by contrasting the fact/opinion distinction with other distinctions in the vicinity, including the belief/reality distinction, the subjective/objective distinction, and the descriptive/normative distinction. Attention to these reveals that the claim "That's just your opinion" is typically either confused, unhelpful, or both.

### **Janet Hankin, Chair, Sociology, Wayne State University**

#### *"Truth Telling in Radiation Oncology Clinic"*

The case study examined truth telling in a radiation oncology clinic using participant-observation methods. The clinic was located in a National Cancer Institute Comprehensive Cancer Center in a Southern state. The author followed a patient being treated for a rare form of lymphoma, who received 26 sessions of Total Skin Electron Beam Therapy (TSET). The radiation oncology clinic was observed for more than 100 hours between February and May 2012. The author observed the interactions in the clinic waiting room among patients, their significant others, and providers for 50 hours, participated in 12 doctor-patient encounters, and was a participant observer during a 30 hour in-patient stay. While the side-effects of radiation treatment were listed on the informed consent form, the nature of the side-effects and their impact on patient well-being were not fully revealed. The paper examines the practice of partial truth-telling and its consequences for patients treated with radiation therapy.

### **Eric Hiddleston, Associate Professor, Philosophy, Wayne State University**

#### *"Truth, Relativism, and Convention"*

The main aim of this paper is to propose and defend a slightly speculative explanation for the moderately high frequency of "relativism" about truth among college freshmen (and presumably also some larger segment of the population). My suggested explanation is that college freshmen (and people at large) do not appreciate the referential functions of language; this leads them into confusion about what may and what may not be settled by stipulation or convention; this in turn leads to a confusion between what sentences are true, and what ones satisfy prevailing norms of acceptable belief, assertibility, and the like. The upshot is that truth is conflated with belief (of a subject, a community, an in-group or something of the sort). For the first case, I would like to solve one of the great philosophical problems.

Case # 1: Does a tree falling in an empty forest make a sound?

Case #2: Suppose there is a planet on the other side of the galaxy that is very much like Earth. Other planet has donkeys and spiders and humans just like on Earth. By a strange coincidence, the humans on this planet speak a language that is almost indistinguishable from English. The only difference is that what we call a "leg" they call a "tail", and what we call a "tail" they call a "leg".

Question: How many legs do the donkeys on this planet have?

(A) one (B) four



# TRUTH

## 2013 FALL SYMPOSIUM



Left: *Detroit Industry*, Diego Rivera, Detroit Institute of Arts

**Alex Holzniekemper and Kailum Ijaz, German Languages & Literatures, Ohio State University**

*"Truths and Truth – the Challenge of Religious Truth Claims in the Public Sphere"*

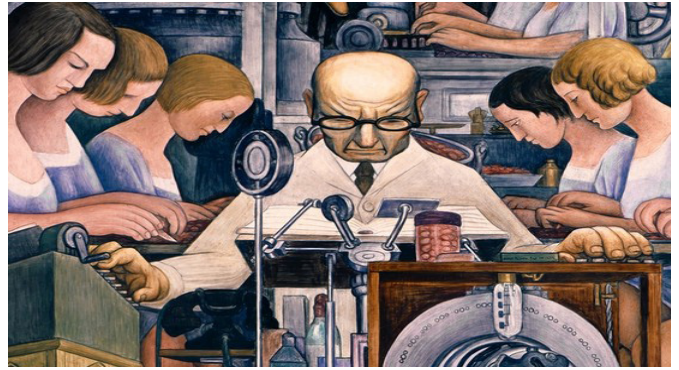
In this paper, we would like to reflect on the contentious debate about the role religious truth claims are envisioned to play in the political public sphere. In outlining the more recent reflections of Jürgen Habermas on the need for "translation" (of religious into secular language) in the public sphere, we aim first to shed light on the challenges a secular modernity faces in trying to strike a balance between individual and collective interests, especially regarding the friction religious citizens have come to encounter and/or bring about in public deliberation. While Habermas still adheres to his postmetaphysical epistemological framework, he has come to significantly reevaluate his understanding of secularization theory and sees in religion an untapped resource that can yet imbue upon modernity a greater sense of solidarity that liberal democratic states cannot by themselves generate. In our second section, we shift to the question to critiques of (post)modern epistemology raised by Charles Taylor, Hilary Putnam and Benedict XVI. Habermas' recent reflections indicate that a grounding of intersubjective morality in a thin universalism inherent in speech act theory may be insufficient in addressing the so-called Böckenförde-problem (i.e. above-mentioned challenge for modern liberal democracies to account for solidarity by themselves). While fallible truths are seen to be negotiable in the public sphere, thick notions of the good, as well as claims of universality are frowned upon as though they necessitate an element of exclusion. While Habermas goes so far as to acknowledge religion as a potential resource of "binding forces" that could bring about greater solidarity, the latter thinkers insist on the degree to which thicker notions of the good (Taylor, Putnam), as well as universal truth claims (Benedict) can and should be granted a greater role in public deliberation in order to tap into unleash such binding forces. In our paper, we will reflect on the ways in which differing notions of truths/Truth relate to ideas about the necessary binding forces Habermas so vehemently seeks through procedural means.

**renée c. hoogland, Associate Professor, English, Wayne State University**

*"Truth and Beauty: Aesthetic Novelty and the Priority of Feeling"*

In this paper I would like to explore the question of truth from a philosophical point of view and argue that beauty ultimately takes precedence over truth. Drawing on Alfred North Whitehead's "theory of pure feeling," I will argue that truth may be compelling (and that this is, indeed, part of its beauty) but that aesthetic experience, the embodied, animal event of feeling, offers the only possibility for novelty, for change, and is thus the higher value in relation to truth. I will substantiate my claim that it is more important that a statement or thought is interesting than that it is true by drawing on various works of art photography--as a medium that has been beset from its invention by the contradictory pulls of the need to produce truth, to document, and the equally powerful urge to generate beautiful images.

# TRUTH 2013 FALL SYMPOSIUM



Right: *Detroit Industry*, Diego Rivera, Detroit Institute of Arts

## **Thomas M. Kelley, Associate Professor, Criminal Justice, Wayne State University**

### *"Paltering"*

A lie involves three components; intent, literal meaning, and effect. A liar:(a) presents factually incorrect information with the intent to deceive; (b) communicates information that is literally untrue; and (c) produces the effect of having the listener believe that the false information is true. Conversely, if these three components are missing in a communication, the statement would be considered truthful. Many communications, however, fall somewhere between outright lying and truth telling. In these communications, an element of full blown lying is missing as well as an element of truth telling. For example, if the intent component of a lie is missing, the speaker would be communicating a false statement he or she believes to be true. While such communications may be viewed as reckless or negligent (e.g. former President George W. Bush's claim of Sadaam Husain's nuclear arsenal), because they lack the element of intent they would likely not be viewed as lying or fraudulent. Within a legal context, when intent to deceive is absent, lying or fraud is missing as well. In another set of communications, the first and third components of lying (i.e. intent and achieved deception) are present, while the second component (i.e. the literal untruth of the communication) is relaxed. These communications bend, stretch, shade, slant, and distort the truth. However, they manage to fall short of outright lying. These in sincere, misleading, and deceptive communications have been referred to as palters, and their use has been called paltering. The goal of the palterer and the liar is exactly the same; to mislead or deceive the listener. However, the palterer's communication, unlike that of the liar, falls short of a literal falsehood or untruth. The palterer's message typically contains a "grain of truth" which keeps it short of a full blown lie. For example, a "struggling actress" was hired as an extra in a crowd scene of a major motion picture. Subsequently, she posted on her resume that she had acted in this movie with Robert DeNiro, the film's star. While her statement was not a total lie, it was clearly deceptive and designed to exaggerate her acting prominence and perhaps entice other film makers to offer her roles. A former musician tells his friends he played drums with the famous Tommy Dorsey orchestra and turned down an opportunity to tour with the renowned rock group, Rare Earth. In reality, he sat in with the orchestra for one number while the group's drummer relieved himself, and he was asked to tour with the "Sun liners" who years later changed their name to Rare Earth. There are several varieties of paltering based on what the palterer says or does, or neglects to say or do. Perhaps the most common and least consequential form is the social or "white palter," often confused with etiquette or tact. Examples include telling an overweight person their outfits make them look slim ;making up a prior commitment to avoid an undesirable social event; and the memorable Seinfeld episode in which Jerry and George, after observing a homely infant, exclaim, "Now, that's a baby!" Another form of paltering occurs when people take advantage of the misimpressions of others. For example, the author, a Ph.D., hoping to receive more prompt and professional medical care, failed to correct the misperception of hospital staff that he was an M.D. Other palterers use vague or ambiguous terms to misguide others. For example, the marquis of an Italian restaurant proclaimed, "Voted best on the beach 15 years!" Of course, "who voted," "best what," and "which 15 year period" were not specified.

# TRUTH 2013 FALL SYMPOSIUM



Left: Scarab Club, Midtown Detroit

**David D. Kim, Assistant Professor, Linguistics and Germanic, Slavic, Asian and African Languages, Michigan State University**

*"The Genealogy of Parrhesia: Foucault on Democratic Politics and Truth Telling"*

In June 1981, at the inaugural meeting of the International Committee Against Piracy, Foucault appealed to "an international citizenship" on behalf of the Vietnamese people. Since the Fall of Saigon hundreds of thousands of Vietnamese had fled their country by sea, but no government was willing to intervene in the horrifying pirate attacks in the Gulf of Thailand and the South China Sea. So Foucault reminded his listeners of "an international citizenship" that obligated everyone "to speak out against every abuse of power, whoever its perpetrator, whoever its victims." He went on to say: "It is a duty of this international citizenship to bring always to the eyes and ears of governments the testimony of people's misfortunes for which it is not true that they are not responsible."\* In this paper, I wish to use Foucault's hardly known speech on human rights as a springboard for working through a genealogy of parrhesia, or truth-telling, vis-à-vis democratic politics. As I illustrate, it not only resorts to ancient Greece for inspiration, but also responds to the unresolved Kantian question of modernity: what is Enlightenment? The aim of this paper, then, is to focus on the last four years of Foucault's scholarship and map out an adversarial, truth-telling model of democratic politics. I also shed light on Foucault's persistent trust in philosophy as a non-utopian, cautiously subversive site for criticizing governments, upholding human rights, and being world citizens. In this sense, I consider my essay to be a vital contribution to the latest Foucault scholarship.

\*Michel Foucault, "Face aux gouvernements, les droits de l'homme." *Libération* 967 (Juin 30 Juillet 1, 1984): 22. The translations are mine.

**Laura Kline, Senior Lecturer, CMLLC, Wayne State University**

*"Truth in Trauma: Varlam Shalamov's Kolyma Tales"*

Like other crimes against humanity perpetrated during the 20th century, the mass murders committed in the Soviet Union under Josef Stalin were hidden under the cloak of secrecy. After Stalin's death, the absence of reliable documents or witnesses made it difficult to reconstruct what happened. The burden thus fell to the survivors themselves to tell the truth of the Stalinist Gulag. Varlam Shalamov, a Russian writer who miraculously survived 14 years in the notorious prison camps of the Far East, wrote six cycles of short stories called *Kolyma Tales* about his experience. Initially understood as memoirs, there is now sufficient evidence that they straddle the line between fact and fiction. Nonetheless, Shalamov repeatedly insisted upon the truth of his works. Some scholars dismiss the factual discrepancies and instances of artistic license in his stories as insignificant and focus on their literary and philosophical truth, rather than their Historical-accuracy. This paper will argue that guiding principle of the *Kolyma Tales* is the representation of the psychological experiences of both the victim and the survivor. An examination of these stories in light of contemporary clinical psychology reveals the astounding degree to which Shalamov communicates the psychological truth of raw, unmitigated trauma.

# TRUTH

## 2013 FALL SYMPOSIUM



Right: University of Michigan Museum of Art

### **Haiyong Liu, Associate Professor, CMLLC, Wayne State University**

#### *"How Chinese Doesn't Tell the Truth"*

How do languages talk about truth and untruth and about things that didn't or wouldn't happen? In this research, I compare how English and Chinese express contrary-to-fact statements, i.e. counterfactuals, and conclude that in addition to lexicon and context, syntax matters in Chinese untruth-telling as well. Unlike English, which resorts to past tense and sometimes structural inversion to mark counterfactual truth conditions (e.g. I wish I were you, or If I had gone..., or Should he arrive tomorrow...), Chinese, lacking verbal morphology, is argued to employ a handful of lexical items (e.g. wo yiwei ni qu (I-had thought-you-go: 'I had thought you would go.') or context to disambiguate factuais vs. counterfactuals on a truth functional account (Wu 1989). Bloom (1981) suggests that, not equipped with syntactic devices to distinguish counterfactuals from factuais, Chinese speakers cannot reason counterfactually cognitively. Au (1984) challenges Bloom's linguistic determinism, i.e. language conditions cognitive ability. Furthermore, I propose that syntax in fact serves as a third factor that contributes to the construction and interpretation of counterfactuality in Chinese: past reference in hypothetical if-clause can only have past counterfactual interpretation. First, without tense inflection on the verb, past time adverbials (e.g. yesterday, last year) and context are responsible for past reference in Chinese; second, hypothetical if-clauses are conditionals or protases that allow 'then' in the matrix clause or apodoses in English (e.g. If you are late, then I will get upset) or jiu in Chinese (Bhatt & Pancheva 2006); relevance counterfactuals, on the other hand, do not allow 'then' or jiu in the protasis (e.g. If you need a contractor, call me). This syntactic mechanism in Chinese, however, can only express past counterfactuals, which makes it reasonable to hypothesize that, typologically, if a language can only mark one kind of temporal counterfactuals structurally, it must be the past-reference counterfactual, not the present or future.

### **Barry Lyons, Associate Professor, Anthropology, Wayne State University**

#### *"Truth in Exchange"*

Different forms of exchange entail different characteristic stances toward truth and deception. My understanding of exchange builds on the Maussian tradition in anthropology, which distinguishes between reciprocal gift exchange embedded in social relationships and impersonal market exchange. Different relationships between communication and material transactions structure these two forms of exchange. Gift and market exchange also generate different conceptualizations of social actors and their obligations: in reciprocity, actors are persons enmeshed in ongoing mutual obligations that cannot be precisely, fully specified; in the market, they are autonomous agents who rely on (ideally) transparently communicated information about commodities and intentions in order to negotiate and enter into explicit commitments. In analyzing the differences in the communication surrounding gift and market exchange, I draw on Peircean semiotics and on work in linguistic pragmatics (and metapragmatics)—Grice's theory of implicature, speech-act theory, and linguistic and anthropological critiques of those theories' claims to universality. I will support the argument with a comparative ethnography of the role of truth and deception in Ecuadorian and U.S. child-rearing, relating differences in child-rearing to differences in the dominant ways people in each society conceive of agency, obligations, and relationships. Cross-culturally, the United States is an extreme case of the ideological dominance of market models even in conceptualizations of personal relationships, and concomitantly, of regard for a particular type of truthfulness—factual, "objective" truthfulness and faithful compliance with explicit commitments. Ecuadorian caregivers, by contrast, routinely deceive young children as part of preparing them for a social world in which sensitivity to others' needs and feelings far outrank that sort of truthfulness in the hierarchy of virtues.

# TRUTH 2013 FALL SYMPOSIUM



Left: *The President's Limo:X-100, The Henry Ford Museum*

**Anke Pinkert, Associate Professor of German, Media, and Cinema Studies,  
University of Illinois Urbana-Champaign**

*"Publically-engaged Humanities: a Practice of Truth"*

The predominance of postmodern theory in Cultural Studies in recent decades has stalled our capacity to imagine genuine possibilities for social change. Emphasizing notions of indeterminacy, performance, and dislocation, cultural theorists and political philosophers have challenged the viability of individual agency and universal truths. While this approach has strengthened the important role of critical analysis as pedagogical rationale and mode of inquiry, it has paradoxically risked turning the Humanities, or more specifically Literary and Cultural Studies, into a solipsistic, if not self-serving preoccupation with symptomatic or paranoid readings (Sedgwick). In this context, we often overlook the need and potential for exploring reparative, affirmative, and socially impactful modes of growth and renewal in our classrooms, research, and society as a whole.

In this paper, I argue that the current crisis of the Humanities is an important opportunity to re-imagine the guiding principles of research and teaching conducted in a field concerned with the human condition. Rather than responding to dwindling resources with strategic pragmatism, I examine new integrative ways in which the Humanities - as field, theory, pedagogy, and ethical practice - can cultivate social change through public engagement and community-oriented teaching and research. Based on my teaching of a course on the Holocaust in the Education Justice Project at the University of Illinois, I argue that a deeply grounded personal and institutional engagement with those traditionally excluded from higher education (here incarcerated men at Danville Correctional Center) can strengthen the public role and democratic purpose of the Humanities within the university and beyond. This personal, reflective, and socially relevant approach aims to overcome the perpetual investment of academic debates in structurally determined impasses of agency. At the same time I ask, however, how a turn toward a more holistic orientation, involving universal truths and pedagogies of mutual respect, interconnection, reciprocal learning, grace and forgiveness across boundaries and difference can respond to the critique of such efforts as new "truth-regimes" (meaning, false, misguided ways that, according to Žižek, embody "the authoritarian spirit of community").

