

WAYNE STATE
UNIVERSITY



Humanities Center

Annual Report 2016-2017



Bringing Humanists Together for Collaborative Research

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OUR MISSION

The mission of the Humanities Center is to nurture interdisciplinary, transdisciplinary, and intradisciplinary work in the humanities and arts through competitions, conferences, discussion groups, and other programs for Wayne State's humanities and arts faculty and students, and for visiting scholars and artists.

The Center promotes excellence in research and creative endeavors through rigorous peer review of proposals submitted to it for funding. By sponsoring programs that involve community participants, the Center supports the university's urban mission. Through its various programs, the Center brings humanists of diverse talents and interests together for conversation and collaboration, and fosters innovation and creativity across humanistic disciplines.

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CONTENTS

Director's Message	4-6
Summary of Programs	7-8
Resident Scholars' Report for 2016-2017	9-13
2016FallSymposium:Ideology.....	14-21
Marilyn Williamson Endowed Distinguished Faculty Fellowship	22
Marilyn Williamson Endowed Distinguished Faculty Fellowship Lecture	23
Doctoral Dissertation Fellowship.....	24-25
Fall 2016 Brown Bag Colloquium Series	26-27
The Year In Photos.....	28-29
Winter 2017 Brown Bag Colloquium Series.....	30-31
2017 Faculty Fellows Conference: <i>Mobilities: Rhythms and Flows</i>	32-37
Graduate Student Travel Awards	38
Working Groups in the Humanities & Arts.....	39-50
2016-2017 Faculty Fellowships Competition: <i>Revolution</i>	51

Preview of 2017 - 2018

Graduate Travel Competition	52
Working Group Competition	53
Fall Symposium: Civility & Incivility	54
Doctoral Dissertation Fellowship Competition	55
Resident Scholars' Competition	56
Marilyn Williamson Endowed Distinguished Faculty Fellowship Competition.....	57
Faculty Fellowship Competition: Design	58
Preliminary Brown Bag Schedule	59

A MESSAGE FROM THE DIRECTOR 2016 - 2017 OVERVIEW

Greetings!

I am pleased to be reporting to you about the work of the Humanities Center in the 2016-17 academic year. As you will see, my report is contained in a booklet that commemorates the 50th anniversary of 1967 Detroit rebellion/revolution by including pictures and images that capture moments during the July 1967 incidents. I feel privileged to be present in Detroit this year when dozens of events, exhibits and conferences seek to reflect on the events of July 23-27, 1967 and their impact on the personality and psyche of this heroic American city. The following quote from the July 5 2017 edition of the Detroit Free Press summarizes the competing characterizations of the events in July 1967:

For the past half-century, the violence that summer in Detroit has most commonly been referred to as a riot, as were most of the civil disturbances that broke out in cities across the U.S. in the 1960s. But critics of that label say it is too superficial. Riot describes the violence but sells short the built-up anger and long-simmering resentment over police brutality, racial discrimination and social injustice that blacks had endured for years in Detroit. That's the fuse, they say..

The Humanities Center's contribution to this conversation was to characterize the events as a "revolution" and to use that concept as the theme for its 2017 Faculty Fellowships Competition. Our Call for Abstracts (CFA) began thus:

2017 marks the centennial of the Russian Revolution and the fifty-year anniversary of the Detroit Revolution. It is a time to reflect on the causes and lasting impacts of these events locally and worldwide. But what makes a revolution? A revolution can be a dramatic political upturning—the French Revolution, the Chinese Revolution, and the global revolutions of 1968 and 1989 are but a few.

The Faculty Fellowship competition attracted excellent proposals from outstanding WSU faculty from several disciplines including English, Sociology, Communication, the Classics, Education and Anthropology. They will present their papers at our spring 2018 Faculty Fellows' Conference. The Center is currently trying to recruit a distinguished scholar to keynote the conference and to speak specifically about the 1967 rebellion/revolution in Detroit.

This year, following the Advice of NEH Chairman William "Bro" Adams who visited our campus last year, the Center made explicit moves to broaden its focus to include the Public Humanities and the STEM disciplines. To promote the Public Humanities, I wrote a strong letter of support that was part of a successful WSU proposal to the NEH for a "Next Generation in Humanities PhDs" planning grant. The group of faculty who submitted the winning proposal formed a Working Group and applied successfully to the Center for funds to develop programs to prepare an implementation grant proposal. The intent of the grant program is to train the next generation of PhD graduates to embrace work and service outside of academia, and in the process help citizens to see the



Dr. Edwards with Dr. William D. Adams, Chairman of the National Endowment for the Humanities (NEH).

A MESSAGE FROM THE DIRECTOR

2016 - 2017 OVERVIEW

inherent social value of the humanities. Additionally, through the efforts of our Grant Writer and Development Specialist Cheryl Courage the Center submitted to the General Motors Foundation a proposal that would fund WSU faculty to give talks to the clientele of Detroit area restaurants in an effort to make the research and art of the participating faculty more accessible to the public.

Our interest in the STEM disciplines is a response to Provost Whitfield's charge to the Center's Advisory Board in September 2016. He encouraged the Center to develop programs that would articulate the humanities with science, technology, engineering and math (STEM) disciplines since the USA is in critical need of citizens with expertise in these disciplines. To that end, the Center funded two groups that overtly addressed this desired nexus between STEM disciplines and the humanities. One is the Working Group on "Integrating the Humanities, Social Sciences, and STEM" led by CMLLC scholars Alina Cherry, Nicole Coleman and Laura Kline. These professors met with leaders of STEM disciplines across the university and with the co-chairs of the Gen Ed committee in an effort to identify various avenues that would lead to the interaction of humanities and STEM students in academic courses. The Center also funded a new Working Group on "Genes and Language" the leaders of which are Natalia Rakhlin of Communication, Chuanzhu Fan of Biological Sciences, Haiyong Liu of CMLLC and Linguistics and Ljiljana Progovac of English and Linguistics. The goal of this Working Group is to "investigate possible associations between points of language variation and genetic differences between human populations". Additionally, our 2017-18 Brown Bag series will feature several talks that bring together the humanities and STEM disciplines. For example, Professor Ken Jackson, Chair of English will give a talk on "Shakespeare in the Age of STEM" in October 2017.

It should be noted that the Humanities Center has always had as part of its mission the goal of leading the humanities beyond its traditional boundaries. Consequently, the current thrusts toward affiliations with STEM disciplines are in keeping with the center's fundamental purposes and goals. Evidence of that mission is the fact that we funded a Working Group in Science and Society for over 10 consecutive years. That group, led by Professor Marsha Richmond of History, sponsored scores of talks over the years that featured humanists, scientists and mathematicians having interdisciplinary conversations and collaborations that led to integrated projects and publications.

The Center's other programs also performed well. We began the year with our fall symposium on the theme "Ideology". This quintessentially humanities topic attracted contributions from scholars affiliated with a broad range of disciplines: Philosophy, French Studies, Urban Studies, German Studies, Communication, English, and Law. They presented a variety of papers that pointed to the centrality of ideology in the theoretical cultures of most academic pursuits. The keynote speaker, Professor Jason Stanley of Yale University, gave the most controversial and wide-ranging talk. His topic "The emergency manager: The neo-liberal ideology and subversion of democracy, from Schmitt to Snyder" attracted both supporting and dissenting responses.

The Center hosted 51 brown bag talks, which attracted scholars from over 16 different departments and 5 colleges. This year saw an increase in the participation of students, principally as members of the audience, but also as presenters along with their mentors. Our resident scholars program attracted a lively group of junior and senior scholars who worked well together and expanded their individual intellectual horizons through regular interactions with colleagues affiliated with different disciplines. I encourage you to read the very favorable testimonials of

A MESSAGE FROM THE DIRECTOR

2016 - 2017 OVERVIEW

these resident scholars later in this report.

Once again, the Center's Marilyn Williamson Endowed Distinguished faculty Fellowship competition attracted excellent proposals. The Center's Advisory Board chose Professors Jonathan Flatley and Jaime Goodrich, both of the English Department as recipients. The Board found it extremely difficult to choose between the two outstanding proposals submitted by these faculty; consequently the Board decided to fund both projects since we had the funds to do so. You will find abstracts of their proposals in the body of this report.

This year has been typical for the Center: we were busy, challenged, inspired and blessed. We are completing our 24th year of operation and going strong-- partly because of the dedication of our staff and partly because of the support of the faculty and students we serve. The year ahead promises to be exciting. We will begin it with a fall symposium on "Civility and Incivility" to be keynoted by Dr. Susan Herbst, President of the University of Connecticut, whose book "Rude Democracy in American Politics" caught the attention of the Center's Advisor Board. Already we have recruited over 60 faculty for our Brown Bag series, which is an indication that a large number of faculty and students in the humanities, social sciences, and arts see the Center as a venue for sharing their ideas and seeking scholarly fellowship.

We thank you all for your continued support of the Center and wish you a successful 2017-18 academic year.

Respectfully
Walter F. Edwards, D.Phil
Director Humanities center.

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 between 50 and 60 talks each academic year. During the 2016-17 academic year, the talks were held mainly on Tuesdays and Wednesdays. In total, 51 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 continued 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 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 Center. The fellowship award is dispensed as monthly stipends between January and August. The 2016-2017 fellow was Peter Mara from English, Awards of \$500 each were made to Nicole Gerring from Political Science and Anabel Stoeckle from Sociology.

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 *Revolution*. The 2018 theme will be *Design*.

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 2017 conference theme was *Mobilities, Velocity, Rhythms and Flows (Practices, Spaces, Agents)*; the 2018 conference theme will be *Revolution*.

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. Last year's symposium theme was *Ideology*. The Symposium was held on October 6, 2016. The 2017 theme is *Civility and Incivility*.

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 issues and arts. The award of this single \$20,000 fellowship is based on the merits of the research project proposed; on the exceptional contribution the proposed project will make to the humanities and its potential for scholarly 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 projects in the humanities are fully considered. The fellowship recipient is asked to share results of the funded research in a public lecture organized during the year of (or following) the fellowship term. The 2017 recipients were Jaime Goodrich, Associate Professor of English and Jonathan Flatley, Associate Professor of English.


SUMMARY OF PROGRAMS

RESIDENT SCHOLARS PROGRAM: One of the Center's oldest programs, the Resident Scholars Program is open to all full-time faculty in the humanities, arts, and related disciplines. This program provides office space, basic office equipment, and administrative support from the Center's staff. Additionally, monthly "roundtable" meetings allow our residents to discuss their current research or creative projects 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 eight Resident Scholars from eight disciplines during the 2016-17 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, 2016 and August 15, 2017. This year, the Center funded ten students from four 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 seven groups.

HUMANITIES CENTER DISSERTATION WRITING SERIES: Beginning in the Summer of 2014, the Humanities Center has provided a quiet workspace for graduate students in the humanities and social sciences who are ready to make serious progress on their theses, dissertations or other major writing projects. Faculty volunteers from the Humanities and Social Sciences are on hand to provide advice and encouragement. The series is held during the summer months from mid May until mid August. So far this year, 15 students and five faculty have participated in the program.



Humanities Center - Dissertation Writing Series
Co-Sponsored by the Graduate School

Dates: EVERY Wednesday May 17 to August 9, 2017
Hours: 11:00 am to 3:00 pm (drop in anytime)
Location: Humanities Center Suite 2226 FAB

NEW in 2017 - Jump Start: Every Wednesday from 11:00-11:30 am, jump start your day of writing with a short faculty-led discussion of topics such as: setting writing goals, managing references, managing your time, managing your dissertation committee. Schedule to be posted shortly.

Graduate Students: Are you ready to make serious progress on your dissertation or other major writing project this summer? The Humanities Center will provide a quiet, spacious workspace with plenty of outlets for your laptop, plus coffee, tea, and treats.

All graduate students are welcome.

RESIDENT SCHOLARS

The Humanities Center's annual competition for Resident Scholars attracted applications from across the University. Residents this year were affiliated with the following disciplines: Communication, English, History, Law, Political Science, Social Work, and Urban Studies and Planning. Below, each resident scholar provides a summary of his/her experience in the Center this year .



Robert Ackerman

Professor
Law School

"Communitarian studies and the law"

It was my privilege to have spent a second year as a Resident Scholar at Wayne State's Humanities Center during the 2016-17 academic year. My residence at the Humanities Center has allowed me to connect with scholars from other disciplines who had overlapping interests. Through scheduled round-tables and informal discussion, I was able to absorb viewpoints and access sources from multiple perspectives. Two major writing projects - one now a full-length article on Communitarianism and the Roberts Court, the other a book in progress on communitarianism and American law and society, were heavily influenced by my exposure to other scholars in the Humanities Center. And the Humanities Center gave me a physical retreat to which I could go to clear my mind and focus. My thanks to Dr. Walter Edwards and his staff for all of their support during the past two years.



Elizabeth D. Dungee-Anderson

Associate Professor
Social Work

"A pilot project that examines the influence of poverty and father-absent families on young men"

I was extremely delighted and grateful to have been selected as a Humanities Center Resident Scholar for the 2016-17 academic year. The requirement for the appointment was a commitment to work on the proposed

scholarship for a total of 6 hours a week in an assigned office located at the Humanities Center Suite in the Faculty Administration Building. The office was equipped with a computer and available printing and faxing capabilities. The ambience for successful work was created by the absence of office phones, availability of support from other scholars with informal and planned monthly formal presentations supported by other scholars with discussions, feedback, and/or problem-solving about ideas and concepts. Having the privilege for input and dialogue in the emergent work of other scholars, as well as support and an invigorating and invaluable discussion for my own, proved to be a remarkable collegial and wonderful growth experience. Equally as important and conducive to "getting the work done" was the warm, welcoming and encouraging environment with Administrative Assistant, Jennifer Leonard and with the Director, Dr. Walter Edwards.

During the previous year, I had been attempting to complete a research project and 3 separate journal articles, however, the topic that I had felt to be more significant was the topic on which I had done the least work. It was a conceptual article focusing on generational/historical trauma as a neurobiological socio-emotional psychological mediating variable in aggressive and violent behaviors among urban disadvantaged young African American males. It was this work that I chose as my focus for the Resident Scholar appointment. I believed it to be extremely important and timely, based on current societal politics, to explore the cultural responses to structural societal disadvantages among the population group ranked least worthy in importance in wider society's discourse and valuation.

Throughout the year, I was able to complete the article with invaluable feedback from my colleagues and the germination of an idea for new research to support my work! An exciting and productive year as a Resident Humanities Scholar!! Thank you again Dr. Edwards for the opportunity!!

RESIDENT SCHOLARS

Resident scholars kept office hours in the Humanities Center and collaborated with one another for feedback and professional growth.



Above: During the 1967 rebellion Detroit doctors and nurses worked around the clock to provide care to over 1,100 injured citizens.



Hilary E. Fox
Assistant Professor, English

"Incorporating Selves: Metaphor and Narrative in Anglo-Saxon England"

During the Fall semester of 2016, I had the pleasure of participating as a fellow in the Humanities Center's Resident Scholars Program, a term which coincided with my semester of teaching release through the English Department's Keal Fellowship for female faculty. The Resident Scholars program, along with the Keal, allowed me the opportunity to work on the fourth chapter of my current book project, *Incorporating Selves in Anglo-Saxon England*.

This chapter, tentatively titled "Narratives of Resistance," explores the handling of stories and exemplary narratives featuring the resistance of political subjects against tyrants, kings, and other violent or bloodthirsty authority figures. It currently constitutes the final chapter of the book, which argues (as part of its larger argument) that ninth-century English philosophical and political writing—specifically Old English translations of Boethius' *Consolation of Philosophy* and Augustine's *Soliloquies*—envisioned selves and political subjects that were, more or less, constantly negotiating various relationships, including those relationships between the individual and political authorities. Texts such as the Old English *Consolation* attempt to develop a vision of a political subject that could critique and resist wrongful authority, primarily first through self-critique. The development of self-reflective political actors was viewed by these texts as necessary to a healthy kingdom; in their absence, social disorder, disloyalty, and upheaval threatened. "Narratives of

Resistance" explores how the exemplary historical and mythological anecdotes that pepper the *Consolation* (which were extensively modified by the Anglo-Saxon translator) seek to develop this kind of reflective, virtuous political actor as part of its ethical agenda—what we might call, in other words, practical philosophy. Essentially, the chapter asks two related questions: what political or social conditions invite (or justify) dissent, and what kinds of political actors are the ones who can, legitimately, resist?

