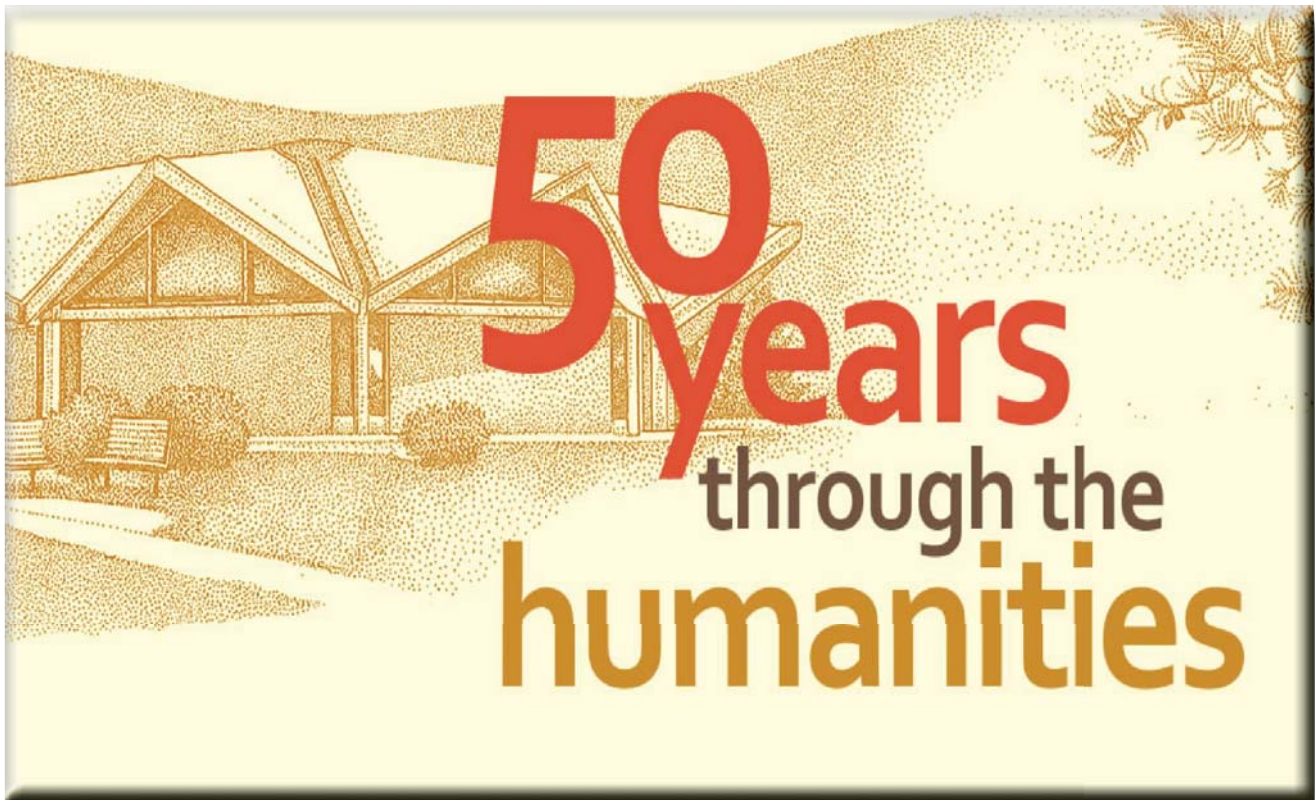


HUMANITIES CENTER

ANNUAL REPORT 2014 - 2015

*Commemorating the
50th Anniversary*



Source: NEH.GOV

*of the
National Endowment for the Humanities*

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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.

OUR MOTTO

Bringing Humanists Together for Collaborative Research

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A MESSAGE FROM THE DIRECTOR

2014 - 2015 OVERVIEW

As director of WSU's Humanities Center, I am grateful for the opportunity to acknowledge the enormous importance of the National Endowment for the Humanities (NEH) and its sister organization the National Endowment for the Arts (NEA), as they both celebrate their 50th anniversary during 2015. I thank Provost Margaret Winters for suggesting to me in November 2014 that our Humanities Center should commemorate the golden anniversary of the NEH; and I commend the Center's Advisory Board for enthusiastically agreeing to the idea. To this end, the Center's 2015 Faculty Fellows Conference was dedicated to the commemoration of the NEH's 50th birthday.



Director, Walter F. Edwards

It was serendipitously appropriate that the conference theme was "Survival" since the NEH has been in the vanguard of the struggle for the survival of the humanities in the United States where priority for funding and education is accorded to science and technology. For this year's Faculty Fellows Conference our Center was fortunate to be able to recruit Professor Paul Jay of Loyola University as our keynote speaker since among his many publications is a book on the survival of the humanities in the age of the corporate university. The Center also has been marking NEH's 50th anniversary with a revolving banner on our Web site. We are also recognizing the NEH by using images from the NEH Website as graphics throughout this Annual Report.

The NEH and NEA were created in 1965 because it was recognized that the country needed such organizations to provide the funding, advocacy and prestige to the humanities and arts that would help these disciplines to continue to contribute centrally to our nation's academic, philosophical and cultural health. The need for the NEH and NEA had been felt for many years before President Lyndon Johnson signed them into law on September 29, 1965 in the Rose Garden of the White House. Before that date, the American Council of Learned Societies (ACLS), the Council of Graduate Schools in America and the United Chapters of Phi Beta Kappa had collaborated in establishing the National Commission on the Humanities to study the state of the humanities in America. The Commission reported in 1964 that our nation's emphasis on science research and education was eclipsing the importance of the humanities in academic, public and cultural life in America, and recommended that our nation invest significantly in supporting the humanities. President Johnson and other politicians of the day agreed, and the NEH and NEA were established formally in 1965 with an initial grant of 20 million dollars from the federal government.

From the outset, however, the NEH and the academic disciplines it represents have played second fiddle to science. The National Science Foundation (NSF) was established in 1950, fifteen years before the NEH, with strong bipartisan support in Congress and continues to enjoy that wide support. The NSF's current annual budget is approximately \$7 billion whereas the current budget of the NEH is approximately \$150 million. The NEH's budget has been in constant decline since it peaked at about \$380 million in 1975. In contrast, the NSF's budget has been steadily rising as Congress continues to see the need for more funds to finance science projects. Nonetheless, with the support of advocacy groups like the National Humanities Alliance, the NEH continues to lead and inspire humanities research and scholarship on university campuses like WSU. Thus, we are very pleased to dedicate this annual report to the celebration of the NEH's 50th anniversary.

The mission of the NEH is to support outstanding scholars within humanistic disciplines (including

A MESSAGE FROM THE DIRECTOR 2014 - 2015 OVERVIEW

philosophy, history, languages, anthropology, literature, religion, religious studies) and to fund humanities institutions and programs that promote humanities scholarship and research. But the NEH has always had an interdisciplinary mission as well. That interdisciplinary characteristic is evident in the fact that the 1965 Rose Garden signing ceremony was witnessed by a group of outstanding scholars representing a whole range of humanistic disciplines. Present at that event were actor Gregory Peck, historian Dumas Malone, photographer Ansel Adams, writer Ralph Ellison, architect Walter Gropius and philanthropist Paul Mellon, among others.

The administrative structure of the NEH also reflects its interdisciplinary focus. The chairperson of the NEH is advised by the National Council of the Humanities, a body whose members are appointed by the President of the United States and ratified by the Senate. This group of 26 private citizens typically represents a wide range of humanistic disciplines. The present Council, for instance, includes members whose disciplines are law, history, languages, literature, African American Studies, European studies and several other humanities and social science fields. These council members serve six-year staggered terms.

Wayne State University's Humanities Center is a reflection of the values and experiences of the National Endowment for the Humanities. Our Center was established in 1993 to epitomize this university's commitment to the humanities and to provide funding to support excellent scholarship and research in humanities and related disciplines. The Center's charter also enshrines its role in facilitating cross-disciplinary projects involving the humanities and the arts by requiring that the Center's Director be advised by an Advisory Board comprising faculty from across the humanities and social sciences. In common with the NEH, The Center ensures academic excellence by subjecting all proposals submitted to its competitions to rigorous, impartial peer-review by members of its Advisory Board. In some cases, the Center requires supporting letters from outside reviewers. Over its 21 years of service to WSU, the Humanities Center has funded hundreds of faculty and student projects and has provided a venue for academic fellowship for humanities faculty and students. Our competitions, conferences and symposia have brought hundreds of scholars together from across many disciplines to present their ideas or research on a wide variety of interdisciplinary themes selected by our Advisory Board. All our programs are designed to elicit excellent thinking and research and to foster interdisciplinary fellowship. Like the NEH, we are constrained by a relatively slender annual budget. In our case we live on an annual budget of approximately \$180,000 (derived from part of the interest on our endowment of approximately \$5 million) to fund all our programming and cover personnel and equipment costs. But like the NEH, the Humanities Center is supported and encouraged by humanities and arts faculty and students and by senior administrators, especially those with humanistic academic backgrounds.

In the academic year 2014-15 WSU's Humanities Center sponsored nine funded programs for faculty and students. This Annual Report summarizes the activities of these programs. I invite readers to review these narratives and to provide me or members of the Center's Advisory Board with any feedback that would help us to improve our performance. It is my hope that readers will conclude that the Humanities Center has been a worthy representative of the NEH on this campus. We congratulate the NEH and NEA on achieving their 50th anniversary and thank these national organizations for their wonderful and invaluable contributions to the humanities and arts in this country.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

common good
ENGAGE CONTRIBUTE ILLUMINATE

THE HUMANITIES IN
THE PUBLIC SQUARE

Above: An NEH Project

Mission Statement of the NEH

The National Endowment for the Humanities (NEH) is an independent federal agency created in 1965. It is one of the largest funders of humanities programs in the United States.

Because democracy demands wisdom, NEH serves and strengthens our republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The Endowment accomplishes this mission by awarding grants for top-rated proposals examined by panels of independent, external reviewers.

The NEH grants typically go to cultural institutions, such as museums, archives, libraries, colleges, universities, public television, and radio stations, and to individual scholars. The grants:

- ~strengthen teaching and learning in schools and colleges
- ~facilitate research and original scholarship
- ~provide opportunities for lifelong learning
- ~preserve and provide access to cultural and educational resources
- ~strengthen the institutional base of the humanities

Since 1965, the Endowment has opened new worlds of learning for the American public with noteworthy projects such as:

- ~Seven thousand books, 16 of which have won Pulitzer Prizes, and 20 of which have received the Bancroft Prize.
- ~The Civil War, the landmark documentary by Ken Burns viewed by 38 million Americans.
- ~The Library of America editions of novels, essays, and poems celebrating America's literary heritage.
- ~The United States Newspaper Project, which cataloged and microfilmed 63.3 million pages of historic newspapers, paved the way for the National Digital Newspaper Program and its digital repository, Chronicling America.
- ~Annual support for 56 states and territories to help support some 56,000 lectures, discussions, exhibitions and other programs each year.

What are the humanities?

"The term 'humanities' includes, but is not limited to, the study and interpretation of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts; those aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life."

--National Foundation on the Arts and the Humanities Act, 1965, as amended.

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 2014-15 academic year, the talks were held mainly on Tuesdays and Wednesdays. In total, 69 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 were 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 included 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 2015 fellowship recipient was Timothy Moran of the History Department. Additional awards of \$500 each were given to Daniel Propson of the Philosophy Department, Jennifer Goff of the Theatre Department, and Shandi Lynne Wagner 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 "Mobilities: Velocity, Rhythms, and Flows (Practices, Spaces, Agents)." This year the Center awarded nine faculty fellowships.

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 2015 conference theme was "Exploring The Everyday."

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 "re: the city," held on October 31, 2014. The 2015 theme is "The Good Life."

MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP: Thanks to a generous endowment provided by 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 sciences 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 2015 recipient was Dr. renee hoogland 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 residents with 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 2014-15 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, 2014 and August 15, 2015. This year the Center funded thirteen students from eight 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: President Lyndon Johnson signs the legislation creating the NEH and the NEA, 1965

RESIDENT SCHOLARS

The Humanities Center's annual competition for Resident Scholars attracted applications from across the University. Seven research projects were selected from a wide range of specialties. Resident scholars kept office hours in the Humanities Center and collaborated with one another for feedback and professional growth. Below are statements from our Resident Scholars describing their achievements during the 2014-15 year.



Right: Former First Lady, Eleanor Roosevelt, a champion for humanities and the arts, at a meeting of the United Nations, 1947.

Sarah Swider, Assistant Professor, Sociology **Detroit Informal Work Initiative**

I was a Fellow at the Humanities Center this past year and the focus of my time there was on my “Detroit Informal Worker Initiative.” I am happy to report that the time and resources provided from the Humanities Center allowed me to move this project forward in significant ways.

During this past year, I worked with the folks in the Foundation Relations office and produced a short grant proposal and a “letter of intent” that was submitted to some local foundations. As a result, I was invited to speak with some program officers at the Kellogg Foundation and the proposal is still under review.

I also successfully completed and submitted a fairly complex IRB application with the university which outlined the project and included the protocols. This IRB application was approved and the field work is moving forward.

I also found an undergraduate student, Nicholas Perry, who wanted to work on the project in order to gain some research experience. Together we applied for a \$2000 grant so he could also get paid to help with the project. We were successful and he has been working on the project this semester, focused on the survey. Nick and I finished developing and testing the survey. The survey is online and can be taken using a phone, computer or tablet. We also have a written form of the survey. We have now begun to recruit participants and expect that we will have some preliminary data to present in the Fall.

I worked with Jenny Lendrum, who is a sociology graduate student who joined the project, to complete the interview protocol. We also spent time visiting the neighborhood and in the field to gain familiarity and develop networks. Finally, Jenny decided to use this project to develop her dissertation; she developed a proposal which was successfully defended at the end of the semester.

My next steps are to collect data over the summer and fall, to present the preliminary findings and to produce the first publication from the project.

Chera Kee, Assistant Professor, English

Born in Haiti! No Grave Can Hold Him! Voodoo's Survival in Marvel's Zombie Comics of the 1970s

I was a Humanities Center Resident Scholar for the 2014-15 school year. During this time, I held regular office hours in the center and participated in roundtable talks given by the other resident scholars. My focus was on initiating a new research project on zombie comics, with the goal to produce a journal article by the end of the summer 2015.