**Frances J. Ranney, Associate Professor, English, Wayne State University**

*"Confessions of a Rhetorical Scholar Who Believes in "Truth"*

As the "counterpart" or "offshoot" of philosophy, as Aristotle described it, the art of rhetoric has historically had an uncomfortable relationship with the concept of truth. Though his contemporaries, the sophists, questioned the reality of "truth," Aristotle believed that truth and justice would prevail when sound arguments were presented by ethical speakers, even if the discovery of truth itself were outside the scope of rhetorical method. Most of today's rhetorical scholars, if pressed, would side with the sophists on this question.

This talk will acknowledge the usefulness of rhetorical method in the investigation of the world of variable phenomena without questioning the reality of truth itself. Instead, it will draw on a set of spiritual practices based in Judeo-Christian-Buddhist traditions to reconcile the author's spiritual and academic lives. Within

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## 2013 FALL SYMPOSIUM



Ford Model A, The Henry Ford Museum

this practice rhetoric may be seen as an accurate description of the human condition without supplanting or questioning the truth and reality of the spiritual. The author will draw on theory in materialist and embodied rhetorics to illustrate this spiritual tradition's disregard of the material in favor of the reality of the abstract.

### **Bruce Russell, Professor, Philosophy, Wayne State University**

*"The Relation Between Justified Belief and Truth"*

We might believe something because it is true, or, instead, because it makes us happy or feel good. Pascal is famous for having argued that we should believe in God because it pays, that is, because it is the best bet if we are hoping for eternal happiness. But others think that we should not believe in God because the evidence offered by the problem of evil counts against his existence. What is the relationship between evidence, truth, and justified belief? I will argue that when pragmatic considerations (about happiness, personal gain, an afterlife, etc.) are set aside, our aim when it comes to belief should be to believe something if, and only if, it's true. Justification, then, will consist in the responsible pursuit of truth, which amounts to fitting our beliefs to the evidence. We can have a justified false belief, say, if we are a member of a jury where the defendant has been cleverly framed, or even all of our justified beliefs could be false, as they would be if we were in *The Matrix*. Conversely, our unjustified beliefs might be true, as would happen if we luckily guessed the correct number of jelly beans in a jar. I will argue that justified or rational beliefs are those that fit the evidence we possess because justification involves responsible pursuit of the truth, and that involves fitting our beliefs to the evidence.

### **Roslyn Abt Schindler, Associate Professor, CMLLC, Wayne State University**

*Holocaust Literature for Children: "Tell Me a Story, Tell Me the Truth" (Gina Roitman)*

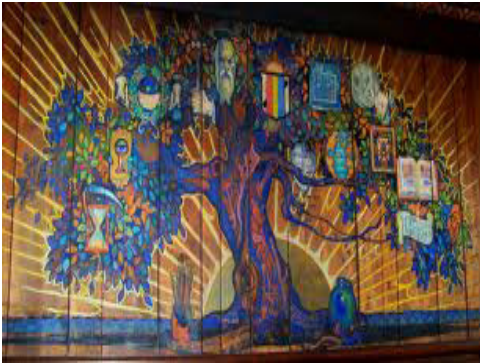
For the last three decades, I have researched Holocaust survivor memoirs and memoirs of the second generation—specifically the sub-genre "from mother to daughter." I have recently explored Holocaust literature written specifically for children. It is so important for young people to learn about this tragic period of history from their parents and their teachers through age-appropriate Holocaust literature and in a context that will help them as they grow emotionally and intellectually.

The Holocaust had a past, and it has a future, in that words and acts of prejudice and pure evil are still with us in the world. The scholar Eva Tal poses an important question: "How much should we tell the children?" This question is at the heart of the continuing scholarly discussion/debate about Holocaust literature for children. Her question begs other fundamental questions as well, particularly ones that focus on Truth. Indeed, the search for Truth is central to the study of the Holocaust and, for example, to Gina Roitman's novel, *Tell Me a Story, Tell Me the Truth*—one among many stories for children that grapple with Truth.

For children, Truth about the Holocaust is often conveyed in the form of a narrative, a story. It can be a memoir—often considered creative non-fiction—or fiction. How can children's literature about the Holocaust—whether fiction or non-fiction—remain true to the historical context while also being sensitive to the intellectual and emotional development of children? When one pursues children's literature, this sensitivity is another key issue intertwined with the search for Truth. This presentation will focus on the search for Truth as an object of Holocaust literature for children across age ranges, grade levels, themes, time periods, and genres.

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## 2013 FALL SYMPOSIUM



Left: Scarab Club Mural, Midtown Detroit

### **Robert Sedler, Distinguished Professor, Law, Wayne State University**

*"Truth and the First Amendment: The People Must Decide"*

It is an essential postulate of the First Amendment that only the people can decide what is «true.» This postulate manifests itself in a number of ways. First and most importantly, under the First Amendment, the government cannot declare that there are «false» ideas. The underlying theory of the First Amendment is that there is a marketplace of ideas, in which all ideas are entitled to enter and to compete for public approval. Since the government cannot declare an idea to be false, this means that what most of us -and the rest of the world - would consider to be a «false idea, such as genocide or racism is protected by the First Amendment. It is said that under the First Amendment, the remedy for «bad speech» is «more speech, not enforced silence. It is for this reason that in the United States we give more constitutional protection to freedom of speech than is provided under the constitutions of other democratic nations and under international human rights norms. Second, under the First Amendment, we must tolerate a good deal of «falsity» in order to prevent a chilling effect on the discussion of public issues. This has led to what is called The New York Times rule, which means that the media cannot be held liable disseminating false information about a public official or public figure unless the information is knowingly false or rendered with reckless disregard for truth of falsity. Since all media organizations have adopted internal procedures to ensure compliance with the New York Times rule, a public official or public figure cannot maintain a successful defamation action against the media. Third, the government generally cannot make it a crime to deliberately lie. The Supreme Court recently held unconstitutional a law making it a crime to lie about receiving a military medal or decoration. The Court held that it is up to the public to decide whether or not the statement - here a false statement by a public official that he had received the Congressional Medal of Honor - was true or false.

### **Su Shih-Chieh, Assistant Professor, History, Liberal Art Department, Delaware Valley College**

*"Reconstructing the truth of German past: the Objective Pursuit of Historical Truth of Leopold von Ranke"*

The conception of historical scholarship, as Leopold von Ranke advocated, was embedded in the nascent development of the historical discipline, which sought to empower professional historians to restore the "objective reality" within the parameters of a nationalist historiography. In his "unstable narrative" of the German past, the tension was apparent: while Ranke, as a professional historian, employed a rigorous scientific method to pursue historical objectivity, as a public intellectual he acknowledged his inability to conceal subjective sympathy toward the monarchy and his abiding support of the Prussia led German unification. To mitigate this probable conflict, Ranke practically proposed a normative procedure of historiographical forgetting that entailed deliberately selecting and arranging historical materials while conducting objective inquiries. He professionally believed that the universal truth would promptly reveal itself, if he were able to retrieve, restore and represent the past in its authenticity. In this formulation, the truth essentially transcends the distinctive boundaries of time and space. To extract the pure facts and to restore the studied past with authenticity, he needed to discard (forget) all the possible subjective elements of imagination from the documented and archival artifacts, and to subordinate the remaining actual facts to the discursive elements, which aimed to support his objective reconstruction of the national past within the context of universal history.

## TRUTH 2013 FALL SYMPOSIUM



*Right: Motion Exhibit, The Michigan Science Center*

Yet, Ranke's reconstruction of an objective version of the German past unavoidably intersected with subjective political preferences, selective remembering and forgetting and an imagined continuity of historical time. Therefore, the scope of historical objectivity was limited to the significant events that could be historically correlated with his subject matter and validated by the perspective of "future past." This notion of temporal continuity enabled him to disclose elements of universal significance and future looking benefits, and to stabilize the changing perceptions of historical actors in time. His pursuit of an authentic past did not seek to restore the past with complete authenticity, but rather to imbue the past with meaning, whose transcendence was defined by current perceptions of historical time. Namely, Ranke imagined a harmonious synthesis of the historian's subjectivity with an ideal of objectivity "out there" as the truth to be discovered in reality. As a result, his creation of a realistic picture of a selected past and his rationalization of a fantasized reality essentially empowered his choice of model or moral act regarding how humans ought to live, which served conclusively as the founding principle of the modern historical discipline.

### **Karen L. Springsteen, English, Senior Lecturer**

*"War and Truth: Post 9/11 Veterans' Writing Groups and the Materiality of Language"*

Since the Post-9/11 GI Bill passed in 2009, universities and colleges, many designated as "military friendly," have experienced a dramatic change in their student demographic. A "first wave" of research about student-veterans has emerged; that research focuses primarily on veterans' transition to civilian life, the impact of signature wounds (TBI and PTS) on learning, and the need for universities to implement support services, such as GI Bill benefits coordinators. Understated in the majority of this initial research are discussions of the moral imperatives and ideological conflicts that veterans' presence in our classrooms and communities makes poignant and pressing. As part of a "second wave" of research that is more politically self-conscious, this presentation details a campus-community collaboration conducted with members of the national Warrior Writers project ([www.warriorwriters.org](http://www.warriorwriters.org)). The author will share and discuss recent Iraq veterans' creative writing, with a focus on the "materiality" of that writing. Specifically, the presentation will juxtapose "support our troops" rhetoric, pro-vet/anti-war dichotomies, and civilian anxiety over how to "handle" veterans with the interpersonal, real effects of the Warrior Writers project.

### **Fred Vultee, Associate Professor, Communication**

*"Spike the football: Truth telling, the press and the Bin Laden photos"*

This paper looks at press interpretations of the role of images – specifically, images of national enemies in death – in constructing various duties of media truth telling. Discourse about the need, or duty, to publish photos of the Nazi leaders hanged at Nuremberg in 1946 provides a context for examining discourse surrounding a similar decision that the White House faced after the raid that killed Osama bin Laden in May 2011. What was seen largely as a third person effect seven decades ago is more often seen now as a first person effect: We no longer need to persuade or daunt the slain enemy's die hard followers, but we have created a set of obligations to persuade – or please – ourselves.



# TRUTH

## 2013 FALL SYMPOSIUM



Left: Loggia Courtyard, The Detroit Institute of Arts

### **Steven L. Winter, Walter S. Gibbs Professor of Constitutional Law, Law School, Wayne State University**

#### *"Why is Truth Stranger than Fiction"*

The principle of "migo" in Talmudic law provides that a claimant or witness who tells an improbable story is nevertheless to be believed when he or she could have told a false, but credible story that would have been more effective under the circumstances. The constructedness both of perception and of knowledge escapes our everyday attention as we proceed in a common cultural world where truth and reality—no less than language—seem transparent and self-evident. Typically, it is only when the taken-for-granted is challenged by failure, conflict, or competing cultural understandings that the artifactual quality of "reality" becomes salient. But colloquial expressions such as "truth is stranger than fiction" and "you can't make stuff like that up" testify to a residual awareness of the world as recalcitrant to our constructions. We hold steadfastly to those constructions nonetheless because, to paraphrase Philip Roth, the conventions that shape everything, large and small, serve as barriers against the improbabilities and disruptions of life. But this illusion of comfort is a form of denial that comes at a significant price. For as much as it allays our fears of chaos and, ultimately, mortality, it also conceals and therefore makes possible forms of authority and practices of oppression that elude our moral comprehension and condemnation. Our constructions often enlighten; but they also deceive. They persuade; but they also mislead. Nowhere is this more evident than in law where, with the right framing, a legal proposition can be made to say many different things.

### **Marvin Zalman, Professor, Criminal Justice, Wayne State University**

#### *"The Truth Revolution"*

Truth plays ambiguous and ironic roles in American criminal law. The advent of DNA profiling has shaken the complacent world of police, prosecutors and courts to its core, stimulating a series of reforms that were impossible just a decade or two before.

Ambiguity. Layer 1. Truth as unassailable factual reconstruction of past events has been an unattainable goal of western courts for millennia. Judicial torture used in ancient Greece and Rome, and medieval and early modern Europe, sought to produce accurate confessions ("the Queen of Proof") where perfect proof was otherwise lacking. Modern American law evades truth by presumptions, general [i.e., unexplained] jury verdicts, and rules of finality. Professors of evidence law argue the philosophy of truth.

Layer 2. The general public assumes that truth is the goal of courts and the justice apparatus. Young lawyers soon learn that dispute resolution is the prime goal, and that truth is a device employed in the service of parties to satisfactorily resolve conflicts. In criminal law, plea bargains may be based on legal impossibilities (e.g., pleading to "attempted manslaughter). Alford pleas [defendant allowed to plead guilty while maintaining innocence] are inherently ambiguous about truth. Police are under no legal obligation to gather exculpatory evidence. Prosecutors have no legal authority to order police to seek truth and have a limited obligation to divulge facts to defendants.

# TRUTH 2013 FALL SYMPOSIUM



*Right: Detroit Industry, Diego Rivera, The Detroit Institute of Arts*

Layer 3. DNA profiling helped spark an innocence movement that had identified more than 1000 documented exonerations and reasonably asserts that perhaps ten thousand untrue felony convictions or more occur every year in American courts. Irony. Layer 1. Two generations ago, in response to the rights-expanding agenda of the "liberal" Warren Court, a more "conservative" Supreme Court trimmed constitutionally-based procedural rights on the ground that they often trumped truth. A strong body of federal statutory law and court doctrines severely curtailed the ability of prisoners, and especially those on death row, to challenge the truth of their convictions. Layer 2. As the ink was drying on the Antiterrorism and Effective Death Penalty Act of 1996, designed to curtail federal habeas corpus petitions, the number of DNA exonerations was rising, the Innocence Project had been formed, and Attorney General Janet Reno was placing actual innocence on the federal policy agenda, giving the lie to the truth assumptions that bolstered the conservative counterattack on suspects' and defendants' procedural rights. My paper will briefly outline the development of the innocence movement and list its reforms and the accelerating pace of reform. It will explore the innocence movement's "truth revolution" through the ambiguous and ironic meaning and uses of truth in criminal law. An ambiguous theme is the law's posture regarding truth in non-DNA cases. Irony is pursued by considering the tension between privacy rights and the racial discrimination-reducing effect of widespread DNA profiling and the way in which the Supreme Court has been walking back its harsh habeas doctrines.



## HUMANITIES CENTER 20TH ANNIVERSARY RECEPTION

The Humanities Center celebrated its 20th Anniversary on September 27th, 2013 with three events: an all day symposium on the theme "Truth", an exhibition of books and articles published with the Center's support over the course of its 20 year existence, and an evening reception that included a formal program. Guests at the reception

included University President M. Roy Wilson and his spouse; Provost Margaret Winters, who also gave opening remarks during the formal program; the deans of the colleges of Education, Liberal Arts and Sciences, Libraries, Fine and Performing Arts, and Social Work; along with several chairs of departments. Attending were also many WSU faculty members, most of whom have been recipients of Humanities Center fellowships and grants over the years. The reception event featured a jazz trio from the music department, thanks to the generosity of Music Professor Christopher Collins, a past recipient of a Humanities Center fellowship. The evening program began at 5:30pm at the conclusion of the symposium. The informal session was a catered meet-and-greet event where guests mingled and browsed the book exhibition that was organized by Judith Arnold, a senior WSU librarian and a Humanities Center Advisory Board member. The reception was followed by a formal program during which the director of the Center, Dr. Walter Edwards, gave a power-point presentation on the history and achievements of the Center. The director's presentation was followed by a keynote lecture titled "The Cosmopolitan Humanities and Perpetual Peace," given by Dr. Srinivas Aravamudan, a distinguished literary scholar, Dean of Humanities at Duke University, and President of the Consortium of Humanities Centers and Institutes (CHCI). Professor Aravamudan was introduced by WSU English Professor Lisa Maruca, a Humanities Center alumnus. The program ended with closing remarks by the director, followed by the resumption of jazz music and socialization in the lobby of the McGregor Memorial Conference Center.

### **Program Schedule**

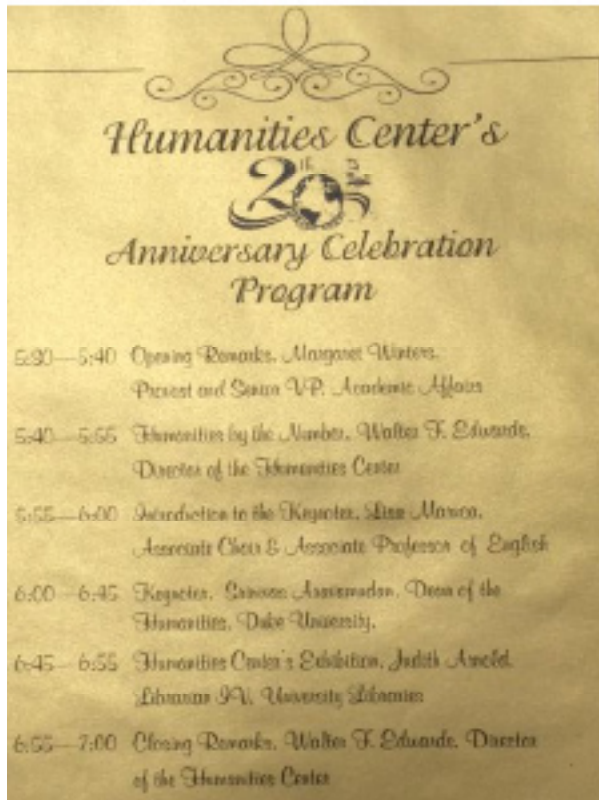
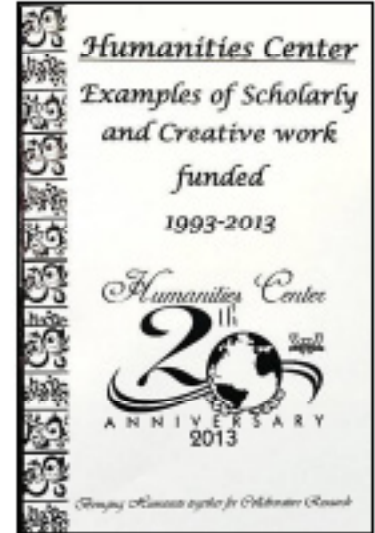
5:30 - 5:35	Call to Order: Walter F. Edwards, Director, Humanities Center
5:35 - 5:40	Opening Remarks: Margaret Winters, Interim Provost
5:40 - 5:55	Humanities Center by the Numbers: A Power Point Presentation by Walter F. Edwards
6:00 - 6:20	Keynote: Dr. Srinivas Aravamudan, Professor of English at Duke University, Dean of Humanities and Immediate past President of the Humanities Centers and Institutes (CHCI)
6:25 - 6:35	Remarks on the Book Exhibition: Judith Arnold, Librarian & Coordinator of the Liaison Program
6:35 - 6:40	Closing Remarks: Walter F. Edwards, Director of the Humanities Center

# HUMANITIES CENTER 20TH ANNIVERSARY RECEPTION

## 20<sup>th</sup> Anniversary Celebration



Exhibition of scholarly works funded by the Humanities Center.