I presented part of this project as an invited talk at the 2017 International Congress on Medieval Studies at Kalamazoo, Michigan, a presentation that was very much informed by the fruitful conversations I had with my fellow residents, particularly Professors Sandra VanBurkleo and Mark Kruman (both in History), who were able to help me tie my own medieval texts and interests into larger histories of political virtue and dissent. For my roundtable, rather than presenting part of the chapter or conference paper in progress, I distributed relevant selections from the Old English translation of the *Consolation*, specifically those having to do with sybaritic, despotic, and whimsical tyrants and their virtuous, philosophical opponents, hoping to see what colleagues with more contemporary interests would make of this material (old and obscure as it is!). Because my session had the fortune, or misfortune, to take place immediately after the November 2016 elections, with their attendant discourses of populism, totalitarianism, and anti-intellectualism, the parallels between 1,100-year-old English texts and the current political/social climate were urgently clear. As someone who has always worked on material the vast majority of the world (and even the vast majority of medievalists) knows little or nothing about, I was encouraged by my colleagues' quickness not only to draw connections

RESIDENT SCHOLARS



Above: Detroit police officer stands outside a looted shoe store at Harper Avenue and Van Dyke Street.

between past and present, but their drawing out of larger histories of political philosophy and how Western society has attempted to mold (or not) ethical political actors. This round table is one of the most rewarding intellectual experiences I've had, not just at Wayne State but anywhere, and is something I will always remember as an example (or exemplum, to use the Latin) of collegiality, intellectual exchange, and scholarly rigor. As a result, as I move into the last stages of framing my work within the larger ambit of medieval and modern political writing, it is with a much better grasp of the resonance these old texts might still have for us today.



Charles F. Klahm IV
Assistant Professor
Criminal Justice

"Razing Detroit: An Exploratory Analysis of the Impact of Concentrated Demolitions on Neighborhood-Level Crime Rates"

The Resident Scholar's program through the Humanities Center provides an outstanding opportunity to collaborate with faculty across



Left: Dr. Klahm IV outside of Kanton Sarlevo Policija

Resident Scholars held monthly "roundtable" meetings at the Humanities Center. Each scholar volunteered to give a preview of a conference presentation or to informally discuss his/her research with colleagues. Each scholar was allowed to invite two additional colleagues to the meetings to provide extra feedback.

the university. I found it to be extremely helpful in helping me to step out of my discipline-specific perspective and consider my research within a broader context. I highly recommend the program to scholars from all disciplines.



Marc Kruman

Professor, History, and Director for Center of the Study of Citizenship

"Co-editing a volume on Governance and Citizenship and continuing to work on my Detroit book"

Thank you for another remarkable year as a resident scholar in the Humanities Center. I have experienced just the right balance of quiet time to conduct research and conversations with the diverse group of resident scholars. The monthly roundtables were invariably engaging, and I took advantage of my residency to attend as many brown bag presentations as my teaching schedule allowed. My two-year residency in the Center was personally valuable to me. After serving twenty years as Chair of the History Department, the Humanities Center provided me with the perfect space in which I could make the transition back to full-time faculty.

RESIDENT SCHOLARS

Each scholar received clerical support from the Center's staff, and was provided a private office equipped with a computer and office furniture.



Above: New Detroit Committee. Detroit Area Leaders Form Committee to combat conditions that led to the revolution/rebellion of July 1967.



Rayman Mohamed
Associate Professor
Urban Studies & Planning

"A Study of the Transportation, Environment, and Public Health Impacts of the QLine"

As usual, my time at the Humanities Center was a fulfilling experience.

I was a resident fellow for one year. I used this quiet time to finish a paper on the spatial prices effects of lots in conservation subdivisions. In so doing I was able to shed light on an issue that has perplexed researchers for some time: why are developers sometimes reluctant to build such subdivisions even as they appear to be more profitable than conventional subdivisions. I also used the time to write a funded-grant with colleagues in Computer Science and Family Medicine.

This project intends to build a non-smart phone app that can send bus schedule information to patients so that they can get to their health care appointments on time.

The highlight of my time in the Humanities Center was undoubtedly the Fellows' roundtables. These permitted opportunities for me to learn about the work of other scholars who are making important contributions to their respective fields. The feedback I got on my own presentation has led to changes in how I approaching my own research.



Alisa Moldavanova
Assistant Professor
Political Science

"Multiple Projects: "Making Sense of the Environment: Investigating the Locational Patterns of Cultural Organizations in Southeast Michigan" ; "The Public Purpose of the Arts: Social Connectedness, Survival, and Sustainability of Arts Organizations in the Detroit Metropolitan Area" & "The Role of Arts and Culture Organizations in Enhancing Community sustainability"

During this academic year I had a pleasure of joining the Resident Scholars group at the WSU's Humanities Center for the second year in a row. Being in the fourth year of my tenure clock, this opportunity to hold the residency with the Humanities Center has served me well in many respects. Not only has this opportunity advanced my academic career, boosted my scholarly productivity, and provided multiple opportunities for constructive and highly valuable feedback on my research and writing, but it also expanded my social network of trusted colleagues and friends from across the Wayne State's campus. These are the kinds of benefits and connections that are particularly valuable for early career scholars, as they navigate their way through the academy as well as their own institution. This year at the Humanities Center has been a perfect use of my sabbatical time. I had two articles and one book chapter accepted for publication (one of those workshopped by the last year's Resident Scholars), two more articles submitted for review (one workshopped by this year's Resident Scholars), and an edited volume moved to the advanced stages of its production. Besides those extrinsic benefits, being a resident scholar at the Humanities Center has expanded my own creative thinking, and, once again, affirmed my belief in the critically

RESIDENT SCHOLARS



Left: Mayor Cavanagh and US Senator Philip Hart toured the afflicted areas of the city and listened to the residents' concerns.

important role that arts and humanities play in society. Finally, what made my time productive and, at the same time, inspirational was the outstanding leadership of the Humanities Center by Walter Edwards, and the-always-optimistic attitude of Jennifer, Shamira, Taylor, and other hard-working HC staff members and students, who greeted us with the smile every day of the residency, and were always readily available to support our various scholarly needs. Thank you for the amazing work that you do!



Richard Smith

Associate Professor, Social Work

"Multiple Projects 1. Immigrant-Friendly Communities & Municipal Structure, and Bifurcation; 2. Gentrification; 3. How does

Welfare Retrenchment in the Neoliberal Era Reorganize Urban Spacial Structure"

As a resident scholar in Winter 2017, I worked on three projects. In January, I completed a paper entitled "Aging in Place in Gentrifying Neighborhoods: Implications for Physical and Mental Health" with co-authors Amanda J. Lehning and Kyeongmo Kim. During the April Humanities Center Brown Bag, I presented a paper entitled "Immigrant Related Projects and Programs in Federal Empowerment Zones: Comparing Homogenous, Bifurcated and Multiethnic Places," which I also presented at the April meeting of the Urban Affairs Association. For the Resident Scholar's workshop, I presented a paper entitled, "Political Machine or Bureaucratic Incorporation? Immigrant-Friendly Communities and Municipal Structure", that I coauthored with Catherine Schmitt-Sands. The Humanities Center is an excellent place to work, get feedback and generate new ideas for research.



Sandra F. VanBurkleo

Professor, History

"Words As Hard As Cannon-Balls': American Experiences of Liberty of Speech in the Long Nineteenth Century"

I have been grateful to the Center for the opportunity to work steadily on my next book, to be entitled "Words As Hard As Cannon-Balls': Understandings of Freedom of Expression in the Long 19th Century." Building on preliminary work published some years ago, I explore the authorities on which Americans stood when mounting the podium, the stage, or other sites for the delivery of transgressive speech. I have been particularly interested in the defiant acts and justifications of American women of all description, but also of African-American and Indian men.

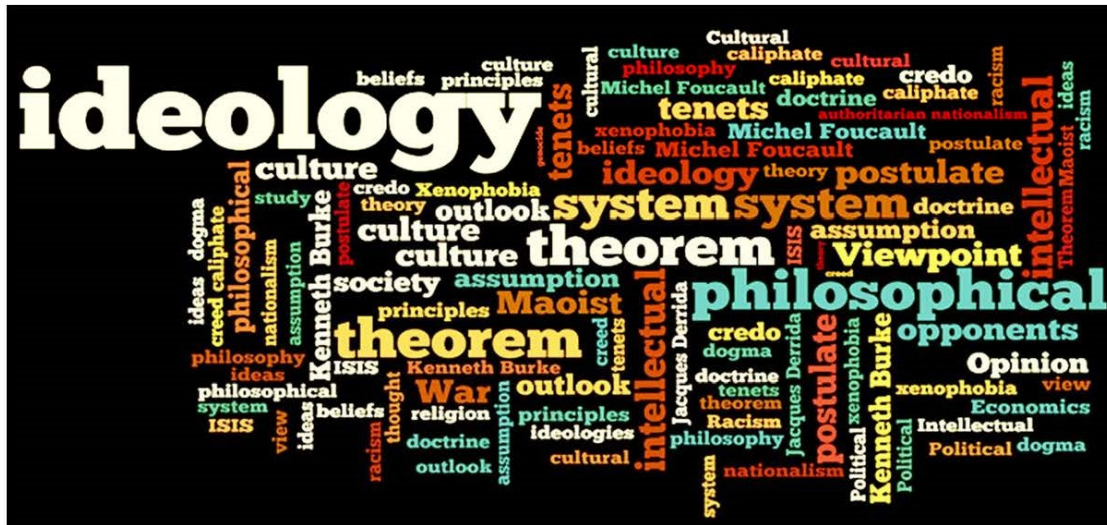


The Humanities Center's Resident Scholars' Round table discussion. Resident Scholars from L to R - Director, Walter F. Edwards; Marc Kruman, Professor, History; Alisa Moldavanova, Assistant Professor, Political Science; Rayman Mohamed, Associate Professor, Urban Studies; Robert Ackerman, Professor, Law; Richard Smith, Associate Professor, Social Work; E. Delores Dungee-Anderson, Associate Professor, Social Work; Charles F. Klahm IV, Assistant Professor, Criminal Justice.

IDEOLOGY

2016 FALL SYMPOSIUM

The Humanities Center's Fall Symposium, centered on the theme "Ideology," took place on October 14th, 2016. Ten scholars presented papers at the symposium, which was moderated by WSU scholars. The theme was discussed from a variety of perspectives across many disciplines. Below is the explication of the general theme, followed by the abstracts of the talks presented. The symposium was organized into sessions according to common sub-themes. The keynoter was Professor Jason Stanley, Jacob Urowsky Professor of Philosophy at Yale University.



Explication of Theme

"From the reinstatement of Maoist ideology in Xi Jinping's China, to the resurgence of authoritarian nationalism in Putin's Russia, to the repugnantly self-righteous justifications for genocide and sexual slavery offered by ISIS in the name of a "caliphate", to homegrown xenophobia and racism, to the persistence of climate-change denial and supply-side economics in the U.S., and to the hegemony of standard language, we are living in an age of reborn, resilient, renewed ideology. Ideology was no less central to earlier periods of human existence, as shown by the religious ideologies of the medieval and Renaissance periods, the new discourses of class and gender fostered by the Enlightenment and the colonialist, imperialist and racial narratives on the 19th and 20th centuries. How does ideology refract our daily perception? Reframe our political discourse? Reflect our (non) responses to legal, social and cultural injustice? Reproduce itself in popular narratives? Theorists and practitioners of all relevant disciplines are invited to address and explore these questions and related ones at the Humanities Center's 2016 Fall Symposium"

BIOGRAPHY



Jason Stanley – Keynote Speaker
Jacob Urowsky Professor of Philosophy at Yale University

Jason Stanley is the Jacob Urowsky Professor of Philosophy at Yale University. Before going to Yale in 2013, he was Distinguished Professor in the Department of Philosophy at Rutgers University. He has also been a Professor at the University of Michigan (2000-4) and Cornell University (1995-2000). His PhD was earned in 1995 in the Department of Linguistics and Philosophy at MIT (Robert Stalnaker, chair), and he received his BA from the State University of New York at Stony Brook in 1990.

ty of New York at Stony Brook in 1990.

Professor Stanley has published four books, two in epistemology, one in philosophy of language and

IDEOLOGY

2016 FALL SYMPOSIUM

semantics, and one in social and political philosophy. His first book was *Knowledge and Practical Interests* published in 2005 by Oxford University Press. It was the winner of the 2007 American Philosophical Association book prize. Professor Stanley's second book, *Language in Context*, also OUP, appeared in 2007. This is a collection of his papers in semantics published between 2000 and 2007 on the topic of linguistic communication and context. His third book, *Know How*, was published in 2011, also with OUP. Professor Stanley's fourth book, *How Propaganda Works*, was published by Princeton University Press in May, 2015. It was the winner of the 2016 PROSE award for the subject area of philosophy. In 2015, Professor Stanley received an Doctor of Humane Letters, honoris causa, from Binghamton University.

KEYNOTER'S 2016 ABSTRACT

The Emergency Manager: The Neo-Liberal ideology and the subversion of democracy, from Schmitt to Snyder

In the state of Michigan, an anti-democratic power grab arguably without parallel for its scope and brutality in recent years in this country has occurred. Against the wishes of the majority of the residents of Michigan, the state has ended local democratic control of many municipalities, funneling their resources to banks, multi-national corporations, billionaires, and private developers. Public goods are being privatized, from EMS services to the education systems. Property and land is being seized from working class mostly black homeowners by arbitrary use of tax laws, while valuable Detroit land is handed essentially for free to billionaires. The multi-national corporation Nestle is allowed to siphon off 400 gallons of water a minute from the Great Lakes essentially for free, while the customers served by the utility with access to the world's greatest supply of fresh water pay the nation's highest fees for water, as the state attempts to starve the Great Lakes Water Authority of resources to make the case to sell access to the United States's most valuable asset, the Great Lakes, into private hands. All the while, "Emergency Managers" are forbidden from challenging the contracts that have done so much damage to the state of Michigan. The effects float to national attention from time to time; in 2014, the water shut-offs to Detroit citizens got some national attention, a year later the all-too-predictable disaster in Flint occurred, and the national press is starting to pay attention to the crisis of home seizures, and the looting of the Detroit Public Schools. In this paper, I address the multiple ideologies that have made Michigan into the nation's poster child for anti-democratic practices, such as egregious environmental injustice. I will pay particular attention to the way that neo-liberal vocabulary masks and prevents democratic objections to be raised. I will argue that we see, in the state of Michigan, the pure essence of the incompatibility between neo-liberalism and democracy.

ABSTRACTS OF OTHER PRESENTERS

A. Ronald Aronson

Distinguished Professor Emeritus, History, Wayne State University

"Today's ideology of the Privatized Individual"

This presentation will draw from the Boston Review article I just published, which is entitled "The Privatization of Hope," and which is drawn from my book, "We: Reviving Social Hope," in production at the University of Chicago Press. As I say in the article, over the past two generations there has been a seismic change in the center of gravity of advanced societies, especially the United States and the U.K., bringing about what sociologists call the "individualized society." My recent work has been concerned to explore the causes of the current "individualization" or "privatization" from a historical and philosophical perspective. The key question is: To what extent is it an ideology fostered by special interests to draw individuals away

IDEOLOGY

2016 FALL SYMPOSIUM



Above: Cyrus Vance and General Throckmorton addressed reporters.

from collective action and social concerns, and to what extent does it result from long-term “civilizational” changes, as described by Ulrich Beck and Zygmunt Bauman? My presentation will explore the sources of the “individualized society” and demonstrate that however it corresponds to recent and long-term changes in the conditions of individual experience, it is also an ideological distortion of our fundamental social being, promoted in the interests of those with a stake in the neoliberal transformation of advanced societies.

Anne E. Duggan
Professor and Chair, CMLC, Wayne State University
“Effacing Empire: Pierre Loti’s North African Tales”

Pierre Loti was one of the most important French writers of popular fiction of the late nineteenth- and early twentieth century. His works defined for a broad audience the Orient and those countries under French colonial rule. In this paper, I will examine how this French colonial and orientalist writer draws from *The Arabian Nights* and the tradition of the oriental tale to reframe and remap the French colonization of Algeria by displacing it onto the imaginary space of the tale, an ideological gesture par excellence. Focusing on his oriental tale *Les Trois Dames de la Kasbah* (*The Three Ladies of the Casbah*, 1884), which revolves around the encounter between French sailors and three Algerian prostitutes, I will foreground Loti’s framing devices that dislocate French imperial domination from the “real” space of colonial oppression, to project it onto the “imaginary” space of the tale. Loti does so in such a way as to render unreal colonial realities, as if the story were just another episode of *The Arabian Nights*. I show that this text reveals only to conceal the realities of empire. As such, the gesture of representing *The Three Ladies* as an oriental tale, complete with illustrations and beginning with “Once upon a time,” represents an instance of what Malek Alloula (1987) has called “the colonial phantasm,” which negates colonial realities. My paper thus seeks to deconstruct Loti’s “remapping” of the space of colonial domination to reveal what underpins the story: the exploitation of Algeria.