"Born in Haiti! No Grave Can Hold Him" began as a project aiming to explore the comic books *Strange Tales* and *Tales of the Zombie*, reading them as zombie texts that go against the norm of presenting voodoo and zombie-production as inherently evil or at the very least, fundamentally suspect. Rather, in these texts, I believed, voodoo becomes something more than stereotypical “black” magic and is, in fact, key to the survival of otherwise marginalized peoples. I have since refined the project to focus on the Marvel superhero character Brother Voodoo and the ways in which race and religion become conflated within this character: while voodoo/Vodou in the Brother Voodoo stories is something more than sensationalist stereotype, it also becomes showcased as inherently black, and in this way, it also grounds Brother Voodoo in the real world in ways most (white) superheroes are not.

During my time as a resident scholar, I focused on writing and revising a conference presentation (ASA, Nov. 2014) on this topic. I also gave a roundtable presentation on it and using the feedback from my fellow Humanities Center scholars, I re-worked my material and presented at another conference (SCMS, March 2015). Given the feedback from that conference, I have been revising the work and plan to send an essay on Brother Voodoo to *The Journal of Popular Culture* by the end of June.

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 supplementary 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.



Right: Humanities in the Public Square, Source: NEH.GOV

Daniel McCafferty, Assistant Professor, Art & Art History **1023 Drouillard Library**

I entered the Humanities Center Resident Scholar program in September having just completed the prestigious Neighbourhood Spaces residency. This residency was the beginning of the "1023 Drouillard Library" project.

The first weeks of the Resident Scholar program were very useful and productive. I used my time to map out some of the issues that came up during the residency and I connected ideas and work back to some of the theoretical underpinnings I was interested in. This work and thinking were documented on a personal blog that I established for the duration of the residency, and which is ongoing.

My time in the residency was also very useful for helping me to map out broader sets of concerns that this project unveiled for me during its early development. The residency helped me with at least one conference presentation I gave on the "1023 Drouillard Library" project and also helped to provide a solid foundation from which my work on this project will continue.

The project continues this summer (2015) and I do not believe it would have been possible for me to be at the point that I am with it, had it not been for the time I received through the residency. Originally I had expressed an interest in being on more solid footing, as I moved towards my first sabbatical and I believe that the dedicated time I received to work on 1023 Drouillard Library at the Humanities Centre residency has certainly provided this, and I am very grateful for it.

Kyu-Nahm Jun, Assistant Professor, Political Science

The Fiscal Crisis and Emergency Managers in Michigan: Implications for Local Government Management and Urban Democracy

There are three main research questions concerning this ongoing project on fiscal crisis and emergency manager system in Michigan. First, this research examines structural and political factors that lead to fiscal emergency; that is, what factors are related to the state-appointment of emergency managers? Second, this research studies whether the emergency manager system is effective in resolving the fiscal crisis that has been also caused by structural factors. Finally, this research examines public participation in urban democracy during times of fiscal crisis, when many communities are considered to be de facto disenfranchised by the installation of an emergency manager.

In addressing these research questions, during 2014-2015 as a Resident Scholar I was able to conduct preliminary literature review in exploring the research questions and objectives. My primary focus was to review studies that investigated public participation during fiscal stress and especially Michigan municipalities under the aegis of state-appointed emergency manager. I identified key literature from the 1970s' cutback management studies to more recent studies on the impact of Great Recession. I also identified relevant studies from various law journals that explored the impact and potential limitations of the Michigan emergency manager system and its implication for democratic governance. This research question is tied to my primary research agenda concerning participation at the local level.

With the support of funding from the resident scholar program, I am conducting archival research on government documents that is related to implementation of emergency manager system in nine Michigan municipalities. In this process, the goal is to create a coding scheme in conducting the content analyses of government documents. The main purpose of conducting this analysis is to examine the nature of administrative reforms and changes adopted under the control of emergency managers in Michigan municipalities. This process will gather information in addressing the second research question of this project.

RESIDENT SCHOLARS

Right: NEH Impact Report Cover highlighting six NEH-funded projects designed to support youth and their families, specifically urban and at-risk youth. These programs demonstrate the diversity of the agency's work and the many strategies for engaging young people. Source: NEH.GOV



Zachary W. Brewster, Assistant Professor, Sociology

Consumer Racial Discrimination and Distrust in Service Restaurant Servers

As a resident scholar this past year I worked on two projects. I spent most of the fall collaborating with a graduate student on a paper titled, "At the Intersection of Food and Fat: Exploring the Link between Obesity and Customers' Experiences in Full-Service Restaurants." Specifically, this paper assesses the main and interactive effects of race and obesity on consumer confidence in restaurant service. In October 2014 my graduate student and I presented preliminary findings at the Annual Meetings of the Michigan Sociological Association in Muskegon, Michigan. After completing an analysis and drafting a methods and results section of this paper I decided to put it on the "back burner" and to reallocate my scholarly efforts to a another project that I felt had a greater likelihood in materializing into a publication in a highly ranked journal. This second project challenges the common depiction of tipped employees as calculative, utility-maximizing agents by identifying employees' moral convictions to provide equitable service as a salient but previously neglected non-instrumental motivation underlying the customer-employee service dyad. In an analysis of data derived from an online survey of restaurant servers (n=919) this study assesses the links between moral equity convictions and a diffuse set of employee behavioral/attitudinal outcomes. In contrast to the calculative, utility maximizing tipped employee that is often depicted in existing research, our findings suggest that servers' interactions with customers also reflect internalized moral convictions, or deeply held thoughts and feelings about how people deserve to be treated. During my residency in the HC I was able to complete this paper from scratch. I also presented this paper at the Annual Meetings of the Midwest Sociological Society in Kansas City, Missouri. I am grateful for the support that I received from the Humanities Center to advance this project!

Sharon Lean, Associate Professor, Political Science

Institutionalizing Accountability in Mexico

During the 2014-2015 academic year, I used my time as a resident scholar to advance my research project "Institutionalizing Accountability in Mexico." The project examines the performance of autonomous governmental regulatory agencies that work in the political arena, such as the National Elections Institute (INE) and Federal Access to Information Institute (IFAI). I am particularly interested in whether and how actors in civil society (civic associations and social movements) can help ensure that the accountability mechanisms created by these agencies function as intended.

The main product of my efforts this year is a paper "Observadores electorales nacionales y la integridad de los procesos electorales en las Américas". I presented the paper at the International Conference of the Mexican Society for Election Studies (SOME) in San José, Costa Rica in November 2014. The paper examines the impact of election administration on the ability of domestic election observers to improve the integrity of elections. I am currently revising it for presentation (in English) at the American Political Science Association meeting in September 2015. After that conference, I plan to submit it for publication (journal undecided). I also took advantage of the trip to Costa Rica to conduct informational interviews with two renowned election observation specialists, Ricardo Valverde and Salvador Romero of the Centro de Asistencia y Promoción Electoral of the Inter American Institute of Human Rights and with many representatives of election institutes and election tribunals from the region.

A second product of my time at the Center this year has been the continued revision of a manuscript in progress "Citizens, State and Accountability in Mexico." I hope to complete this paper and submit it to the journal Latin American Politics and Society by August 2015. Finally, I published a book review of "Advancing Electoral Integrity" edited by Pippa Norris, Richard W. Frank, and Ferran Martínez i Coma. Oxford: Oxford University Press, 2014. It appeared in Perspectives on Politics, March 2015, volume 13, issue 1, pp. 236-38. Perspectives on Politics is a prominent journal in my field.

Throughout the year, the staff of the Center and my fellow resident scholars provided a stimulating and supportive environment for this work, and helped me to protect my research and writing time.

"RE: THE CITY"

2015 FALL SYMPOSIUM

The Humanities Center's Fall Symposium, centered on the theme of "re: the city," took place on October 31, 2014. More than 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 keynoter's abstract and biography, and symposium schedule. The symposium was organized into sessions according to common sub-themes. The abstracts of the other talks can be found on the Center's Website.



Explication of Theme

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, takes 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.

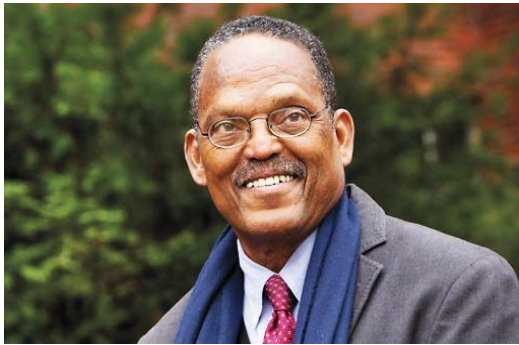
The prefix "re" can also carry a negative connotation. If we re: the city, might this mean a regression to an undesirable past state? After years of living in recession, are urban residents in need of another reiteration of economic renewal? Is there really the possibility of positive social change or are contemporary urban areas simply unable to overcome the recriminations of past racial, political and economic conflicts?

The use of the prefix "re" implies a specific relationship between future and past actions. When we discuss re: the city, do these discussions unavoidably imply that the original form was somehow impermanent, inadequate and needs to be redone; if so, is this a problem? Is a city reborn or recreated really the same space or is this new entity distinct in important ways; if not, do we care? If we re: the city, how do we do it? What are the implications of re: the city for social, economic, or political life? What are the implications of such changes for artistic renderings of the urban and urbanity?

William Julius Wilson – Keynote Speaker

"RE: THE CITY"

2015 FALL SYMPOSIUM



Lewis P. and Linda L. Geysers University Professor, Harvard University

CHCI

CONSORTIUM OF HUMANITIES CENTERS AND INSTITUTES
The CHCI is a national association of directors of humanities centers and institutes. The WSU Humanities Center is a member.

KEYNOTE SPEAKER'S ABSTRACT

The Truly Disadvantaged Revisited: Critical Reflections on the Recent Research on Concentrated Urban Poverty

William Julius Wilson's keynote address comes a year and several months after the 25th anniversary publication of his landmark book The Truly Disadvantaged. He will briefly reflect on the major issues raised in the book, and then critically discuss some of the important research on neighborhood effects, a topic that has received a good deal of attention from scholars across social science disciplines since the book's publication. The question of why this research has generated conflicting conclusions on the importance of urban neighborhoods for social outcomes will be addressed. His presentation concludes with a discussion of thoughtful holistic policy interventions based on studies that carefully integrate empirical and theoretical arguments.

BIOGRAPHY

William Julius Wilson is Lewis P. and Linda L. Geysers University Professor at Harvard University. He is one of only 20 University Professors with this highest professional distinction for a Harvard faculty member. After receiving the Ph.D. from Washington State University in 1966, Wilson taught sociology at the University of Massachusetts at Amherst, before joining the University of Chicago faculty in 1972. In 1990 he was appointed the Lucy Flower University Professor and director of the University of Chicago's Center for the Study of Urban Inequality. He joined the faculty at Harvard in July of 1996. That same year, The Joblessness and Urban Poverty Research Program was established underneath his direction.

Past President of the American Sociological Association, Wilson has received 44 honorary degrees, including honorary doctorates from Princeton, Columbia, the University of Pennsylvania, Northwestern, Johns Hopkins, Dartmouth, the University of Amsterdam in The Netherlands, and New York University. A MacArthur Prize Fellow from 1987 to 1992, Wilson has been elected to the National Academy of Sciences, the American Academy of Arts and Sciences, the National Academy of Education, the American Philosophical Society, the Institute of Medicine, and the British Academy. In June 1996 he was selected by Time magazine as one of America's 25 Most Influential People. He is a recipient of the 1998 National Medal of Science, the highest scientific honor awarded in the United States, and the Talcott Parsons Prize in the Social Sciences by the American Academy of Arts and Sciences in 2003. He was designated a Walter Channing Cabot Fellow at Harvard University for 2009-10.

He is the author of numerous publications, including The Declining Significance of Race, winner of the American Sociological Association's Sydney Spivack Award; The Truly Disadvantaged, which was selected by the editors of the New York Times Book Review as one of the 16 best books of 1987, received The Washington Monthly Annual Book Award, the Society for the Study of Social Problems' C. Wright Mills Award, and the Aaron Wildavsky Enduring Contribution Award (along with When Work Disappears) from the American Political Science Association; When Work Disappears: The World of the New Urban Poor, which was selected as one of the notable books of 1996 by the editors of the New York Times Book Review, received the Sidney Hillman Foundation Award, and the Aaron Wildavsky Enduring Contribution Award (along with More than Just Race) from the American Political Science Association; The Bridge Over the Racial Divide: Rising Inequality and Coalition Politics. More recently he is the co-author of There

"RE: THE CITY" 2014 FALL SYMPOSIUM



Above: Seal of the National Endowment of the Humanities Source: NEH.GOV

Dr. Wilson's Biography Continued...

Goes the Neighborhood: Racial, Ethnic, and Class Tensions in Four Chicago Neighborhoods and Their Meaning for America; Good Kids in Bad Neighborhoods: Successful Development in Social Context. His latest book is, More than Just Race: Being Black and Poor in the Inner City.

Other honors granted to Wilson include the Seidman Award in Political Economy (the first and only non-economist to receive the Award); the Golden Plate Achievement Award; the Distinguished Alumnus Award, Washington State University; the American Sociological Association's Dubois, Johnson, Frazier Award (for significant scholarship in the field of inter-group relations); the American Sociological Association's Award for Public Understanding of Sociology; Burton Gordon Feldman Award ("for outstanding contributions in the field of public policy") Brandeis University; the Martin Luther King, Jr. National Award (granted by the Southern Christian Leadership Conference, Los Angeles); and Professor Wilson is a member of numerous national boards and commissions, and was previously the Chair of the Board of The Center for Advanced Study in the Behavioral Sciences and of the Russell Sage Foundation. His current research focuses on the increasing concentration of poverty in many large central cities. Recent studies, which he directed in Chicago, examine this "new urban poverty" from a broad perspective and consider the causative role of macro-economic conditions, culture, social welfare policy and historical circumstances. In addition, Professor Wilson's research addresses the impact of inequality and poverty concentration on racial and ethnic relations, family structure, and joblessness, as well as the role of public policies in both alleviating and exacerbating these problems.