The 20<sup>th</sup> Anniversary Celebration Reception.



Dr. Srinivas Aravamudan, Dean of the Humanities at Duke University, gave the keynote address during the formal program of the reception.

# HUMANITIES CENTER 20th ANNIVERSARY RECEPTION

# SRINIVAS ARAVAMUDAN

## THE COSMOPOLITAN HUMANITIES AND PERPETUAL PEACE

DR. ARAVAMUDAN WILL DISCUSS HOW THE FLOURISHING OF THE COSMOPOLITAN HUMANITIES IS AN INDEX TOWARD THE ADVANCE OF IMMANUEL KANT'S UTOPIAN PROJECT, TOWARDS PERPETUAL PEACE. THE TALK WILL BE IN PART, AN UPDATE OF KANT'S PROJECT, EVEN AS IT RESITUATES THE OBJECTIVES OF THE HUMANITIES CENTER ITSELF AS A SITE FROM WHERE SUCH A PROJECT CAN BE LAUNCHED FOR THE 21st CENTURY.

SEPTEMBER 27TH 2013, 6:00 PM  
**McGREGOR MEMORIAL  
CONFERENCE CENTER**



*Srinivas Aravamudan is the immediate past president of the Consortium of Humanities Centers and Institutes, as well as the Dean of the Humanities at Duke University and Professor of English, Romance Studies, and the Literature Program. His areas of expertise are eighteenth-century British and French Literature, postcolonial studies, and literary theory. He has published five books. His most recent book titled "Enlightenment Orientalism: Resisting the Rise of the Novel" was published by the University of Chicago Press in 2012.*

<http://sites.duke.edu/srinivasaravamudan/>

**WAYNE STATE UNIVERSITY HUMANITIES CENTER**

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[www.research2.wayne.edu/hum](http://www.research2.wayne.edu/hum)

# REDEFINING POLITICS IN A MONETARY AGE 2014 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 2014 conference was on "Redefining Politics in a Monetary Age." Below is the explication of the theme that was published by the Center to invite proposals, followed by the abstracts of the lectures presented.*



## **Explication of Theme**

Contemporary scholarship across the Humanities, Arts and Social Sciences has, as its underlying theme, a re-envisioning of what politics means, how it is constituted and constructed in everyday life and culture, and what the Political is. So it is that in feminist criticism, critical race theory, post-structuralism, post-colonial and subaltern studies, the realm of formal politics and the infrapolitics of social movements, we have seen an exploration and expansion of what constitutes the Political. Seen through the lens of presidential elections, campaigns against sex trafficking or against the global sweatshop, in boycotts and in silent protests, or in the intimate struggles in bedrooms and with language, Politics has been redefined in global, national, and interpersonal terms.

In the past thirty years, however, the struggle over Politics and the Political has taken another turn. The Supreme Court decision in Citizens United has unleashed a veritable flood of political money that has overtaken our political process even as banking, national debt, deficit spending, taxes, the instability of currency, and the rising tide of inequality are reshaping political struggles not just in the United States but globally. The recent and explosive growth of unregulated financial derivatives, whose value today is several multiples of the world's real economic output, has had calamitous consequences for many national economies, even as a return to what economist Paul Krugman has described as a disastrous fixation on austerity and deficit reduction has intensified both economic instability and political upheaval throughout the world. As historian Niall Ferguson has argued in *The Ascent of Money*, financial instabilities often lead to political instabilities, the most dramatic of which was the rise of the National Socialist Party in Germany in the 1930s. Recent political uprisings from Egypt to Greece, the surprising Socialist victory in the French elections, and the now precarious fate of the Euro indicate that the symbolic and ideological uses of money, inequality, and debt play a decisive role in our current political landscape.

We are looking for proposals that re-evaluate and re-locate, de-familiarize and discomfort our sense of what constitutes politics and the Political, projects that explore what Politics and the Political mean through the media of film, literature, art, music, ethnographic study, historical sources and artifacts, and which show the connection between money and value on the one hand and political struggles on the other.

# REDEFINING POLITICS IN A MONETARY AGE

## 2014 FACULTY FELLOWS CONFERENCE

The conference was held in Alumni House on campus on April 4th, 2014. Eight scholars presented papers in the conference. Aside from the keynote speaker, the abstracts of the talks presented are sorted alphabetically by the speaker's last name.

Right: Henry Ford Village



**Greta Krippner, Keynote Speaker**  
Associate Professor, Sociology, University of Michigan

### BIOGRAPHY

Greta Krippner is a historical sociologist with substantive interests in economic sociology, political sociology, the sociology of law, and social theory. Her work explores how the rise of the market intersects broader social, cultural, and political transformations in the “long” twentieth century. Her first book, *Capitalizing on Crisis: The Political Origins of the Rise of Finance* (Harvard University Press, 2012), examines the financialization of the U.S. economy in the period since the 1970s. Her current research traces the evolution of methods of risk-based pricing over the course of the twentieth century, asking how the notion that each individual should “pay the cost” of her own riskiness emerged as a widely accepted normative principle governing how risk is distributed in modern society. She is also working on a book project that explores the problem of market freedom in American historical development.

### KEYNOTER'S ABSTRACT

*“Possessive Collectivism: Ownership and the Politics of Credit Access in Late-Twentieth Century America”*  
From the tax protests of the 1970s to the backlash against “bailouts” in our own day, ownership has emerged as a privileged discourse of political claims-making in contemporary American society. The goal of this paper is to explain why it is that particular forms of claiming rights over economic resources assume salience under different historical conditions, and more specifically why the discourse of ownership appears to occupy such a privileged position at this historical moment. I observe two key features of the discourse of ownership that have advantaged it over competing forms of mobilizing political claims, the most important of which, arguably, is represented by anti-discrimination discourse. First, I argue that political claims based on ownership have the potential to transcend perennial tensions between individual and group rights that have often proved debilitating to movements for social change, particularly movements grounded in anti-discrimination law. Second, I suggest that ownership claims have the property of status-quo neutrality in so far as they appear to respect existing distributions of resources and entitlements. In contrast, the discourse of anti-discrimination challenges the status quo, asking society (or more aptly, the state) to remedy or repair a harm. While these properties of the discourse of ownership are not unique to the late twentieth century, the paper identifies historical conditions that have amplified the advantages of ownership over other available discourses of economic citizenship in the period beginning in the 1970s. I illustrate this argument by examining three movements that mobilized to broaden access to credit beginning in the late 1960s and 1970s: 1) the welfare rights movement’s campaign to gain access to department store credit for welfare recipients; 2) feminist mobilization to end gender discrimination in credit markets; and 3) the struggle of community activists against the practice of redlining urban neighborhoods.

# REDEFINING POLITICS IN A MONETARY AGE

## 2014 FACULTY FELLOWS CONFERENCE

### ABSTRACTS OF WSU PRESENTERS

#### **Krista M. Brumley**

##### **Assistant Professor, Sociology**

*"Having it All or Stalling Out? Gender, Family, and Work in the New Economy"*

The purpose of this proposed project is to examine women's and men's experiences in the workplace within the context of the 'new' economy. My previous research examined employees' experiences at a Mexican multi-national company in Mexico. This proposed project is an intentional shift to develop a domestic research agenda while maintaining my research focus on workplace organizations. Using in-depth, qualitative interviews with employees in professional and managerial positions, this proposed project explores the following themes: (1) daily work experiences, (2) work-family policies, and (3) career aspirations. I will investigate the mechanisms (re)producing gendered workplaces. Research underscores that the goals of profit-making organizations are primary, and as a result, workplaces remain dominated by an economic organization structured to disadvantage women and some men. This study contributes to the scholarly discussion on gendered workplaces by examining how expectations of the 'ideal worker' are embedded in employee narratives as workplaces transform in the new economy. Importantly, the study also contributes by capturing the experiences of both women and men. Men's voices have often not been heard on work-family issues.

#### **Sarika Chandra**

##### **Associate Professor, English**

*"Critiquing the Global Crisis"*

Since the onset of the credit crisis in 2007, and the government bailout of big banking and credit institutions, debates about money and politics have taken center stage in public discourse. A variety of scholars, among them Robert Brenner and Robin Blackburn, have suggested that the financialization of the economy began in the early 1970s with the dissolution of the gold standard when world currencies became free-floating. In the most basic terms, financialization can be described as the process whereby financial markets and institutions leverage control over economic structures. This has resulted in the enormous growth of the debt/credit system in the world economy. Critics such as David Harvey, seeking to understand financialization through the political project of neoliberalism, have identified the philosophical underpinnings of neoliberalism in the theories of mainstream economic theorists such as Milton Friedman and Friedrich von Hayek. Since the 1970s, neoliberal policies, spearheaded by conservative government heads such as Margaret Thatcher, Ronald Reagan, and Augusto Pinochet have overseen the dismantling of the gains in social welfare made by the liberal state. With more emphasis on privatization and a reduction in government planning, more and more aspects of society have become subjected to the absolute logic of profit, setting into motion a number of crises around the world.

In the wake of the current global financial crisis, topics like debt, credit, toxic assets, corporate greed, dubious banking practices, etc. have forced their way into the U.S. media. However, the world at large, especially the nation-states of the global south in Asia, Africa, and Latin America, has been living under the conditions of debt crisis for some time, via such things as IMF austerity programs. Structural adjustment programs and local government collusion have left welfare structures weak through currency devaluations, credit system failures and defaults on loans. According to a recent IMF study on banking crises by Luc Laeven, there have been at least forty-two recorded financial crises between 1970 and 2007 across the world. The same period has witnessed the sharp economic decline of many geographical areas within the United States, including Detroit itself.



# REDEFINING POLITICS IN A MONETARY AGE

## 2014 FACULTY FELLOWS CONFERENCE



Left: Dossin Great Lakes Museum, Belle Isle State Park

### Tracy Neumann

#### Assistant Professor, History

*"From Sites of Production to Sites of Consumption: The Politics of Redevelopment in Pittsburgh"*

My research seeks to reframe major debates in the fields of US political history, North American urban history, and transnational policy history. I argue that there is a mutually constitutive relationship between the post-industrial transformation of manufacturing centers and the emergence of neoliberal urbanism in the late twentieth century. In the project, I examine redevelopment strategies at the national level in the US and Canada and at the municipal level in Pittsburgh, Pennsylvania and Hamilton, Ontario. Beginning in the late 1960s, Pittsburgh and Hamilton's elite-led growth coalitions set out to eliminate all traces of each city's industrial past by "diversifying" local industry away from heavy manufacturing and toward service- and finance-sector employment. In both places, these efforts to remake economic activity were accompanied by extensive redevelopment schemes for central business districts and residential neighborhoods originally built to support a manufacturing-based economy, and by marketing campaigns that promoted idealized visions of "post-industrial" Pittsburgh and Hamilton. Local government officials and urban policymakers increasingly conferred citizenship rights on non-residents, imagined future residents, and corporate elites. While existing residents, neighborhood groups, and labor organizations challenged the urban visions of political and business elites, in both cities a powerful spatial and social imaginary of post-steel, white-collar jobs dominated public discourse, land use planning, and economic development initiatives.

### Andrew Port

#### Associate Professor, History

*"German Reactions to Post-Holocaust Genocide"*

My project explores the ways in which Germans have responded to acts of genocide that have taken place elsewhere in the world since 1945. The study concentrates primarily on German reactions to the horrific events that occurred from the mid-1970s to the late 1990s in Cambodia, Rwanda, and the Balkans, and focuses in particular on the German media as well as on the political, diplomatic, intellectual, and human rights establishments.

The object of this study is twofold: 1) to delineate and account for the evolution of German foreign policy and especially its increasingly interventionist role abroad since unification and the end of the Cold War, ostensibly for humanitarian reasons, and 2) to shed new light – through the prism of genocide elsewhere – on how the country most closely associated with genocide has dealt with its own tarnished past. What especially interests me here is a comparison between the Eastern and Western halves of Germany both before and after the dramatic events of 1989-90. In short, this transnational project examines the intersection between domestic debates about the Nazi period and the evolving nature of postwar German foreign policy.

## REDEFINING POLITICS IN A MONETARY AGE 2014 FACULTY FELLOWS CONFERENCE



Right: Bust of Charles H. Wright, Charles H. Wright Museum of African American History

### **Marsha Richmond** **Associate Professor, History**

*"Speaking Truth to Power: Women Scientists and Postwar Political Activism"*

The development of the atomic bomb during the Second World War led to a wave of anti-nuclear political activism in which scientists played leading roles. Prominent scientists warned about the threats posed by the nuclear age and advocated for a test ban treaty and nuclear disarmament. This movement, scholars have noted, provides a good case study in assessing the impact of scientists in the formation of U.S. foreign policy during the Cold War. Life scientists working on the impact of radiation on the environment during the 1960s were less political, but nonetheless raised important questions relating to social and environmental concerns as well as regulatory responsibility. Thus scientists in the immediate postwar period used their expertise to educate the public, serve as expert witnesses, clarify relationships among governmental agencies, as well as martial public opinion. In short, like Quakers in 1955, they aimed to "speak truth to power" in an attempt to influence postwar political policies.

Within the literature on postwar scientific activism, gender has received almost no attention. The majority of participants in these debates were males, and as a consequence we have been left with an overly masculine image of this movement. There were, however, a number of women scientists who were actively engaged in postwar political activism, in which issues they regarded as important coaxed them out of the laboratory and into the public spotlight, and sometimes even a hostile political arena.

This project examines the political activism of two women scientists in the 1940s and 1950s and seeks to highlight the ways in which each attempted to influence the public understanding of science and its sociocultural implications. I ask how their efforts compared and contrasted with those of their male colleagues, the ways in which gender may have influenced their approaches, and also the responses to their efforts. The thesis to be explored is whether the fact that both were geneticists – and hence well aware of the harm that radiation and certain chemicals posed to future generations – influenced the nature of their activism.

### **Francis Shor, Guest Presentation** **Professor, History**

*"Another World is Possible: Utopian Politics from the Global Sixties through the Global South"*

As a consequence of the world-wide insurgencies and "anti-systemic movements" of the Global Sixties, politics were re-defined and transformed in numerous ways. The demand for recognition and the desire for self-determination were significant tropes that framed the emergence of a new revolutionary subject in the Global Sixties. The "New Left" philosopher Herbert Marcuse identified this revolutionary subject as the "outcasts and outsiders" who were "the exploited and persecuted of other races and colors."

Among Marcuse's outcasts and outsiders were those marginalized because of class, race, gender, and sexual orientation. In addition, they were often those who suffered oppression and exploitation as a consequence of the neo-colonial policies of an imperial United States. Hence, they were members of an

## REDEFINING POLITICS IN A MONETARY AGE 2014 FACULTY FELLOWS CONFERENCE

emergent Global South whose political aspirations were rooted in the struggles to escape impoverishment, sexism, and cultural imperialism imposed by the economic and power elites of the United States.

Embedded in those political aspirations were forms of utopianism that articulated radical representations of imagination and praxis. As described by Fredric Jameson, “the fundamental dynamic of any utopian politics (or of any political utopianism) will therefore always be in the dialectic of Identity and Difference, to the degree in which such politics aims at imagining and sometimes even at realizing a system radically different from this one.”

**Abderrahman Zouhir**  
**Assistant Professor, CMLLC**

*“The Language of Politics and the Politics of Language in Sudan”*

I will investigate the interplay between language and politics in Sudan. In particular, this project aims to engage with issues of hegemony, power asymmetries, and social inequalities between the South and North of former Sudan. In suggesting that there is a political agenda behind Arabization or Sudanization policies, I destabilize the basic definition of Arabization and language policy in the former Sudan while also shifting attention to a critical approach. My arguments are based on a critical perspective which investigates how language policies affect the lives of people who have no influence over the policy making process. It is an approach that aims to show how linguistic practices are linked to the wider sociopolitical structures of power and domination. This entails that language policy must be understood in connection with broad social, political, economic, and cultural forces that shape it. This approach goes beyond work that only describes. It addresses issues of power, resistance, disparity, and difference between the North and South of former Sudan.