Jeffrey T. Horner
Director and Senior Lecturer, Urban Studies and Planning, Wayne State University
“Divideology”

As the Obama administration finishes its last term in office, political scientists are no doubt far along in examinations of deep divisions in the American electorate. And the numbers are indeed remarkable: Harry Truman’s so-called “do nothing Congress,” elected in 1946 in a post-New Deal Republican wave, were four times more productive in producing legislation than the present Congress. Perhaps the most vivid evidence of this division is the United States Senate refusal to offer hearings on a Supreme Court candidate who was overwhelmingly confirmed by the Senate to his Circuit Court seat. However, these national political divisions have a localized, and in many cases, innocuous provenance—asserted in this essay as divideology. Divideology is, in essence, the use of public and private power to divide communities of like-minded citizens politically and economically. Building on the groundbreaking work of Logan and Molotch in *Urban Fortunes*, this paper will examine the expansion of divide and conquer tactics used to overcome resistance to local economic development from government and private capital, who very often work hand-in-hand to bring about desired development outcomes, often against great local resistance. However, this expansion of divide and conquer tactics—Divideology—now extends

IDEOLOGY

2016 FALL SYMPOSIUM



Left: -Guardsmen, James Lee of Pontiac, eating candy bar while guarding a store.

well beyond hoary examples of the use of eminent domain for private corporations, and into new frontiers of urban division that collectively serve to diminish localized economies and local communities simultaneously. Specifically, localized economies are diminished when new and emerging industries are beset by governmental overregulation when challenging established industries such as Uber's challenge to the taxicab industry, and Tesla Motors' very simple proposition to sell cars without dealerships. An excellent non-automotive industry example of suppression of localized economies are two ballot initiatives facing Michigan voters in November of 2016 regarding the legalization of marijuana. One seeks to allow qualifying entrepreneurial enterprise to own and manage dispensaries, and the other seeks to limit ownership (and profits) to a small number of ownership interests. This essay will explore these and other various ways that local economies and communities, at the behest of government and the private sector, are diminished and rendered from growth and aggrandizement of political strength.

Eun-Jung Katherine Kim

Assistant Professor, Philosophy, Wayne State University

"In the Name of Human Rights: What is the Difference between the Ideology and Ideal of Human Rights?"

The idea of human rights has been used to invade foreign countries, oppress women, and maintain economic inequality. A state claims to protect the universal right to democracy when using military force against another state to secure a natural resource. A religious leader appeals to the right to religious liberty to justify gender inequality in the community. A political official objects to re-distributive taxation on grounds that it violates the right to property. What goes wrong in these appeals to human rights? They reflect an ideology – rather than an ideal – that justifies a structure of power that generates unjust laws, policy, and institutions. An ideology provides self-serving justifications for a status quo distribution of political or economic goods between states, between states and their own members or between members of the same state. The ideology of human rights uses the idea of human rights to promote the interests of duty-bearers (who are generally persons in power or have resources) rather than the rights-holders, who are vulnerable to the abuse of power. On the other hand, the ideal of human rights is a moral aim to correct the imbalance of power that leads to unjust distribution of goods. The ideal provides justifications that serve the interests of the right-holders rather than the duty-bearers. The following are examples of using the idea of human rights to defend the ideal: (1) an appeal to the right against genocide to justify a foreign intervention where it does not promote the self-serving interests of the invaders, (2) an appeal to the right to religious liberty for the protection of a minority religious group from the persecution of a dominant religious group, and (3) an appeal to the right to property against a powerful state that tries to confiscate land within a residential area for re-development. My paper does not provide a set of necessary and sufficient conditions that can distinguish an ideology from the ideal of human rights, but I explore some questions that can identify their differences.

Alina Klin

Senior Lecturer, CMLLC, Wayne State University

"Ideological Fights for the Constitution"

The 2015 parliamentary elections in Poland resulted in a significant change: after an unprecedented eight years in power, the central-right Civic Platform had to concede rule of the country to its long-time

IDEOLOGY

2016 FALL SYMPOSIUM



Right: The sociologist and politician Daniel Patrick Moynihan joined an NBC News Crew and three young men preparing for an interview after the rebellion.

foe, the central-left (at least nominally) Law and Justice party. The zeal and speed with which Law and Justice has been bringing about so called “good change” by replacing competent governmental officials and managers of state-owned companies with its own, often incompetent members, has raised eyebrows and caused a lot of criticism, but has not yet brought people into the streets. There is already something, however, that brings thousands of Poles in many cities into the streets, and that is a constitutional issue. The vast majority of Poles does not usually have the kind of attachment or even knowledge of the constitution that most Americans seem to have. This is mostly due the fact that Poland, as other European countries with turbulent histories, rewrote its constitution many times. Now, however, this might change as the dispute over the Constitutional Tribunal has already activated hundred of thousands of people and given rise to a new political movement, the Committee for the Defense of Democracy (KOD). Interestingly, during the time of communism, some effective forms of voicing discontent with the government also used constitutional issues as their platform. It was a different constitution back then (the Poles rewrote the constitution after the fall of communism), and different forms of protests (mostly letters written by intellectuals) but the parallels are quite striking. In my paper I am going to take a closer look at both forms of protest in defense of the respective constitutions, and examine the ideologies that brought them about and the roles they played. What are these ideologies? To which extent are they overt or covert? What groups do they unify and how? These are some of the questions I will attempt to answer in my paper.

Sean Charles Stidd
Senior Lecturer, Philosophy, Wayne State University
“The Ideology of Ideology”

Even if we grant, whether for the sake of argument or because we believe it, that all systems of concepts are always already ideological, we still must face the question concerning the ideological consequences of foregrounding this ideological character. Despite their differences, both de Tracy’s and Gramsci’s accounts of ideology both put a strong emphasis on the primacy of social action over understanding, explanation, community, or love, an emphasis which receives strong reinforcement across the history of leftist thought (“the point is to change it,” “What is To Be Done?”). In this paper it is argued that though this intense emphasis on achieving material consequences may sometimes lead people towards positive action, ‘the ideological perspective’s’ rhetorical and social force is easily turned towards stifling free inquiry and debate and ignoring or trampling over the real bonds of community and shared struggle that provide the psychological grounds that make meaningful social action possible. In a sense upholding some of Althusser’s criticisms of Gramsci with respect to the relation between science and ideology, and also upholding some of Plato’s criticisms of rhetoric as cautionary for ideological militants on all sides of contemporary debates, this paper maintains that ideological engagement should not be undertaken at the expense of thoughtfulness or love. Rather, since action springs from belief and desire, contemplation, consideration of community, and social engagement should all be allowed to inform each other in any attempt, ‘liberal,’ ‘conservative,’ or otherwise, to transform society in a perceived positive direction. Examples drawn from recent US politics are discussed in order to develop these points.

IDEOLOGY

2016 FALL SYMPOSIUM



Left: Police officers stand in the middle of 12th street and LaSalle as firefighters attempt to extinguish a building fire in the background with church (St. Agnes) in the foreground during the first day of the civil unrest of 1967.

Elizabeth Stoycheff

Assistant Professor, Communication, Wayne State University

"The Ideological Role of Hawkish Propaganda in the Russia-Crimea Conflict"

In November 2013, anti-government protestors gathered in the Ukrainian capital of Kiev to oppose President Viktor Yanukovich's decision to forfeit an Association Agreement with the European Union in favor of a stronger alliance with Russia. By the following March, thousands of Russian troops occupied Ukraine's Crimean peninsula, and the Crimean parliament voted unanimously to join the Russian Federation in what they called a "response to the disorder and lawlessness in Kiev," (Associated Press, 2014). Throughout this period, the Russian media narrative was a propagated call to liberate Crimea from Western opposition puppets, while failing to acknowledge the consequences incurred by invading a sovereign state. This rhetoric resonated among Russian citizens, who overwhelmingly endorsed Crimea's Russian annexation (WCIOM, 24 March 2014), resulting in all-time high domestic approval ratings for Vladimir Putin (Gallup, 25 July 2014). Russia's hawkish media agenda stood in stark contrast to Western news coverage, which stressed the myriad of negative consequences Russia would incur should it continue to violate international law. The difference between Russia's hawkish propaganda and the West's attempts to provide transparency bring to bear one of the most important theories in international relations: audience costs and the democratic peace. Theorists contend that democracies are unlikely to war with one another, in part, because citizens – or audiences – on both sides are informed about the costs of conflict and hold their political elites accountable (Potter and Baum, 2010). When either one or both citizenries are not equipped with accurate information, the likelihood of conflict increases (VanBelle, 1997; Choi and James, 2006). Using an original survey of Russian Internet users, this study randomly manipulated the order of question blocks to examine the effects of cost and hawkish primes on support for Russian foreign policy. We found that primes significantly influenced support for conflict, and this effect was moderated by Russian identity and support for the current regime. It conclusively shows how the ideology of a country's information environment, alongside the internalization of national identity and support for the incumbent regime play critical roles in shaping public opinion during times of international crisis.

Barrett Watten

Professor, English, Wayne State University

"Avant Garde Counter-Ideology: The Example of Ai Wei-Wei"

Ai Wei-wei is arguably the most politically controversial avant-garde artist to have emerged under conditions of globalization. This paper will show how Ai has interpreted forms of the Western avant-garde, from Marcel Duchamp to Robert Smithson and Andy Warhol, as ide-ology critique of post-Mao China and its emergence as a global economic power. In so do-ing, Ai also seriously incorporates forms of ideology that were disseminated in the Cultural Revolution through the rise of Deng Xiao-ping and reinterprets its meaning by incorporating visual and material culture that is not comprehended by that ideology. In other words, "ide-ology" itself in its Maoist version is both materialized and negated in Ai's use of avant-garde forms and genres. In so doing, Ai contributes to the political project of global conceptualism, which began in the 60s, was documented by an important exhibition under that rubric in 1999, was taken up by Chinese artists in the 1980s, and has since been used to interpret the emergence of China as a global economic power. Ai's participation in key international exhi-bitions in Germany (Documenta XIII and the Haus der Kunst in Munich) contrast with his politically repressive reception in China under Xi

THE GOOD LIFE 2016 FALL SYMPOSIUM

Right: A man walked down Euclid Avenue near 12th Street to inspect the destruction



Jinping, including physical abuse and lengthy house arrest. Criticisms of Ai as buying into the culture of commodity and spectacle, and for operating a virtual import-export business in ideologically charged but elaborate and expensive museum-scale installations under the patronage of Western art capital, will be given serious consideration. In exploring the negative, differential, or even antagonistic ideology critique that informs Ai's work, I will look at 1) the history of global interpretations in the Chinese avant-garde as it adopted strategies of conceptual, site-specific, and performance art; 2) the internal political dynamics in China that are referenced in this work; 3) the external spatial relations, between China and other global regions, that fuel its critique; and finally 4) the ways in which Sinocentric conceptual art competes with, modifies, undermines, and even replaces Eurocentric logics of center and periphery, and thus redefines global modernity.

Steven L. Winter

Professor of Constitutional Law, Law School, Wayne State University

"Understanding Ideology"

Colloquially, ideology is a set of beliefs or value system such as free-market capitalism or Marxism that an autonomous subject subscribes to. In critical theory, ideology is a system of values and beliefs that some subjects promulgate in their self-interest to mystify and mislead other, otherwise autonomous subjects to their detriment. On this view, ideology shapes the perceptions and preferences of the subordinated so they accede to the claims of power. As Foucault observes, theories of power that depend upon notions of hegemony and ideology presuppose problematically strong notions of both truth and subjectivity. Worse, they are self-contradictory and internally incoherent. They assume, on one hand, that the subordinated are so acculturated to the demands of the system that they see it as natural. Yet, they simultaneously presume that those "in power" stand outside and manipulate those very same processes of social construction. This cannot be. The "powerful" too must have been socialized to see their interests and privilege as natural. Once power is recognized in the very formation of the individual subject, it is not possible to skirt the fact that the powerful, too, are subjects produced by the operations of power. Ideology is, rather, a reflexive element whose function is to rationalize complicity in an ongoing social system. In *The Power of the Powerless*, Václav Havel provides a sophisticated understanding of power as residing in a system of practices and expectations in which everyone participates. Ideology is to a social system what rationalization is to neurosis in psychoanalytic theory: Its manifest content serves as form of misdirection that conceals from the participants the performative content of their actions; its latent psychological function is to allow the participants to comply with the expectations of the system and yet maintain a sense of dignity, integrity, or authenticity. In a consumer society, for example, the neoliberal ideology of freedom, individualism, and choice provide the link that binds the individual to the system. Consumerism understood as a system of power reproduces and maintain itself not by misleading or "brainwashing" consumers, but by providing them with already rationalized excuses for action.

Kai XU

Ph.D Student, Communication, Wayne State University

"Securitization: An approach to the framing of the 'Western hostile force' in Chinese media"

"Western hostile force" is an "all too familiar" term for Chinese populace in Chinese media, which has existed for more than 25 years. Chinese economist He Qinglian once pointed out that the "Western hostile

THE GOOD LIFE 2016 FALL SYMPOSIUM

force” was like a political ghost wandering over China whenever China domestically faced troublesome times, making the Chinese populace feel that “Western” world was always ill-disposed. However, the distinction between the geographic “Western,” meaning countries located in the Western hemisphere and this nebulous “Western force” has never been explicitly explained in media by the Chinese Communist Party (CCP): Are they the same? If so, can the CCP identify specific Western countries or individuals that represent this “force” with specific threats that justify the use of the word “hostile?” Or is the CCP using this expression to try to securitize in order to justify their ideological manipulation for the Chinese populace? This idea reflects an outgrowth of security studies known as securitization: When an issue is securitized, a political actor is able to cast it as an existential threat to legitimize the use to extraordinary measures in response. The CCP has always taken propaganda and thought work seriously in order to strengthen its ruling power. Investigating the use of “Western hostile force” in Chinese media can help understand how the CCP gives prominence to its preferred voice in its political discourses in order to exert influence on the public. My study content analyzes all news articles that contain “Western hostile force,” including its variations “external hostile force” and “foreign hostile force,” from two official newspapers People’s Daily and Liberation Army Daily from 2002 to 2013, which represents President Hu Jintao’s term in office. The results suggest that a consensus securitization frame in the context of Chinese media is used continuously within the study time span and “Western hostile force” is a securitizing move that encompasses an array of different security concerns, namely “threats.” The results also suggest evidence of the CCP maintaining that China is constantly under these threats, even if in some cases, it never identifies the identities of those threats. The significance of my study lies in how it is the first empirical analysis to not only pay attention to a well-known “Western hostile force” frame but also dissect its use from the perspective of securitization in the context of authoritarian China. Vuori believes “to speak of something as an issue of security is a political choice.” For the CCP, the use of “Western hostile force” is a securitizing move – a medium to arbitrarily claim what threats exist; what objects the threats post on and emphasize what they consider the most significant issue for its own interest in Chinese media. Understanding the case of “Western hostile force” help comprehend how the CCP gives prominence to its preferred voice in order to exert influence on the public; it also provides an example to explore other securitization frames in China.



Above: Professor Steven Winter's from the Law School presenting his work at the 2016 Fall Symposium

MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP

Thanks to a generous endowment provided by the former WSU Provost Marilyn L. Williamson, the Humanities Center offers an annual Distinguished Faculty Fellowship to tenured faculty in the humanities. The fellows are requested to present the results of their funded work at a special lecture the following year.