Above: NEH Logo. Source: NEH.gov

"RE: THE CITY"
2014 FALL SYMPOSIUM

FALL 2014 SYMPOSIUM SCHEDULE

TIME	ROOM B/C	ROOM J
9:00-10:20 a.m.	Re: Inventing Moderator: Jeffrey Grynawski	Re: Inventing Moderator: Kidada Williams
	Panel: "Urban challenges/experiences as the impetus for the political, social, and environmental re-invention of cities": Andrew Newman, Brady Baybeck, Jeffrey Grynawski, Adam Uddin and Sara Swider. (All WSU faculty)	Panel: "Reinventing Detroit's Narrative through digital story-telling": Sangeetha Gopalakrishnan, Laura Kline, Julie Koehler, Felecia Lucht, and Krysta Ryzewski. (All WSU faculty)
10:20-10:35 a.m.	BREAK	
10:40-12:00 a.m.	Re: Newing Moderator: David Merolla	Re: Imagining Moderator: Chera Kee
10:40-11:00 a.m.	David Fasenfest, Sociology WSU "The Cooperative City"	Julia Yezbick, Anthropology, Harvard "Record/Replay: Deep Listening in Detroit"
11:00-11:20 a.m.	Jose Cuello, History, WSU "Detroit Future City: The Ultimate Victory of Capitalism over Community Government"	Holly Feen-Calligan, Education, WSU and Elizabeth Barton, Education, WSU "Art Corps Detroit"
11:20-11:40 a.m.	Amy Krings, Political Science, U of M "Local Re-sistance within a Context of Extreme Inequality: The Promise and Limitations of Community Benefits Agreements for Making Economic Redevelopment Accountable"	Ludmila Ferrari, Romance Languages and Literature, U of M and Nick Tobler, Design, U of M "A Stand for Creative Action"
11:40 a.m.-12:00 p.m.	Rene Kreichauf, Urban Studies, Berlin, Germany "The Limits of Decline- A Paradigm Shift to Smart Urban Shrinkage or Pursuing the Path of Growth?"	Tam Perry, Social Work, WSU "Reimagining Relocation: Recreating Social Worlds in Older Adulthood"
12:00-1:15 p.m.	LUNCH	
1:20-2:40 p.m.	Re: Telling Moderator: Alina Cherry	Re: Pairing Moderator: Sharon Lean
1:20-1:40 p.m.	Chris Collins, CFPCA, WSU "JAZZ: Building and Strengthening Cultural Bridges in Detroit"	J. Hankin, S. Ashley, M. Bracken, A. Levitt, A. McDuffie, H. Mooney, B. Porter, D. Sellnow-Richmond, K. Sumerah, (WSU faculty & students) "Re: Constructing Health: Case Studies of Eight Neighborhoods"
1:40-2:00 p.m.	Kyle Mays, History, U of Illinois "Reclaiming Waawayyaattanong, or Indigenous Detroit: Re-inserting Indigenous Peoples back into Modern Detroit (and Midwestern) History"	Alisa Moldavanova, Political Science, WSU "Community Based Pathways to Sustainability for Public and Nonprofit Arts Organization in Urban Areas"
2:00-2:20 p.m.	renee c. hoogland, English, WSU "The City as Virtuality: Postindustrial Configurations of Urban Intensity"	Kaleema Sumareh, Sociology, WSU "Ending the Neighborhood-to-Prison Pipeline through Restorative Practices in Community and Economic Development"
2:20-2:40 p.m.	Rebecca Kinney, Ethnic Studies, Bowling Green "Re: Imagining the Past: Narratives of Racial Nostalgia in Contemporary Representations of Detroit's Past"	Shenika Hankerson, English, WSU "Re: Visualizing Voice in Composition: Toward a Responsive Approach to Honoring, Preserving, and Protecting Urban African American Youth Voices"
2:45-3:00 p.m.	BREAK	
3:00-4:00 p.m.	Re: Building Moderator: Emery Stephens	Re: Envisioning Moderator: Jaime Goodrich
3:00-3:20 p.m.	Richard Smith, Social Work, WSU, Theodore Pride, Sociology, WSU and Catherine Schmitt-Sands, Political Science, WSU "Can Recruiting Immigrants Repopulate the Urban Core? Spatial Assimilation or Reproduction of Gentrification?"	James Dickinson, Sociology, Rider University American University "Picturing Progress and Decline: Photographic Depictions of the Urban-Industrial Landscape in Two Eras of Development"
3:20-3:40 p.m.	M Roman-John Koscielniak, U of M "Re-constructing and Re-assembling the City of Detroit: The Knowledge-Making Practices and Politics of Blexting"	DesignInquiry (members: Daniel McCafferty, WSU; Rachele Riley, University of Illinois at Urbana-Champaign; Ben Van Dyke, Michigan State University) "Design City"
3:40-4:00 p.m.	Ludmila Ferrari, Romance Languages and Literature, U of M "Re-Thinking the Fence: Cartographic Interventions in Detroit"	Felecia Lucht, CMLLC, WSU "Rethinking Urban Language Shift"
4:00-4:15 p.m.	BREAK	
4:20-5:20 p.m.	Plenary/Keynote Address- William Julius Wilson, Sociology, Harvard "The Truly Disadvantaged Revisited: Critical Reflections on the Recent Research on Concentrated Urban Poverty" Moderator: Krista Brumley	
5:30-6:15 p.m.		Keir: Spoken Word Performance
6:20-7:15 p.m.	RECEPTION	

Co-Sponsors

Sociology
Urban Studies and Planning
Africana Studies

Film Screening "How to Rust" directed by **Julia Yezbick**
Mythologies of Detroit explored through one artist's metaphor: Iron Teaching Rocks How to Rust.

Art exhibition on display

Both events occurring all day in rooms F, G, and H



October 31, 2014

McGregor Memorial Conference Center

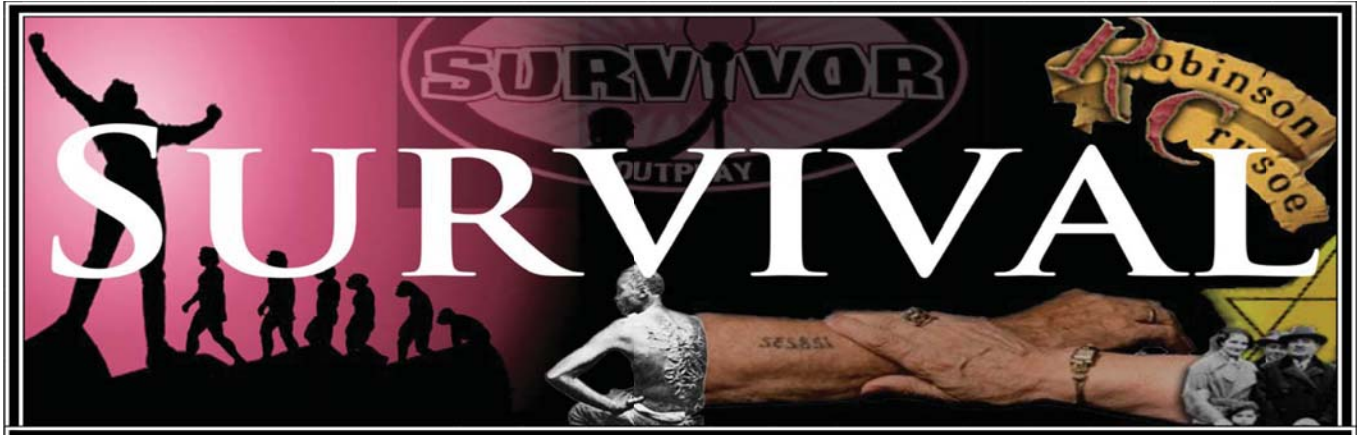
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website: <http://research2.wayne.edu/hum/>

"SURVIVAL"

2015 FACULTY FELLOWS CONFERENCE

Each year the Humanities Center sponsors a Faculty Fellows Conference on the theme of the previous year's Faculty Fellowship Competition. This year's theme was "Survival". The Conferences provides an opportunity for the fellowship participants to share with interdisciplinary audiences the results of their research or artwork to date. Below is the explication of the theme, the keynote speaker's abstract, and the conference schedule. Additional speakers' abstracts may be found on the Humanities Center Website at <http://research2.wayne.edu/hum/facultyfunding/facultyfellowship/13-14.html>. The conference was held in the Alumni House on campus on March 27, 2015. Eight scholars presented papers in the conference.



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.

"SURVIVAL" 2015 FACULTY FELLOWS CONFERENCE

Paul Jay, Professor, English, Loyola University

BIOGRAPHY

Paul L. Jay (born 1946) is a Professor at Loyola University Chicago where he teaches in the English Department. His research specialties include literary criticism, literary theory, modernism, modernity, American literature, comparative literature, border studies, and globalization. Professor Jay has written on these topics in recent articles, but has also published the following books: *Contingency Blues: The Search for Foundations in American Criticism* (1997); *The Selected Correspondence of Kenneth Burke and Malcolm Cowley: 1915-1981* (1988); and *Being In The Text: Self-Representation From Wordsworth to Roland Barthes* (1984). He was recently the keynote speaker at *Redefining the New: Guiding The Direction of English Studies*. He is also currently teaching a graduate seminar on *Networked Public Culture*, where he maintains a blog. The blog also showcases examples of Professor Jay's photography. As an amateur photographer, Professor Jay brings an interest in the reappropriation of images to his investigation of *Networked Public Culture*.



KEYNOTER'S ABSTRACT

"The Survival of the Humanities in the Age of the Corporate University"

The Humanities have always had a kind of paradoxical position in higher education. Perceived as a central pillar of the liberal arts -- which are unthinkable without them -- they have nevertheless been in a nearly perpetual state of crisis, dogged by questions about both their practical value and their intellectual rigor. Now, at a time when students, their parents, and state legislators increasingly envision higher education as vocational training, a form of credentialing in which the value of courses and programs are defined narrowly in terms of how they will prepare students for jobs, the very survival of the humanities seems to be in question. This dramatic shift in views about the purpose of higher education has developed at a time when both taxpayers and legislators have dramatically cut back their economic support for higher education, and when the corporatization of higher education is accelerating. While these developments threaten the viability of a liberal arts education everywhere, they represent a more dire threat to the humanities, which are particularly vulnerable in an age of shrinking budgets and the expanding dominance of an educational ideal that puts a stress on computational, technological, and mechanical skills at the expense of a broad-based education in history, philosophy, and the arts. If the value of education is increasingly being measured by trustees and legislators too ready to replace a liberal arts model of higher education with a vocational training model of higher education, then it's no wonder the humanities seem to be in crisis.

In the face of these changes, we need to develop a strategy that insures the humanities not only survive, but continue to play a central role in higher education. However, we can't do that without developing a coherent and contemporary explanation of what the humanities are now, and what value their study has for 21st century students. I believe the survival of the humanities depends upon our ability to describe what they're about in a way that balances tradition with innovation and knowledge with skills. That survival cannot depend solely on the curation of a static or ossified version of the humanities based on preservation alone, a narrow insistence on the importance of historical, philosophical, and cultural knowledge for its own sake. It will depend as well on our stressing innovation, on our ability to develop a clear explanation of the positive, constructive role new subject areas, theories, and methodologies have played in diversifying, broadening, and updating our understanding of what it means to be human. We need to stress not just the historical and cultural knowledge humanities students gain -- as valuable as that is -- but also how, in learning to deal with the aesthetic, abstract, historical, and affective aspects of human experience they develop a set of skills, competencies, and dispositions that are broadly transferable no matter what they choose to do when they graduate.

"SURVIVAL"

2015 FACULTY FELLOWS CONFERENCE

Abstract Continued...

We also need to find ways to make the nature and value of our research and scholarship clear to people outside of the academy. While those who argue the humanities are thriving in the public sphere may be correct, that won't continue unless they continue to be nurtured by new and innovative research and scholarship in the academic sphere as well. An engaged, public humanities depends upon a vital and well-funded academic humanities to sustain it.

Conference Schedule



10:00 - 10:05

CALL TO ORDER

MARCH 27TH, 2015

10:05 - 10:10

WELCOMING REMARKS: WAYNE RASKIND, DEAN, COLLEGE OF LIBERAL ARTS & SCIENCES

ALUMNI HOUSE

SESSION I

FREE AND OPEN TO THE PUBLIC

10:10 - 10:15

MODERATOR: RICHARD J. SMITH, ASSISTANT PROFESSOR, SOCIAL WORK

10:15 - 10:40

ALISA MOLDAVANOVA, ASSISTANT PROFESSOR, POLITICAL SCIENCE, *FROM SURVIVAL TO SUSTAINABILITY: COMMUNITY-BASED PATHWAYS FOR URBAN ARTS INSTITUTIONS*

10:45 - 11:10

ANDREW NEWMAN, ASSISTANT PROFESSOR, ANTHROPOLOGY, *JUST FOOD AND SURVIVAL: THE MORAL ECONOMY OF DETROIT'S GARDENS AND GROCERY STORES*

11:15 - 11:40

TAM E. PERRY, ASSISTANT PROFESSOR, SOCIAL WORK *SURVIVING IN DETROIT: MEN EXPERIENCING HOMELESSNESS DUE TO DEATH OF A PARENT*

11:40 - 12:40

LUNCH ON YOUR OWN

SESSION II

12:40 - 12:45

MODERATOR: KIDADA WILLIAMS, ASSOCIATE PROFESSOR, HISTORY

12:45 - 1:10

ELIZABETH FAUE, PROFESSOR, HISTORY, *THE JUNGLE OUT THERE: GENDER, DANGER, AND SURVIVAL IN THE AMERICAN WORKPLACE*

1:15 - 1:40

LIETTE GIDLOW, ASSOCIATE PROFESSOR, HISTORY, *AFTER THE CENTURY OF STRUGGLE: AFRICAN-AMERICAN WOMEN AND DISFRANCHISEMENT AFTER THE 19TH AMENDMENT, 1920-1945*

1:45 - 2:10

JAIME GOODRICH, ASSOCIATE PROFESSOR, ENGLISH, *WRITING COMMUNITIES: TEXTUAL PRODUCTION AND SPIRITUAL IDENTITY IN EARLY MODERN ENGLISH BENEDICTINE CONVENTS, 1600-1800*