*Above: Exhibit at Charles H. Wright Museum of African American History*

# THE YEAR IN PHOTOS



Partial audience at the 2013 Marilyn Williamson Endowed Distinguished Faculty Fellowship Lecture.



Professor Jorgeline Corbatta presents her lecture during the 2013 Fally Symposium



Professor Eric Hiddleston delivers his talk, "Truth, Relativism, and Convention" during the 2013 Fall Symposium



Professor Greta R. Krippner of the University of Michigan delivering the keynote address during the 2014 Faculty Fellows Conference.



Dr. Edwards presents the Minister of Culture in Guyana with a gift from the Humanities Center.



Dr. Edwards and his research assistants working in Guyana in May 2014 during a research trip.

# THE YEAR IN PHOTOS

*Flyer for the Summer Dissertation writing workshop organized by the Center's Resident Scholars.*

## WAYNE STATE UNIVERSITY HUMANITIES CENTER

### SUMMER DISSERTATION WRITING SERIES

**EVERY Thursday in June, July and August**

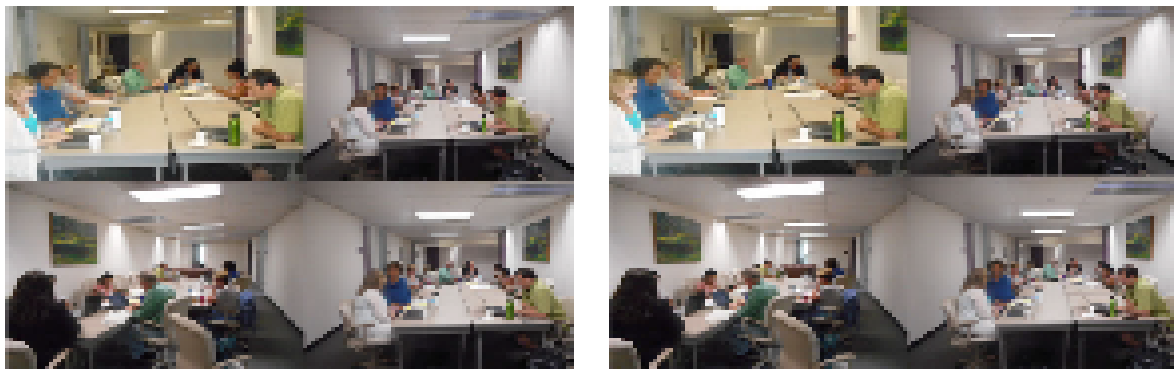
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The Humanities Center will provide a quiet, spacious workspace with plenty of outlets, coffee, tea, and treats. One or two faculty volunteers will be on hand each week to provide advice and encouragement.

**Join us on August 14th and every subsequent Thursday**



The above pictures show graduate students and their advisors in writing and consultation.

# THE YEAR IN PHOTOS



The audience during Professor Holly Feen-Calligan's Brown Bag Talk.



Professor Krista M. Brumley giving her lecture during the 2014 Faculty Fellows Conference.



Dora Apel, recipient of the 2013 Marilyn Williamson Endowed Faculty Fellowship, presenting her fellowship lecture on January 31, 2014.



Professor renee c. hoogland during her Brown Bag lecture, "Playing (on) the Self: Claude Cahun and the Aesthetics of Un/Becoming."



Staff L to R: Dina Peace, Shamira Tellis, Gloria Shakory, Walter Edwards, Jennifer Leonard, Kevin Stadler



Professor Kyu-Nahm Jun presents her research during her Brown Bag lecture, "Local Public Participation Amidst Fiscal Crisis."

FALL 2013

## 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 comprised 57 talks given mainly by Wayne State University faculty members. The talks covered a wide variety of topics in the humanities, social sciences, and arts. Abstracts for the talks are posted on the Center's website. Presenters benefit from feedback received from the faculty and students who attend the talks, especially from scholars in other disciplines.*



*Professor Marc Kruman answers a question after his Brown Bag lecture on "Citizenship across the Curriculum."*

**September 4<sup>th</sup> Michael H. Scrivener, English, Distinguished Professor,**

The San Domingue Slave Rebellion and Feminist Reform  
John Thelwall's "The Daughter of Adoption"(1801)

**September 10<sup>th</sup> Kenneth Jackson, Associate Professor, English; and Associate Dean, Graduate Education at Wayne State University**

**September 11<sup>th</sup> Marc Kruman, Chair, History and Director, Center for the Study of Citizenship,**  
Citizenship across the Curriculum

**September 17<sup>th</sup> Ljiljana Progovac, English Department and Linguistics Program, Professor and Director,**

Language Evolution and Linguistic Fossils: How Humans Spoke at the Dawn of Language, and Why our Grammars still Preserve "Fossils" of such Speech

**September 18<sup>th</sup> Scott C. Richmond, Film and Media Studies English Department, Assistant Professor,**

Vulgar Boredom: On Time, Detachment, and Some Boring Films by Andy Warhol and Christopher Nolan

**September 24<sup>th</sup> Brady Baybeck, Political Science, Associate Professor & MPA Director, and Adam Uddin, Political Science, Doctoral Student,**  
Power to the Powerless? Adopting District Representation in Detroit

**September 25<sup>th</sup> Robert Ackerman, Law School, Professor,**  
Corporate Communitarianism

**October 1<sup>st</sup> Avis C. Vidal, Department of Urban Studies and Planning, Professor,**  
Living Cities: Reinventing Philanthropy to Serve Poor Communities

**October 2<sup>nd</sup> Robert Henderson, English Department and Linguistics Program, Assistant Professor,**  
Language Death, Language Revitalization, and the Development Agenda

**October 8<sup>th</sup> Jorge L. Chinae, History, Associate Professor,**  
Slavery and Free Labor at the End of Spanish "Constitutional Rule" in Puerto Rico 1937-1860

**October 9<sup>th</sup> Robert P. Holley, School of Library & Information Science, Professor,**  
Self-publishing for fun, profit, and your scholarly influence

**October 10<sup>th</sup> Laura Roelofs, Music, Interim Associate Chair, and Rob Conway, Music, Associate Professor,**  
Playing With Ghosts: Editing the Unpublished Music of Charles Martin Loeffler (Schaver Recital Hall, Old Main)

**October 15<sup>th</sup> Jennifer Olmsted, Art and Art History, Associate Professor,**  
Culture, Costume and the Bourgeois in Paul Delaroche's Portraits of Bankers

**October 16<sup>th</sup> Sharon F. Lean, Political Science, Associate Professor,**  
Institutionalizing Accountability in Mexico

**October 23<sup>rd</sup> Zach Brewster, Sociology, Assistant Professor,**  
Black-White Earnings Gap Among Restaurant Servers: Consumer Discrimination in Tipping Behaviors

## BROWN BAG COLLOQUIUM SERIES

Since the inception of the weekly Brown Bag colloquium Series in 1998, hundreds of Wayne State humanities, social sciences, and arts faculty have participated either as speakers, or as members of the audience. The Center regularly hosts two or three talks per week, primarily on Tuesdays and Wednesdays. Brown Bag talks are free and open to the public.

**October 29<sup>th</sup> Mary Cay Sengstock,**  
**Sociology, Professor,**  
Michigan's Adult Abuse Law: Is It Working?

**October 30<sup>th</sup> Elena M. Past,**  
**CMLLC\*, Associate Professor,**  
Michelangelo Antonioni and the Ecology of Form

**November 5<sup>th</sup> Eric H. Troffkin,**  
**Art and Art History, Assistant Professor,**  
The Authenticity of Multiples

**November 6<sup>th</sup> renee c. hoogland,**  
**English, Associate Professor,**  
Playing (on) the Self: Claude Cahun and the Aesthetics of Un/Becoming

**November 12<sup>th</sup> Sarah Coulson,**  
**Doctoral Student, CMLLC\*, with Alina Cherry,**  
**Assistant Professor CMLLC\***  
"Things" by Georges Perec: Disillusion in Consumer

**November 13<sup>th</sup> Lianqing Peng,**  
**Sociology, Visiting Professor,**  
The Effect of Inter-regional Migration to Regional Economy Disparity in China

**November 19<sup>th</sup> Michele Ronnick,**  
**CMLLC\*, Professor,**  
Coleman Young as Pericles: Understanding the Imagery of a Poster Dated 1986 by 'Regina'



*Visiting Professor Lianqing Peng discusses "The Effect of Inter-Regional Migration to Regional Economy Disparity in China" during his Brown Bag Talk*



*Professor Zach Brewster giving his lecture "Black-White Earnings Gap Among Restaurant Servers: Consumer Discrimination in Tipping Behaviors" at his Brown Bag Talk in October.*

**November 20<sup>th</sup> Sara Swider,**  
**Sociology, Assistant Professor,**  
Creating a labor movement in China: From Peasant to Precariat?

**December 3<sup>rd</sup> Allen Batteau,**  
**Anthropology, Associate Professor,**  
How Technologies Think

**December 4<sup>th</sup> Robert Sedler,**  
**Law School, Distinguished Professor,**  
The 2012 Election and its Aftermath: the Eighteenth Century Constitution meets the Two Party Political System

**December 10<sup>th</sup> Abderrahman Zouhir,**  
**CMLLC\*, Assistant Professor,**  
Contested Definitions of Arabization and Identity in Lebanon and Morocco

**December 11<sup>th</sup> Garcia Hernan Manuel,**  
**CMLLC\*, Assistant Professor,**  
The Poetics of Low-Tech Hacking: Post-Cyberpunk and Picaresque in Alex Rivera's Film Sleep Dealer

**January 14<sup>th</sup> Stephen Chrisomalis,**  
**Anthropology, Assistant Professor,**  
What's so Improper About Fractions?": Mathematical Prescriptivism at Math Corps

**January 15<sup>th</sup> Donovan Hohn,**  
**English, Associate Professor,**  
The Blind Oceanographer: Nature Writing, Nature Reading, and the Limitations of Sight



WINTER 2014

## BROWN BAG COLLOQUIUM SERIES

**January 21<sup>st</sup> Mohamed Tarek El-Sharkawi,**  
**CMLLC, Assistant Professor,**  
 The Development of Modern Standard Arabic

**January 22<sup>nd</sup> Yuson Jung,**  
**Anthropology, Assistant Professor,**  
 Tasting and Judging the Unknown Terroir of the Bulgarian  
 Wine: The Plitical Economy of Sensory Experience

**January 28<sup>th</sup> R. Khari Brown,**  
**Sociology, Associate Professor,**  
 Religion, Race, and Partisanship in America

**January 29<sup>th</sup> Caroline Maun, Associate Professor; Vincent  
 Perrone, Student; English,**  
 What Remains: A Reading of New Poetry

**February 4<sup>th</sup> Mary E. Anderson,**  
**Theatre, Assistant Professor,**  
 Oprah Feelin': Technologies of Reception in the  
 Commercial Flash Mob

**February 5<sup>th</sup> Ollie Johnson,**  
**Africana Studies, Associate Professor,**  
 Malcolm X and the Cuban Revolution

**February 6<sup>th</sup> David Merolla,**  
**Sociology, Assistant Professor,**  
 Academic Cultural Orientations, Race, and Academic  
 Achievement: The Moderating Role of Neighborhood  
 Cultural Context

**February 11<sup>th</sup> Lisa Maruca,**  
**English, Associate Professor and Associate Chair of  
 Undergraduate Studies,**  
 Embodied Alphabets: Literacy and the Senses in the Long  
 Eighteenth Century

**February 12<sup>th</sup> Norah Duncan IV,**  
**Music, Interim Chair,**  
 The Thankless Job of the Chorus Master: Preparation for a  
 Major World Premiere

**February 18<sup>th</sup> Tracy Neumann,**  
**History, Assistant Professor,**  
 Space & Place in Recent US History

**February 19<sup>th</sup> Kyu-Nahm Jun,**  
**Political Science, Assistant Professor,**  
 Local public participation amidst fiscal crisis

**February 25<sup>th</sup> Hilary Fox,**  
**English, Assistant Professor,**  
 'Most like a flame': Anger and Monstrosity in Beowulf



*Professor Norah Duncan IV poses for a photo with Dr.  
 Edwards after Dr. Duncan's Brown Bag Talk.*

**February 26<sup>th</sup> Holly Feen-Calligan,**  
**Art Education, Associate Professor & Art Therapy  
 Program Coordinator,**  
 Art Corps Detroit: Student experiences in art based  
 service learning

**February 27<sup>th</sup> Eldona May,**  
**Music,**  
 Brazeal Dennard: Cultural Impact of Spirituals (Schaver  
 Music Recital Hall)

**March 4<sup>th</sup> Simone Chess,**  
**English, Assistant Professor,**  
 Gender Labor: Co-Constructing Genders in Early  
 Modern Literature

**March 5<sup>th</sup> Andrew Port,**  
**History, Associate Professor,**  
 "There Will Be Blood": Revisiting the Violent Underside of  
 the Peaceful Revolution of 1989 in East Germany

**March 18<sup>th</sup> Haiyong Liu,**  
**CMLLC\*, Associate Professor,**  
 Speaking the unspeakable in Chinese?

**March 19<sup>th</sup> Leon Warshay,**  
**Sociology, Professor,**  
 Contrasting Trends toward the 'Tough-Minded' and  
 'Tender-Minded' in Sociology and in the Humanities:  
 An Empirical Study

**March 20<sup>th</sup> Paige Dunlap,**  
**Education, Assistant Professor,**  
 Inside-Out Prison Exchange Program: A discussion with  
 College of Education professors

## BROWN BAG COLLOQUIUM SERIES



*During the winter semester each year, faculty are invited to volunteer to present Brown Bag talks in the following academic year. Volunteers request the semester and day of their proposed presentations.*

*Professor Ronald E. Brown answers a question during his Brown Bag Talk, "Race, Religion and Politics and the Program for Research on Black Americans."*

**March 25<sup>th</sup> Joshua S. Duchan, Assistant Professor, Music; Robert Henderson, Assistant Professor, English; Sharon Lean, Associate Professor, Political Science; Amy Krings, Doctoral Candidate, Social Work, University of Michigan.**

Out of the Office and Into the Field: A Roundtable Discussion of Fieldwork in the Humanities and Social Sciences

**March 26<sup>th</sup> Arifa K. Javed,  
Sociology, Lecturer,**

Immigration and the 21st Century Local and Global Labor Market-A Case Study of Indian Immigrants

**March 27<sup>th</sup> Katheryn Maguire,  
Communication, Associate Professor, Janella Hudson, Communication, Doctoral Student,**

Who's the Patient, Me or You?": Examining Active Resistance during the Clinical Encounter

**April 1<sup>st</sup> Susan E. Cancelosi,  
Law School, Associate Professor,**

Retiree Health Benefits after Health Reform

**April 3<sup>rd</sup> Tam Perry,  
Social Work, Assistant Professor,**

The semiotics of condensation in older adulthood: Exploring material and social reconfiguration through relocation

**April 9<sup>th</sup> Ronald Brown, Political Science, Associate Professor, R. Khari Brown, Sociology, Associate Professor,**  
Race, Religion and Politics and the Program for Research on Black Americans

**April 15<sup>th</sup> Sangeetha Gopalakrishnan, Director, FLTC, Alina Klin, CMLLC\*, Senior Lecturer; Laura Kline, CMLLC\*,  
Senior Lecturer; Julie Koehler, CMLLC\* GTA; Felicia Lucht, CMLLC\*, Assistant Professor; and Krysta Ryzewski,  
Anthropology, Assistant Professor;**

Ethnic Layers of Detroit: Experiencing Place through Digital Storytelling

**April 16 May Seikaly,  
CMLLC\*, Associate Professor,**

Opposition in the Arab Gulf: Three years after the Arab Spring

**April 17 Daphne Ntiri,  
Africana Studies, Associate Professor,**

Adult Literacy Reforms through a Womanist Lens: Unpacking the Radical Pedagogy of Civil Rights Era Educator, Bernice V. Robinson

*\*CMLLC: Department of Classical and Modern Languages, Literature and Cultures*

# MARILYN WILLIAMSON

## ENDOWED DISTINGUISHED FACULTY FELLOWSHIP

*The Marilyn Williamson Endowed Distinguished Faculty Fellowship competition is open to all tenured faculty in the Humanities. It offers a grant of up to \$20,000 to the recipient. Interdisciplinary proposals are particularly encouraged, although all distinguished projects in the humanities are fully considered. The endowment provides funds to offer two fellowships every third year.*

### **Description:**

The Humanities Center offers an annual Distinguished Faculty Fellowship to tenured faculty (associate and full professors) in the humanities as defined by the NEH, the arts and related disciplines. The award of this single \$20,000 fellowship is based on the merit of the individual research project proposed for the fellowship term; on the exceptional contribution the proposed project will make to the humanities and its potential for scholarly recognition and publication, exhibition or performance; and on two external recommendations in support of the project.

The endowment provides funds to offer two fellowships every third year. Consistent with the mission of the Humanities Center, interdisciplinary proposals are particularly encouraged, although all distinguished projects in the humanities will be fully considered. The Fellowship recipient will be asked to share results of the funded research in an award lecture to be organized during the year of (or following) the fellowship term.