2017 Fellows



Jonathan Flatley, Associate Professor, English

Black Leninism: How Revolutionary Counter-Moods Are Made

It can be easy to forget that from time to time variously depressed, stunned, and abused persons come together in solidarity to form newly energetic, hopeful, and demanding collectives, which then engage in transformative political action. Black Leninism turns to the formidable resources of the black radical tradition in order to understand how such revolutionary counter-moods arise. From W.E.B. Du Bois to the Black Lives Matter movement, it examines the representation and creation of those moments when black people come together as a group for whom collective political action seems urgent, obvious, and vital, and when victory over the forces of white supremacy seems possible. I understand these ways of feeling and knowing the world as “counter-moods,” because the oppositional “we” they create must be awakened out of what Gwendolyn Brooks calls the “dry hours and the involuntary plan,” the “grayed in” humdrum of everyday life. For Brooks (who sought, following Amiri Baraka, to write poetry that would “call all black people”), as for the black radical tradition more generally, the key to producing such counter-moods is the representation of black people as a group to black people as a group. Black Leninism argues that this project of collective self-representation has been a central organizing principle of modern black intellectual and aesthetic production. It shows how the pursuit of this project entailed a surprisingly robust engagement with the work and example of Vladimir Lenin, revolutionary figure par excellence, whose ideas about the revolutionary party and revolutionary leadership, colonial self-determination, capitalist imperialism, and communist internationalism were all taken up by the black radical tradition.

Jaime Goodrich, Associate Professor, English

Writing Habits: God, Text, and Community in English Benedictine Convents, 1600-1800

Writing Habits: God, Text, and Community in English Benedictine Convents, 1600-1800 explores a significant, but marginalized, body of literature: the texts produced in English Benedictine convents on the Continent. After Catholicism became illegal in England during the 16th century, Englishwomen established over twenty cloisters on the Continent that served as vital centers of Catholic piety until 1800. As the first book to examine writing practices in these convents, Writing Habits recovers little-known texts by Benedictine nuns and establishes their relevance to literary history and critical theory. Intervening in the scholarly debate over historicism and presentism, this monograph argues that the material text is an essential starting point for philosophical inquiry. Writing Habits draws on Martin Buber’s theory of God-centered community to demonstrate that cloistered textual production constructed a fourfold set of affiliations: between the nuns themselves, between the individual nun and God, between the convent and God, and between the convent and the public sphere. Ideally, convent writing functioned as a tool for approaching God, who is unknowable and therefore the ultimate Other. Combining rigorous archival research with philosophical inquiry, Writing Habits reveals the value of basing existential speculation on the gritty historical details of lived experience.



MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP LECTURE

The Marilyn Williamson Endowed Distinguished Faculty 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.



Tamara Lynn Bray, Professor, Anthropology

The 2016 Fellow

Abstract

Copacabana and the Imperial Inca State: Topography and Temporality of a Sacred Place

The modest town of Copacabana has been a pilgrimage destination and a site of extraordinary reverence from early Formative times to the present. Situated on the Bolivian side of Lake Titicaca, Copacabana formerly comprised one of the most sacred ceremonial complexes in the Inca Empire. The Marilyn Williamson Faculty Fellowship I have been awarded will aid me in initiating a new interdisciplinary research project focused on the central religious precinct of Copacabana proper this coming summer. The principal aim of the study is to investigate the nature of Inca engagement with this powerful locale as evidenced archaeologically through spatial and material patterns and practices. I anticipate that the proposed study will ultimately provide insights into the ways in which topographies of the sacred are constructed, how attachments to place are formed and transformed over time, and how power, place, and identity are materially and mutually constituted.



HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP

The Humanities Center and the Graduate School continued their collaboration on funding the Humanities Center's 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.

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 2017 or shortly thereafter. Up to three smaller awards of \$500 each could be made at the discretion of the sponsors.

This year the Center selected three recipients: the fellow, Peter Marra (Film Studies), and two awardees: Nicole Gerring (Political Science), and Anabel Stoeckle (Sociology). Below are the abstracts of their dissertations.



Peter Marra, Film Studies- Fellow

"Tear You Apart: Killer Queers in Horror Films & Media"

Tear You Apart: Killer Queers in Horror Film & Media traces the figure of the killer queer – a voyeuristic predator defined by sexual deviance and gender non-conformism – in US film and media from the 1940s onward and argues complexly that he is both a symptom of ingrained cultural homophobia and a radical expression of queer violence. It sets the killer queer within the history of LGBTQ politics, exploring how shifts in the national agenda for gay politics and increasing LGBTQ visibility influence his representation. The apex of popularity for this figure unsurprisingly coincides with the post-Stonewall era's marked influx in LGBTQ visibility. Tear You Apart positions the slasher cycle of the 70s and 80s as reactionary media denigrating queer masculinity as a form of violent, fringe perversion that presents a threat to the conservative values seen in the emblematic scenarios of the American suburbs, white middle-class high schools, and heteronormative teen romances. The slasher – a notable iteration of the killer queer – denotes a sexual or gender non-conforming voyeur who stalks and kills happy teens at prom, graduation, or summer camp. He is importantly both a violent entity and a sexual one, as scholarship on the slasher has attested. However, the slasher's perverse blend of sexual violence can be further taken to suggest a transgressive queer violence. Though the films commonly aim to villainize queer sexuality in the form of a killer, the killer himself remains by many critical estimations the most compelling part of the films, a focal point for straight and queer audiences alike. Therefore, the killer queer – while immensely homophobic – uniquely aligns audiences with a transgressive queer perspective – one tasked with the physical dismemberment of archetypal teenage bodies and consequently the ideological dismemberment of normative society. As the killer tears apart bodies, spaces, and rituals that define normative culture, he expresses an anti-normative resistance seen in the political protests of gay rights activists throughout the US at this time. This violent filmic representation compellingly dramatizes queer resistance to normative gender and sexual politics, providing a rare space for audiences to identify with queer ideology in mainstream cinema.



Nicole Gerring - Political Science

"Is there a Feminist Peace? Examining Women's Influence on Foreign Policy Outcomes, 1900-2001"

Nicole Gerring, a PhD Candidate in Political Science, was the recipient of a \$1,000 doctoral dissertation award. In, "Is there a Feminist Peace? Examining Women's Influence on Foreign Policy Outcomes, 1900-2001,"

HUMANITIES CENTER'S DOCTORAL DISSERTATION FELLOWSHIP

Gerring examines the impact of women's political and civic participation on a state's engagement in international conflict. Research has found a robust association between a state's gender equality and its peacefulness, and yet little is known regarding the role of women's political empowerment—an attribute that is tied to, but distinct from, gender equality—in driving conflict outcomes. Through statistical tests on a cross-national time-series data set, she tests whether high levels of women's civil liberties, women's civil society participation, and women's political participation result in a more pacific foreign policy for states. She hypothesizes that when women have more political power, and can exercise that power freely, they will be able to lobby their governments to avoid war. The argument is rooted in aspects of feminist international relations theory and in findings from empirical studies of a gender gap in public opinion and aggression which suggest that women tend to oppose the use of violence to settle international disputes. Women's political mobilization is often associated with the various ways that women's 'gendered' identity takes on political meaning, whether as mothers in defense of their children, as bearers of civic and national identity, or as feminists critiquing dominant gender roles that have constrained women's political identities and freedom of expression. Through case studies of four countries that include a comparative investigation of women's elite participation as elected leaders versus mass participation as voters or members of civil society organizations, she aims to tease out the differential impact of social status—including intersectional aspects of identity such as race, class and ethnicity—on women's foreign policy positions.



Anabel Stoeckle, Sociology

"Body/Sex/Work – Surrogacy as a New Form of Intimate and Embodied Labor"

My dissertation examines surrogacy arrangements as a new form of intimate, emotional, and embodied care work. In the case of surrogacy, the traditionally unpaid reproductive labor of child-bearing becomes reproductive work, since the conventionally unpaid act of pregnancy and childbirth now gets compensated by a third party and has become recognized as "pay-worthy."

Surrogacy has created new pathways to parenthood but simultaneously opened a heated debate among ethicists, lawmakers, and the humanities. In a surrogacy arrangement, a couple (or an individual) hires a woman to gestate and birth a child for them. The most common way to do this is viagestational surrogacy, in which the surrogate gets a fertilized egg implanted into her uterus.

In my dissertation research, I combine qualitative, in-depth interviews with both gestational surrogates and intended parents in the US and supplement it with data from an online survey that I designed. The combination of these data collection techniques allows me to investigate how this form of labor is devalued or rendered invisible as "care" work. I am interested how medical and technological innovations directly impact the ways in which individuals form families and how this has consequences for a society. Surrogacy arrangements create the possibility of new family combinations, which not only redefines motherhood specifically and parenthood more broadly but also challenges the notion of the nuclear family consisting of a biologically related mother/father/child.

Global surrogacy arrangements have evoked many legal debates and ethical controversies, as well as concerns about exploitation of women from the Global South who become surrogates for individuals from the Global North. Surrogacy raises questions and concerns about exploitation along class, race, nationality, and gender lines. Nevertheless, theorizing surrogacy as a form of work is relatively new. The commodification of surrogates' reproductive capacities therefore challenges feminist perspectives on this new form of (care) work.

FALL 2016

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 51 talks given mainly by Wayne State University faculty members.



Above: Professor Jerry Davis, guest speaker from University of Michigan's Management and Organizations Department, presents his lecture "The Vanishing American Corporation"

September 13th Gregory Fox, Law School, Professor and Director, Program for International Legal Studies

The Security Council and the New Law of Internal Armed Conflict

September 14th Steven Shaviro, Professor, English
THE RHYTHM-IMAGE

September 16th Joo Woo Park, Assistant Professor, Music Technology
Music Technology: An Evolving Field

September 20th Janet Hankin, Professor of Sociology and Allen C. Goodman, Professor of Economics and Graduate Director
Obama Care: Myths and Realities

September 21st Jonathan Flatley, Associate Professor, English
Marx Communist Lenin Peasant Stalin Worker ME --"
Collective Subjectivity in Langston Hugh

September 27th Lai Sze Tso, Global Health and Medical Humanities Initiative, Anthropology Program, MIT, PhD Student
Collaboration between Hospitals and Community Based Organizations (CBOs) on Implementing Programs to Increase Sexual Health Education and HIV/AIDS Prevention in China

September 28th Robert Ackerman, Professor, Law School
Communitarianism and the Roberts Court

October 4th Ollie Johnson, Associate Professor, African American Studies
President Obama and the Black Panther Party

October 5th Jacqueline Wilson, HIGH Program, Professor, First Lady of WSU and Director of HIGH Program
Reinventing the Criminal Trial to Increase Accuracy and Prevent Wrongful Convictions

October 11th Richard Raspa, Professor, English
The English Terrorist: Shakespeare's Richard III and the Politics of Memory

October 12th Jerry Davis, Management and Organizations, Professor, University of Michigan
The Vanishing American Corporation

October 18th Dovie Jenkins, Graduate Student, Anthropology and Philosophy
Hedonic Adaptation and Utilitarianism

October 19th Michael Scrivener, Distinguished Professor, English
Fantasy and the Unconscious in the Rhetoric of Burke and Thelwall in the 1790s

October 25th Holly Feen-Calligan, Associate Professor, Art and Art History, Co-Presenters: Kayla Lopez, Valerie Smith, Kenzie Timm, and Elizabeth Webster
How Art Making informs Meaning-Making in Service-Learning

October 26th R. Khari Brown, Associate Professor, Sociology
Race, Religion, and Politics



Above: Audience in Schaver Music Recital Hall (Old Main) preparing to hear a Brown Bag lecture "Music Technology: An Evolving Field" presented by Professor Joo Won Park of the Music Technology Department.

FALL 2016

BROWN BAG COLLOQUIUM SERIES

The talks covered a wide variety of topics in the humanities, social sciences, and arts. Abstracts of 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: Law School Professor Gregory Fox presents his lecture on "The Security Council and the New Law of Internal Armed Forces."

October 27th Jorgelina Corbatta, Professor, CMLLC,
Bake Me a Cake: Emerging Conflicts Around Religious Liberty, Tolerance, and Discrimination

November 1st Billicia Hines, Assistant Professor, Theatre & Dance

Dominique Morisseau: Exploring Detroit's Community through the Three-Play Cycle Detroit Projects

November 2nd Katheryn Maguire, Associate Professor, Communication,

William H. Anderson (1857-1916): African American Newspaperman and Novelist in Detroit

November 7th Fran Shor, Professor Emeritus, History

Historical Perspective on Left-Wing Third Party Presidential Campaigns

November 8th John Patrick Leary, Assistant Professor, English

'It Looked Exactly Like Mexico': Kerouac, Hemingway, and the Modernist Desire for Underdevelopment

November 9th John Gruda, Independent Scholar

The Persecution of the Bahá'ís of Iran: Education is Not a Crime

November 16th M.L. Liebler, Senior Lecturer, English

Heaven was Detroit: Essay on Detroit Music from Jazz to Hip Hop

November 29th Mary Elizabeth Anderson, Associate Professor, Theatre & Dance

Place, Dis-Place, Re-Place

*Classical and Modern Languages, Literatures and Cultures

November 30th Sarah Swider, Associate Professor, Sociology

Putting Precarious Workers in Place

December 1st Kevin Deegan-Krause, Associate Professor, Political Science

Citizenship in Detroit in a Time of Bankruptcy

December 2nd Wendy K. Matthews, Assistant Professor, Music

The Changing Field of Music Education: Advice for Teaching Private Lessons to K-12 Students

December 6th Danielle Aubert, Assistant Professor, Art & Art History

Fredy Pearlman and the Detroit Printing Co-op

December 7th Timothy Kirschenheiter, Graduate Teaching Assistant, Philosophy

How Should Ethicists Respond to Taboo Sexual Interactions?

December 8th José Cuello, Associate Professor, Latino/Latina Studies and History

The Privatization of the Industrialized University Education System in America

December 13th Avis Vidal, Professor, Urban Studies & Planning

Community Development vs Community Empowerment: The Challenges of Combining them into a Neighborhood Revitalization Strategy

December 14th Marc Kruman, Professor, History

The Humanities and Student Civic Engagement

Below: Dr. Edwards and First Lady Of WSU and Founding Director of HIGH Program Jacqueline Wilson as she prepares to present her lecture "Supporting Student Success: Wayne State University's "Helping Individuals Go Higher"



THE YEAR IN PHOTOS



Amyra Woods, Grad Student of Communication giving a presentation with Donyale Padgett, Associate Professor of Communication as part of the Brown Bag Colloquium.



Political Science Professor Sharon Lean (left), presents her lecture on "Accountability Institutions in Mexico."



L to R: Professor Ivelaw Lloyd Griffith, Vice Chancellor of the University of Guyana and Director Walter F. Edwards during a visit to the University of Guyana in July 2017.



Professor Marc Kruman, a moderator for the 2017 Humanities Center Faculty Fellows Conference, introduces a speaker.



The audience listening to Professor Tamara Bray present her work at the Marilyn Williamson lecture. This year the lecture was held at McGregor Memorial Conference Center on campus.



Professor Eun-Jung Katherine Kim giving her presentation at the 2016 Fall Symposium themed "Ideology."

THE YEAR IN PHOTOS



A group of Professors mentoring Doctoral Dissertation Students as part of the Summer Dissertation Writing Series held every Wednesday at the Humanities Center.



Professors Mary Anderson and Richard Haley presenting their work "Mobile Homestead: Cycles of Representation and Disruption in the Work of Mike Kelley" at the Faculty Fellowship Conference themed "Mobilities".



Professor Alina Cherry (left) and Professor Janine Lanza (right), a moderator for the 2017 Humanities Center Faculty Fellows Conference begins the Q&A session for Alina Cherry.



Professor Tamara Bray presenting her work at the Marilyn Williamson lecture at McGregor Memorial Conference Center on campus.



Departing Advisory Board 2015-2017 members Rahul Mitra (left) and Judith Arnold (with certificate) along with the Director and other board members.



Professor Margi Weir, Art & Art History, presenting her work "We are all Targets (in a World that Worships Guns)" as part of the Brown Bag Colloquium Series.

WINTER 2017

BROWN BAG COLLOQUIUM SERIES

The Brown Bag Colloquium Series provides speakers with feedback from scholars within and outside of their disciplines. This interdisciplinary interaction is a unique feature of this series.



Professor Jennifer Ward-Batts, from the Economics Department presents her lecture on "Using Compulsory Schooling in Turkey to Explore the Causal Effect of Education on Attitudes."