2:10 - 2:20

BREAK

SESSION III

2:20 - 2:25

MODERATOR: ERICA BEECHER-MONAS, PROFESSOR, LAW SCHOOL

2:25 - 2:50

RAHUL MITRA, ASSISTANT PROFESSOR, COMMUNICATION, *COMMUNICATIVE COMPLEXITIES OF INTEGRATED ARCTIC MANAGEMENT*

2:55 - 3:20

CHERA KEE, ASSISTANT PROFESSOR, ENGLISH, *"BORN IN HAITI! NO GRAVE CAN HOLD HIM!" VODOO'S SURVIVAL IN MARVEL'S ZOMBIE COMICS OF THE 1970s*

3:25 - 3:50

FELICIA LUCHT, ASSISTANT PROFESSOR, CMLLC, *SURVIVAL OF OLDER IMMIGRANT LANGUAGES IN DETROIT: THE CASE OF GERMAN*

3:50 - 4:00

BREAK

SESSION IV

4:00 - 4:05

MODERATOR: JAIME GOODRICH, ASSOCIATE PROFESSOR, ENGLISH

4:05 - 5:05

KEYNOTER: PAUL JAY, PROFESSOR, ENGLISH, LOYOLA UNIVERSITY, *THE SURVIVAL OF THE HUMANITIES IN THE AGE OF THE CORPORATE UNIVERSITY*

5:05 - 6:00

RECEPTION IN ROOM J OF MCGREGOR



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THE YEAR IN PHOTOS



Provost Margaret Winters presents during the Brown Bag Colloquium



George Parris at his Brown Bag Presentation



Dr. Edwards & Dr. Rupert Roopnarine, Guyana's Minister of Education in Guyana, June 2015



Alisa Moldavanova presents during the 2014 Fall Symposium



Ethraim Cash Brammer and son during his Brown Bag Talk



Rebecca Kinney of Bowling Green State University presents during the Fall Symposium



Rahul Mitra presents his paper during the 2015 Faculty Fellows Conference



Zachary Brewster, left, during his Brown Bag talk February 2015



Keynote Paul Jay during his presentation at the Faculty Fellows Conference, March 2015



Kypros Markou Brown Bag Talk, March 2015



Dennis J. Tini, left, during his Brown Bag Presentation



Marilyn Williamson Lecture audience

THE YEAR IN PHOTOS



Keynote William Julius Wilson during the Fall Symposium, "RE: THE CITY"



Dr. Edwards and his Akawio consultant (right) and Arecuna consultant in Guyana discussing Dr. Edwards's research in June 2015



Audience during the 2014 Fall Symposium, "RE: THE CITY"



Jeffrey Abt, a Marilyn Williamson Distinguished Faculty Fellow, presents during his Marilyn Williamson Lecture



Dean Wayne Raskind gives welcoming remarks during the 2015 Faculty Fellows Conference



Jaime Goodrich presenting during the 2015 Faculty Fellows Conference



Elisabeth Grace Mikaela, daughter of our Administrative Assistant, LaKisha Burns joined our team November 2014.



Karen Springstein during her Brown Bag Talk



Maurice Draughn performing during his Brown Bag Talk



Participant during the Nicole Wilson Brown Bag Talk



Chris Collins, right, during his presentation at the 2014 Fall Symposium



Sociology Chair, Janet Hankin during her Brown Bag presentation

FALL 2014

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 69 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.



Above: Brown Bag round table discussion

September 9th: Lisabeth M. Hock,
CMLLC, Associate Professor
"Close and Distant Reading of Women's Melancholy"

September 10th: Lee Wilkins,
Communication, Professor and Chair
"Professional Courage: Daily Duties that Sustain
Journalistic Excellence"

September 16th: Alisa Moldavanova,
Political Science, Assistant Professor
"Two Narratives of Intergenerational Sustainability: The
Case of Museums as Safeguards of the Interests of Future
Generations"

September 17th: Robert Allen Sedler,
Law School, Distinguished Professor,
"The Constitution and Same Sex Marriage"

September 23rd: Jonathan Cottrell,
Philosophy, Assistant Professor,
"Hume's Theory of Imagination"

September 24th: Stella Resko,
Social Work and Merrill Palmer Skillman Institute, Asst
Professor
"The Emotional Impact of Conducting Violence Research"

September 30th: Peter J. Hammer,
Law School and Damon J. Keith Center for Civil Rights,
Professor and Director

"Connecting the Dots in Detroit: Water Shutoffs,
Emergency Management, Bankruptcy & Beyond"

October 1st: Luke Nichter,
Former Executive of C-SPAN and
Current Associate Professor of History at Texas A&M
University-Central Texas

"Tales From the New Nixon Tapes: How the Secret
Recordings are the Gift that Keeps on Giving"

October 7th: Tam Perry,
Social Work, Assistant Professor
"Journeys of Older Adults: Making meaning in the (re)
making of homes"

October 8th: Brad Roth, Law and Political Science,
Professor,
"The Limits of Civility: Viewpoint-Neutrality, 'Public
Truths,' and Legitimate Discourse in the Good Society"

October 9th: Jorge Chinae, Center for Latino/a
and Latin American Studies, Director and Associate
Professor
"I am a Vassal of the King of Spain, a Landowner and
Resident of the Island of Puerto-Rico": The Anti-Foreign
Backlash During the 1797 British Attack on Puerto-Rico"

October 14th: Barry Lyons, Anthropology, Associate
Professor
"Language and Exchange"

October 15th: Alina Cherry, CMLLC, Assistant Professor
"Writing in Color: On the Possibilities of Textual
Reterritorialization of Painting"

October 16th: Vanessa Jill DeGifs, CMLLC, Assistant
Professor
"Gender Disparity and Divine Favor in Qur'an"

October 21st: Joshua Duchan, Music, Assistant Professor
"Musical representations of the American Working Class
in the Songs of Billy Joel"

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 22nd: Janet Hankin, Sociology, Chair;
Deborah Charbonneau, Library and Information
Science, Assistant Professor; Sandra L. King,
Sociology, Ph.D. Student

"Delays and Debacles: Framing of the Affordable
Care Act in Newspaper Headlines"

October 28th: Jose Cuello,
Center for Latino/a and Latin America Studies and
History, Associate Professor
"The Rise of the Tributary and Capitalist Modes of
Production and the Human Consumption of the Earth"

October 29th: Hilary Fox,
English, Assistant Professor
"The Talking Dead: Exhortations of the Dead to the
Living in Anglo-Saxon Literature"

November 4th: Millee Tibbs ,
Art and Art History, Assistant Professor
"From the Mountains"

November 5th: Sandra F. VanBurkleo,
History, Associate Professor
"Words as Hard as Cannon-Balls": American
Experiences of Liberty of Speech in the Long
Nineteenth Century"

November 6th: Robert P. Holley,
Library and Information Science, Professor
"The Complicity of Research Universities in Creating
the Scholarly Communication Crisis"

*Below: Vanessa Jill DeGifs and an attendee chat following her
Brown Bag presentation*



November 11th: Derek Cote,
Art and Art History, Assistant Professor
"Time Travel"

November 12th: Karen Springsteen,
English, Lecturer
"War and Truth: Ideological Conflict and the Matter of
Veterans Writing"

November 18th: David Fasenfest,
Sociology, Associate Professor
"Limits to Social Sustainability: An Unattainable Goal?"

November 19th: Bruce Russell,
Philosophy, Professor
"God Does Not Exist: The Best Explanation of all the
Suffering We See"

December 3rd: Marvin Zalman,
Criminal Justice, Professor
"The Interrogation of Criminal Suspects in China: A Complex
Cultural Process"

December 9th: Nicole L. Wilson,
English, Adjunct Professor
"The World Will Be Watching: The Panoptic Nature of Fame
and Celebrity in Young adult Fiction"

December 10th: Avis Vidal,
Urban Studies and Planning, Professor
"Jump-Starting a Neighborhood Housing Market: The Impact
of a Two-Pronged Strategy in Midtown"

January 13th: Margaret Winters
Provost
"What to do with Linguistic Junk?"

January 14th: Dennis J. Tini
Music and CFPCA, Distinguished Professor
and Senior Associate Dean
"Inspiration! = Creative Songwriting!"

January 20th: Elizabeth Dorn Lublin
History, Associate Professor
"An American in Kyoto: Edward Parrish and the Japanese
Tobacco Industry in the early 20th Century"

WINTER 2015

BROWN BAG COLLOQUIUM SERIES

January 21st: Adrienne Jankens, Amy Metcalf Latawiec, Nicole Guinot Varty, and Jule Wallis

English, Lecturer

"Developing a Peer Mentoring Program and Composition Learning Community"

January 27th: Jose Cuello

Center for Latino/a and Latin America Studies and History,
Associate Professor

"The Roles of Religious and Secular Ideologies in Transforming our Perception of Acts of Violence in Acts of Charity"

January 28th: Carolyn Shields

Professor, Education.

"The Potential of Transformative Leadership to Educate Minoritized Students"

February 3rd: Ethriam Cash Brammer

Center for Latino/a and Latin America Studies and History,
Associate Director

"Quixote en Exilio: Representations of the Tragicomic Figure by Mexican Revolutionary Writers in Exile"

February 4th: Zachary Brewster

Sociology, Assistant Professor

"Morality Goes to Work: Linking Individual Morality to Various Workplace Behaviors and Attitudes"

February 10th: Eldonna L. May

Music, Lecturer

"Multiculturalism and Semiotics in the Music of Samuel Coleridge Taylor"

February 11th: Joan E. Beaudoin

Library Science, Assistant Professor

"Looking Beyond the record: Collection Holdings from 10,000 feet"

February 17th: Clay Walker and Thomas Trimble

English, Lecturer; English, Lecturer

"Online Teaching and Student Success and Retention: Challenges and Opportunities"

February 18th: George Parris

Education, Assistant Professor

"Integrating Emotional Intelligence and Creative Thinking Into the Curriculum"



Above: Thomas Trimble during his Brown Bag talk, February 17th

February 24th: Maurice Draughn

Music, Academic Advisor II.

"From Pedals to Strings: An exploration and demonstration of the modern concert harp"

February 25th: Shirin Montazer

Sociology, Assistant Professor

"Unequal Mental Health Outcomes: the Depression Trajectory of Immigrants to Canada"

February 26th: Gerald Custer

Director of Music

"From Words to Music: Inside the Choral Composer's Workshop"

March 3rd: Richard J. Smith

Social Work, Assistant Professor

"A Critical Analysis of Population "Friendly" Initiatives"

March 11th: Scott Richmond

English, Assistant Professor.

"Critical Stupidity: Jackass and Mimesis"

March 25th: Aaron B. Retish

History, Associate Professor

"A Tale of Revolutionary Justice and Stalinist Terror: The Biography of Ivan Morozov, A Soviet People's Court Judge"

March 31st: Kypros Markou Music,

Professor and Director of Orchestral Studies

"String Orchestra Gems by Josef Suk and Pyotr Tchaikovsky"

BROWN BAG COLLOQUIUM SERIES



Above: Dr. Edwards, Humanities Center Director, poses with M.L. Liebler & guests, after Liebler's Brown Bag Presentation, "Beatles Forever"

April 1st: Thomas Killion
 Anthropology, Associate Professor and Chair
 "Maize god imagery on Mexico's southern Gulf Coast: Variations on a broad and enduring iconographic tradition of Ancient Mesoamerica"

April 2nd: Arifa Javed
 Sociology, Lecturer
 "Binuclear Families and Challenges of Motherhood"

April 7th: Julie Thompson Klein, Judith Arnold, and Graham Hukill
 English, Professor; Library Science, Librarian IV; Library Science, Digital Publishing Librarian.
 "Digital Humanities in Ten Pages or Less! Engaging Students with Digital Texts through Sustainable Collaboration"

April 8th: Eun-Jung Katherine Kim and Layla Saatchi
 Philosophy, Assistant Professor; Philosophy, Ph.D. Student
 "Polygamy and Gender Equality: Understanding the Tension from Liberal and Islamic Perspectives"

April 9th: Anne Duggan
 CMLLC, Associate Professor and Chair.
 "Binary Outlaws: Queering the Classical Tale in Fracois Ozon's Criminal Lovers and Catherine Breillat's Sleeping Beauty"

April 14th: Simone Chess
 English, Assistant Professor.
 "His Son in the Stead of his Daughter": Fictional Crossdressing in the Early Modern Marriage Economy"

April 15th: Krista M. Brumley
 Sociology, Assistant Professor.
 "Arbitrary practices? Flexible work arrangements and supervisor influence in Detroit Metro manufacturing companies"

April 16th: Kim Schroeder
 Library Science, Lecturer.
 "Fast Forward 5 Years... Where are Your Digital Files?"

April 21st: M.L. Liebler
 English, Senior Lecturer
 "Beatles Forever"

April 22nd: Veronica Bielat and Cindy Krolikowski
 Library Science, Education Librarian; Library Science, Librarian IV
 "Alice's Adventures in wonderland: A History of the Wayne State Libraries Special Collections Through a Children's Book"

April 23rd: Trevor Richards
 CLAS, Information Management Specialist
 "Lessons Learned by a Novice Lexicographer in Creating an e-Dictionary for the Episcopal Church"

April 28th: Michele Valerie Ronnick and Rachael Merritt
 CMLLC, Professor; Astronomy, Undergrad Research Assistant
 "Zodiac and Design: Understanding Cass Gilbert and the Third Floor Loggia at the Detroit Public Library"

April 29th: Yumin Sheng
 Political Science, Associate Professor
 "When did economic performance matter for the political fortunes of China's provincial leaders?"