### **Conditions:**

1. All tenured WSU full-time faculty in the humanities as defined by the NEH, the arts and related disciplines are eligible to submit proposals, except faculty who received a research award, whether external or internal, of \$5000 or more in the previous two years.
2. A faculty member may submit one proposal for which he or she is the sole applicant
3. Approved projects must be completed within three years, and a copy of the final product (book, article, exhibition catalog, video, etc.) must be submitted to the Humanities Center
4. Requests for course buyouts and summer salary supplements must be approved by the recipient's college and follow college guidelines.
5. The fellowship recipient will be asked to share results of the funded research in an award lecture to be organized during the year of (or following) the fellowship term.
6. Recipients must submit bi-annual interim reports on their approved projects to the Humanities Center through the term of the award project's completion.
7. Recipients are encouraged to participate in activities sponsored by the Humanities Center

### **Guidelines:**

Each proposal must consist of a narrative of not more than twelve double-spaced pages (excluding the application cover page), a detailed budget (explaining the budget information requested on the application cover page), and the professional record of the applicant.

1. A completed application cover page with all required signatures (not part of the twelve-page limit).  
*Note: in the case that a department head is applying for a fellowship, he or she should obtain the signature of his or her dean.*
2. The applicant's name and his or her discipline corresponding to the project.
3. A project narrative of no more than twelve pages, which includes:
  - a. Statement of purpose
  - b. Description of the preliminary hypotheses
  - c. Theoretical framework
  - d. Research methodology
  - e. Possible outcomes of the project, with publication and future research plans, if follow-up studies are anticipated.
  - f. Contribution that the project will make to the profession and to the applicant's career
4. A bibliography or list of relevant sources, not to exceed one page (included in the twelve-page limit).
5. A detailed budget and justification by category (in addition to the budget summary on the application cover page). Summer salary, if requested, and fringe benefits costs for all relevant complies must also be included in the total budget request.
6. The professional record and contact information of the applicant.
7. Two external letters of recommendation in support of the project proposed for the fellowship.

# MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP

## 2014 Awardees



**Jeffrey Abt, Professor, Art and Art History**

*Proposal Abstract: Detroit's Art: A Museum, A City, and the Fortunes that Bind Them*

The objective of my project is completion of a book situating municipal bankruptcy-related claims on the DIA's collections within a much larger context of changes in the international community of museums and the artworld economy. The DIA has a long history of financial travails, complex legal workarounds and public disputes, however, that left it particularly vulnerable to those changes when the City of Detroit declared bankruptcy. Therefore I will draw on the research for the out-of-print book, *A Museum on the Verge*, to show how the DIA's economic, legal, and social history from its founding in 1885 to the present set it up both for creditors' claims on its

*Above: Jeffery Abt*

collections and the disputes that pitted Detroit pensioners against Detroit art lovers. The book will culminate with an examination of the ways in which changes in the global economics of art and museums have affected negotiations over the DIA's collections and the lessons they offer for other American museums facing present or future fiscal challenges within the present legal and financial systems within which they were created.

**Ljiljana Progovac, Professor, English**

*Proposal Abstract: In Search of Protosyntax in the Brain*

In the past seven years, I have been developing a framework for the study of evolutionary origins of syntax (grammar). This work, even though highly novel, treading into uncharted territory, has been well received, leading to fourteen publications (three of which in the journal *Biolinguistics*), and more than a dozen presentations in seven countries (several of which were keynote presentations). My proposal is that given the current state of knowledge in linguistics and other relevant fields, the origins of syntax can be studied successfully if one follows a three-pronged approach, incorporating three components, which interact and reinforce each other.



*Above Ljiljana Progovac*

## MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP LECTURE



*Above: Dr. Dora Apel*

Dora Apel teaches courses on modern and contemporary art, photography and visual culture. She is the author of three books: *Memory Effects: The Holocaust and the Art of Secondary Witnessing* (Rutgers University Press, 2002), *Imagery of Lynching: Black Men, White Women, and the Mob* (Rutgers University Press, 2004), and *War Culture and the Contest of Images* (Rutgers University Press, 2012). She co-authored *Lynching Photographs* with Shawn Michelle Smith (University of California Press, 2008). Her work encompasses traumatic imagery and associated cultural practices of war and violence; the merging of documentary, photojournalistic, and artistic practices; the positioning of contemporary documentary within a globalized world; gender and sexuality; race and ethnicity; and museum practices. Her current book project is titled *Detroit's Beautiful, Terrible Ruins: Deindustrialization and the Anxiety of Decline*.

Apel has also written numerous articles and essays in such journals as *The Art Bulletin*, *Art Journal*, *Oxford Art Journal*, *New German Critique*, *American Quarterly*, *Dissent*, *Journal of Visual Culture*, *Mississippi Quarterly* and *Left History*, in online journals such as *Open Democracy* and *Other Voices*, and for exhibition catalogs. She has contributed chapters to edited volumes, including *Visual Culture and The Holocaust* (Rutgers University Press, 2001), *What Is Radical Politics Today?* (Routledge, 2009), and *The Oxford Handbook of Holocaust Studies* (Oxford University Press, 2011). Her articles are reprinted in journals such as *Nka: Journal of Contemporary African Art* (fall 2006) and edited volumes such as *The Uncertain States of America Reader* (Sternberg Press, 2006) and *Krzysztof Wodiczko* (Black Dog Publishing, 2011). She is the editor or co-editor of ten exhibition catalogs for Cranbrook Art Museum.

She received her PhD. in Art History and Certificate in Cultural Studies from the University of Pittsburgh.

*Please see the following page for a reproduction of the flyer the Center used to advertise her lecture. It includes an abstract of Professor Apel's talk.*

MARILYN WILLIAMSON

ENDOWED DISTINGUISHED FACULTY FELLOWSHIP LECTURE

# DETROIT AND THE GLOBAL **RUIN** IMAGINARY



**JANUARY 31, 2014**

**MCGREGOR HALL**

**RECEPTION 2:30-3:15PM**

**LECTURE 3:15PM-4:15PM**

**FREE AND OPEN  
TO THE PUBLIC**

Sponsored by  
Humanities Center/WSU  
2226 Faculty/Admin Bldg  
Detroit, Michigan 48202

**Marilyn Williamson Endowed Distinguished Faculty Fellowship Lecture**

**WAYNE STATE  
UNIVERSITY**

**Dora Apel**

Professor and W. Hawkins Ferry Endowed  
Chair in Modern and Contemporary Art History



*Images of Detroit's ruination have made the city the epicenter of the postindustrial photographic genre of "ruin porn" and the central nodal point in a global ruin imaginary. Detroit ruin imagery is both iconic and pivotal to an expanding network of imagery, creating new patterns of connection to every sphere of life, even as ruin imagery attempts to mitigate the fears and anxieties of decline through pleasurable aesthetic experience. This talk will explore the debates and controversies of the ruin imaginary as well as its local and global implications.*



Photo credit: Object Orange, Detroit. Demolition. Disneyland. (Auburndale #3), image courtesy of Paul Kotula Projects

[www.research.wayne.edu/hum](http://www.research.wayne.edu/hum)

# GRADUATE STUDENT TRAVEL AWARDS



*Allegheny Locomotive,  
Locomotive Exhibit, The Henry Ford Museum*

The Humanities Center budgets funds each year to help graduate students in the humanities and arts present their research or artistic work at national conferences and exhibitions. To receive these funds, graduate students must submit application letters with personal statements indicating how presenting their work will help their academic and professional careers in the future. Graduate students outside the humanities are also encouraged 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 each approved applicant this past year. This year, ten students were funded through the program.

## **Fall Awardees**

Janella Hudson - Communication

Conference: International Conference of Communication in Healthcare

Amanda Leviitt - Sociology

Conference: National Women's Studies Association Annual Conference

Timothy Moran - History

Conference: SSHA Annual Conference

Moira Saltzman - English

Conference: 5th International Conference on the Linguistics of Contemporary English

## **Winter Awardees**

Isil Akbulut- Political Science

Conference: ISA Annual Convention

Erin E. Bell - English

Conference: National Popular Culture Association/American Culture Association

Andrea Silva - English

Conference: Pacific Coast Conference in British Studies

Heather Williams - Education

Conference: National Council on Rehabilitation Education

## **Spring/Summer Awardees**

Nathan Kuehnl - History

Conference: American Association for the History of Medicine Conference

Amanda Leviitt - Sociology

Conference: Society for the Study of Social Problems

# WORKING GROUPS IN THE HUMANITIES & ARTS



Above: African American Museum

*The Working Groups program is designed to promote collaborative and innovative research among WSU humanities and arts faculty and students. Groups typically include faculty from different fields as well as graduate students. Working Groups meet regularly for discussion, exchange, and planning for events such as guest lectures and colloquia. The Center offers up to \$800 annually for new groups and \$600 for continuing groups. This year the Center funded eight groups. Their reports are below.*

## Working Group on Science and Society

### Core Members:

**Marsha Richmond (Coordinator), Associate Professor, Department of History**

**Barry Lyons, Associate Professor, Department of Anthropology**

**William Lynch, Associate Professor, Department of History**

### Summary of progress in the past year:

The Working Group on Science and Society sponsored a series of five brown-bag talks held during the winter semester.

- 30 January: Mebby Pearson (Urban Studies and Planning), "Controlling invasive species on Belle Isle"
- 14 February: Dr. Barry Johnson (History), "Green Meets Brown: Dendroremediation as an alternate solution for cleaning up polluted land"
- 20 February: Dr. James Schwartz (Philosophy), "What should we do when space exploration and space development conflict?"
- 27 February: Larry Fodor (Director, Energy Management), Daryl Pierson (Coordinator, Office of Campus Sustainability), Wally Pociask (Associate Director, Environmental Health and Safety), and Jon Frederick (Director, Parking and Transportation), "Wayne State University's Sustainability Initiatives"
- 17 April: Laurie D'Alessandro, Tommy R. Wilson, and Dominique de Gery (Master's Students, Fine Arts, WSU), "Visualizing Concepts: The artistic process of exploring, documenting and making visible thoughts about the world"

### Funding:

This year we received \$400 from the Humanities Center, which we did not expend and wish to carry over to next year's activities.

### Participants:

The membership of the WGSS listserv currently stands at 194.



# WORKING GROUPS IN THE HUMANITIES & ARTS



*Above: Crystal Gallery, The Detroit Institute of Arts*

## **Working Group on Composition Learning Communities, Adrienne Jankens, English Department, Coordinator**

The Composition Learning Communities Humanities Center Working Group, a joint venture between the writing center (WRT Zone) and the English Department, has met monthly to research learning communities and peer mentoring, with an eye toward developing a pilot learning community housed in the Composition Program for AY 2014-2015.

In November and December, working group members read and took notes on key texts in composition and education, developing a bibliography and sharing notes. In our meetings, we spent time discussing key points as we worked to understand how “learning communities” and “peer mentoring” are defined, and to consider which of these concepts we are pursuing in our overall project.

In January, the group developed a proposal for a chapter in an edited collection on the NCTE/CWPA’s Framework for Student Success in Postsecondary Writing. This proposal, centered on our construction of the pilot learning community mission statement, is still under review.

March and April meetings were focused on drafting a mission statement for the pilot learning community. These discussions led us to develop not only the beginnings of the mission statement, but also to think about the concrete goals and objectives of the learning community.

After the April meeting, working group members teaching ENG 1010 and ENG 1020 sent out email inquiries to students seeking participants for the pilot program. We have several strong students already interested in working with us on the program for AY 2014-2015.

Our plans for the summer include structuring the pilot learning community, including an orientation for peer mentors in August 2014; meeting with individuals who have structured learning communities at WSU and at nearby campuses (i.e. EMU) to learn from their expertise; and developing materials for the pilot program. We will meet throughout the summer to accomplish these tasks.

We have used our funds thus far to purchase two texts on learning communities and peer mentoring, and will use remaining funds to meet with experts from EMU, to provide supplies and refreshments for the August orientation with students, and to provide supplies for the pilot learning community in AY 2014-2015.

The Composition Learning Community has signed up to present a Brown Bag talk in April 2015, to report the progress of the pilot learning community program.

## WORKING GROUPS IN THE HUMANITIES & ARTS

*Below: The Children's Museum*



### **Working Group on Fairy-Tale Studies**

**Anne E. Duggan, Coordinator**

**Adrion Dula, Ph.D. Student, CMLLC, French**

**Donald Hasse, Professor, CMLLC, German**

This year the Working Group in Fairy-Tale Studies was quite productive. Three of our members (Anne Duggan, Adrion Dula, and Julie Koehler) attended the International Society for Folk Narrative Research conference in Vilnius, Lithuania in June 2013.

This April Duggan and Shandi Wagner attended the Popular Culture Association conference in Chicago (April 2014), and in Fall 2014 Duggan and Adam Yerima will be presenting on the same panel at the American Folklore Association Conference. The members, notably Koehler, Wagner, Abigail Heiniger, Duggan, Dula, and Lacey Skorepa, are tentatively conceiving a project to put together an anthology of nineteenth-century fairy tales (in English) by writers from England, France, Germany, and the US. We hope to continue our collaborations during academic year 2014-2015.

Thursday November 11<sup>th</sup>: Working Group attended talk given by Professor Anne Duggan entitled "From Genie to Efreet: Fantastic Apparitions in the Tales of the Arabian Nights." This was part of the Bridging Cultures Bookshelf: Muslim Journeys.

Monday November 15<sup>th</sup>: Dr. Abigail Heiniger, instructor for GSW Studies and CMLLC, presented on English and American Cinderella stories.

Wednesday, January 29<sup>th</sup>: Professor Dr. Ulrich Marzolph of Georg-August-Universität Göttingen lead a seminar with our fairy-tale group, including Professors Janet Langlois and Donald Haase, on gender in Arabic folklore. The seminar was followed by a group dinner at Professor Duggan's home. Professor Marzolph is president of the International Society for Folk Narrative Research and one of the foremost international scholars of Arabic and Persian folk tales. Our funding was use to sponsor Professor Marzolph's visit.

Tuesday February 4<sup>th</sup>: English Ph.D. candidate Shandi Wagner presented on Elizabeth Gaskell; her presentation was developed for a conference paper, which she presented at the Popular Culture Association in Chicago in April 2014.

Tuesday February 18<sup>th</sup>: German Ph.D. candidate Julie Koehler presented on the German writer Gisela von Arnim.

Tuesday March 4<sup>th</sup>: Cinema Studies Ph.D. candidate Adam Yermina presented on "Jack Milton: Fairy-Tale Detective." He will also be presenting his work on monster hunters at the American Folklore Society in October 2014.

Tuesday March 18<sup>th</sup>: English Ph.D. candidate Lacey Skorepa presented on the contemporary American writer Catherynne Valente.

Tuesday April 1<sup>st</sup>: French Ph.D. candidate Adrion Dula presented on the tales of Marie de France.

We plan to continue to meet in the summer to examine together critical theoretical texts and hope to continue next academic year.

# WORKING GROUPS IN THE HUMANITIES & ARTS

## **Ethnic Layers of Detroit: Experiencing Place through Digital Storytelling**

**Core Members: (in alphabetical order)**

**Sangeetha Gopalakrishnan, Foreign Language Technology Center (Instructional Technology & German)**

**Alina Klin, CMLLC, Polish**

**Laura Kline, CMLLC, Russian**

**Julie Koehler, CMLLC, German**

**Felecia Lucht, CMLLC, German**

**Krysta Ryzewski, Department of Anthropology**

We are grateful that our application for the continuation of the Humanities Center Working Group on Ethnic Layers of Detroit: Experiencing Place through Digital Storytelling was awarded with \$600 for the 2013-2014 academic year. We are pleased to report that we were able to achieve several goals listed in our 2013-2014 Humanities Center working group renewal application. The major activities and accomplishments of our working group from October 2013 to May 2014 are highlighted next.

NEH Digital Humanities Start-up Grant - Our most proud accomplishment is that we applied to the National Endowment for the Humanities (NEH) for a Digital Humanities Start-up Grant for our project and received the award maximum of \$60,000 to support 18 months (June 2014 – December 2015) of digital humanities research and development. As part of the grant planning process we:

- identified short-term goals (to be completed by end of project, Dec. 2015); medium-term goals (to start after Dec. 2015); and long-term goals (3-4 years post grant). ELD's short-term goals include the creation of 20 – 25 stories about sites in Detroit and on WSU campus and the development of ELD as a teaching tool in January 2015 & August 2015;
- developed a project management framework and timeline for the development of the 25 digital stories on additional sites;
- developed a project website to effectively disseminate information about our project (<http://www.langlab.wayne.edu/eld/>); and
- planned the educational aspects of our project which include the integration of ELD into existing and future coursework of several WSU courses.

Brown bag and conference presentations – We held two brown bag presentations about the Ethnic Layers of Detroit (ELD) project, the first was at the Foreign Language Technology Center which funded the pilot project, and the second at WSU's Humanities Center which funded the working group. The first brownbag was a hands-on event focusing on the technological and pedagogical aspects of ELD. The second brownbag was more theoretical and highlighted the interdisciplinary research dimensions of the project. At both venues we demonstrated how the Geostoryteller portal and the mobile augmented reality aspects of ELD work.

Our conference proposals to several professional organizations were accepted and we are now scheduled to present at a variety of conference venues on various elements of ELD, theoretical, pedagogical, and technological (see Table 1).

Networking with researchers, community organizations, and media appearances – ELD received a fair amount of publicity as a result of our brown bag presentations and NEH grant. ELD has been featured in a variety of media and ELD project members have made public appearances to discuss the project as well (see Table 1).

Pilot project evaluation - We conducted an evaluation of the six digital stories developed as part of our pilot project in Summer 2013.