January 10th Kenneth Jackson, Professor & Chair, English

It is the Sheep, Stupid!" -- From the Cotswolds to Florence and Back Again, How the Wool Industry Shaped Early Modern Art

January 11th Sharon Lean, Associate Professor, Political Science

Accountability Institutions in Mexico

January 17th Janine Lanza, Associate Professor, History
Heads Lost & Found: Rationalizing the Guillotine

January 24th Richard Marback, Professor, English
Rhetoric Rhodes Must Fall

January 25th Robert Sedler, Distinguished Professor, Law School

Our 18th Century Constitution, Congress, the President, and the Two Party Political System

January 26th Mathew Ouellett, Associate Provost and Director of the Office for Teaching and Learning
The Dynamics of Leadership Development in Mongolian Higher Education: A Case Study

January 31st Barrett Watten, Professor, English
Reading the Millennial Condition: A Question of Pedagogy

February 1st John Corvino, Chair & Professor, Philosophy
Trump and the Ethics of Stigma

February 2nd Stein Eckert, Assistant Professor, Communication
In the Face of Inequality: How Black Colleges Adapt

February 7th Rayman Mohamed, Associate Professor, Urban Studies & Planning

Further evidence of Americans' dislike for "Density and/or Competition? Spatial Effects on the Price for Land

February 8th Lisa D. Alexander, Associate Professor, African American Studies

Hey, Where are the White Women at?:" The Presentation of Racism and Resistance in Blazing Saddles

February 14th Rahul Mitra, Assistant Professor, Communication, Co-Sponsored with the Sustainability Scholars Forum

Sustainable Organizing and Communicative Practice

February 15th Ivy Forsythe-Brown, PhD & Associate Professor, Sociology, Department of Behavioral Sciences, University of Michigan, Dearborn

A Strategic Plan for the Self Transformation of Cut-and-Paste University Students into Proactive Critical Thinkers

February 16th Chris Tysh, Senior Lecturer, English,

Readings from Our Lady of the Flowers, Echoic, Molloy: The Flip Side and her Latest Work

February 21st Donyale Padgett, Associate Professor & Amyra Woods, Graduate Student, Communication

Using Dialogue to Facilitate Inclusion on College Campuses: The Case of the University of Missouri

February 22nd Tam Perry, Assistant Professor, Social Work, Co-Sponsored with the Sustainability Scholars Forum

Understanding Displacement in a Changing City: Perspectives of Older Detroiters

February 28th Alia Benabdellah-Pickel, African American Studies, Visiting Scholar from France
Black Techno Music in Detroit

March 1st Carolyn Loh, Associate Professor, Urban Studies & Planning

Beyond the Plans: How to Help Cities Get Placemaking Done

March 7th Fred Vultee, Associate Professor, Communication

Security as Storytelling: Framing Conflict, Crisis and Threat

WINTER 2017

BROWN BAG COLLOQUIUM SERIES

See page 59 for the preliminary 2017-2018 Brown Bag Colloquium schedule. Abstracts for talks will be posted on the Center's Web site and can be accessed at <http://research2.wayne.edu/hum/Programs/brownbag/17-18.html>.



Dr. Edwards, Humanities Center Director, poses with M.L. Liebler and guests, after Liebler's Brown Bag Presentation, "Heaven was Detroit: Essay on Detroit Music from Jazz to Hip Hop."

March 8th Richard Haley, Lecturer, Art & Art History
Pieces: Presence and Objecthood in the Aftermath of Technology

March 21st Jennifer Ward-Batts, Assistant Professor, Economics
Using Compulsory Schooling in Turkey to Explore the Causal Effect of Education on Attitudes

March 22nd Hilary Fox, Assistant Professor, English
Angry Women in Premodern England

March 23rd Stephen Chrisomalis, Associate Professor and Graduate Director, Anthropology
Renewing a Dynamic Cognitive Philology of Numerals

March 28th Jonathan Cottrell, Assistant Professor, Philosophy
Problems of Mind and Body: 1641 and Today

March 29th Alisa V. Moldavanova, Political Science, Assistant Professor & Lyke Thompson, Political Science, Professor & Katelyn Burkart, Masters of Public Administration student in the Political Science Department
Making Sense of the Environment: Investigating the Locational Patterns of Cultural Organizations in Southeast Michigan

March 30th Adrienne Jankens & Jule Wallis, Lecturers, English
"New Third Spaces" for Collaborative Peer Mentoring and Teacher Support

April 4th Richard Smith, Associate Professor, Social Work, Co-Sponsored with the Sustainability Scholars Forum

Immigrant Related Projects and Programs in Federal Empowerment Zones: Comparing Homogenous, Bifurcated and Multiethnic Places

April 5th Siobhan Gregory, Senior Lecturer, Art & Art History
Design Anthropology for Collaboration and Inclusivity

April 11th Margi Weir, Associate Professor, Art & Art History
We are all Targets (in a World that Worships Guns)

April 12th David Merolla, Associate Professor, Sociology
Clarifying the Link between Family Wealth and Mathematics Achievement

April 19th Kelly Jakes, Assistant Professor, Communication
G.I. Jazz: Music and Power in Liberation France

April 25th Eric Hiddleston, Associate Professor and Director of Graduate Studies, Philosophy
G.I. Jazz: Music and Power in Liberation France

April 26th Brad Roth, Political Science & Law School, Professor, Loreleigh Keashly, Associate Dean of College of Fine, Performing, and Communication Arts and Associate Professor
Inclusiveness and Mutual Respect in the Academic Context: "What are the elements?"

April 27th R. Khari Brown, Sociology, Associate Professor, Ronald E. Brown, Political Science, Associate Professor, Randall Wyatt, Sociology, Graduate Student
Testing Dog Whistle Politics Thesis using Public Opinion Data



Graduate Student Randall Wyatt, from the Sociology Department, with the collaboration of Professor R. Khari Brown & Professor Ronald Brown, presents "Testing Dog Whistle Politics Thesis using Public Opinion Data."

MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS

2017 FACULTY FELLOWS CONFERENCE

Each spring the recipients of the previous year's Faculty Fellowships participate in a conference based on the previous year's theme. The 2017 conference was on "Mobilities: velocity, Rhythms, and Flows." Below is the explication of the theme that was published by the Center to invite proposals, followed by the abstracts of the lectures presented.



Explication of Theme

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?

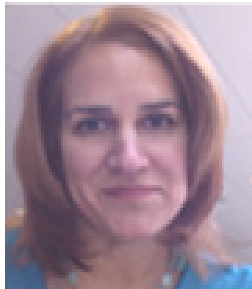
MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS

2017 FACULTY FELLOWS CONFERENCE

The conference was held in the McGregor Memorial Conference Center on campus on April 7th, 2017. Seven scholars presented papers. The abstracts of the keynoter's lecture and the other presentations are given below



Right: Bird's-eye view of a neighborhood street during the 1967 rebellion in front of the Chit Chat Lounge.



Marian Aguiar, Keynote Speaker
Professor of English, Carnegie Mellon University
'Harmonization?': The Struggle between Vernacular Life and Official Life

KEYNOTER'S ABSTRACT

*In the image, a crowded dinghy founders, packed with refugees at the mercy of the sea. These images of drifting represent today's large-scale global migrant movement, but they harken back to earlier narratives of "boat people," and may be located in the much longer history of sea narratives. This talk proposes to use mobility studies to interpret the image of the drifting migrant in a series of related texts, a corpus that includes media features, maritime law, and the contemporary novel. The field of mobility studies works towards a rigorous assessment of the social and spatial aspects of mobile practices within their cultural milieu; literary and cultural mobility studies approaches this project through textual analysis. Images of drifting, both literal and metaphorical, saturate the contemporary context of globalization. The refugee boat drifts across the lines dividing international territories. The illegal immigrant drifts on the edges of society. The photograph of the crowded dinghy evokes the precariousness of the migrant in motion, casting the refugee as a victim of the sea and in many ways erasing the political narrative that recedes flight. Yet despite the very real danger faced by the migrant at sea, refugee memoirs record drifting as a strategy of movement that cedes legal responsibility without necessarily abandoning intentionality. Taking Yann Martel's novel *Life of Pi* as a starting and ending point, this talk asks, what can a work of literature tell us about this paradigm of drifting and its politically saturated role in a global cultural imagination? How might we use the paradigm of drifting to rethink the narration of what might be called "vectored" movement, and in doing so reconsider assumptions about agency and mobility?*

ABSTRACTS OF OTHER PRESENTERS



Robert D. Aguirre, Associate Professor, English, Wayne State University
"Indigenous Mobilities: Muybridge and the Making of Western Americana"

Photographic artist, inventor, father of the cinema, creative genius: these are some identities attached to Eadweard Muybridge (1830-1904). Best known for his masterwork *Human and Animal Locomotion*, a vast archive of still photographs created at the University of Pennsylvania in the 1880s, Muybridge was throughout his life concerned with the subject of this year's conference theme--mobility. In his photographic sequences male and female models leap, dash, climb, and wrestle.

They get in and out of bed, dress and undress, carry and empty jugs of water, climb and descend ladders, wield pickaxes, and lift heavy objects. Although these pictures have been extensively studied, scholars have not examined their connection to Muybridge's photographic apprenticeship in the West, work that captured the plight of indigenous peoples threatened by modernity and globalization. This project explores mobility—its iterations and politics—as an interpretive link joining Muybridge's early and late photographic careers.

MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS

2017 FACULTY FELLOWS CONFERENCE



Mary Anderson, Associate Professor, Theatre & Dance , Wayne State University
Richard Haley, Lecturer, Art & Art History, Wayne State University

"Mobile Homestead: Cycles of Representation and Disruption in the Work of Mike Kelley"

Analysis of the artist Mike Kelley's work reveals a career-long investigation of the performative relationship between artist and audience. Characterized as "antagonistic" (Diederichsen in Miller 2015, 110 n.12) towards his audience, critics have described Kelley as a "master provocateur" (Roussel 2012) who "abused his audience on account of ideas it had not yet voiced and perhaps not even considered" (Miller 2015, 17). These characterizations are based on the presuppositions that Kelley harbored a fundamental mistrust of the viewer and

held a concomitant fear that his work would be misinterpreted and devalued because of arbitrary biases. Our research identifies the limits of these presuppositions about Kelley, which are informed by art criticism's focus on the antimony and "oppositional fixation" (Jackson 2011, 56) of the avant-garde. Departing from the dominant narratives on Kelley-as-antagonist, we suggest that a more robust interpretation of the artist's work comes from the premise that his entire oeuvre is organized around a dynamic pedagogical game that invites the viewer to co-produce a conflicting set of meanings that change over time. Framing the totality of Kelley's production as a series of interrelated performances – including his actual performances, his sculptures and installations, his films, essays, and even the speech acts contained in interviews about his practice – amends the dominant narratives about Kelley. Instead of the "clever master" revealing didactic truths to an ignorant audience, Kelley is, in fact, fascinated with the multiplicity of interpretations that his works elicit and is ultimately dependent on these modes of exchange to produce his works. This becomes clear when his final work, *Mobile Homestead*, is analyzed in relation to Kelley's essays and interviews about several prior works, particularly *Framed and Frame* (1999), *More Love Hours than Can Ever Be Repaid* (1987), *Educational Complex* (1995), and *Day is Done* (2005).



Danielle Aubert, Assistant Professor, Art & Art History , Wayne State University

"The Graphic Legacy of Fredy Perlman and the Detroit Printing Co-op"

This project will be an exhibition reflecting on the graphic legacy of radical publishers in Detroit from 1960 to the 1980s. Among the figures studied will be Fredy Perlman, an influential author, political activist and publisher who worked in Detroit from 1969 to 1985 and whose ideas still resonate today. Perlman was co-founder of Black & Red Press and The Detroit Printing Co-op, where equipment was considered "social property" for anyone to use. An important book printed at the Co-op was the first English translation of Guy Debord's *Society of the*

Spectacle. This exhibition will situate Perlman's inventive approach to printing within the context of both graphic design and radical politics. The exhibition will take place at 9338 Campau, an independent art gallery in Hamtramck, and will coincide with the annual Detroit Art Book Fair.



Alina Cherry, Associate Professor, CMLLC, Wayne State University

"Bodies in Motion: Spaces, Crossings, Journeys"

In my article titled "Bodies in Motion: Spaces, Crossings, Journeys" I will examine various modes in which space is traversed, appropriated, and inhabited in recent contemporary Francophone fiction. I will analyze, in particular, how various forms of travel, and embodied practices like walking,

MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS

2017 FACULTY FELLOWS CONFERENCE



Left: A week after the uprising, girls in their Sunday dresses seemed more interested in their popsicles than in the damage around them.

driving, and flying, impact the experience of space in the works of Belgian writer Jean-Philippe Toussaint and Haitian-Canadian novelist and journalist Dany Laferrière. This article will also contribute to my book project, *Planetary Journeys: Mobilities, Spaces, Crossings*, by providing the foundations for a key chapter that explores travel, intersections between space and identity, and trends of globalization in the works of four French and Francophone writers. The significance of this project lies in contributing, first, to both the theorizing and the history of the contemporary novel through a thematic and narratological study, and second, to current research that seeks to develop the intersection between literature and mobility studies.



Nicole Coleman, Assistant Professor , CMLLC, Wayne State University

"Privilege of Border Blindness: Transnational (Im)Mobility in Alea Torik's 'Noise of Becoming' and Abbas Khider's 'Village Indian'"

At a time when European countries are reinstating border controls within the Schengen zone and reinforcing the confines of the European Union, mobility across borders has come to a halt. My article engages with this very current political context through an examination of two novels that address the urgent questions of borders and migration from different perspectives: *The Village Indian* (*Der falsche Inder* 2008) by contemporary Iraqi-German writer Abbas Khider and *The Noise of Becoming* (*Das Geräusch des Werdens* 2012) by

Romanian-German author Aléa Torik. I develop a concept of "border blindness" that shines a light on the differentiation between realist and idealist transnational literature, positing that this difference lies precisely in the ways the two literary tendencies represented by Khider and Torik differentiate movement across political boundaries. Idealist transnational literature, as I define it in relation to Torik's work, does not thematize borders and assumes free movement across national boundaries whereas realist transnational literature in the vein of Khider's novel focuses on precisely the difficulty of surmounting such borders and the potential stasis that results. With her physically blind protagonist, Torik creates a literary space for border blindness where visual markers of boundaries and exclusion cease to exist. Khider on the other hand presents the precarious mobility of refugees. He explicitly criticizes the existence of borders that keep those in need out (of Europe). Within the tension between these two approaches, border blindness emerges as a privilege that only literature can achieve, while the realities of migration and exile, particularly in today's charged political situation, expose visible borders that cannot be crossed. With this, I illustrate in what ways literature can critique today's border policies but also create empathy for the humans who are not permitted to enter a realm of safety.

MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS

2017 FACULTY FELLOWS CONFERENCE



Hernán M. García, Assistant Professor, CMLLC, Wayne State University

“Performing the Low-Tech Cyborg: The Poetics of Peripheral Technology in Alex Rivera’s Film ‘Sleep Dealer’”

The journal *Science Fiction Studies* –following Suma Gupta’s concept of “imaginative representations of globalization”- dedicated a special issue (November 2012) to explore how contemporary science fiction offers innovative approaches to study globalization. Although, the study of globalization may seem to be over explored, the special issue of *Science Fiction Studies* is relevant and important because it postulates new possibilities to theorize globalization from an imaginative and speculative perspective. With this in mind, Alex Rivera’s film *Sleep Dealer* (2009) will allow me to offer a look into global networks, cyberspace and digital technologies from the peripheral gaze of a Mexican peasant in the verge of becoming a cyborg and novice hacker. In other words, to conceptualize the idea of how imaginative and speculative representations of globalization can contribute to theorize our contemporary world, I will argue that the low-tech cyborg-hacker character is an information age pícaro (rogue) that offers a 2.0 testimonio (testimony) version to open an alternate reality of information and communication technologies from the liminal time and space of indigenous communities as they start to experience the velocity, the rhythms, and the flows of the information highway.



Nadejda Marinova, Assistant Professor, Political Science, Wayne State University

“Engaging Diasporas: Insights from US Policymaking and Lebanese-American Organizations”

An important manifestation of mobility in the global era, which has political implications, is the presence of transnational diasporas, which may be politically active in the new country of settlement. A number of Lebanese citizens left their homeland during the Civil War (1975-1990), and a portion of them immigrated to the United States, accounting for a fraction of the 440,000 Lebanese-Americans identified by the US Census. With the presence of opportunities for travel, telecommunication and transnational political organizing, and a vibrant connection to the original homeland, a number of these Lebanese-Americans continue to be transnationally involved with politics in their country of origin. Part of this activism in the diaspora was manifest in their interaction with Bush Administration policymakers in promoting the Syria Accountability Act, legislation passed by Congress in 2003, for which many Lebanese-Americans had long advocated, and which required Syria to withdraw from Lebanese territory that it had practically controlled after 1991. The project explores how host government policymakers utilize diasporas to advance mutually beneficial foreign policy agendas, endorsing select segments of the diaspora as representatives of the “diaspora” at large. The specific emphasis of my research is on the administration of President George W. Bush and the Lebanese diaspora, examining the Congressional passage of the Syria Accountability and Lebanese Sovereignty Act (2003), the 15 Lebanese-American organizations that supported/opposed it, and the World Lebanese Cultural Union and American Lebanese Coalition, connected to homeland parties, which promoted a subsequent UN Security Council Resolution 1559 (2004) on Syrian withdrawal from Lebanese territory. The project includes research on both Lebanese-American organizations and the policy of the Bush administration. The final outcome of the research, which is a work in progress and has undergone several preliminary stages, is the production of an academic article, which will be presented at the Humanities Center forum and academic conferences, and submitted to several of the leading journals in the fields of diaspora and migration, as well as Middle Eastern Studies.