April 30th: Jaime Goodrich
 English, Associate Professor
 "Low & plain stile: Poetry and Piety in Early Modern English Benedictine Convents"

May 5th: Michael H. Scrivener
 English, Distinguished Professor.
 "Coleridge and the Rhetoric of Slavery"

May 6th: Martha Ratliff and Ljiljana Progovac
 Professor; Professor, English and Linguistics.
 "Like Father, Like Son": The Significance of Four-Word Coordinative Expressions Across Languages

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

2015 Awardee

renee c. hoogland, Professor, English

Proposal Abstract: "Urban Encounter: Towards an Aesthetics of Everyday Experience"

Urban Encounters focuses on the everyday in challenging and simultaneously furthering contemporary philosophical aesthetics. Combining theoretical inquiry and philosophical reflection with case studies of urban encounters in art and literature, I aim to explore possibilities for an aesthetics of existence that keeps the paradox of banality and significance, the inherent doubleness of everydayness in suspense - as Maurice Blanchot writes, the "everyday is platitude (what lags and falls back ...); but this banality is also what is more important, if it brings us back to existence in its very spontaneity and as it is lived "-and that nonetheless does not lose its explanatory power nor its political accountability. Such explanatory power and accountability are ensured by my dual focus on "urban encounters" in various postindustrial cities themselves, and in a realm in which the elusive "everyday" may be captured in its specific "affective tones," i.e., in the realm of art and literature.

Ultimately, I suggest, the language of art is as crucial for thought as that of philosophy in that the former, in its subject- and objectlessness, in its "extra-dailyness" forces the latter: "Thought is nothing without something that forces and does violence to it. More important than thought is 'what leads to thought'; more important than the philosopher is the poet," Gilles Deleuze writes. It is precisely in their operation beyond representation, in their affective force therefore, that the "signs of art force us to think; they mobilize pure thought as a faculty of essences. They release within thought what depends least on its goodwill: the act of thinking itself."

By engaging both recent developments in continental philosophy and works of art and literature, the project of this book is to do justice to and critically to interrogate the two aspects so central to Henri Lefebvre's critique of everyday life: everydayness as a potential site for resistance, change, and novelty on one hand, and, on the other, the flattening, deadening, and in-differentiating effects of globalization and informationalization that jointly mark the 21st century city.



MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP LECTURE

Each year the recipient from the previous year gives an invited lecture on the project that was funded through the competition. The Center invites the public to the lecture but also hosts a closed reception for the recipient to which senior university and college administrators and guests of the recipients are invited. Every third year, including this year, the Center selects two recipients. This year the recipients were Professors Jeffrey Abt (Art and Art History) and Ljiljana Progovac (English and Linguistics).

Abstract



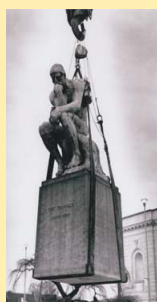
Detroit's Art: A Museum, Money, and the Public Trust

Jeffrey Abt, Professor, Art and Art History

The Detroit bankruptcy plunged its art museum into a vortex of claims and counterclaims over uses of its collection to settle city debts. In accordance with federal bankruptcy law, the city was required to report all its assets to the court—particularly those that could be translated into cash. The Detroit Institute

of Arts collection, as city-owned property, was counted among those assets. In subsequent months, creditors pressed for the collection to be monetized while museum defenders raised legal impediments preventing that step. The creditors proposed a variety of financial schemes and mustered a global roster of art-investment groups to bolster their position. Museum backers invoked the Michigan attorney general's opinion that the DIA was a public trust, a legal status that prohibited fiscal threats to the collection's integrity. A prolonged legal battle was averted by the "Grand Bargain," a settlement that effectively purchased the museum from Detroit and transferred it to a private nonprofit corporation, the money received offsetting the city's pension-fund debts. While the settlement saved the collection, it left unresolved questions about the ability of the international art-investment community to wrest major works from public museums versus the legal effectiveness of the public trust doctrine.

This talk will review the events that brought the Detroit Institute of Arts to the center of the city's bankruptcy case and then explore the global art-investment community and the challenges it poses to the principle of the public trust as a safeguard for museums in fiscal distress.



Abstract

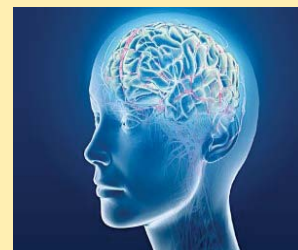


In Search of Proto-Syntax in the Brain

Ljiljana Progovac, Professor, English and Director, Linguistics Program

The goal of this innovative interdisciplinary project is to generate pilot data about the processing of syntax and proto-syntax by using the fMRI method. The proposed data collection is an extension of the PI's Dr. Ljiljana Progovac's theoretical work on the evolution of syntax (the field of linguistics), as well as an extension of

Co-I Dr. Noa Ofen's previous work on memory (the field of neuroscience). The project seeks to provide neuroscientific evidence for Progovac's proposal that syntax (rules of grammar) evolved incrementally, through well-defined stages, in concert with the evolution of the brain. More specifically, the proposal is that the brain developed some very specific processing strategies as a response to the pressures to process more and more complex syntax. Relying on the proposal that these postulated evolutionary stages are still observable in certain "living fossil" language constructions found across modern languages, our goal is to test several specific hypotheses related to these fossil constructions by utilizing the fMRI technology. Broadly speaking, our prediction is that fossil constructions will be processed with less activation in the Broca's regions of the brain, in contrast to their more modern counterparts. Instead, the processing of fossil constructions is predicted to be more scattered, and to rely more heavily on the right hemisphere, as well as on the older, subcortical structures of the brain, such as basal ganglia and the cerebellum.



MARILYN WILLIAMSON
ENDOWED DISTINGUISHED FACULTY FELLOWSHIP LECTURE

PROGRAM

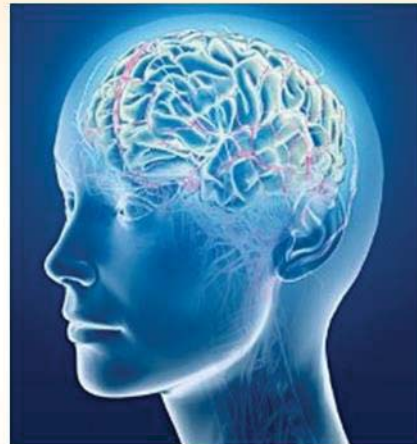


WAYNE STATE
UNIVERSITY

MARILYN WILLIAMSON
ENDOWED DISTINGUISHED
FACULTY FELLOWSHIP
LECTURES



“Detroit’s Art: A Museum,
Money, and the Public Trust”
presented by
Jeffrey Abt, Professor,
Art and Art History



“In Search of Proto-Syntax
in the Brain”
presented by
Ljiljana Progovac, Professor
and Director,
Linguistics Program

January 30, 2015

Venue: Alumni House

2:10 P.M. to 4:45P.M.

Co-sponsors: CLAS and CFPCA

GRADUATE STUDENT TRAVEL AWARDS

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 offers up to \$300 in travel assistance to each approved applicant. This year, thirteen students were funded through the program.

Fall Awardees

Judith Lakamper - English

Mothers, Mothering, and Motherhood in Literature Conference

Julie L. J. Koehler - CMLLC

German Studies Association Conference

Kaitlyn M. Ahlers - Anthropology

American Anthropological Association 2014 Conference

Lilia Mucka - Psychology

2014 Society for Research in Child Development (SRCD) Special Topic Meeting: Positive Youth Development (PYD) in the Context of the Global Recession Conference

Shandi Wagner - English

American Folklore Society's Annual Meeting

Winter Awardees

Jeneen S. Conley-Berry- Education

American Art Therapy Association's Annual Conference

Jennifer Goff - Theatre and Dance

Mid America Theatre Conference

Kimberly A. Saks McManaway - Political Science

Southern Political Science Association's Annual Meeting

Ruth Boeder - English

Association of College & Research Libraries Conference

Spring/Summer Awardees

Adrian Dula - CMLLC

Foreign Language Education and Technology (FLEAT VI) Conference

Andrew Hnatow- History

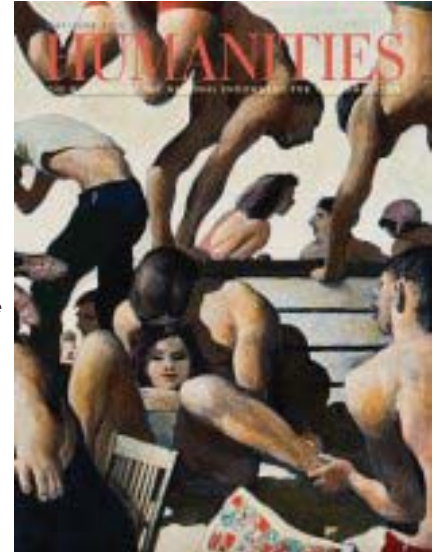
Vestiges of Industry: Deindustrialization and Community in Detroit and Montreal

Diana Rosenberger- English

Summer Academy organized by Bayerische Amerika-Akademie)

Rebecca A. Sanders- Art Therapy Program, Education

Art Therapy with HIV Clients in a Group Setting: When Art Becomes the Virus Running through the Veins



Above: Volume 36 Issue 3 Humanities Magazine May/June 2015, published by the NEH

WORKING GROUPS IN THE HUMANITIES & ARTS



Above: NEH Impact Report Cover "Supporting the Veterans"

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 seven groups. Their reports are below.

Humanities Center Working Group on the Composition Learning Community

Core Members: Adrienne Jankens, English; Amy Metcalf Latawiec, English;
Nicole Guinot Varty, English; & Julie Wallis, English

Having researched learning communities and peer mentoring, and having composed a mission statement, goals, and objectives for the pilot learning community and peer mentoring program in AY 2013-2014, the HC Working Group on the Composition Learning Community facilitated and/or participated in the following activities this year:

The CLC recruited 6 active peer mentors in the Fall 2014 semester; and 15 active peer mentors in the Winter 2015 semester. These peer mentors participated in a total of 17 sections of ENG 1010 and ENG 1020 over both semesters.

The CLC held orientation meetings for peer mentors in August and January (1.5 hours, meeting each other, reflecting on goals, reviewing mission and objectives, creating intro videos to share with students).

The CLC held midterm check-ins in October and March (1.5 hours, discussing positives and challenges, reflecting on experiences, planning for next term and Showcase).

Members of the Working Group presented a Humanities Center Brown Bag talk on our research, the exigence of our project, the formation of a mission statement and goals, our progress so far, and goals for upcoming semesters.

The CLC presented the ENG 1020 Student Writing Showcase with presentations from students in 6 sections of ENG 1020. In addition to the approximately 120 students who presented work, approximately 100 students (including students from ENG 1010 courses), 10 instructors/administrators, and all peer mentors attended.

We thank the Humanities Center for its continued support of our project this past year. The group is currently drafting an article about our experience and submitting a presentation proposal for the 2015 MCTE Conference, as we hope to share what we have learned with others. Learning community sections will continue to be offered in composition courses this coming year, including ENG 3010 sections. We will also be submitting an application to be formally recognized by the university as a learning community.

WORKING GROUPS IN THE HUMANITIES & ARTS



Above: Current NEH Chairman, William Adams addressing an audience in Washington, DC

Working Group: "Sustainability Scholars' Forum"

Core Members: Rahul Mitra, Communication; Alisa Moldavanova, Political Science;
Jeffrey Ram, Physiology; Krisitn O'Donovan, Art & Art History

Since the Sustainability Scholars' Forum (SSF) was formed, we have grown quickly and now comprise 26 members, including the 4 core members listed on our initial proposal, who meet on a monthly basis. A key goal of this group was to facilitate networking and productive research opportunities among social science and humanist scholars from various disciplines interested in sustainability issues. With our participating members hailing from academic departments (and schools) as varied as Communication, Political Science, Fine Arts, Sociology, Economics, Social Work, History, Law, Anthropology, Fine Arts, Civil & Environmental Engineering, Chemical Engineering, and Physiology, we have certainly achieved this goal. At our monthly meetings, we have hosted research presentations by six different faculty members. We have also exchanged information on grant announcements, research calls for papers, and university news pertinent to members' interests. A blackboard group and email listserv have been created to institutionalize and facilitate long-term contact among SSF members. Perhaps, most ambitiously, we are organizing an interdisciplinary research symposium, on the theme of "Social Institutions and Sustainability," at Wayne State University on September 11, 2015, both to showcase the work of SSF members and to establish WSU as an influential national institution in social studies of sustainability. The symposium is planned as an all-day event, featuring 10-12 scholarly works together with a keynote. While the deadline for submissions is June 15, 2015, we have already received several submissions from both U.S. and Canadian universities, and are presently in talks with a well-known scholar in the field to deliver a keynote address. Finally, two of the core members (Rahul Mitra and Alisa Moldavanova) will be co-editing a Special Interdisciplinary Issue of the peer-reviewed journal *Critical Sociology*, on the theme of "Social Institutions and Sustainability." The call for papers for the journal special issue have already been issued, and the issue itself is expected in print in 2017.

WORKING GROUPS IN THE HUMANITIES & ARTS



Right: The NEH Headquarters in Washington, DC

Working Group on Science and Society

Core Members: Marsha Richmond (Coordinator), History; Barry Lyons, Anthropology;
William Lynch, History

Participants: The membership of the WGSS listserv currently stands at 194.

Summary of Progress in the Past Year

The Working Group on Science and Society sponsored a series of four brown-bag lectures featuring the following subjects and speakers:

Robert Bain (University of Michigan): "Parachutists, Truffle-Hunters and Dr. Who: Big History and the Challenges of Scale, Agency, and Coherence"

Dr. William Lynch (History), "Why Didn't Green Chemistry Happen Sooner?"

Dr. Georgina Montgomery (Michigan State University), "Bridging and Blending Disciplinary Perspectives: An Interdisciplinary Approach to Issues of Diversity and Ethics in STEM Team-Based Research"

Dr. Andrea Sankar and Dr. Mark Luborski (Anthropology), "Creating Follow the Lines: Environmental Legacy, Health & Fishing the Detroit River"

Other activities included coordinating with the Center for Peace and Conflict Studies in connection with their Science, Technology, Peace and Public Policy initiative and interfacing with the President's Environmental Sustainability Committee.

WGSS is very grateful to the Humanities Center for making it possible to carry out a campus-wide discussion of important issues connected with the social impact of science.