# WORKING GROUPS IN THE HUMANITIES & ARTS

*Below: Banksy Mural, Saved from The Packard Plant, 555 Nonprofit Studio and Gallery*



Regular meetings – We met regularly as a group to plan and monitor the progress of our group. Once the NEH grant was awarded we also held a day-long planning retreat to chart the course of our project for the 18 month duration of the project.

## **Table 1: ELD Conference Presentations and Media Coverage**

Upcoming conference presentations

Presentation Proposal accepted for 2014 ACTFL 4/10/2014

Presentation Proposal submitted to 2014 WSU HC Fall Symposium "re: the city" 4/18/2014

Presentation Proposal submitted to 2014 MMLA Digital Humanities Session: The Digital Lives of Cities 5/31/2014

Presentation Proposal submitted to Network Detroit: Digital Humanities Theory and Practice 2014 6/14/2014

Presentation Proposal accepted for 2014 WSU HC Fall Symposium "re: the city" 6/18/2014

Presentation Proposal accepted for 2014 MMLA Digital Humanities Session: The Digital Lives of Cities 6/18/2014

Presentation Proposal accepted to Network Detroit: Digital Humanities Theory and Practice 2014 7/9/2014

Media and Press Coverage

ELD on Craig Fahle Show (WDET),

<http://wdet.org/shows/craig-fahle-show/episode/history-detroit-storytelling-wayne/> 5/2/2014

Meeting w/Terry Lee Parris (WDET) 5/14/2014

Meeting w/Bonnie Russell and Kathryn Wildfong (WSU Press) 6/5/2014

## **History of the Book Working Group (HotBook),**

**Core Members: Lisa Maruca, Coordinator**

**Jaime Goodrich, Assistant Professor, English,**

**Lara Cohen Assistant Professor, English**

**Arthur Marotti, Professor Emeritus, English**

The History of the Book Working Group had a productive year. In the fall, we helped organize The Symposium on Editing and the Archives, assisting in funding a dinner for our key note speakers, Martha Nell Smith and Peter Quartermain, as well as some faculty and advanced grad students.

In the fall, we used our group's professional network to invite Roger Chartier, a founder of the discipline of Book History and one of its most prestigious scholars, to speak at the GEMS Symposium. Again, we used Working Group funds to help support his dinner with several conference participants.

While the HotBook Working Group hopes to invite its own speaker this upcoming fall to lead a workshop on TEI editing, we have enjoyed collaborating with other groups and pooling resources to host the best possible events.

# WORKING GROUPS IN THE HUMANITIES & ARTS

## **Group for Early Modern Studies, 2013-2014,**

**Core Members: Simone Chess, Coordinator**

**Elizabeth Acosta, Grad Student, English**

**Eric Ash, Associate Professor, History**

This year, the Group for Early Modern Studies (GEMS) explored the theme of "Boundaries" in the early modern period (c. 1400-1800). A rotating slate of facilitators led monthly meetings centered on their current research. Professor Jonathan Cottrell (Philosophy) shared an article draft about Hume's ideas of the vacuum and non-existence, while Professor Simone Chess (English) shared a work-in-progress discussing how the theory of "gender labor" might be applied to early modern romances, plays, and ballads. Meanwhile, Joelle del Rose (History), Claudia Ross (English), Sue Muecke (English) and other graduate students led sessions on aspects of their dissertation research, receiving valuable feedback on how to structure and articulate their project.

For the first time, this year the group supported a reading group outside of our usual meetings, and faculty and staff met a few times per semester to discuss early modern primary texts; this year, the reading group was on the theme of early modern women philosophers, and we read work by Margaret Cavendish, Elisabeth of Bohemia, and others. GEMS also continued to support our graduate student branch, Students for Early Modern Studies (STEMS), which ran workshops and began a student reading group toward the English department Qualifying Exams.

The highlight of our year was our highly successful fifth annual symposium on "Boundaries, 1400-1800," which featured highly regarded book historian Roger Chartier (Professeur in the Collège de France and Annenberg Visiting Professor of History at the University of Pennsylvania). The evening before the event, Professor Chartier presented a master class on "The Author's Hand and the Printer's Mind" that was attended by faculty and graduate students from a number of departments.

The symposium itself featured three dynamic graduate student panels with presentations by students from Northwestern University, Loyola University, Eastern Michigan University, Central Michigan University, University of Windsor, University of Michigan and WSU. This was only our second year soliciting participation from other regional graduate programs, and we were pleased by our broad range of participants. In the morning, Professor Jose Antonio Rico Ferer (CMLLC) moderated a panel on "Beer, Porn, and Travel," featuring graduate students Matthew Brauer (Northwestern, French and Italian), Joelle Del Rose (WSU, History), and John Krenzke (Loyola, History). That afternoon, Professor Lisa Maruca (English) moderated the panel "(Re) Forming Textualities," with papers presented by Andie Silva (WSU, English), Cordelia Zuckerman (U of M, English), and Alejandro Vales (CMU, Spanish). The third panel was moderated by Professor Jonathan Cottrell (Philosophy), on the theme of "Gender without Borders," and included papers presented by Sean Levenson (WSU, English), Janine Marley (U of Windsor, English), and Jessica Kane (MSU, English).

For the first time, the symposium featured a digital poster session, where five WSU graduate students shared fascinating interactive digital projects that they'd created in Professor Lisa Maruca's courses.

The central event of the symposium was a keynote talk by Professor Chartier entitled "Texts without Borders: Geographies of the Books, Geographies in the Books." Professor Chartier was also an enthusiastic and generous participant in our GEMS tradition of a capstone roundtable with all of our participants.

# WORKING GROUPS IN THE HUMANITIES & ARTS



## Visual Culture Working Group

Initiator  
renée c. hoogland  
(English)  
Humanities Center  
WSU  
2013/2014



### Members

- Danielle Aubert (Art & Art History)
- Jonathan Flatley (English)
- Chera Kee (Film & Media Studies)
- Julie Thompson Klein (English/OVPR)
- Liz Reich (Film & Media Studies)
- Scott Richmond (Film & Media Studies)
- Steve Shaviro (Film & Media Studies)
- Ariel Osterweis (Performance Arts)

VC Working Group & Student Organization  
March 21, 2-6pm  
Department of English

CALL FOR PAPERS  
The Visual Culture Working Group and Student Organization are pleased to announce the 3rd Annual Symposium on Visual Culture. The theme of the symposium is "Word/Image: Visual Culture 3rd Annual Symposium." We are seeking papers for presentation on March 21, 2014, from 2:00 to 6:00 pm. The symposium will be held in the Department of English, Room 1000, 400 W. Camp Avenue, Detroit, MI 48202. For more information, please contact the organizers at [vcwg@wayne.edu](mailto:vcwg@wayne.edu) or [vcso@wayne.edu](mailto:vcso@wayne.edu). The deadline for paper submissions is February 15, 2014. We look forward to your participation.

Wayne State University



### VISUAL CULTURE 3rd Annual Symposium

March 21, 2014, 2-6pm

Department of English  
300 Woodward  
Room 1000

- Sean Davidson de  
Soto Pignati
- Judith Laskinger  
de Poinsett
- Wilbur Hamilton  
Jr de Anthony
- Jonathan Plumb  
de Walter  
Bergquist

Visual Culture Working Group & Student Organization  
Jonathan Plumb

The Working Group met once in the Fall, once in the Winter semester to plan the Spring events. With the additional support of the Visual Culture Student Organization, coordinated by Kerin Ogg (Film & Media Studies) and Jonathan Plumb (English), the DeRoy Chair, Julie Thompson Klein, and the English Department, we set out to continue our tradition and host two separate Spring events. The first, a dual lecture featuring Professor Sara Blair (University of Michigan, Ann Arbor) and Professor Paula Massood (Brooklyn College, CUNY) had to be re-scheduled due to unforeseen circumstances. The lectures will take place September 2014 instead.

The 3rd Annual Symposium Visual Culture took place on March 21, 2014 under the title "Word and Image Are One" Four students (in Film, English, Rhetoric) presented papers, followed by a response by a faculty member and general q&a. Like last year, the Symposium was

a great success, enjoyed by participants and audience alike. We will definitely continue this annual tradition.

The grant received from the Humanities Center will be used to cover part of one of the keynote speakers' travel expenses early Fall 2014.

## HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP

*The Humanities Center and the Graduate School are proud to continue their collaboration on funding the Humanities Center Doctoral Dissertation Fellowship. 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.*

### About the Award

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 2014 or shortly thereafter. Up to three smaller awards of \$500 each could be made at the discretion of the sponsors. The fellowship award will be dispensed as monthly stipends between January and August.

This year the Center selected four recipients: the fellow, Beth Fowler (History), and three awardees: Marie Buck (English), Joan Wedes (English), and Wenwen Shi (Political Science).

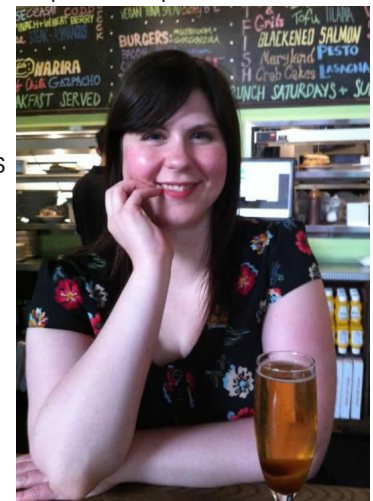
### Fellow

#### Beth N. Fowler - History

"Deliver me from the Days of Old: Rock and Roll Music and the Racial Attitudes of Teenagers during the American Civil Right Movement"

My dissertation, "Deliver Me From the Days of Old: Rock and Roll Music and the Racial Attitudes of Teenagers during the American Civil Rights Movement" is a study of how rock and roll music fostered a space that encouraged cultural exchange between black and white teenagers in the postwar period. These exchanges led to wider support for moderate racial integration during the American civil rights era. even though purchasing albums and attending concerts featuring musicians of another race did not take on the overtly political overtones of other movement activities, these acts constituted a defiance of established cultural norms, and can therefore be understood as principled stances take against racism and segregation.

The theory behind my argument is shaped by Richard White's *The Middle Ground*, which posits that seventeenth-century French settlers and Algonquin natives in the Great Lakes region were forced to adjust their values and assumptions enough to overlap with that of 'the Other' if they were to continue acting as allies and trading partners. I argue that a similar ground was formed in postwar America, as teenagers of both races were able to identify elements of an unfamiliar culture that were similar to their own, and to interpret elements of difference from this common ground. This does not mean that white and black teenagers were affected by rock and roll in the same way, or that this middle ground meant the same thing to youth of both races. Middle-class white teenagers, many of whom grew up in new, racially homogenous suburbs, were inspired by the cultural alternatives that black and Southern rural musics alluded to. Black teenagers also participated in this middle ground, but they were more likely to see rock and roll as a chance to gain acceptance and acclaim from the general population, and to have their culture embraced as part of the mainstream rather than pushed to the fringes. Attitudes towards music parallel how young people of both races related to the goals of the civil rights movement, as many white supporters who were frustrated with dominant cultural norms expressed support for an integrated "beloved community," while black supporters were more likely to champion integration as a means of political advancement and a marker of dignity rather than interracial harmony.



## HUMANITIES CENTER'S

# DOCTORAL DISSERTATION FELLOWSHIP

The successes achieved during the U.S. civil rights movement are often questioned, since many African Americans continue to face disproportionate poverty that silences them politically, and ensures that racially-defined institutions and discourses remain. Yet, by shifting views of the movement to the cultural arena, we can see that enormous changes have been made regarding how people view racism and race relations. The goals of the civil rights movement have not yet been fulfilled, but it is important to identify its positive and long-term outcomes.

### Awardees

#### **Marie Buck - English**

*"Black Power, women's Liberation and Graphic Refutations of the Public Sphere Model, 1967-1987"*

My dissertation project, "Black Power, Women's Liberation, and Graphic Refutations of the Public Sphere Model, 1967-1978" examines texts associated with the Women's Liberation and Black Power movements of the 1960s and 70s. Historically, writers have thematized print as a way of discussing matters of identity. My dissertation builds on recent work in eighteenth and nineteenth-century print cultures that describes the way in which black ink on the white page came to mediate racial blackness and whiteness and the marking of the pure-white page came to stand in for the marking, or deflowering, of women. Twentieth century literature continued to circulate ideas about race and gender by thematizing print. Additionally, print signified the public sphere and thus the political configuration that Michael Warner and others have termed the "liberal subject." Subsequent literature has continued to rehearse a textual highlighting of the graphic word on the page as a means of negotiating the relationship between the public sphere model and the embodied experiences of individuals—particularly women and people of color, who are frequently figured as more embodied than others and denied access to the public sphere based on their bodies.



The literature of social movements, in particular, often addresses political questions about what constitutes a public and what it means to address a public that is not the liberal (and default white and male) public that scholars and mainstream media have often associated with print culture. Additionally, participants in social movements must face the question of how to disseminate ideas, and they must figure out to whom they want to disseminate those ideas. From Lenin's writings about the role of the revolutionary newspaper to debates within the Civil Rights Movement about the representation of nonviolence, to recent popular speculation about the role of social media in the Arab Spring, the question of the role of media in social movements has been a consistent one. My dissertation examines the way that writers highlight the graphic nature of the page and thematize acts of writing and printing. The writers I examine attempt to spur people to identification with alternative collectivities in response to gender and race-based oppression, particularly within the Women's Liberation and Black Power movements of the 1960s and 70s.



## HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP

### Wenwen Shi - Political Science

*"The Internet and the Chinese Peasants' Political Knowledge and Values – A field Experiment"*

The Internet's political implication is far beyond an advanced communication device in authoritarian regimes. The heated debate on the Internet's political potential in China and the lack of casual evidence triggered this project. This paper proposes a field experiment conducted in a rural area of China to gauge the Internet's impact on individual citizens' current political knowledge, understanding of political concepts, and support for democratic values. The experiment will adopt the Pretest-Posttest Control Group Design and Pretest-Posttest Multiple Experimental Condition Design. Subjects will be randomly assigned to three different groups and form four sets of comparisons. The first two groups will be exposed to different content online for two months while the third group will remain untreated during the experimental period but receive delayed access to the Internet afterwards. Two groups of hypotheses are set out: 1) Regular exposure to social and political content on the Internet increases users' public affairs knowledge, and understanding of political concepts; 2) Regular exposure to social and political content on the Internet increases users' support for liberal democratic values.



### Joan Wedes - English

*"Grafting onto 'the Jew': the Importance of Being Jew-ish to Early Modern English Christianity"*



Inherently interdisciplinary, my dissertation is informed by the ways in which the humanities (history, religious studies, language, literature and the arts) converge to become the driving force behind human interactions. Focusing on the English Reformation from 1550-1656, my dissertation project uniquely combines history, biblical studies, and literary analysis to reveal how early modern treatment of Jews and Judaism was inextricably tied to the Reformation theology which was grounded in Paul's Letter to the Romans. Chapter 1 demonstrates how Paul's Letter to the Romans and its centuries of exegesis and interpretation influenced Reformation doctrine and simultaneously created a precise rubric for theologians and lay people to understand the role of Jews in Christianity. Chapter 2 applies the doctrines from Romans discussed in Chapter 1 in order to demonstrate how Jewish figures from early modern plays and prose (including famous Jewish figures Barabas [Christopher Marlowe's Jew of Malta] and Shylock [Shakespeare's Merchant of Venice]) work to expose and raise awareness of

Christian hypocrisy in response to a growing concern over an alarming increase in mercantile avarice among English Christians. Readings of the plays in this chapter demonstrate how stage

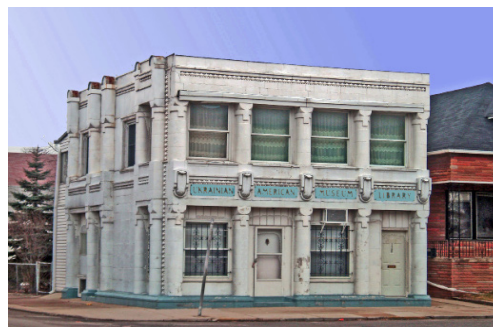
## HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP



*Left: Exterior, The Detroit Institute of Arts*

Jews moved beyond their medieval portrayal as murderous villains and towards a more reasoned, less negative, early modern depiction based on reformed Christian doctrine. In Chapter 3, I use plays, poems, newsbooks, and histories to demonstrate that due to Reformation doctrine, English Christians harbored distinct and separate anxieties concerning Muslims and Jews. English Christians saw Ottoman Muslims as a threat, and feared they would destroy their nation for its unchristian behavior. Wrong behavior in stage Jews, however, was meant to represent less a direct threat to individual Christians than a demonstration and warning of what might become of English Christians should they, like Jews, turn away from Christian teachings. In Chapter 4, I analyze pamphlets debating the interregnum proposal to reinstate practicing Jews to England. I demonstrate how these texts worked to create stronger links and sympathies between practitioners of Christianity and Judaism and suggest that this sympathy in turn contributed to small concessions (a synagogue and burial site) which were granted to London's Jews by Cromwell's government after the failure of Jewish readmission in 1656.