MOBILITIES: VELOCITY, RHYTHMS, AND FLOWS

2017 FACULTY FELLOWS CONFERENCE



David Merolla, Assistant Professor, Sociology, Wayne State University
"Racial Differences in Social Mobility across Three Generations"

Upward social mobility, or the attainment of a higher social status than one's parents, is the quintessence of the American achievement ideology. Moreover, Americans believe that educational attainment is the engine of social mobility for disadvantaged racial groups that have historically been excluded from full participation in the American economy. However, for black and Hispanic Americans the recipe for upward social mobility may not be so straightforward. Despite a substantial increase in educational attainment for black and Hispanic Americans in the decades since the Civil Rights Movement, economic social mobility for black and Hispanic Americans remains elusive. The proposed research asks, why has the social mobility of black and Hispanic Americans stagnated despite increasing educational attainment over the past three generations? I argue that one important reason why increased participation in education has not led to an increase in social mobility for black and Hispanic Americans is that although Americans of color complete more years of education in each successive generation, they do not obtain the most important educational credential at the conclusion of their education. That is, while the absolute educational attainment of all groups increases synchronously, the relative position of black, Hispanic and white Americans remains stable and Americans of color continue to lag behind in the economic and social benefits putatively related to educational attainment.



GRADUATE STUDENT TRAVEL AWARDS

Right: Three armed men soldiers sit in tank in front of Brenda's cleaners in Detroit, Michigan during the 1967 Rebellion in Detroit.



The Humanities Center budgets funds each year to help graduate students in the humanities and arts present their research or artistic work at national and international conferences and exhibitions. To receive these funds, graduate students must submit application letters with personal statements indicating how these presentations will help their academic and professional careers. 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, eleven students were funded through the program.

Fall Awardees

Tara Forbes- English

Conference: Midwest Modern Language Association (MMLA) in St. Louis, Missouri

Matthew T. Lacouture - Political Science

Conference: Varieties of Democracy Project (VDEM), Pennsylvania - Electoral Integrity Project (EIP)/ American Political Science Association (APSA), Hilton Garden Inn, Philadelphia

Leah Ouellet- Criminal Justice

Conference: American Society of Criminology Meeting , New Orleans, LA

Kelly Roy Polasek- English

Conference: American Short Story: An Expansion of the Genre, Savannah, Georgia

Winter Awardees

Salam Aboulhassan- Sociology

Conference: Sociologists for Women in Society in Albuquerque, New Mexico

Charles Bell - Sociology

Conference: The Academic & Health Policy on Correctional Health in Atlanta, Georgia

Melinda Myers - English

Conference: Conference for the study of the Fantastic in the Arts, in Orlando, Florida

Spring/Summer Awardees

Mardheya Alsamadani - Linguistics Program

Conference: 27th Annual Conference of Southeast Asian Linguistics Society (SEALS27) in Padang, Indonesia

Shelby Cadwell - English

Conference: 58th Annual Conference of the Society for Cinema and Media Studies in Chicago, Illinois

Julia Moriarty – Theater and Dance

Conference: Comparative Drama Conference in Orlando, Florida

Sydney Wallace- Communication

Conference: Annual Meeting of the International Communication Association, San Diego, CA



Above: Man stands in doorway of burned-out building, July 1967.

WORKING GROUPS IN THE HUMANITIES & ARTS

The Working Groups program is designed to promote collaborative and innovative research among WSU humanities and arts faculty and students. This year the Center funded eight groups. Their reports are below.

Democracy and Difference: An exploration of voting rights, race and gender

Core Members include:

Janine Lanza, Associate Professor, History

Elizabeth Faue, Chair, History

Jennifer Giallombardo, Ph.D. Candidate, Political Science

Our group expressed two goals in our proposal. First, we hoped to read and discuss ideas about voting – access to the ballot, the history of voting, patterns of voting and how voting practices related to ideas about belonging to a polity. Second, we intended to discuss plans for a commemoration and celebration of the centennial of women’s suffrage in 2020.

Our group has had two planning meetings this year as part of our ongoing goal to plan a celebration of the centennial of the passage of Women’s Suffrage in 2020. We intended to have a third meeting in the beginning of May. Each meeting has included both readings on the issues of suffrage, access to the vote and access to rights as well as discussions of future plans for our group and the centennial celebrations.

We would have liked to have one more meeting this semester but planning around faculty schedules proved challenging. However, we found the funding indispensable for providing supplies for meetings and also for prodding us to meet as a group around this key issue of suffrage. We are immensely grateful to the Humanities Center for supporting us.

Digital Humanities Working Group (DHatWayne)

Core Members include:

Jennifer Hart, Assistant Professor, History

Lisa Maruca, Associate Department Chair, English

Tracey Neumann, Assistant Professor, History

The first and largest event for the year, which we began planning last year, was the 2016 **Network Detroit Conference**, held here at Wayne State University on September 30. The conference brought together over 50 registered attendees from academic institutions, museums, and publishers across southeast Michigan, discussing the conference theme, “Communities.” The conference keynote, “From Exhibition to Conversation: The Elusive Art of Digital Storytelling,” was delivered by Mark Souther, of Cleveland State University’s Center for Public History + Digital Humanities. The conference’s six panels were organized into three time slots, spread out throughout the day. All of the conference activities were held in the computer classrooms on the fourth floor of State Hall. In the middle of the day, conference attendees who attended the catered lunch learned about new tools being developed by academic publishing company Gale Cengage and participated in a conversation about the digital tool needs of contemporary college classrooms.

This year’s Network Detroit marked the first time the conference was held in the city of Detroit rather than the suburbs. It was co-sponsored by a number partners within and beyond Wayne State, including: Gale Cengage; MATRIX Center for Digital Humanities at Michigan State University; the Institute for the Humanities

WORKING GROUPS IN THE HUMANITIES & ARTS

Groups typically include faculty from different fields or sub-fields as well as graduate students. Working Groups meet regularly for discussion, exchange, and planning for events such as guest lectures and colloquia..



Above: Bird's-eye view as the block at 12th street and Linwood is reduced to rubble by fires.

at the University of Michigan; the Wayne State University College of Liberal Arts and Sciences; WSU Libraries; WSU Humanities Center; WSU Department of History; and WSU Department of English. Through economical spending and creative use of existing university resources, the Conference ended with a significant surplus. As a result, we were able to make the conference free for attendees for the first time.

More information on the conference, including a schedule and list of presentations, can be found at <http://detroitdh.org/>.

DHatWayne also co-sponsored "**Introduction to Immigrant Stories & Digital Storytelling**" on October 5, 2016. At this workshop, the staff of the Immigration History Research Center (IHRC) at the University of Minnesota taught participants how to use the new Immigrant Stories web application, which allows digital stories and videos to be preserved in the IHRC's archive of immigrant life.

We held **two membership meetings**, on January 18 and February 15, at which we discussed future planning and engagement. An idea that emerged at these was a meet-and-greet event we called "**DHatWayne Node**." This was a lunch and informal networking event, designed to help working group members get to know each other and to discover what's going on in the digital humanities at Wayne. Members discussed their own projects and teaching techniques, and shared resources for learning more.

Lastly, we co-hosted another workshop on April 13th: "**AMP: Makerspaces, Technology, Grassroots Development, and Social Welfare in Ghana**." This event featured Yasmine Abbas and DK Osseo-Asare, architects and designers working in Ghana, France, and the US, who created a digital map of e-waste sites and a makerspace platform in the Accra, Ghana, slum of Agbogbloshie. The AMP project they discussed empowers young people to design creative solutions to local problems and explore the possibilities of technology.

Across the year, we also hosted a listserv of 53 members, which we actively used to share resources, events on and off campus, job opportunities, and DH news.

DHatWayne has made significant inroads in forging long-lasting collaboration opportunities and partnerships, a hallmark of the Digital Humanities. This was not just across departments, but across colleges and with regional institutions and universities.

Genes and Language Working Group

Core Members include:

Natalia Rakhlin, Associate Prof, Communication

Chuanzhu Fan, Assistant Prof, Bio Sciences

Haiyong Liu, Associate Prof, CMLLC

The goal of our project is to investigate possible associations between points of language variation and genetic differences between human populations. The idea is that there may exist certain typological differences among world languages that correspond to certain (albeit subtle) differences in the way

WORKING GROUPS IN THE HUMANITIES & ARTS



The Center offers up to \$800 annually to new groups and \$600 to continuing groups.

Left: Children gathered at a rally on Seward Avenue on July 12, 1967, eleven days before the neighborhood was struck by violence.

language is perceived or produced and thus have biological (genetic) correlates. Specifically, according to this hypothesis, certain genetic variants may contribute to particular language processing biases, which would have a subtle but important effect on language. In populations that have a high frequency of the alleles associated with the bias in question, over many generations, this would translate into certain linguistic features becoming established in the languages spoken by these populations. We hypothesize that such correlations may be detectable above and beyond what can be explained by shared geography or history.

During the 2016-2017 academic year, our working group continued to meet regularly (bimonthly). We have added two new members: Dr. Peter Staroverov, Assistant Professor of Linguistics, and Ms. Mardheya Alsamadani, an MA student in Linguistics. Previously, we identified 20 linguistic parameters (points of variation in the sound systems and grammatical organization across languages). These include linguistic tone, presence of unusual consonants and vowels, ergative as opposed to accusative case pattern, marking of past tense, marking of evidentiality, and a number of others. We also identified a set of populations for which there is publically available genetic information. We have used a public database of genetic data containing information on allele frequency in anthropologically defined populations, namely Allele Frequency Database (ALFRED), maintained by Yale University. After dichotomizing the populations in our database with respect to each linguistic feature (e.g., +/- tense, +/- guttural sounds, +/- linguistic tone, etc.), we explored the genetic database looking for reported allele frequencies in those informative single nucleotide polymorphisms (SNPs) which are located in previously published candidate language genes. Next, we compared allele frequencies in each of the population-groups (i.e., the "+ group" and "- group" vis-à-vis each linguistic feature).

As of the writing of this report, we found significant differences in the frequency of several informative SNPs between the populations whose languages mark the difference between past and present tense and those that do not. These include rs2243831 in KIAA0319 (6p22) gene, rs7744665 and rs9467062 in DCDC2 (6p22) gene. The two genes play a role in regulating neuronal migration and have been previously linked with developmental dyslexia. This is an encouraging preliminary result. Our next step, which we are working on currently, is to add to our database of languages/populations in order to increase our sample size. To this end, we have expanded our search for linguistic information from a public database (the World Atlas of Linguistic Structures; WALs) to published grammars of individual languages. To expand the genetic part of our database, we are now exploring the "1000 Genomes" project database maintained by the International Genome Sample Resource (IGSR). This phase of the project should be completed by the end of May, 2017. After that, we will run new statistical analyses of the expanded data while controlling for shared geography and ancestry. We are also planning to expand the list of SNPs beyond the known "language genes" into other genes relevant for neurodevelopment, and thus, potentially adding new candidate language genes. We hope to have presentable results in the next year.

We are very grateful to the Humanities Center for their generous support.

WORKING GROUPS IN THE HUMANITIES & ARTS



Right: A bird's-eye view of a neighborhood destroyed by fire during the civil unrest of 1967.

Integrating the Humanities, the Social Sciences, and STEM

Core Members include:

Alina Cherry, Associate Prof, CMLLC
Nicole Coleman, Assistant Prof, CMLLC
Laura Kline, Sr. Lecturer, CMLLC
Jennifer Lewis, Assistant Prof, Education

The Working Group met monthly throughout the AY 2016-2017 and discussed issues related to the integration of STEM, social sciences and humanities classes as well as challenges and benefits of collaboration across the disciplines. The group also met with the Co-Chairs of the Gen Ed Signature Committee and with Ethan Eagle of the Engineering Department. The members of the working group remained convinced that the integration of the disciplines would be beneficial to students in allowing students to make cross-disciplinary connections, think creatively and critically about issues while utilizing and evaluating skills learned from the different disciplines. A first result was, therefore, that the group compiled a list of possible interdisciplinary classes which align with guidelines of the current general education curriculum, but would work particularly well with the first year inquiry courses of the proposed gen ed curriculum. The group also discussed other possible ways to integrate the areas, including learning clusters, workshops, internships, and dual degree programs. The final project of the working group will be a workshop, to be conducted in May, during which we will work on selected courses from our list to create syllabi; participants will also be able to design their own interdisciplinary courses. We will invite faculty from across the university to attend. We plan to invite OTL and faculty from other institutions familiar with the creation of interdisciplinary courses to be on hand at the event. We aim to propose at least three classes from our list in Fall 2017.

Middle East Speaker Series

Core Members include:

Raed Aldulaimi, Political Science
Baher Elsaid, Political Science
Nadeja Marinova, Assistant Professor, Political Science
Brad Roth, Professor, Political Science & Law
May Seikaly, Associate Professor, CMLLC

Since our establishment as a Humanities Center Working Group during the mid-Fall 2016 semester, we have organized three successful events with a focus on Middle East politics. All of the events were open to the public and advertised across the College and the University.

They are as follows:

1) November 11, 2016: A talk by Professor Frederic Pearson on the Civil War in Syria. The event was held in F/AB 2339, the second floor conference room. We had approximately 30 people in attendance, representing both undergraduate and graduate students, including numerous Political Science Ph.D. students, and several of the Political Science faculty, including Prof. Charlie Parrish and Prof. Jeffrey Grynawski. There were questions and a lively discussion at the end. The event was a success.



Left: A group of Roman Catholic nuns and volunteers prepared packages of food to be distributed to neighbors. Looting and fires destroyed many local grocery stores.

WORKING GROUPS IN THE HUMANITIES & ARTS

2) December 1, 2016: The Middle East Speaker Series presented an event, also co-sponsored with Students for Justice in Palestine. The event featured a documentary film screening, followed by an expert panel on the Israeli-Palestinian conflict. The panel included Prof. Brad Roth, Department of Political Science and Prof. May Seikaly, Department of Classical and Modern Languages, Literatures and Cultures. The event was held in the Hilberry D room, 2nd floor of the Student Center, and attracted a number of undergraduate and some graduate students. At one point during the documentary screening, the attendance exceeded 60 people, and new chairs had to be brought in to accommodate students. The event was very informative and clearly a success.

3) February 27, 2017: The Middle East Speaker Series collaborated in hosting Phyllis Bennis to campus. Bennis spoke on the Middle East policy of the new presidential administration. The Middle East Speaker Series was particularly active in promoting the event, in collaboration with Students for Justice in Palestine. The event was attended by dozens of students, including ten members enrolled in the PS 1010 course in Winter 2017.

All of these events were open to the campus community.

We appreciate the support in enhancing awareness of Middle East-related issues on campus, and look forward to continuing our activity as a Middle East Speaker Series Humanities Group.