WORKING GROUPS IN THE HUMANITIES & ARTS



Above: *The Humanities: Art, Music, Literature, History, Philosophy.* Source: Social Media Research Team (SMeRT) Librarians

Spaces and Places Working Group

Core Members: Jeff Grynawski, Political Science; Rayman Mohamed, Urban Studies & Planning; Rick Smith, School of Social Work; Brady Baybeck, Political Science; Robin Boyle, Urban Studies; Tamara Bray, Anthropology; David Fasenfest, Sociology; George Galster, Economics, David Goldberg, Africana Studies; Allen Goodman, Urban Studies and Planning; Jeff Horner, Urban Studies; Carolyn Log, Urban Studies; Howard Lupovich, History; Alisa Moldavanova, Political Science; Andrea Sankar, Anthropology; Brad Smith, Criminal Justice; Jennifer Hart, History; Tracy Neumann, History; Andrew Newman, Anthropology; Krysta Ryzewski, Anthropology; Sarah Swider, Sociology

The Spaces and Places working group is an inter-disciplinary collection of scholars in the social sciences and humanities broadly interested in reflecting upon the ways in which "space" can be used as a concept to advance scientific inquiry. Over the course of the year, we met four times to discuss a paper shared by a member of the group and ways in which the group might collaborate to attract support for research and community engagement to Wayne State; we co-sponsored an outside speaker with History and Philosophy; we organized a Pecha Kucha event for our graduate students; and we sponsored three undergraduate research projects with faculty mentors. We also made arrangements to host Jean Allman from Wash U.-St. Louis to give a research presentation and to share her experiences fund-raising for the "Divided City" initiative in September.

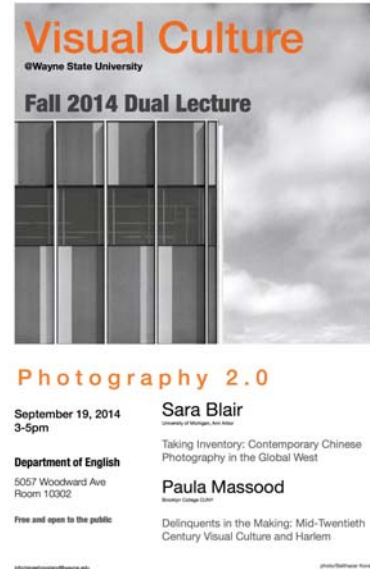
Regular meetings – We met regularly as a group to plan and monitor the progress of our group. Once the NEH grant was awarded we also held a day-long planning retreat to chart the course of our project for the 18 month duration of the project.

WORKING GROUPS IN THE HUMANITIES & ARTS



Visual Culture Working Group

Initiator
renée c. hoogland
(English)
Humanities Center
WSU
2014/2015



Members

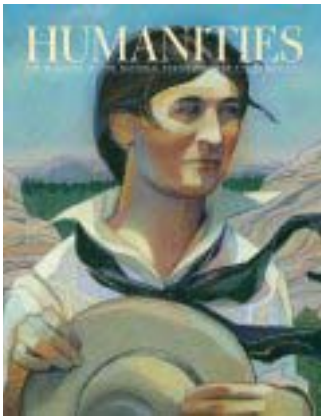
- Danielle Aubert (Art & Art History)
- Jonathan Flatley (English)
- Chera Kee (Film & Media Studies)
- Julie Thompson Klein (English/OVPR)
- Scott Richmond (Film & Media Studies)
- Steve Shaviro (Film & Media Studies)

With the additional support of the Visual Culture Student Organization, coordinated by Kerin Ogg (Film & Media Studies) and Jonathan Plumb (English), the DeRoy Chair (Steven Shaviro), Julie Thompson Klein, and the English Department, we continued our tradition and hosted two separate Spring events. But first, we welcomed Professor Sara Blair (University of Michigan, Ann Arbor) and Professor Paula Massood (Brooklyn College, CUNY) to present their dual lecture that had to be re-scheduled last year, and that due took place in September 2014 instead. The Spring lecture featured Professor Colin Gardner (UC Santa Barbara) and took place on April 24.



The 4th Annual Symposium Visual Culture took place on April 17, 2015 under the title "The Un/finished Image." To our delight, we were able to include presentations by students from both Cranbrook Academy of Art, University Michigan, Ann Arbor, as well as from WSU. The resulting mix of perspectives and presentation styles rendered the Symposium a great success, enjoyed by participants and audience alike. We will definitely continue this annual tradition and hope to strengthen our ties with partner institutions. The grant received from the Humanities Center was used to cover part of the keynote speakers' travel expenses.

WORKING GROUPS IN THE HUMANITIES & ARTS



Left: Humanities Magazine Cover, July/August 2015, published by the NEH

Group for Early Modern Studies

Core Members: Jaime Goodrich, English; Simone Chess, English;
Elizabeth Acosta, English; Eric Ash, History

This year, the Group for Early Modern Studies (GEMS) explored the theme of “Will” in the early modern period (c. 1400-1800). A rotating slate of facilitators led monthly meetings centered on their current research. Professor Jaime Goodrich (English) shared highlights from the archival research she conducted in England while on a Fulbright, and Professor Eric Ash (History) circulated work from a project supported by a year-long research leave at the Huntington Library. Meanwhile, several graduate students led sessions on conference presentations and dissertation research, receiving valuable feedback on their projects.

The highlight of our year was our highly successful sixth annual symposium on “Will, 1400-1800,” which featured highly regarded literary scholar Mihoko Suzuki (University of Miami). The evening before the event, Professor Suzuki presented a master class for faculty and graduate students on representations of animals in works by Margaret Cavendish and Lucy Hutchinson.

The symposium featured four dynamic graduate student panels with presentations by students from DePaul University, Eastern Michigan University, Michigan State University, and WSU. This was our third year soliciting participation from other regional graduate programs, and we were pleased by the range of participants. In the morning, Professor Eric Ash (History) moderated a panel on “Belief and Will” that featured talks by Graeme Bradley Cave (Philosophy, WSU) and Michael Shumway (English, WSU). A second morning panel on “Authorship and Will” was moderated by Professor Lisa Maruca, with papers by Abigail Ingram (English, DePaul), Bosik Kim (English, WSU), and Inhye Kang (English, WSU). After lunch, Professor Simone Chess (English) moderated a panel on “Erotic Wills,” which paired papers by William Daniels II (English, EMU) and Sean Levenson (English, WSU). “Gendered Wills,” the final graduate panel, was chaired by Professor Janine Lanza (History and GSW) and consisted of papers by Janet Lynn Bartholomew (English, MSU) and Ruth Haller (English, MSU).

The central event of the symposium was a keynote talk by Professor Suzuki on Christine de Pizan entitled “Antigone’s Example: Early Modern Women’s Political Writing and Civil War.” Professor Suzuki 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

Right: As part of their fiftieth anniversary, the NEH celebrates the work they've done for children, such as the Youth Grants, Summer Seminars and Institutes to train teachers, and a perennial favorite: the Summertime Favorites reading list. Source, NEH.GOV



Race, Class and Gender in Narratives of Contemporary American Musicians

Core Members: Joshua Duchan, Music; Wendy Matthews, Music; Emery Stephens, Music

The funding and support provided by the Working Groups program was instrumental in facilitating significant progress on the three components of our group's projects. The funds were used to hire a student research assistant, whose time was divided between the three faculty in the group, Joshua S. Duchan, Wendy K. Matthews, and Emery Stephens.

Dr. Duchan reports that he made great strides in his study of the music of American singer-songwriter Billy Joel. His principal research achievement was the publication of an article, "Disappointment, Frustration, and Resignation in Billy Joel's *The Nylon Curtain*," in the peer-reviewed journal, *Rock Music Studies* (vol. 2, no. 2, 2015: 168–187). The essay examines Joel's most politically engaged and musically ambitious album, on which stories of 1970s and 80s middle- and working-class American culture are conveyed.

Dr. Matthews reports that she was able to pursue her research on women classical musicians, focusing on Carole Dawn Reinhardt, a prominent trumpet player. In addition to interviewing Ms. Reinhardt, Dr. Matthews was able to archive and catalog artifacts from her career, including recordings, videos, and photos, for further study. Dr. Matthews presented her research at the 2015 annual meeting of the International Trumpet Guild, tracing the story of Ms. Reinhardt's pioneering career.

Dr. Stephens reports that he was able to significantly advance his research on African American musicians and pedagogues. He conducted an interview with Dr. Louise Toppin, including her reflections on her teaching, scholarship, and personal involvement in the promotion of African American musicians. As part of the project, Dr. Stephens participated as an adjudicator in Dr. Toppin's African-American Art Song and Opera Competition at the Detroit Opera House in May 2015, where \$12,000 in scholarship funds were awarded to young performers pursuing musical study.

At the core of our group's inquiry are narratives, which appear in lyrics, music, and the experiences of musicians. Through these case studies and the assistance provided by the Working Groups program, we continue to advance our understanding of how issues of race, class, and gender are articulated in musical performance and its discourse.

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 2015 or shortly thereafter. Up to three smaller awards of \$500 each could be made at the discretion of the sponsors. The fellowship award is dispensed as monthly stipends between January and August.

This year the Center selected four recipients: the fellow, Timothy Moran (History); and three awardees: Jennifer Goff (Theatre), Shandi Lynne Wagner (English), and Daniel Propson (Philosophy). Below are their dissertation abstracts.

Fellow

Timothy L. Moran - History

"We send our news by lightning': The information explosion and Press adaptation, 1840-1880"

The advent of rapid communication technology and networks during the nineteenth century caused significant changes to newspapers and the reporting of news. The particular pressure of the American Civil War led editors and publishers to radically change the way that news was presented; growing public appetite for timely information was fed by new capabilities in information flow, especially the telegraph. The result was early professionalization of the news and the creation of communities of information that could not have existed before national information infrastructure was in place. I show that, long before the twentieth century ideal of a fact-based "full news" Press came along, newspapers were already doing the work that journalism historians have credited to the later Press.

This dissertation will expand the growing literature that explores the humanistic issues of communication, communication theory, network development, and democratization of information through technological advancement. The dissertation should help establish a much earlier framework for the professional newspaper Press, and will claim the decades between 1840 and 1890 as a time of growth and subtlety for the Press that seems to have been little examined within journalism history. The work will also show that society reacts to disruptive technology in unpredicted, but ultimately adaptive, ways and that the introduction of new communication possibilities in the nineteenth century created new, virtual communities of information consumers as well as new categories of information workers that included women and young workers who were able to work primarily because their abilities with new technology made barriers of sex and age invisible. Journalism's impact has been central to social and historical development in America throughout the nation's life, and formed a significant part of Tocqueville's identification of an exceptional democratic society, and disciplines beyond the humanities should be interested in the intersection of journalism with technology, journalism with military history, the business of communication, and journalism with the study of networks and information transfer.



HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP

Awardees

Jennifer Goff-Theatre - Awardee

"If more women knew more jokes...: The comic Dramaturgies of Sarah Ruhl and Sheila Callaghan"

Conversations around women and comedy are few, and tend to swirl around the tired question of whether or not women are funny. Conclusions usually range from, "They're not" to a few token funny women whose exceptional wit proves the rule that, in fact, women are not funny. Or, if women are funny, they have a specific, feminine brand of humor that has an almost genetic set of differences from men's comedy. In this dissertation, rather than outlining an essentialized poetics of "women's comedy," I identify two prominent women writing comedy for the theatre today. Drawing on comic, dramatic and feminist theory resources, I proceed through my study giving two remarkable playwrights – Sarah Ruhl and Sheila Callaghan – a chapter dedicated to illuminating each of their respective comic universes, and acknowledging its place in an increasingly complex network of what this contemporary moment may accept as comic. Building on close reading, interplay with established theory, and my personal experiences interviewing one playwright and producing the work of the other, I examine the comic devices at work in their plays, and the ways in which they follow or differ from the rules that have historically excluded these writers from this sort of recognition.



Shandi Lynne Wagner, English - Awardee

"Sowing Seeds of Subversion: Nineteenth-Century British Women Writers' Subversive Use of Fairy Tales and Folklore"

"Sowing Seeds of Subversion: Nineteenth-Century British Women Writers' Subversive Use of Fairy



Tales and Folklore" focuses on the fictional works of nineteenth-century British women authors, analyzing their use of fairy-tale and folklore motifs to criticize social mores, in particular those surrounding domestic ideology and the institution of marriage. By situating texts within their sociocultural contexts, I explore how nineteenth-century women authors revised and adapted classic fairy tales to communicate subversive, proto-feminist social criticism to a variety of audiences. I examine fiction and poetry published in literary annuals, in fairy-tale collections, and in the more generally available collections of poetry and short stories as

deconstructions of hegemonic fantasies regarding ideals of femininity and domesticity as well as the delusion that woman's desires can be completely satisfied in marriage. Ultimately, this dissertation reveals a missing link in the tradition of subversive fairy tales by women inaugurated by the seventeenth-century French conteuses and continued by contemporary feminist fairy-tale authors like Anne Sexton and Angela Carter.

HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP



The Faculty of the Humanities. Source: The Hong Kong Polytechnic University

Daniel Propson, Philosophy - Awardee **"Rhetoric, Language, and Love in Plato's Cave"**

The role of language in Plato's Republic has not received a great deal of scholarly attention. And yet, it's clear that Plato was vitally concerned with the use of accurate language in his republic, a fact most clearly brought out by his accusation against demagogues: that they "give names" to things on the basis of the beliefs of the populace, not on the basis of reality. In my paper, I argue that this sort of popular false nomenclature should be identified with Plato's discussion of deceptive names in the Cratylus. Moreover, I explain how Plato's discussions of sophisticated manipulation of names in the Cratylus, the Euthydemus, and the Sophist can be used to illuminate the epistemological landscape of the Republic. In the Republic, however, Plato adds another wrinkle to his discussion of names, since he proposes that the accurate and truthful use of names is not only a helpful quality for a state, but also an indispensable quality for the soul of a potential guardian. Education through names plays an important role in the Republic, even though it must ultimately take a backseat to dialectic.