This project therefore contributes to the discourse of Jewish and religious studies in literature, deepening conversations about the place of Jews and Judaism in early modern literature, drama, and society. For although there has been significant scholarship on representations of Jews in early modern texts, particularly in drama (Shapiro [1996], Loomba [2002], Vitkus [2003], Lupton [2005]), these studies have not examined how Paul's Letter to the Romans, in forming much of the Reformation doctrine, was also crucial in forming attitudes towards both literary and living Jews. My project, however, insists that biblical and doctrinal connections the Apostle Paul had identified between Jews and Christians crucially and often positively factored into England's struggle to settle on a reformed Christianity. Restoring Jews to their proper religious context within reformed Christianity helps shift critical discourse away from the question of whether or not there was early modern anti-Semitism, and toward a more nuanced reading of the ideologies and evidence that motivated these dissertation demonstrates how Jewish figured in early modern plays, prose, and poetry moved beyond their uncomplicated medieval portrayal as murderous villains and towards a more reasoned, less negative, early modern depiction based on reformed Christian doctrine.



*Above: Ukranian American Museum, Hamtramck, MI*

# SURVIVAL

## 2013 - 2014 FACULTY FELLOWSHIP COMPETITION



Each year the Humanities Center sponsors a Faculty Fellowship Competition on a specific theme. This year's theme was "Survival".

Fellowships provide Wayne State University faculty with funding to help pay for expenses related to their research projects, including travel, research assistance and summer salary. Fellowship recipients are expected to participate in the annual Faculty Fellows' Conference held the following spring.

Below is the explication of the theme and a list of the ten faculty who were awarded 2014 Faculty Fellowships. They will present their findings at the Faculty Fellowship Conference in March 2015.

### 2014 Faculty Fellowships Competition

#### Explication of Theme

After the publication of Darwin's Origin of Species made the notion of survival widely known, it was extended to the social sphere in ethically and scientifically untenable ways as Social Darwinism, a concept that seems to continue at least latently in contemporary politico-economic thought that advocates minimal government interference with the market. The notion of survival has also been employed by philologists and linguistic anthropologists to discuss endangered languages as well as the development of phonetic and structural patterns in language generally in the context of historical linguistics. As archeologists traditionally explore physical traces of extinct cultures to reconstruct the latter based on their interpretations of the former, they deal in surviving remnants. Even the canon debates of literary scholars could be conceptualized in terms of survival as they concern which texts ought to become part of and remain in an imagined community's collective memory and thus survive not only in their physical form as books in libraries but also and especially that they are being read and discussed. After all, only those books that are read have the potential to impact a society's collective memory. Furthermore, archives and libraries are inherently concerned with the survival of their vast collections, i.e., the preservation of the physical matter from the brittle paper of illuminated manuscripts and folios to the constantly necessary transfer of electronic data to the most current modes of storage. Museums likewise seek to slow down the inevitable process of forgetting and thus to insure the survival of objects deemed valuable in a particular time and place by preserving them. To return again to the field of literature, survival has been a core subject in literary texts ranging from Defoe's novel Robinson Crusoe and the many Robinsonades it inspired to autobiographical and fictional accounts of slavery and accounts of Holocaust survival by writers like Elie Wiesel and Primo Levi. Moreover, such core American figures as the frontier hero and the self-made man that have been depicted in countless variations in both canonical and popular literature as well as television and cinema engage in struggles for their physical and economic survival that at times revives the ruthless ethics of Social Darwinism. More recently, the notion of survival and the figure of the survivor and the subject of survival became ubiquitous in American popular culture. The mass media representation of survival includes: TV Reality Shows like Survivor, post-apocalyptic cinema and disaster movies generally, interactive online video games, the populist feminism practiced on daytime TV talk shows like Oprah, and most of all self-help literature which advises anyone from housewives to CEOs how to best survive the slings and arrows of everyday life in late capitalism.

#### 2014 Recipients

Alisa Moldavanova, Assistant Professor, Political Science  
From Survival to Sustainability: Community-Based Pathways for Urban Arts Institutions

Andrew Newman, Assistant Professor, Anthropology  
Just Food and Survival: The Moral Economy of Detroit's Gardens and Grocery Stores

Anne Rothe, Associate Professor, CMLLC  
The Survivor Figure in American Culture: Intersections of Social Darwinism, Holocaust Memory, and Popular Culture

Chera Kee, Assistant Professor, English  
"Born in Haiti! No Grave Can Hold Him!" Voodoo's Survival in Marvel's Zombie Comics of the 1970s

Elizabeth Faue, Professor, History  
The Jungle Out There: Gender, Danger, and Survival in the American Workplace

Felicia Lucht, Assistant Professor, CMLLC  
Survival of Older Immigrant Languages in Detroit: The Case of German

Jaime Goodrich, Assistant Professor, English  
Writing Communities: Textual Production and Spiritual Identity in Early Modern English Benedictine Convents, 1600-1800

Liette Gidlow, Associate Professor, History  
After the Century of Struggle: African-American Women and Disfranchisement after the 19th Amendment, 1920-1945

Rahul Mitra, Assistant Professor, Communication  
Communicative Complexities of Integrated Artic Management

Tam E. Perry, Assistant Professor, Social Work  
Surviving in Detroit: Men Experiencing Homelessness due to Death of a Parent

# A LOOK AHEAD: 2014 - 2015 ACTIVITIES

## 2014 FALL SYMPOSIUM

### Explication

In 2010, veteran Detroit journalist John Gallagher published *Reimagining Detroit: Opportunities for Redefining an American City*. The title of this book, one of a series of postmortems published about Detroit in the past five years, take a familiar form. By affixing the prefix "re," Gallagher sparks our imaginations and invites us to reimagine and redefine a city in decline. Such discussions often imply that the archetypal modern industrial city, epitomized by rustbelt metropolises like Detroit and Cleveland, is an anachronism, destined to fade into obsolescence as new forms of social organization take its place. The city thus needs to be rebuilt, rethought, repopulated, redeveloped, recreated, redefined. In other words, we need to re: the city.

- |                   |                            |
|-------------------|----------------------------|
| ANDREW NEWMAN     | BRADY BAYBECK              |
| ADAM UDDIN        | JEFFREY GRYNAVISKI         |
| LAURA KLINE       | SARAH SWIDER               |
| FELECIA LUCHT     | SANGEETHA GOPALAKRISHNAN   |
| DAVID FASENFEST   | JULIE KOEHLER              |
| AMY KRINGS        | KRYSTA RYZEWSKI            |
| JULIA YEZBICK     | JOSE CUELLO                |
| JANET HANKIN      | RENE KREICHAUF             |
| ALISA MOLDAMANOMA | HOLLY FEEN-CALLIGAN        |
| KALEEMA SUMAREH   | KYLE MAYS                  |
| SHENIKA HANKERSON | REBECCA KINNEY             |
| THEODORE PRIDE    | renee c. hoogland          |
| JAMES DICKINSON   | RICHARD SMITH              |
| CHRIS COLLINS     | CATHERINE SCHMITT-SANDS    |
| KEIR              | M. ROMAN-JOHN KOSCIENLNIAK |
| DANIEL MCCAFFERTY | LUDMILLA FERRARI           |
| BEN VAN DYKE      | RACHELE RILEY              |

Keynote address by  
**William Julius Wilson,**  
 Harvard University  
 Professor and author of  
**More Than Just Race:  
 Being Black and Poor in  
 the Inner City (2009)**

## re: the city

humanities center fall 2014 symposium

### FALL 2014 SYMPOSIUM SCHEDULE

TIME	ROOMING	ROOM
8:30-10:30 a.m.	<b>Re: Inventing</b> Moderator: Jeffrey Grynowski	<b>Re: Rebuilding</b> Moderator: Sheila Wilson
10:30-10:35 a.m.	BREAK	
10:35-11:00 a.m.	<b>Re: Inventing</b> Moderator: David Mervin	<b>Re: Rebuilding</b> Moderator: Chava Lee
11:00-11:30 a.m.	<b>Re: Inventing</b> Moderator: David Mervin	<b>Re: Rebuilding</b> Moderator: Chava Lee
11:30-12:00 p.m.	<b>Re: Inventing</b> Moderator: David Mervin	<b>Re: Rebuilding</b> Moderator: Chava Lee
12:00-1:15 p.m.	LUNCH	
1:15-2:45 p.m.	<b>Re: Inventing</b> Moderator: Alex Choy	<b>Re: Rebuilding</b> Moderator: Sheela Wilson
2:45-3:00 p.m.	BREAK	
3:00-4:00 p.m.	<b>Re: Inventing</b> Moderator: Alex Choy	<b>Re: Rebuilding</b> Moderator: Sheela Wilson
4:00-4:15 p.m.	BREAK	
4:15-4:30 p.m.	RECEPTION	



**Co-sponsors**  
 Co-sponsor  
 Urban Reviver and Planning  
 African Studies

**Re: Inventing** Detroit's Fall Symposium  
 Association of Black Professionals  
 Metropolitan Planning Council  
 Michigan State University  
 Wayne State University

**October 31, 2014**  
 McGregor Memorial Conference Center  
 For more info: Humanities Center 313-477-5471  
 Website: <https://research2.wayne.edu/hu>

# A LOOK AHEAD: 2014 - 2015 ACTIVITIES

## BROWN BAG COLLOQUIUM SERIES

### BROWN BAG COLLOQUIUM SERIES

WAYNE STATE UNIVERSITY

# 2014-2015

www.research.wayne.edu/hum

## THE HUMANITIES CENTER

All lectures will be held in 2339 Faculty Administration Bldg from 12:30pm -1:30pm unless otherwise advertised

#### Fall

September 9	<b>Lisbeth M. Hoek, CMLLC, Associate Professor, <i>Close and Distant Readings of Women's Memoir</i></b>
September 10	<b>Lee Williams, Professor and Chair, Communication, <i>Professional Courage: Daily duties that sustain journalistic excellence</i></b>
September 16	<b>Alisa Moldavanova, Political Science, Assistant Professor, <i>Two Narratives of Intergenerational Sustainability: The Case of Museums as Safeguards of the Interests of Future Generations</i></b>
September 17	<b>Robert Allen Sedlar, Law School, Distinguished Professor, <i>The Constitution and James Six Marriage</i></b>
September 23	<b>Jonathan Cottrell, Philosophy, Assistant Professor, <i>Hume's Theory of the Imagination</i></b>
September 24	<b>Stella Resko, Social Work and Merrill Palmer Skillsman Institute, Assistant Professor, <i>The Emotional Impact of Conducting Violence Research</i></b>
September 30	<b>Peter J. Hanauer, Law School, Duncan J. Kolb Center for Civil Rights, Professor and Director, <i>Countering the Dons in Detroit: Water Shutoffs, Emergency Evacuation, Resilience &amp; Beyond</i></b>
October 1	<b>Luke Nichter, former Executive Producer for C-SPAN, currently Associate Professor of History at Texas A&amp;M University - Central Texas, <i>Notes from the New Mason Tapes: How the Secret Recordings Are the God that Keeps Us Giving</i></b>
October 7	<b>Tam Perry, Social Work, Assistant Professor, <i>Austerity of Older Adults: Making meaning in the (re)making of homes</i></b>
October 8	<b>Brad R. Roth, Law and Political Science, Professor, <i>The Limits of Civility: Ferguson-Newbrury, "Public Trunks," and Legitimate Discourse in the Good Society</i></b>
October 9	<b>Jorge Chinea, Center for Latin and Latin America Studies, Director and Associate Professor, <i>I saw a vessel of the King of Spain, a landowner and resident of the Island of Puerto-Rico: John O'Daly Blake and the 1797 British Attack on Puerto Rico</i></b>
October 14	<b>Barry Lyons, Anthropology, Associate Professor, TBD</b>
October 15	<b>Alisa Cherry, CMLLC, Assistant Professor, <i>Writing in Color: On the Possibilities of Sexual Reorientation of Painting</i></b>
October 16	<b>Yumona Jill DeGibb, CMLLC, Assistant Professor, <i>Gender Disparity and Divine Favor in the Quran</i></b>
October 21	<b>Joshua Dushan, Music, Assistant Professor, <i>Musical Representations of the American Working Class in the Songs of Billy Joel</i></b>
October 22	<b>Janet Hankin, Sociology, Chair, Deborah Charbonneau, Library and Information Science, Assistant Professor, Sandra L. King, Sociology, Ph.D student, <i>Deals and Debacles: Framing of the Affordable Care Act in Newspaper Headlines</i></b>
October 28	<b>Jose Casullo, Center for Latin and Latin American Studies and History, Associate Professor, <i>The Rise of the Tributary and Capitalist Modes of Production and the Human Consumption of the Earth</i></b>
October 29	<b>Hilary Fox, English, Assistant Professor, <i>The Talking Dead: Experiences of the Dead in the Living in Anglo-Saxon Literature (12:15-1:15 pm)</i></b>
November 4	<b>Shirley Tibbo, Art and Art History, Assistant Professor, <i>From the Mountains</i></b>
November 5	<b>Sandra F. VanBurklow, History, Associate Professor, <i>"Words as Heat as Cannon-Balls": American Experiences of Liberty of Speech in the Long Nineteenth Century</i></b>
November 6	<b>Hubert P. Holley, Library and Information Science, Professor, <i>The Complexity of Research Universities in Creating the Scholarly Communication Center</i></b>
November 11	<b>Derek Case, Art and Art History, Assistant Professor, <i>Time Travel</i></b>
November 12	<b>Karen Springsteen, English, Lecturer, <i>Woe and Wreck: Ideological Conflict and the Matter of Historical Writing</i></b>
November 18	<b>David Fassinelli, Sociology, Associate Professor, <i>Limits to Social Sustainability: An Unattainable Goal?</i></b>
November 19	<b>Russell Russell, Philosophy, Professor, <i>God Does Not Kill: The Best Explanation of all the Suffering We See</i></b>
December 2	<b>Dennis Valtos, Communication, Lecturer, <i>Synthetic communication theories in the 21st century: An interdisciplinary research agenda</i></b>
December 3	<b>Marvin Zalman, Criminal Justice, Professor, <i>The Interpretation of Criminal Suspects in China: A Complex Cultural Process</i></b>
December 4	<b>Jurgalina Corbatta, CMLLC, Professor, <i>The Holy Girl</i></b>
December 9	<b>Nicole L. Wilson, English, Adjunct Professor, <i>The World Will Be Watching: The Prosopic Nature of Fame and Celebrity in Young Adult Fiction</i></b>
December 10	<b>Avin Vidal, Urban Studies and Planning, Professor, <i>Jump-Starting a Neighborhood Housing Market: The Impact of a Two-Pronged Strategy in Atlanta</i></b>

#### Winter

January 13	<b>Margaret Winters, Provost, TBD</b>
January 14	<b>Dennis J. Tim, Music and CHCA, Distinguished Professor and Senior Associate Dean, <i>Destination! = Creative Songwriting!</i></b>
January 20	<b>Elizabeth Dawn Lublin, History, Associate Professor, <i>An American in Kyoto: Edward Fennell and the Japanese Tobacco Industry in the early 20th Century</i></b>
January 21	<b>reneé a. boogaloo, English, Professor, <i>Doing Something Close to Nothing: Maria Aboussaleh's War Machine</i></b>
January 27	<b>Jose Casullo, Center for Latin and Latin American Studies and History, Associate Professor, <i>The Role of Religious and Secular Ideologies in Transforming our Perception of Acts of Violence in Acts of Charity</i></b>
January 28	<b>Carolyn Shields, Professor, Education, TBD</b>
January 29	<b>Trevor Richards, CLAS, Information Management Specialist, <i>Lessons Learned by a Native Cartographer in Creating an e-Dictionary for the Episcopal Church</i></b>
February 3	<b>Ethiopian Cash Braumner, Center for Latin and Latin American Studies and History, Associate Director, <i>Quibos on exiles: Representations of the Tragic Comedic Sign by Mexican Revolutionary Writers in Exile</i></b>
February 4	<b>Zachary Brewster, Sociology, Assistant Professor, <i>Consumer Social Profiling and Interest in Resonance Services</i></b>
February 5	<b>Ronald E. Brown, Political Science, Associate Professor, R. Khari Brown, Sociology, Associate Professor, <i>Racial Identity Politics, Survey Research, and the Progress for Research on Black Americans, 1978-2005</i></b>
February 10	<b>Eldonna L. May, Music, Lecturer, <i>Multiculturalism and Statistics in the Music of Samuel Coleridge Taylor</i></b>
February 11	<b>Joan E. Benadoni, Library Science, Assistant Professor, TBD</b>
February 17	<b>Choy Walker, English, Lecturer, and Thomas Trimboli, English, Lecturer, <i>On/Off Teaching and Student Success and Retention: Challenges and Opportunities</i></b>
February 18	<b>George Parrels, Education, Assistant Professor, TBD</b>
February 24	<b>Maurice Brangha, Music, Academic Advisor II, <i>From Peck to Strings: An Exploration and Demonstration of the Modern concert harp</i></b>
February 25	<b>Shirley Montazer, Sociology, Assistant Professor, <i>Country of Origin and Trajectory of Adjustment: The Mental Health of Immigrants and the Children of Immigrants</i></b>
February 26	<b>Nurah Duncan IV, Music, Interim Chair and Associate Professor, TBD</b>
March 3	<b>Richard J. Smith, Social Work, Assistant Professor, <i>A Critical Analysis of Population "Friendly" Initiatives</i></b>
March 4	<b>Janaya Lasker-Ferruti, CMLLC, Adjunct Professor, <i>Places of Revival: Adult Gloria, Furtiva, and Photo Collage</i></b>
March 10	<b>Mary E. Anderson, Theatre and Dance, Associate Professor, TBD</b>
March 11	<b>Scott Richmond, English, Assistant Professor, TBD</b>
March 24	<b>Dan McCafferty, Art and Art History, Assistant Professor, <i>1023 Dowdland Library</i></b>
March 25	<b>Aaron B. Hatsh, History, Associate Professor, <i>A Tale of Revolutionary Justice and Statute Error: The Biography of Tron Hiltner, a Social People's Court Judge</i></b>
March 31	<b>Kypros Markou, Music, Professor and Director of Orchestral Studies, <i>String Orchestra Gross by Sat and Tchaikovsky</i></b>
April 1	<b>Thomas Kilian, Anthropology, Associate Professor and Chair, TBD</b>
April 2	<b>Arifa Javed, Sociology, Lecturer, TBD</b>
April 7	<b>John Thompson Klein, English, Professor, Judith Arnold, Library Science, Librarian IV, and Graham Hukill, Library Science, Digital Publishing Librarian, <i>Reading in the Digital Age</i></b>
April 8	<b>Eun-Jung Katherine Kim, Philosophy, Assistant Professor and Layla Szentfi, Philosophy, Ph.D. Student, TBD</b>
April 9	<b>Anna Duggan, CMLLC, Associate Professor and Chair, TBD</b>
April 14	<b>Simone Chass, English, Assistant Professor, TBD</b>
April 15	<b>Kevin M. Bramley, Sociology, Assistant Professor, <i>Arbitrary Practices? Flexible Work Arrangements and Supervisor Influence in Detroit Metro Manufacturing Companies</i></b>
April 16	<b>Kim Schroeder, Library Science, Lecturer, <i>Fast Forward 5 Years... Where Are Your Digital Files?</i></b>
April 21	<b>M.L. Lieber, English, Senior Lecturer, TBD</b>
April 22	<b>Veronica Bickel, Library Science, Education Librarian and Cindy Krollowski, Library Science, Librarian IV, <i>Alvin's Adventures in wonderland: A History of the Wayne State Librarian Special Collection Through a Children's Book</i></b>
April 28	<b>Michele Valerie Bonniell, CMLLC, Professor, Rachael Merritt, Astronomy, Undergrad Research Assistant, <i>Zodiac and Design: Understanding Cass Gilbert and the Third Floor Loggia at the Detroit Public Library</i></b>
April 29	<b>Yanlin Sheng, Political Science, Associate Professor, TBD</b>
April 30	<b>Janine Goodrich, English, Associate Professor, <i>Low &amp; plate side: Poetry and Poetry in Early Modern English Broadside Contexts</i></b>
May 5	<b>Michael H. Swanson, English, Distinguished Professor, TBD</b>
May 6	<b>Martha Rathke, Professor and Ljiljana Prugovic, Professor, English and Linguistics, TBD</b>