Next Generation Humanities Ph.Ds: An interdisciplinary working group on Ph.D. Training in the Humanities

Core Members include:

Elizabeth Faue, Chair, History

Lisabeth Hock, Associate Professor, CMLLC

Esmat Ishag Osman, Doctoral Student, Poly Sci

Sharon Lean, Associate Professor, Political Science

Karen Marrero, Assistant Professor, Political Science

Our working group, which serves as the Steering Committee and Fellows of Wayne State University's NEH Next Generation Humanities PhD Project ("The Value of the Humanities in the Global City"), has been engaged in several activities over the course of the year and will continue into the summer. Our original purpose was to (1) change faculty culture regarding doctoral training in the broadly defined humanities by (a) improving faculty doctoral mentoring for career diversity and enhanced professional development by creating and funding two cohorts of faculty mentoring fellows (six in 2016-2017 and six in 2017-2018) and (b) providing public forums on the future of the Humanities and higher education and on new skills and techniques in the humanities. We have organized and held five different workshops this year on the Crisis of the Humanities, our launch meeting; on Digital Humanities and diverse careers; on the development of humanities-based internships and the role of internships in enriching doctoral education and professional development in the humanities; on communicating with broad and diverse audiences,

WORKING GROUPS IN THE HUMANITIES & ARTS



Right: A photo that ran in the Detroit News on August 11, 1967 captures some of the damage from the unrest.

and on the environmental humanities. We held our sixth workshop on May 10th as a stakeholder meeting to help guide us in reformulating graduate internships in the humanities and their connection to the changing labor market. This summer, we will be holding an event for our community partners, and we will organize a second set of workshops for next year for a new cohort of faculty mentoring fellows and also for the broader audience of faculty and graduate students. Humanities Center funding has helped support these activities and the remaining funds we would like to use to pay honoraria for speakers in the coming year.

Our group this summer will be engaged in writing a white paper on the education and professional development of humanities PhDs for the next generation and seeking grant support to help sustain this program. We anticipate re-applying for support from the Humanities Center to help fund speakers and also provide resources for our Working Group.

Student-Centered Engagement in Social Work Education

Core Members include:

Elizabeth Dungee-Anderson, Associate Professor, Social Work

Anwar-Najor-Durack, Assistant Clinical Professor, Field Department Director, Convener

Elizabeth Janks, Associate Director of Education and Training, Michigan Developmental Disabilities Institute

Takisha LaShore, Lecturer, Assistant to Field Director, Office of Field Education, School of Social Work

Shantalea Johns, Interim Director of the Office of Admissions and Student Services, School of Social Work

Neva Nahan, Coordination of Research, School of Social Work

The proposed project focus for Working Groups, comprised of the above-listed WSU faculty, was "Student Centered Engagement in Social Work Education." In its convened meetings, the group explored the philosophical considerations of social work and social-work related educational programs and the strategies these programs utilize in planning and implementing the many student-centered services activities, agendas and other student engagement opportunities provided for matriculated students. The group sought to identify how educational philosophies, driven by concepts of relational importance, acknowledgment and respect for diversity and differently abled persons, belongingness, high academic expectations and accessible professional development opportunities, might help inform a strong and well-defined system of student-centered approaches for educational contexts and positive student experiences.

The group began its exploration with a definition of student centered engagement as an approach to student learning and success. The student-centered approach "centers" the student in the educational process with a designed focus on student instruction, student advising, and collaborative student relations and participation within the institution rather than program policies and related procedures that center the institution/program as a priority in the educational process. The group examined the interest of educational programs in promoting student collaboration and engagement in their own instructional activities that promote relational connections and application of knowledge away from primary didactic instruction. A review of strategies such as, (1) specifically offering student activities during non-scheduled class time, (2) providing early notice of program activities that considers student academic schedules and availability, planned time-sensitive opportunities for student leadership and participation in the life of



Left: An ABC News correspondent interviews black leaders, including state Senator Coleman Young (center) and Congressman John Conyers (right).

WORKING GROUPS IN THE HUMANITIES & ARTS

the school, are examples of strategic student-centered educational planning and policy initiatives.

The group decided that answers to some of the questions it was exploring might be best conveyed with examples of student-centeredness provided in a visual and auditory medium. Group members met with faculty in the WSU Media Program and discussed creating a video designed to communicate examples of interprofessional student-centered collaboration, leadership and participation in important school activities. The group decided that the objective for creation of the video would be to help prepare students for ethical, competent and professional social work practice in our diverse Midwest urban community. Students from the media center would be actors in the video under the direction of faculty members, Kelly Donaldson and Kelly Gottesman. Additionally, the group supported the notion that the project's deliverable, completely funded by the grant from the Humanities Center, would assist students in developing skills, provide knowledge and opportunity for Challenging minds, Leading change and Transforming lives (WSU SSW, 2016).

The group developed learning objectives for the video presentation as listed below:

1. Participants will understand the benefits of student-centered interprofessional collaboration when preparing social work students for professional practice.
2. Participants will learn one method of innovative engagement of students across professions to help students understand professional obligations to the publics they serve.
3. Participants will learn how to create a video medium that is interprofessional and student-centered, engages students in the learning process, and demonstrates the value of social work practice in our communities.

The video is to be themed around the WSU SSW tagline:

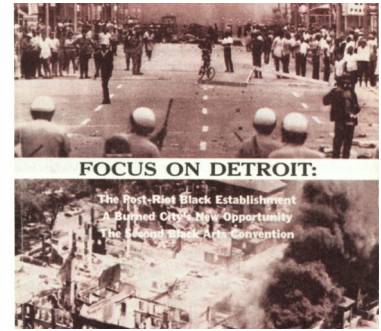
Challenging Minds
Leading Change
Transforming Lives

Each of the areas of focus in the tagline will contain video content designed to communicate and highlight a specific message as a component of the overall story about student-centeredness the group wishes to underscore. An additional idea the group hopes to incorporate in the video is the use of a Word Cloud, e.g., using words like images, designed to bring together a visual of specific interprofessional educational programs.

Content areas from which excerpts will be strategically selected to represent each of the Tagline concepts are listed below:

Challenging Minds
Council on Social Work Competencies
Curriculum Content
Degree and Certificate Programs offered: Wayne Together
Content that focuses on Learning in Field Internships

WORKING GROUPS IN THE HUMANITIES & ARTS



Right: The cover of Negro Digest magazine in November 1967 highlighted events in Detroit.

Interviewing Students
NASW Code of Ethics
Video of students in classes and/or field
Leading Change

Highlight Research (Innovators-PhD students and/or MSW Thesis students; BSW student research assistants to faculty); video of student symposium, dissertation, work/defense

Symposium

Training Grants

Advocacy Efforts (Flint Water Crisis Grant)

CE Programs

Alumni who are engaged in programs/projects impacting community and change

Urban context-Midtown happenings

Code of Ethics

Transforming Lives

Demonstrate: Professionalism, Values, Ethics (Code of ethics), Diversity

Use Social Work Grand Challenges

Market our Field Agencies that provide services to highlight transforming lives

Students in supervision in Field

Snapshots of graduating students

Include SW male students

The group wishes to express warm thanks and its gratitude to Dr. Walter Edwards and staff at the WSU Humanities Center for the exciting opportunity to participate in the Working Groups Program. Being offered a regular time to come together and share ideas and concepts about student-centeredness and its application in professional educational programs has been an exciting collaborative and fruitful initiative. The group anticipates that the video will be completed and ready to use in the identified programs, if not earlier, at the completion of the fall 2017 WSU semester.

Working Group in Arts Based Service-learning

Core Members include:

Holly Feen-Calligan, Associate Professor, Art Therapy

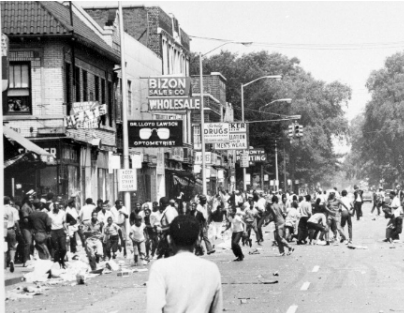
Marilyn Zimmerman, Associate Professor, Art & Art History

Siobhan Gregory, Sr. Lecturer, Art & Art History

Wendy Matthews, Assistant Prof, Music Education

During 2016-17, faculty and graduate students from Colleges of Education and Fine, Performing and Communication Arts (CFPCA) have met in person, via phone or email to explore shared interests in arts and service-learning. We were able to make progress toward (and in some ways, exceed) our intention for our working group, which was to strengthen service-learning at Wayne State University through faculty support and to focus attention on service-learning pedagogy and research specifically in the arts.

WORKING GROUPS IN THE HUMANITIES & ARTS



Left: Unrest on 12st in front of Bizon Wholesale in July 1967.

Service-learning pedagogy and research:

- Members of our working group wrote a letter of intent, were invited to submit, and submitted a Research Enhancement Proposal in Arts and Humanities in collaboration with four neighborhood development organizations. If our proposal is selected for funding, data on student and community experiences with art based service-learning would be collected in four WSU courses.
- Via a WSU library research internship, we requested and were matched with a graduate library student who assisted us with researching evaluation protocols in community arts.
- We explored other grants as well, and submitted applications to Detroit Future City (declined), and the President's Sesquicentennial Series (linking the series to a 2018 arts in the community conference planned by faculty in our two colleges)

Faculty engagement in service-learning:

- Holly Feen co-facilitated a workshop sponsored by the OTL on Service-Learning. The presentation generated discussion about potential cross disciplinary service-learning opportunities (e.g. art and social work or art and medicine, for example). Participant evaluations indicated further interest in service-learning on the part of the faculty.
- In regard to service-learning on the university level, articles were added to the faculty service-learning group on the Blackboard site (articles of interest to faculty offering service-learning courses, as well as art based service-learning courses). We are working with the Community Engagement personnel of the Provost's office to upload our community engagement work into the WSU database.
- A list of arts related service-learning courses was forwarded to the Engagement Course Working Group for General Education Reform at WSU.
- In working group discussions, we clarified what constitutes a service-learning course in our colleges. CFPCA designates service-learning courses via an application protocol, but Education does not. We were also able to identify what hinders student enrollment in arts based service-learning classes. Classes designated as service-learning have not filled and have been cancelled. Although students express great interest, they find they cannot schedule the time to devote to the community work. There has been greater success with including service-learning assignments into established courses, however. We also discussed continuity of service for the community. The CFPCA and Education (Art Therapy) faculty made an effort to schedule service-learning courses over three consecutive semesters in order to provide service-learning students to community agencies, year-round.
- Faculty, on an informal basis, have been in communication with other Center programs at WSU e.g. Center for Peace & Conflict; Citizenship Studies; the Medical School, Social Work, etc. to explore possible partnerships or collaboration.

WORKING GROUPS IN THE HUMANITIES & ARTS



Right: "Soul Brother" written on the windows of African-American owned business during the unrest in July 1967.

• Two additional faculty members have expressed interest and have participated in some aspects of our working group:

Eric Troffkin CFPCA

Margi Weir CFPCA

Student engagement in service-learning research and community service:

• Graduate students who presented their masters research at a national conference have been meeting with faculty to write up their presentation in article form.

• A WSU student organization in ArtsCorpsDetroit was established.

Community engagement and participation in service-learning:

Community engagement plans are underway which will help us strengthen community relationships and identify potential service-learning partnerships. Students and volunteers will participate in the following planned summer projects:

• Collaborating with nationally acclaimed community mural artist Joel Bergener May 20-25, Park Inn and Detroit Edison Public Academy for a mural in Eastern Market.

• Contributing to a butterfly/sculpture garden at Mack Alive, May 13/20.

• Making mosaic cinderblock decorative garden elements with Smallville Farms and neighbors.

• Contributing to a mural and garden with Jefferson East/ Hope Community Outreach and Development and Jefferson Chalmers Youth Connection (June) and a youth inspired mural inspired by Hope Community Outreach and Development/Jefferson Chalmers Youth Connection (June)

• Facilitating after school nature/art / music activities with Carsten School and Detroit Community Nature Center, May-July.

Future plans:

• We would like to invite some Detroit community development organization leaders and some representatives from local private grant foundations (e.g. Erb, Kresge, Skillman) to consult with us about how we could leverage our resources to advance arts based service-learning research and practice, and to use our Humanities Working Group stipend to offer stipends to them.

• Plans are being made to host a community art /service- learning conference in fall 2018. We are in discussion with Joel Bergener to be keynote.



Left: Three year old Thomas Allen stands in the ruins of his home after it was burned down during the civil unrest of 1967.

WORKING GROUPS IN THE HUMANITIES & ARTS

- Submission of a proposal to participate in the Humanities symposium on Civility/Incivility are underway.

Holly Feen-Calligan

Siobhan Gregory

Wendy Matthews

Joan Verla

Marilyn Zimmerwoman

Kate Levy

Ryan Heberholz

Kayla Lopez

Valerie Smith

Liz Webster

Working Group for Open Monuments

Core Members include:

Barrett Watten, Professor, English

Tracey Neumann, Assistant Professor, History

Andrew Hnatow, Graduate Student, History

The "Working Group for Open Monuments" was organized to consider questions of historical memory, critical geography, and contemporary urbanization in a dialogue between Detroit and Berlin. The working group began a discussion on creating knowledge and public awareness of "sites of memory" in Detroit, learning from the on-going "Day of Open Monuments (Tag des offenen Denkmals) program in Berlin. The purpose of the Working Group is to discuss the relation between historical memory and urban change in the twenty-first century; to learn from the Day of Open Monuments and other initiatives to "come to terms with the past" and reimagine urban possibilities for the future; and to host a one-day forum on adapting "Open Monuments" in the context of Detroit in Fall 2017.

The group held its first meeting on September 30, and there were subsequent meetings in November, December, February, with a plenary meeting to be scheduled by the end of April. A listserv was created of approximately fifteen participants. At the first meeting, Prof. Watten discussed his REP-funded research in Berlin, where he attended the Day of Open Monuments over the past two years, visited and photographed numerous sites, collected documents and publications, and met with the program's organizers. He prepared a detailed bibliography for the project, involving works on Detroit, Berlin, Germany, history and memory, critical theory, exhibition history, spatial theory, architecture, and sitespecific art, all of which will be involved in the selection and narrative development of selected sites in Detroit. At the next meeting, the group engaged in a spirited discussion on the methodology and politics of representing historical memory in Detroit as compared to Berlin, specifically taking ways that community knowledge bases could be accessed and how to produce an interactive presentation of various sites. Graduate student Scott DeGregoris (English) presented his research on the Ossian Sweet House in Detroit, where a black home-owner forcefully fended off a racist mob. At the December meeting, the group discussed questions of the feasibility of a large project and read selections from Prof. Neumann's monograph of Rust Belt revival in Pittsburgh. Over the break, demands on time and difficulty of scale of the project

WORKING GROUPS IN THE HUMANITIES & ARTS



Right: A business that reopened after the July 1967 uprising.

caused two members from History to reconsider the project, necessitating that the group's goal should be refocused on a small conference. At the February meeting, Prof. Dora Apel of Art and Art History presented her work on ruin photograph (from her monograph *Beautiful Terrible Ruins*) to the working group. At a forthcoming meeting at the end of the semester we will reassess the project and organize a small conference on bringing Open Monuments to Detroit in Fall 2017.

[The image below shows the Großbelastungskörper or "Great Load-bearing Body," an engineering experiment in preparation for construction of a triumphal arch as part of Albert Speer's concept of "Germania," abandoned during the war and preserved, in part, through the efforts of the Day of Open Monuments program. Photo: Barrett Watten]





REVOLUTION

2016 - 2017

FACULTY FELLOWSHIP RECIPIENTS

Each year the Humanities Center sponsors a Faculty Fellowship Competition on a specific theme. This year's theme was "Revolution". Fellowships provide Wayne State University faculty with funding to help pay for expenses related to their research projects. 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 eight faculty who were awarded 2017 Faculty Fellowships. They will present their findings at the Faculty Fellowship Conference in March 2018.

2017 Faculty Fellowships Competition Explication of Theme

2017 marks the centennial of the Russian Revolution and the fifty-year anniversary of the Detroit Revolution. It is a time to reflect on the causes and lasting impacts of these events locally and worldwide. But what makes a revolution? A revolution can be a dramatic political upturning—the French Revolution, the Chinese Revolution, and the global revolutions of 1968 and 1989 are but a few. It can be a change of a scientific paradigm (the Scientific Revolution), an intellectual breakthrough (advances in quantum physics and genetic biology), a literary or cultural explosion (the Reformation, new art forms), a musical landmark (a signature Beatles album), or an economic change (the Industrial Revolution). Revolution describes everyday changes in how we relate to each other, from the Sexual Revolution to the development of the Internet and wearable technology. Revolution is also a mathematical and physical concept of movement (turning around), whether performed by a wheel, a planet, or a dancer. Who makes a revolution? Is it people against authority, or authority against its people? Is it a new philosophy? What constitutes a revolution? What are its lasting impacts? The 2017 Faculty Fellowship welcomes proposals that interrogate the concept of revolution in its broadest sense.