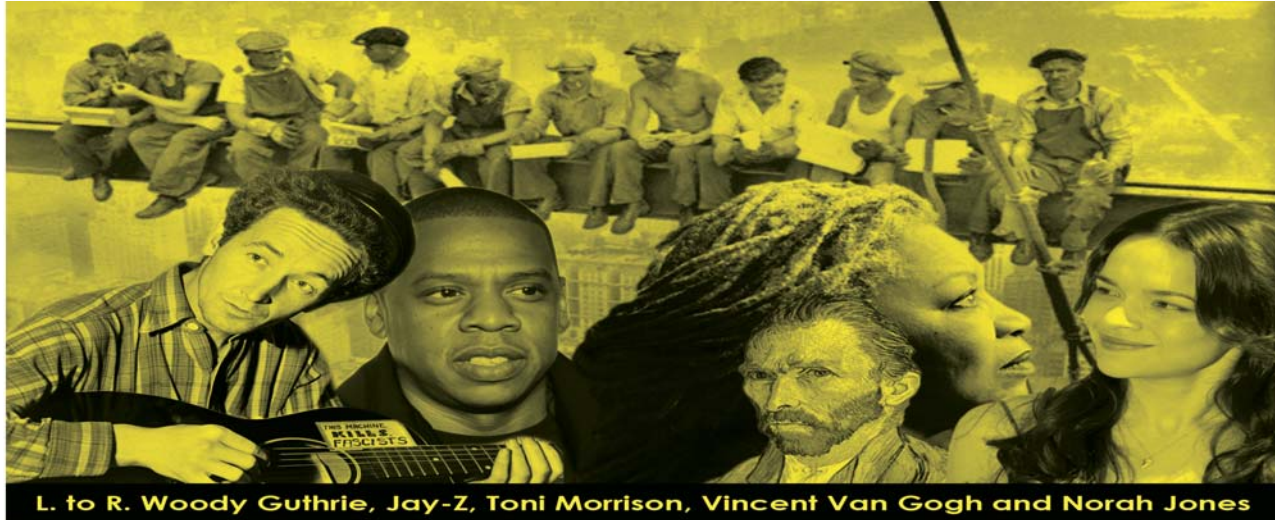


"EXPLORING THE EVERYDAY"

2014 - 2015 FACULTY FELLOWSHIP COMPETITION

Each year the Humanities Center sponsors a Faculty Fellowship Competition on a specific theme. This year's theme was "Exploring The Everyday." Fellowships provide Wayne State University faculty with funding to help pay for expenses related to their research project, 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 six faculty who were awarded 2015 Faculty Fellowships. They will present their findings at the Faculty Fellows' Conference in March 2016.



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

Explication of Theme

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?

2015 Recipients

Aaron Retish, Associate Professor, History

"At Court in USSR: Peasant, Legal Culture and Social Control, 1917-1939"

Zachary Brewster, Assistant Professor, Sociology

"Dining while Black/Brown: Everyday Discrimination in Full-Service Restaurants"

John P. Leary, Assistant Professor, English

"A Brief History of Urban Decline, 1898-Present"

Lisa Ze Winters, Associate Professor, English & Africana Studies

Black Magic in Nineteenth - Early Twentieth-Century African American Literature"

Scott C. Richmond, Assistant Professor, English

"Identifications: On Encountering Others in Media"

Jennifer Hart, Assistant Professor, History

"Accra Mobile: Mapping Mobility, Culture & History in Contemporary Ghana"

2015 SUMMER DISSERTATION WRITING WORKSHOP

Summer Dissertation Writing Series

The Summer Dissertation Writing Workshop is in its second year as an informal, unfunded program in the Humanities Center. It is the brainchild of Professor Sharon Lean who is completing her second year as a Resident Scholar in the Center. The program invites doctoral candidates in the humanities, arts and social sciences to come to the Center during the summer months (May-August) between 11:00 AM and 3:00 PM on Wednesdays and Thursdays to work on their dissertation manuscripts in the company of other doctoral candidates from various departments. The idea is to challenge these doctoral students to commit to an intense period of uninterrupted writing. The students sign in and record their writing goals for each period and at the end of the session indicate whether or not they achieved their writing goals. Each session is proctored by at least one faculty member who has agreed to be associated with the program. These professors include Sharon Lean (Political Science) Alina Cherry (CMLLC), Chera Kee (English), Sarah Swider (Sociology), and Joshua Duchan (Music), all current or former resident scholars. The students sit around the Center's conference table and work on their laptop computers. The Center's Director and the volunteer faculty donate the refreshments: cake, cookies, scones, coffee, tea, juices, and bottled water. The program is growing in popularity. In 2014 about 15 different students and five faculty proctors participated. This year, as of July 9, the program has attracted 10 different students from five different departments: English, History, Political Science, Sociology and Modern Languages. The students all report that they find the program a strong incentive to get work done on their dissertations. They also value the opportunity to chat about their dissertations with doctoral students from other departments before or after each session. In this way the students expand their academic networks and benefit from an interdisciplinary experience. The Center expects the program to continue to grow and will consider making it a formal, funded summer program next year. Below are a copy of the program poster and a picture of a small group of participating students and faculty taken in July 2015.

**WAYNE STATE
UNIVERSITY** Humanities
Center

Summer Dissertation Writing Series

Dates: EVERY Wednesday and Thursday in May, June, July and August. **Starts May 20th!**

Hours: 11:00 am to 3:00 pm (drop in)

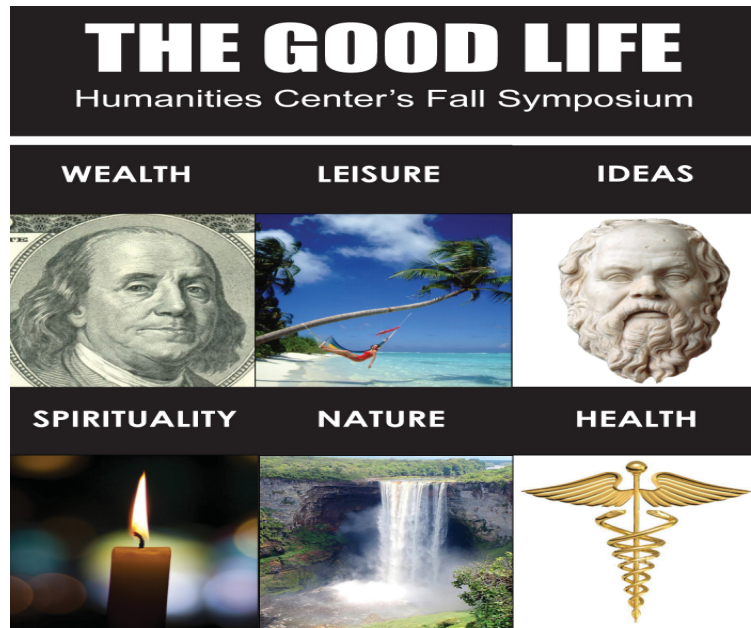
Location: Humanities Center, 2226 FAB

Graduate Students in the Humanities and Social Sciences: Are you ready to make serious progress on your thesis, dissertation or other major writing project this summer? The Humanities Center will provide a quiet, spacious workspace with plenty of outlets, coffee, tea, and treats. Faculty volunteers from the Humanities and Social Sciences will be on hand each week to provide advice and encouragement. All are welcome.



A LOOK AHEAD: 2015 - 2016 ACTIVITIES

2015 FALL SYMPOSIUM



November 6, 2015

Explication

"The unexamined life is not worth living." With these words, Socrates famously explained his decision to choose death over exile or silence after he had been convicted of corrupting the youth of Athens. Socrates' quest to understand the good life helped establish the Western philosophical tradition, and his life and death pose questions that still resonate today. The good life - it is what we all want, but what is it exactly? Is it food on our plate, swinging from a hammock on the beach, or personal fulfillment from spirituality or work? How can we recognize it, and how can we find it? What happens when different ideas of the good life collide?

Since Socrates' death over two thousand years ago, influential thinkers from Cicero to Montaigne have sought to identify the good life. Augustine, Aquinas, and other theologians have viewed the good life from a religious perspective, and political theorists and leaders like Vladimir Lenin, Ronald Reagan, and Jean-Jacques Rousseau promised a good life after radical economic change. Meanwhile, authors from Thomas More and Jonathan Swift to Margaret Atwood and Suzanne Collins have imagined utopian and dystopian societies that satirize our inability to achieve the good life. While musicians like Pharrell Williams and Bobby McFerrin have encouraged us to be happy and Men at Work boasted of their land of plenty, other musicians from Tony Bennett to Weezer take more pessimistic views of the good life as sugarcoating our personal deficiencies. Social psychologists have argued that the modern quest for material things never leads to the good life, and cultural anthropologists like George Foster posited that peasants believed in a world of limited good.

The good life also connects the humanities and sciences. Disciplines such as medicine, psychology, and the life sciences seek to ensure health (both mental and physical) by understanding and preventing disease. The intersection of these two senses of the good life - as a scientific and philosophical enterprise - has recently led to the creation of interdisciplinary fields (the medical humanities, medical ethics and bioethics, and the philosophy of healthcare) that seek to answer pressing questions: What is the ethical basis of medical research? How does the moral obligation of the doctor relate to the rights of a patient?

A LOOK AHEAD: 2015 - 2016 ACTIVITIES

2015 FALL SYMPOSIUM

THE GOOD LIFE

HUMANITIES CENTER'S FALL SYMPOSIUM

WEALTH	LEISURE	IDEAS	SPIRITUALITY	NATURE	HEALTH
					

McGregor Memorial Conference Center
Friday, November 6, 2015

FREE AND OPEN TO THE PUBLIC



Session I

Tentative Schedule

- 10:00-10:05 Call to Order-- **Walter F. Edwards**, *Director, Humanities Center*
- 10:05-10:10 Welcoming Remarks-- **Wayne Raskind**, *Dean of CLAS*
- 10:10-10:15 Moderator-- **Janet Hankin**, *Chair, Sociology*
- 10:15-10:35 **Holly Feen-Calligan** (Education), **Siobhan Gregory** (Art and Art History), and **Marilyn Zimmerman** (Art and Art History)--“The Good Life: Creative Action for Health and Happiness”
- 10:40 -11:00 **Tam Perry** (Social Work), **Luke Hassevoort**, MSW, **Justin Petrusak**, LMSW-Macro and Clinical, Neighborhood Service Organization, Homeless Recovery Services--“Does the Good Life Include Walls? Gendered Trajectories of Housing”
- 11:05-11:25 **Denise Vultee** (Communication)--“Women as Artisans, Women as Entrepreneurs: A Fractured Vision of the ‘Good Life’”
- 11:30-11:50 **Lee Wilkins** (Communication)—“Corruption, Media Ownership Patterns”
- 11:50-12:50 LUNCH (on your own)

Session II

- 12:50-12:55 Moderator-- **Marc W. Kruman**, *Professor, History*
- 12:55-1:15 **Sandra F. VanBurkleo** (History)--“‘Words As Hard As Cannon-Balls’: Liberty of Speech and the Pursuit of Happiness in 19th-century America”
- 1:20-1:40 **Joshua S. Duchan** (Music)--“Glimpses of Reagan-Era American Culture in the Songs of Billy Joel”
- 1:45-2:05 **Jose Cuello** (Center for Latino/a and Latin-American Studies /History)--“‘The Good Life’ as a Form of Idolatry in Modern Society: The Fatal Transformation of the Spiritual Instinct into a Material Appetite”
- 2:10-2:30 **Jessica Robbins-Ruszkowski** (Gerontology/Anthropology)--“Imagining and Living a Good Old Age in Postsocialist Poland”
- 2:30-2:40 BREAK

Session III

- 2:40-2:45 Moderator-- **Robert M. Ackerman**, *Professor, Law School*
- 2:45-3:05 **Joseph M Fitzgerald** (Psychology)--“Images of What Might Have Been and What Might Be in Life Stories: Meaning Making, the Good Life, and Well-Being”
- 3:10-3:30 **Eun-Jung Katherine Kim** (Philosophy)--“Developing Human-Heartedness: A Confucian Conception of the Good Life”
- 3:35-3:55 **Jorgelina Corbatta** (CMLLC)--“The Pleasure of Telling/Being Told Stories as a Key for a Happy Life”
- 4:00-4:20 **Bruce Alan Russell** (Philosophy)--“What is the Best Sort of Life?”
- 4:25-4:35 BREAK

Session IV

- 4:35-4:40 Moderator-- **Glenn Weisfeld**, *Professor, Psychology*
- 4:40-5:40 Keynote Address-- **Robert Kurzban**, *Psychology, University of Pennsylvania*-- “Willpower - What it Is, What it Isn't, and What it's For”
- 5:45-6:45 RECEPTION

A LOOK AHEAD: 2015 - 2016 ACTIVITIES

BROWN BAG COLLOQUIUM SERIES



WAYNE STATE
UNIVERSITY



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

www.research.wayne.edu/hum

SEPTEMBER

- 15 **Ken Jackson**, English, Chair, *Shakespeare's First Folio Comes to Detroit*
- 16 **Robin Boyle**, Urban Studies and Planning, Professor, *Growth Management – Learning from Melbourne, Australia*
- 22 **Geoff Nathan**, English, Professor, *Stress is Lining Up with the Beat*
- 23 **Jorgelina Corbatta**, Professor, CMLLC, *Eroticism and Mysticism in The Holy Girl by Lucrecia Martel: A Reading in Key with Freud's Dora*
- 24 **Edward Paulino**, Visiting Professor from CUNY, *Background to the Crisis of Stateless Dominicans of Haitian Descent: The Dictator Rafael Trujillo's Border Campaign Against Haiti, 1930-1961*
- 29 **Chera Kee**, English, Assistant Professor, *Diversity in Comics: Xombi and the Curious Case of David Kim*
- 30 **Anne Rothe**, CMLLC, Associate Professor, *The Survivor Figure in American Culture: Intersections of Social Darwinism, Holocaust Memory and Popular Culture*

OCTOBER

- 06 **Emery Stephens**, Music, Assistant Professor; **Joshua S. Duchan**, Music, Assistant Professor; **Wendy K. Matthews**, Music, Assistant Professor, *Race, Class, and Gender in Narratives of Contemporary American Musicians*
- 07 **Marvin Zalman**, Criminal Justice, Professor, *Reinventing the Criminal Trial to Increase Accuracy and Prevent Wrongful Convictions*
- 13 **David Goldberg**, African American Studies, Assistant Professor; **L.T. Duncan**, English, Senior Lecturer, *Citizen Pettway*
- 14 **R. Khari Brown**, Sociology, Associate Professor; **Ronald Brown**, Political Science, Associate Professor; **Catina Polk**, Sociology, Master's Student, *Racial Profiling*
- 20 **Lisa Maruca**, English, Associate Professor, Title TBA
- 21 **Shirin Montazer**, Sociology Assistant Professor, Title TBA
- 22 **Tam Elisabeth Perry**, Social Work, Assistant Professor, *Social Work and Anthropology (SWAN): Launching a New Interdisciplinary Doctoral Degree*
- 27 **George Patrick Paris**, Education, Assistant Professor and Coordinator, Title TBA
- 28 **Kristin O'Donovan**, Political Science, Assistant Professor, *Learning After Disaster*