## A LOOK AHEAD: 2014 - 2015 ACTIVITIES

# FACULTY FELLOWSHIP COMPETITION



L. to R. Woody Guthrie, Jay-Z, Toni Morrison, Vincent Van Gogh and Norah Jones

Background Photo: Lunchtime atop a Skyscraper by Charles C. Ebbets, 1932

## Exploring The Everyday

### HUMANITIES CENTER FACULTY FELLOWSHIP COMPETITION



Tentative Deadline: Friday April 17, 2015

The "everyday" encompasses the local, the personal, the quotidian, the episodic. Practitioners of the everyday search for what is extraordinary about the mundane, exploring and reconstructing the material realities of "ordinary" people, focusing on their qualitative, subjective, and lived experience – in all its varied complexity. The everyday has served through the ages as an inspiration for artists and musicians, dramatists and filmmakers, poets, novelists, and other writers of fiction – from Vermeer to Van Gogh, from Woody Guthrie to Woody Allen to Willy Loman, from Zola to Jay Z. Historians and social scientists have also discovered the everyday as a window on the world of the anonymous in history – the nameless multitudes, the excluded and deprived. In so doing, they show the ways in which the supposed "casualties" of progress and modernity have and exercise agency and are not the mere "subjects" of blind historical forces, i.e., of History writ large.

What is the relationship between the everyday and "high" culture, between the everyday and "high" politics? What can studies of the everyday tell us about grand themes like love and death, life and loss, the metaphysical and the metaphorical? In an age that valorizes looking at the "larger picture," to what extent can a close-up, intimate focus on the proverbial trees reveal the true nature of the forest?

We are looking for proposals that examine "Exploring the Everyday" theme from a variety of disciplinary and interdisciplinary, humanistic, and artistic perspectives. We anticipate that scholars working in literature, law, political science, history, sociology, anthropology, art, languages, and other disciplines would find this topic appealing.

All WSU full-time faculty in the humanities, arts, and related disciplines are eligible to submit proposals, except those who have received a Faculty Fellowship Award from the Center within the last two years. The submission guidelines for this competition and the cover page will soon be available on our web site at <http://research2.wayne.edu/hum/Hum/facultyfunding/facultyfellowship/13-14.html>

Please send all the applications to:

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

(313) 577-5471  
Fax: (313) 577-2843



# A LOOK AHEAD: 2014 - 2015 ACTIVITIES

## Graduate Travel Program

**Deadline:** September 18, 2014 for Fall 2014  
December 12, 2014 for Winter 2015  
April 17, 2015 for Spring/Summer 2015

**Maximum Award:** \$300.00

### Eligibility:

All graduate students in the humanities, arts, or related disciplines. Students outside of the traditional humanities should demonstrate that their proposed presentations have significant humanistic or artistic content.

The applicant must be the sole presenter, or the principal presenter in a group presentation. In the latter case, only one student will be funded from the group. Only one student per department will be funded to go to a particular conference.

### Funding:

The Center budgets up to \$3,000 in the 2014-2015 academic year to support this program.

In an effort to spread this funding across the full academic year, the Center budgets \$1,200 for the Fall Semester, \$1,200 for the Winter Semester and \$600 for the Spring/Summer Semester.

The funded will be awarded on a first-come-first-serve basis each semester. Each award recipient will be funded up to \$300 for travel to conferences or exhibitions held nationally or internationally between September 1, 2014 and August 15, 2015.

### Guidelines:

There is no application form. Each applicant must submit the following before attending the conference:

1. A cover letter including the student's department affiliation, a mailing address, e-mail address, the name and location of the conference to be attended and the dates on which will travel.
2. Evidence that his or her paper/artwork has been accepted by the conference or exhibition. This should take the form of a letter to the student, on official stationery, from the conference/organizers.
3. An abstract of the paper to be presented or description of the work to be exhibited.
4. A short personal statement indicating the significance of this presentation to the student's academic future professional career.
5. An itemized estimated budget including, if applicable, financial support from other units.
6. A letter from the student's advisor in support of his/her application.

Applications should be sent to The Humanities Center, Attn: Walter F. Edwards, Director, 2226 Faculty Administration Building. For more information about the Humanities Center and its programs, please contact the Center at 577-5471 or visit our website at <http://www.research2.wayne.edu/hum/>.

## Working Groups in the Humanities and Arts Program

**Deadline:** October 3, 2014

**Maximum Award:** The Humanities Center will fund up to five working groups making available a maximum of \$800 each for three new groups and \$600 for each two continuing groups. Working groups will be able to use funds for photocopying, inviting speakers, and other organizational expenses. The Center will give preference to new working groups, and is willing to assist groups in finding meeting places in the Faculty/ Administration Building. To participate in this program, groups of three or more Wayne State University faculty, or faculty and advanced graduate students, in the humanities, arts, and related disciplines willing

## A LOOK AHEAD: 2014 - 2015 ACTIVITIES CONTINUED

to commit to regular meetings throughout the academic year are encouraged to submit proposals. The Center will give favorable consideration to newly formed working groups. Proposals for new working groups should consist of:

1. A brief (1-2 page) summary of the issue or theme the group proposes to address, the relevance of that theme to the humanistic and/or artistic fields, and ways in which the group intends to address that issue or theme;
2. The names, departmental affiliations, and contact information for core members of the proposed group and names of potential participants; and
3. An estimated budget, listing any planned projects and expenses.

Proposals for continuing groups should consist of a 1-2 page summary of the group's progress in the previous year and the direction in which the group wishes to proceed, as well as items (2) and (3) listed above. Preference will be given to proposals for new groups. Proposals should be sent to The Humanities Center, Attn: Walter F. Edwards, Director, 2226 Faculty Administration Building. For more information about the Humanities Center and its programs, please contact the Center at 577-5471 or visit our website at <http://www.research2.wayne.edu/hum/>.

### Humanities Center Visiting Scholars' Program

**Deadline:** November 14, 2014 for Winter 2015

**Maximum Award:** \$3,000 per semester

We invite applications from scholars 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. The program may be especially appealing to faculty on sabbatical leave or those holding research grants or post-doctoral awards.

The Visiting Scholar should already hold the Ph.D. or its equivalent, for his or her field. However, university professors with Masters degrees will be considered as well. International applications are encouraged, but visa and related documents, if required, are the responsibility of the applicants. We invite applications for visits ranging in duration from one month to one semester. During, or at the completion of the visit, the scholar will be expected to give a public lecture on his/her research. The visitor will also be expected to collaborate with faculty, be available to students, and participate in Humanities Center's activities.

Applicants are required to provide the following:

- A detailed description of the research project to be funded in residency
- A curriculum vitae
- Two letters of reference (to be sent directly to the Center's Director)

Please forward applications to The Humanities Center, Attn: Walter F. Edwards, Director, 2226 Faculty Administration Building. For more information about the Humanities Center and its programs, please contact the Center at 577-5471 or visit our website at <http://www.research2.wayne.edu/hum/>.

### Marilyn Williamson Endowed Distinguished Faculty Fellowship

**Deadline:** February 27, 2015

**Maximum Award:** \$20,000

Thanks to a generous endowment provided by former Provost Marilyn L. Williamson, the Humanities Center offers an annual Distinguished Faculty Fellowship to tenured faculty (associate and full professors) in the



## A LOOK AHEAD: 2014 - 2015 ACTIVITIES CONTINUED

humanities as defined by the NEH, the arts and related disciplines. The award of this single \$20,000 fellowship is based on the merit of the individual research project proposed for the fellowship term; on the exceptional contribution the proposed project will make to the humanities and its potential for scholarly recognition and publication, exhibition or performance; and on two external recommendations in support of the project.

The endowment provides funds to offer two fellowships every third year. Consistent with the mission of the Humanities Center, interdisciplinary proposals are particularly encouraged, although all distinguished projects in the humanities will be fully considered. The Fellowship recipient will be asked to share results of the funded research in an award lecture to be organized during the year of (or following) the fellowship term.

### Conditions

1. All tenured WSU full-time faculty in the humanities as defined by the NEH, the arts and related disciplines are eligible to submit proposals, except faculty who received a research award, whether external or internal, of \$5000 or more in the previous two years.
2. A faculty member may submit one proposal for which he or she is the sole applicant
3. Approved projects must be completed within three years, and a copy of the final product (book, article, exhibition catalog, video, etc.) must be submitted to the Humanities Center
4. Requests for course buyouts and summer salary supplements must be approved by the recipient's college and follow college guidelines.
5. The fellowship recipient will be asked to share results of the funded research in an award lecture to be organized during the year of (or following) the fellowship term.
6. Recipients must submit bi-annual interim reports on their approved projects to the Humanities Center through the term of the award project's completion.
7. Recipients are encouraged to participate in activities sponsored by the Humanities Center

Each proposal must consist of a narrative of not more than twelve double-spaced pages (excluding the application cover page), a detailed budget (explaining the budget information requested on the application cover page), and the professional record of the applicant.

1. A completed application cover page with all required signatures (not part of the twelve-page limit).  
Note: in the case that a department head is applying for a fellowship, he or she should obtain the signature of his or her dean.
2. The applicant's name and his or her discipline corresponding to the project.
3. A project narrative of no more than twelve pages, which includes:
  - a. Statement of purpose
  - b. Description of the preliminary hypotheses
  - c. Theoretical framework
  - d. Research methodology
  - e. Possible outcomes of the project, with publication and future research plans, if follow-up studies are anticipated.
  - f. Contribution that the project will make to the profession and to the applicant's career
4. A bibliography or list of relevant sources, not to exceed one page (included in the twelve-page limit).
5. A detailed budget and justification by category (in addition to the budget summary on the application cover page). Summer salary, if requested, and fringe benefits costs for all relevant complies must also be included in the total budget request.
6. The professional record and contact information of the applicant.
7. Two external letters of recommendation in support of the project proposed for the fellowship.

## A LOOK AHEAD: 2014 - 2015 ACTIVITIES CONTINUED

Applications may be downloaded in PDF format from the Humanities Center website at [www.research2.wayne.edu/hum/](http://www.research2.wayne.edu/hum/), or picked up in the Humanities Center at 2226 Faculty/Administration Building. For more information, contact the Humanities Center at 313-577-5471.

### **Humanities Center Faculty Fellowships**

**Deadline:** April 17, 2015

**Average Award:** \$6,000

**Theme: "The Everyday"**

The "everyday" encompasses the local, the personal, the quotidian, the episodic. Practitioners of the everyday search for what is extraordinary about the mundane, exploring and reconstructing the material realities of "ordinary" people, focusing on their qualitative, subjective, and lived experience – in all its varied complexity. The everyday has served through the ages as an inspiration for artists and musicians, dramatists and filmmakers, poets, novelists, and other writers of fiction – from Vermeer to Van Gogh, from Woody Guthrie to Woody Allen to Willy Loman, from Zola to Jay Z. Historians and social scientists have also discovered the everyday as a window on the world of the anonymous in history – the nameless multitudes, the excluded and deprived. In so doing, they show the ways in which the supposed "casualties" of progress and modernity have and exercise agency and are not the mere "subjects" of blind historical forces, i.e., of History writ large.

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All WSU full-time faculty in the humanities, arts, and related disciplines are eligible to submit proposals, except those who have received a Faculty Fellowship Award from the Center within the last two years. Please send all the applications to: The Humanities Center Attn: Walter F. Edwards, Director 2226 Faculty/Administration Building Wayne State University Detroit, MI 48202

### **The Humanities Center Doctoral Dissertation Fellowship**

**Deadline:** October 17, 2014

**Maximum Award:** \$15,000

The Humanities Center and the Graduate School are proud to announce their continued collaboration on funding the Humanities Center Doctoral Dissertation Fellowship beginning in the Winter 2015 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 2015 or shortly thereafter. Up to three smaller awards of \$500 each could be made at the discretion of the sponsors. The fellowship award will be dispensed as monthly stipends between January and August. This new fellowship should be distinguished from the Edward Wise Dissertation Fellowship which will be suspended until further notice.

Applicants for this fellowship must be doctoral candidates preparing dissertations in the humanities,

# A LOOK AHEAD: 2014 - 2015 ACTIVITIES CONTINUED

arts, or related disciplines. These disciplines include philosophy, languages, linguistics, literature, history, jurisprudence, archaeology, comparative religion, ethics, the arts, those aspects of social sciences that have humanistic content and employ humanistic methods, and the study and application of the humanities to the human environment.

To be eligible for the Humanities Center dissertation fellowship, an applicant must be enrolled in good standing as a PhD candidate in a humanities or arts discipline at WSU; must have the dissertation topic, outline, and prospectus approved by his/her dissertation committee, and by the Graduate School by the application deadline of October 17, 2014; and have completed all requirements for the PhD, except the dissertation. The recipient of the fellowship cannot hold a teaching position or have other major employment.

Applications may be downloaded in PDF format from the Humanities Center website at [www.research2.wayne.edu/hum/](http://www.research2.wayne.edu/hum/), or picked up in the Humanities Center at 2226 Faculty/Administration Building. For more information, contact the Humanities Center at 313-577-5471.

## Resident Scholars' Program

**Deadline:** July 3, 2015

**Maximum Award:** \$800.00

### Eligibility

All full-time faculty in the humanities, arts, and related disciplines are eligible to apply, including those who are on sabbatical for all or part of the academic year.

### Funding

Each resident scholar will be eligible to apply for up to \$800 to support his or her approved project. The resident scholar may use the money for travel to conferences to report on his or her approved project, or for payment for research assistance. This amount will be prorated for residents who are appointed for periods shorter than one full academic year.

### Conditions

Each Resident Scholar must agree to:

1. Establish office hours at least twice a week for a minimum of three hours per session; or three times per week for two hours per session. This is the central requirement of the program since it provides the opportunity for residents to interact frequently, and thus, to influence each other's work and develop collaborative projects.
2. Spend his/her office hours working on his/her research project, or interacting with other resident scholars having office hours.
3. Participate in roundtable sessions with other residents when these are arranged.

### Application

Applicants should submit three (3) copies of a proposal with the following content:

1. A description of the project that the applicant would be working on during the period of his or her residency.
2. A statement indicating how the residency would enhance the professional career of the applicant and making a commitment to keep regular office hours throughout the residency.
3. A commitment to keep regular office hours throughout the residency.

For more information please visit [www.research2.wayne.edu/hum](http://www.research2.wayne.edu/hum) or call (313)577-5471.



# Humanities Center

*Bringing Humanists Together for Collaborative Research*



The Humanities Center 2014-2015 Annual Report  
Designed by LaKisha Burns, Rodina Peace and Kevin Stadler  
Formatted by LaKisha C. Burns & Jennifer Leonard  
2014 © The Humanities Center, Wayne State University

*Photos displayed throughout this report were selected from the published images of museum art and other structures mainly in Detroit's Cultural Center. Images of Charles H. Wright Museum of African American History Entrance and the Motown Museum are displayed on the front and back covers respectively.*