NOVEMBER

- 03 **John Corvino**, Philosophy, Chair, *Bake Me a Cake: Emerging Conflicts Around Religious Liberty Tolerance and Discrimination*
- 04 **Kenneth R. Walters**, CMLLC, Associate Professor, *Old Money, New Money?*
- 10 **Katheryn Coveley Maguire**, Communication, Associate Professor, *Communication, Paradox, and the Transnational Experience*
- 11 **Stella Resko**, Social Work & the Merrill Palmer Institute, Assistant Professor, *Changes in Marijuana Policy and Adolescent Marijuana Use*
- 12 **Noah Horn**, Music, Assistant Professor, *Building Communities Through Song*
- 17 **Richard Raspa**, English, Professor, *Inside the Hermeneutic Circle: Cassius, Brutus, and Antony in Shakespeare's Julius Caesar*
- 18 **Robert Sedler**, Law, Distinguished Professor, *Marriage for Same Sex Persons*

DECEMBER

- 01 **Mary Anderson**, Theatre, Associate Professor, *Mobile Homestead: Spatialities of Artistic Citizenship*
- 08 **Sarah Swider**, Sociology, Assistant Professor, Title TBA
- 09 **Marc W. Kruman**, History, Professor, Title TBA

JANUARY

- 12 **Lee Wilkins**, Communication, Professor and Chair, *Dystopia on Camera: Political Power and Individual Development in a Mediated State*
- 13 **Wendy K. Matthews**, Music, Assistant Professor, *On the Flipped Side: Can We Reach Millennials Through the "Flipped Classroom" Method?*
- 19 **Sharon Lean**, Political Science, Associate Professor, *Research on Accountability Institutions*
- 20 **Denise Marie Vullee**, Communication, Lecturer, *Symbolic Communication Theories in the 21st Century: An Interdisciplinary Research Agenda*
- 26 **Thomas Trimble**, English, Senior Lecturer; **Julie Wallis**, English, Lecturer; **Adrienne Jankens**, English, Lecturer; **Clay Walker**, English, Lecturer, *Learning Windows: Using Reflective Writing to Promote Learning Transfer*
- 27 **Todd Meyers**, Anthropology, Associate Professor, Title TBA

FEBRUARY

- 02 **Karen Judith Prall**, Theatre and Dance, Lecturer, *African Dance Instruction and Performance in a Ballet & Modern Consumed World*
- 03 **Kelly Young**, Communication, Associate Professor, *The N- and R-words: the National Football League's Shameful Attempts to Regulate Rhetoric and Personal/Institutional Conduct*
- 09 **Marscha L. Richmond**, History, Associate Professor, *Rachel Carson, Gender, and the Rise of Environmental Citizenship*
- 10 **Michelle R. Jacobs**, Sociology, Assistant Professor, *Off the Reservation: American Indian Life in the City*
- 16 **Tam Elisabeth Perry**, Social Work, Assistant Professor, *Landscapes in Older Adulthood*
- 17 **Donyale Padgett**, Communication, Associate Professor, *Exploring Retention Challenges at Wayne*
- 23 **Victor Figueroa**, CMLLC, Associate Professor, Title TBA
- 24 **Shenika Hankerson**, English, Lecturer, *Teaching Writing to African American Language-Speaking Students*

MARCH

- 01 **Eric Douglas Hiddleston**, Philosophy, Associate Professor, *Why Consciousness is a Hard(er) Problem in the Philosophy of Mind*
- 02 **Matthew Younglove**, Music, Director of Athletic Bands/Applied Saxophone, Title TBA
- 08 **Yuson Jung**, Anthropology, Assistant Professor; **Andrew Newman**, Anthropology, Assistant Professor; **Slava Pallas**, Anthropology, Master's student; **Erika Carrillo**, Anthropology, Master's student, *Good Food, Better City? Politics, Pedagogy, and the Reimagining of Detroit's Food Landscape*
- 09 **Mysoon Rizk**, Associate Professor and Head of Art History University of Toledo, Department of Art, *Dirty Work: The Art of David Wojnarowicz*
- 22 **Eric Ash**, History, Associate Professor, *Interpreting the Wetlands: Expertise and Resource Management in the English Fens*
- 23 **Krista Brumley**, Sociology, Assistant Professor, Title TBA
- 24 **Arifa Javed**, Visiting Professor from University of Michigan-Dearborn, *Declining Fatherhood and the Impact on American Families*
- 29 **Gerilyn E. Stephens**, Education, Associate Professor, *ONLINE TEACHING: Maximizing the Use of Collaborative Groups*
- 30 **Anne Duggan**, CMLLC, Associate Professor and Chair, *The Animal Sublime, or of Chameleons*

APRIL

- 05 **Jorge Chinea**, Associate Professor and Director of The Center for Latino/a and Latin American Studies, Title TBA
- 06 **Hal Weary**, Music, Assistant Professor, *The Recording Industry: Past, Present, and Future*
- 12 **Jonathan Flatley**, English, Associate Professor, *Reading for Mood*
- 13 **Dan McCafferty**, Art and Art History, Assistant Professor, *Different Data*
- 19 **Eldonna May**, Music, Lecturer, *Film Music of Sergi Prokofiev*
- 20 **renee hoogland**, English, Professor, *Doing Something Close to Nothing: Maria Abramovic's War Machine*

Bringing Humanists Together for Collaborative Research

A LOOK AHEAD: 2015- 2016 ACTIVITIES CONTINUED

FACULTY FELLOWSHIP COMPETITION



MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS (PRACTICES, SPACES, AGENTS)

HUMANITIES CENTER FACULTY FELLOWSHIP COMPETITION

**WAYNE STATE
UNIVERSITY**

Tentative Deadline: Friday, April 15, 2016

From the lure of adventure to the tedium of a daily commute, and from the call of the unknown to the familiarity of home, various forms and aspects of mobility have always been at the core of human existence and preoccupations. Newly emerging technologies are constantly changing our view of time and space, and impacting our relationship to the surrounding environment. The advent of the railroad, the automobile, and the airplane provides a perfect example of how the perception of distance, and consequently of time, is influenced by increased velocity. The incremental development of telecommunication devices has rendered distances and physical barriers superfluous, thus contributing to trends of globalization, cosmopolitanism, and global governance on the one hand, and escalated scrutiny and surveillance on the other hand.

Living implies movement; this vital association encompasses heterogeneous flows of people, things, and ideas. The corporeal travel of people relates not only to everyday practices or to touristic, leisurely pursuits, but also to historical phenomena such as political upheaval and regime change. From biblical accounts of the Israelites' wanderings to the Great Migration of African Americans during the 20th century, shifts in population have redefined political, cultural, and religious landscapes. Embodied practices such as walking, driving, and flying help us create new spaces (roads, airports, public transportation, etc.) that modify existing infrastructures, geographies, and topologies. Meanwhile, disability studies has shed new light on the social and medical nature of different kinds of mobilities, from the wheelchair to the crutch. Travel also occurs in more than one dimension. While the concept of social mobility is central to disciplines such as anthropology, economics, and sociology, Jules Verne's fertile imagination took 19th-century readers on a trip to the moon almost a century before technological advances made it possible. Today's imagination contributes various accounts of imaginative travel and virtual travel to mobility studies, from the space journeys depicted in movies like *Interstellar* to the time-traveling exploits of *Doctor Who*.

We invite submissions of scholarly and/or artistic works which explore past and present conceptions of mobility, broadly defined. How are the different facets of mobility – artistic, literary, geographical, political, sociological, anthropological, historical, linguistic, philosophical – represented? How do these representations consider the entanglement of ethnicity, gender, and class that is common to the flows of subjects, objects, and concepts? How do the velocity, rhythm, and flow of mobility emerge from the practices of specific cultures or agents?

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 website at <http://research2wayne.edu/hum/Hum/facultyfellowship/15-16.html>

Please send all the applications to:

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

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



A LOOK AHEAD: 2015 - 2016 ACTIVITIES CONTINUED...

Graduate Travel Program

Deadline: September 17, 2015 for Fall 2015
December 11, 2015 for Winter 2016
April 15, 2016 for Spring/Summer 2016

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 will budget up to \$3,000 in the 2015-2016 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, 2015 and August 15, 2016.

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 stationary, 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.research.wayne.edu/hum/>.

Working Groups in the Humanities and Arts Program

Deadline: October 2, 2015

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 each for 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 to commit to regular meetings throughout the academic year are encouraged to submit proposals.

A LOOK AHEAD: 2015 - 2016 ACTIVITIES CONTINUED...

Working Groups in the Humanities and Arts Program Continued...

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.research.wayne.edu/hum/>.

Marilyn Williamson Endowed Distinguished Faculty Fellowship

Deadline: February 26, 2016

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 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.

Applications may be downloaded in PDF format from the Humanities Center website at www.research.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 15, 2016

Average Award: \$6,000

Theme: "MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS (PRACTICES, SPACES, AGENTS)"

Please send all the applications to: The Humanities Center Attn: Walter F. Edwards, Director 2226 Faculty/Administration Building Wayne State University Detroit, MI 48202

A LOOK AHEAD: 2015 - 2016 ACTIVITIES CONTINUED...

The Humanities Center Doctoral Dissertation Fellowship

Deadline: October 23, 2015

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 2016 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 2016 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, 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 23, 2015; 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.research.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: June 24, 2016

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.

A LOOK AHEAD: 2015 - 2016 ACTIVITIES CONTINUED

Below: Four Humanities Magazine covers over the course of four decades. Published by the NEH



Resident Scholars' Program Continued...

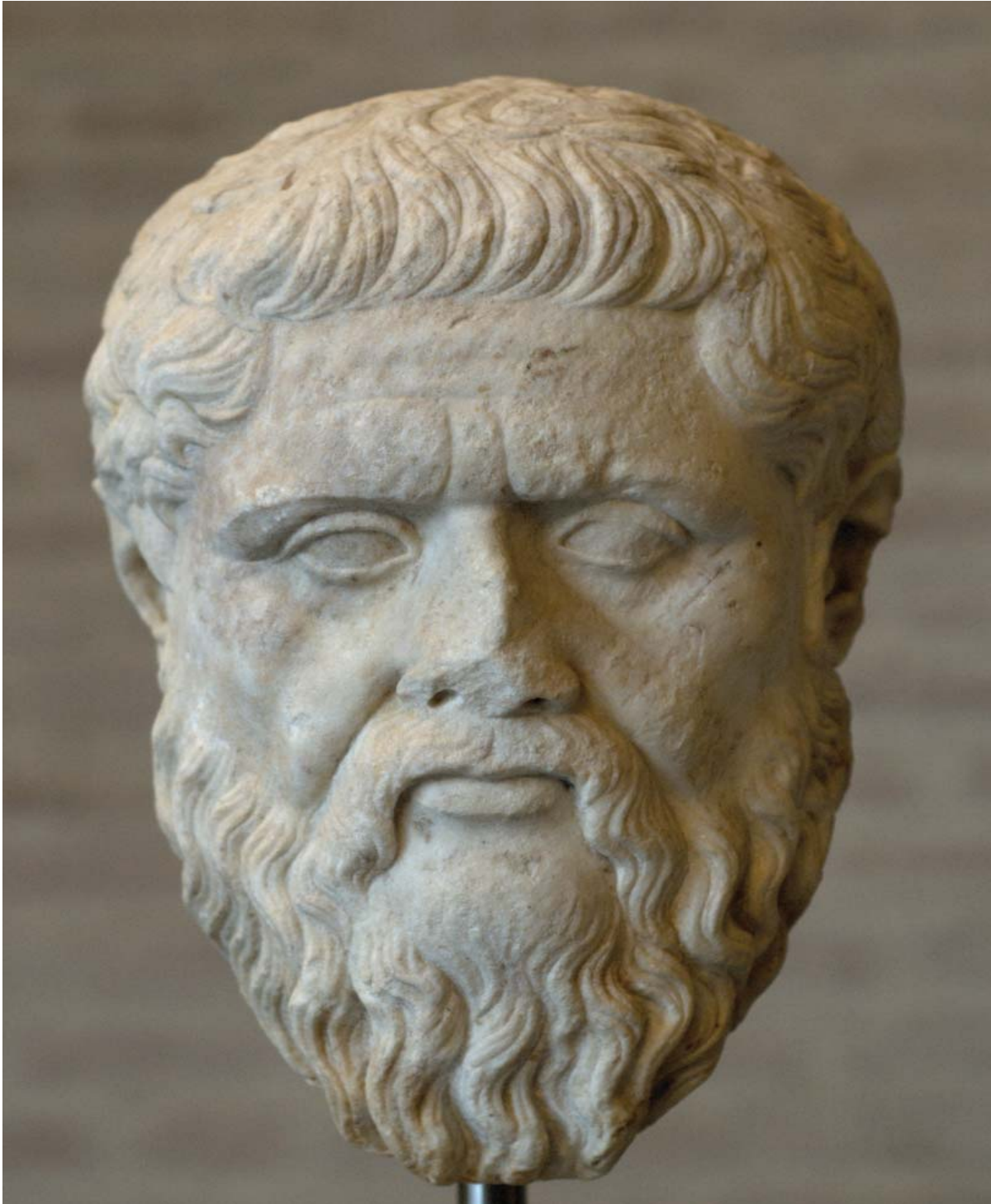
Application

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.research.wayne.edu/hum or call (313)577-5471.

HUMANITIES CENTER



Above: Philosopher Plato, a founding father of the Humanities



Bringing Humanists Together for Collaborative Research

The Humanities Center 2014-2015 Annual Report

Designed by LaKisha Burns and Rodina Peace

Formatted by LaKisha C. Burns

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