2017 Recipients

Krista Brumley, Associate Professor & Shirin Montazer, Assistant Professor, Sociology
21 Century Technological Revolution and its discontents: Work-Family Conflict in Long Distance Commuter Relationships

Sarika Chandra, Associate Professor, English
Revolutionary Imagination

Stine Eckert, Assistant Professor, Communication
ProQuote – A radical women journalists' initiative to revolutionize German newsrooms

Jessica Robbins-Ruszkowski, Assistant Professor, Institute of Gerontology and Anthropology and
Tam Perry, Assistant Professor, Social Work
Care and Abandonment in Neoliberal Times: Older Adults Experiences and Understandings of the Flint Water Crisis

Michele Ronnick, Professor, CMLLC
Putting the World on Wheels: classical Elements in the Creation of Michelin's Bibendum and the Marketing of the Pneumatic Tire

Jasmine Ulmer, Assistant Professor, Education
Revolution as Love as Methodology

Barrett Watten, Professor, English
Reading Occupy: The Poetics of Radical Democracy

A LOOK AHEAD: 2017 - 2018 ACTIVITIES

GRADUATE TRAVEL COMPETITION

**WAYNE STATE
UNIVERSITY**

THE HUMANITIES CENTER

Travel Support for Graduate Students Application Guidelines 2017-2018



PURPOSE

The Humanities Center wishes to encourage graduate students in the Humanities and the Arts to present their research or artistic work at national conferences and exhibitions.

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. We do not fund students participating in graduate student conferences. Graduate students can only receive one award per year.

FUNDING

The Center will budget up to \$3,000 in the 2017-2018 academic year to support this program. **In an effort to spread this funding across the full academic year, the Center will now budget \$1,200 for the Fall Semester, \$1,200 for the Winter Semester and \$600 for the Spring/Summer Semester.** Each award recipient will be funded up to \$300 for travel to conferences or exhibitions held **nationally** or **internationally** between September 1, 2017 and August 15, 2018.

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 and e-mail address, the name and location of the conference to be attended and the dates on which he/she 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 or e-mail to the student 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 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

DEADLINE: September 15, 2017 for Fall 2017
December 08, 2017 for Winter 2018
April 13, 2018 for Spring/Summer 2018

REVIEW

Applications will be reviewed by a committee from the Humanities Center. Decisions will be communicated promptly to applicants.

Applications should be sent to:

The Humanities Center
Attn: Walter F. Edwards, Director
2226 Faculty/Administration Bldg.

The Humanities Center
2226 Faculty/Administration Bldg
Wayne State University
Detroit, MI 48202

(313) 577-5471
Fax (313) 577-2843
<http://www.research.wayne.edu/hum>



*Bringing Humanists
Together for
Collaborative Research*

A LOOK AHEAD: 2017 - 2018 ACTIVITIES WORKING GROUP COMPETITION FELLOWSHIP

WORKING GROUPS

WAYNE STATE
UNIVERSITY

Application Deadline: September 29, 2017

2017-2018 program description and application guidelines

DESCRIPTION

The Humanities Center announces the continuation of its program for working groups in the arts and humanities. The purpose of the program is to bring together faculty and advanced graduate students to explore shared scholarly or creative interests. Groups will meet regularly to share work in progress, to read and discuss texts, and otherwise address issues that arise in their own work or in the increasingly interdisciplinary humanistic and creative fields. Group members must be drawn from at least two humanities or arts departments. To participate in this program, three or more core faculty members should submit a proposal following the guidelines below.

A typical working group would consist of several faculty, or faculty and graduate students, organized around a topic or theme chosen by the core members. Topics or themes could reflect any humanities or artistic interest, but those that have an interdisciplinary scope are particularly encouraged. **Each funded working group would be expected to submit a brief year-end report and give a public Brown Bag presentation sponsored by the Humanities Center.**



ELIGIBILITY

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. The Center will give favorable consideration to newly formed working groups.

FUNDING

In 2017-2018 the Humanities Center will fund up to five working groups by making available a maximum of \$800.00 each for three new groups and \$600.00 each for two continuing groups. Funded working groups will be able to use their grants for photocopying, inviting speakers, and other organizational expenses. The Center will give preference to new working groups. The Center is willing to help groups find meeting places in the Faculty/Administration Building.

GUIDELINES FOR PROPOSALS

Proposals for new working groups should consist of:

1. A brief (1-2 page) summary of the issues 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;
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 submitted no later than September 29, 2017 for consideration for the 2017-2018 academic year. Proposals should be sent to:

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



*Bringing Humanists
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656 Reuther Mall #2226
Phone: 313-577-5471
Fax: 313-577-2843

Working Groups
currently
supported by
the Humanities
Center

Democracy and Difference: An exploration of voting rights, race and gender
Next Generation Humanities Ph.Ds: An interdisciplinary working group on
Ph.D Training in the Humanities
Middle East Speaker Series
Student-Centered Engagement in Social Work Education
Working Group for open Monuments
Genes and Language Working Group
Working Group in Arts Based Service-Learning
Integrating the Humanities, the Social Sciences, and STEM
Digital Humanities Teaching and Research: DHatWayne

A LOOK AHEAD: 2017 - 2018 ACTIVITIES

FALL SYMPOSIUM



Explication

"The word civility summons images of manners and polite discourse but in both public and private spaces, the concept of 'civility' is challenged through incidents of name calling, shadowy dealings, sexual harassment, or physical confrontations. Where is the line drawn between heated disagreement and slander? Between calling attention to an injustice and inciting violence? Even as notions of civility are enshrined in Western liberal democracies, critical theorists and indigenous activists (among others) point out that such notions often serve to privilege elite constituents, and further marginalize or disenfranchise subaltern actors. Accordingly, we have seen how a number of contemporary social movements focused on diversity, social justice, and inclusion harness what is seemingly "incivility" to advocate for social change (e.g., Black Lives Matter, WTO protests, Occupy Wall Street). Research on civility is thus incredibly nuanced, reaches many disciplines, and inspires some intriguing pairings such as civility and democracy, civility in the workplace, civility and gender/sex, civility and social movements, civility and violence and civility and design."

MARK YOUR CALENDARS!

Date: Friday, October 13, 2017

Location: Bernath Auditorium, UGL

Keynoter

Susan Herbert – President of University of Connecticut

WSU Speakers

Joshua Azriel

Assistant Director, Graduate Studies Professor, Communication,
Kenesaw State

Ronald Brown

Associate Professor, Political Science

Elizabeth Dungee-Anderson

Associate Professor, Social Work

Kenneth Jackson

Chair, English

Brad Roth

Professor, Political Science and Law School

Steven L. Winter

Walter S. Gibbs Professor of Constitutional Law, Law School

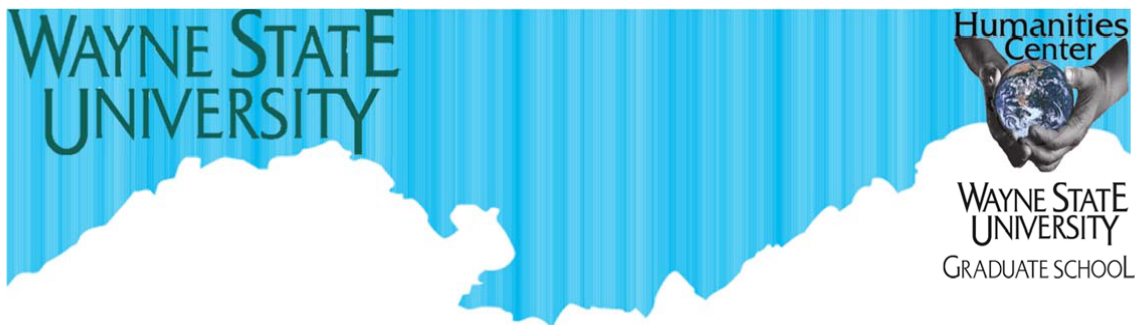
Elizabeth Stoycheff, Assistant Professor, Communication, **Juan Liu** and **Kunto A. Wibowo**, Doctoral Candidates, **Kai Xu**, Doctoral Student - Communication

Marilyn Zimmerwoman - Associate Professor; **Margi Weir** –Associate Professor; **Holly Feen-Calligan** – Associate Professor: Art and Art History

Melba J. Boyd- Distinguished Professor & **Ollie Johnson** – Chair: African American Studies

A LOOK AHEAD: 2017 - 2018 ACTIVITIES

DOCTORAL DISSERTATION FELLOWSHIP



The Humanities Center Doctoral Dissertation Fellowship

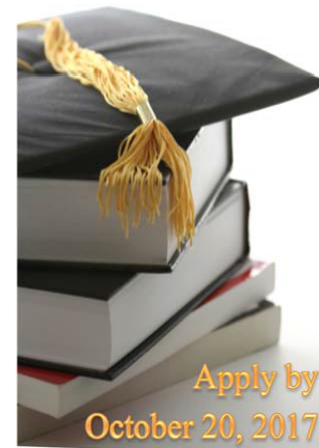
The Humanities Center and the Graduate School are happy to announce the continuation of their collaboration on funding the **Humanities Center Doctoral Dissertation Fellowship for the 2017-2018 Academic Year**. This annual fellowship will award **\$15,000** to a humanities or arts doctoral candidate in the final stages of writing his/her dissertation. 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. The fellowship award will be dispensed as biweekly stipends between January and August.

Up to **three smaller awards of \$500** each could be made to other applicants at the discretion of the sponsors.

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, social science 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; and must 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 during the tenure of the fellowship.

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



*Jointly sponsored by the
Humanities Center and the
Graduate School*

Humanities Center
2226 Faculty Administration Bldg.
Detroit, MI 48202
Phone (313) 577-5471
Fax (313) 577-2843



A LOOK AHEAD: 2017 - 2018 ACTIVITIES

RESIDENT SCHOLARS COMPETITION

Humanities Center



Resident Scholars Program 2018 - 2019



2012-2013 Resident Scholars meeting. From Right to Left: Felicia Lucht, Alina Cherry, Yuson Jung, Walter Edwards, David Fasensfest, guest, Zach Brewster and Jennifer Olmsted.

DEADLINE: FRIDAY, JULY 6, 2018

The Humanities Center of Wayne State University announces the continuation of its Resident Scholars Program. The aim is to create a community of humanities and arts faculty from different disciplines working in the same physical space at roughly the same time. Such an arrangement could facilitate the formation of valuable research networks and promote interdisciplinary collaborations and joint grant applications. Resident Scholars meet periodically to share progress, experiences, and emerging conclusions from their research or creative work. Resident Scholars will also be expected to keep office hours at the Center, making research collaboration possible. The program should be attractive to all full-time faculty, but faculty on sabbatical leave should find it particularly appealing. Each office is equipped with a personal computer, and office furniture. Additionally, resident scholars have access to a network printer, the internet, a photocopier, and a fax machine. The Center also has a conference area.

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 this money for travel to conferences to report on his or her approved project, or for payment for research assistance. This amount will be prorated for residents who are appointed for periods shorter than one full academic year.

Conditions

Each Resident Scholar must agree to:

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

Application

Applicants should submit three (3) copies of a proposal with the following content no later than July 6th, 2018.

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.
3. A commitment to keep regular office hours throughout the residency.

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

Testimonials

"Thank you for an extraordinary year as a Resident Scholar of the Humanities Center. During my year's leave, you and your staff have provided an interdisciplinary home away from my home in the History Department. Regular conversations with other resident scholars—like Avis Vidal, Sarah Swider, Alisa Moldavanova, and Stine Eckert have enriched my own scholarship. Having an urban planner, a labor sociologist, a Journalism professor with a specialization in social media, and a specialist in public administration read my work, opened by eyes to a variety of different intellectual perspectives on my current project. I also have enjoyed the challenging monthly seminars when each of the scholars presents work to the group. Finally, although I have often attended and presented at the Humanities Center's brown bag series in the past, this year I made a special effort to attend a wide array of brown bag presentations, and enjoyed an intellectual feast. Finally, thank you for the quiet space to think and to write. The combination of time and space, enabled me to co-author a report on civic engagement in Michigan, write a chapter on citizenship in Detroit for a volume on The Changing Meaning of Citizenship, edited by Bryan Turner and Jürgen Mackert and to be published by Routledge, to edit a volume on governance and citizenship (in progress) and advance research on a study of citizenship in 21st century Detroit."

Marc Kruman, Professor, History & Director, Center for the Study of Citizenship

"My residency at the Humanities Center allowed me to complete my research project examining the communicative complexities and processes related to implementing resource management policy on the ground, in the U.S. Arctic. Communication is a vital part of negotiating the seemingly intractable conflicts of environmental policy—building productive collaborations among stakeholders, deliberating political and economic policy, and designing effective messages for broader publics. The findings of this study should benefit informed decision-making not just in the Arctic, which is a key strategic and environmental resource for the U.S., but in other fragile systems affected by climate change (e.g., the Great Lakes region). During my residency, I analyzed the gathered qualitative data (in-depth interviews, field notes from participant observations, and policy texts) with my research assistant, and compiled a research paper for submission to a scholarly conference and academic journal. A white paper was presented at the monthly meetings of the Humanities Center Residency Scholars, and at a research colloquium organized by the Department of Communication."

Rahul Mitra, Assistant Professor, Communication

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

Sharon Lean, Associate Professor, Political Science

(313) 577-5471

Fax: (313) 577-2843

www.research.wayne.edu/hum

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A LOOK AHEAD: 2017 - 2018 ACTIVITIES

MARILYN WILLIAMSON ENDOWED DISTINGUISHED FACULTY FELLOWSHIP



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.

Funding

The Center will fund one proposal annually, but with the intention every third year to open the competition to two such awards. Applicants should limit their total budgets to \$20,000, and should prepare a budget statement which includes expenses related to a specific research project, e.g. travel, research assistance, salary and fringe benefits.

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 \$20,000 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 for proposals

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.

The body of the proposal must include the following elements:

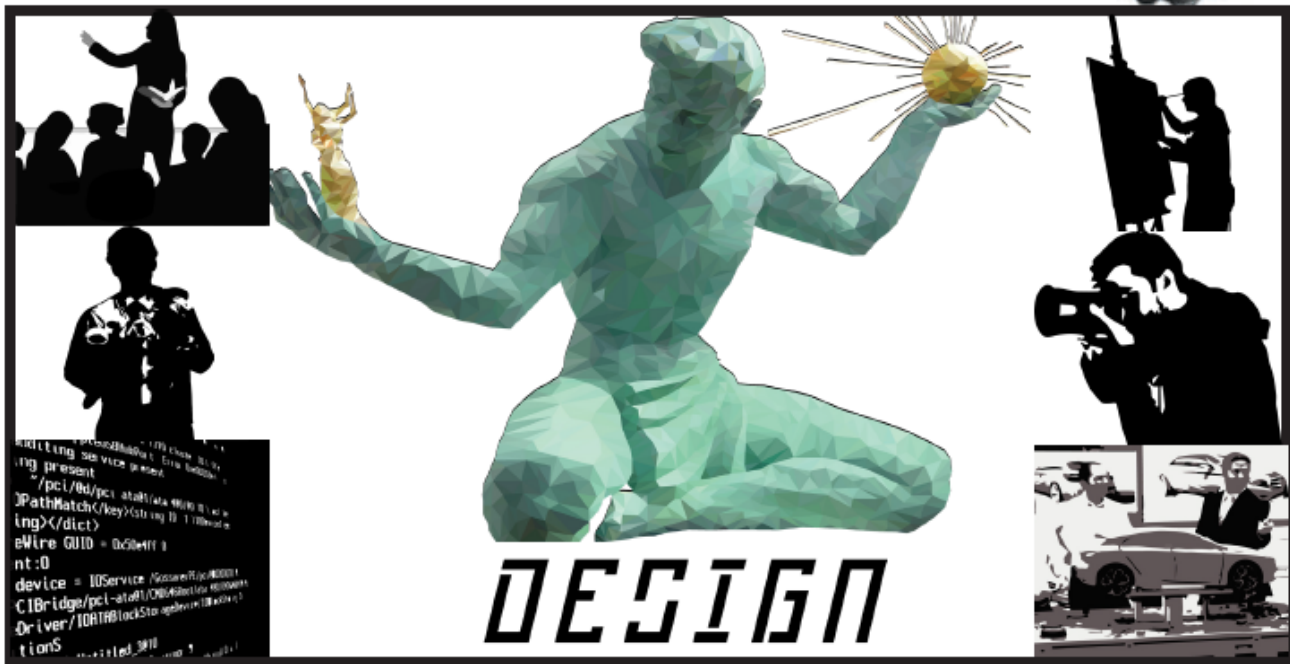
1. A completed application cover page with all required signatures (not part of the twelve-page limit).
Note: in the case that a department head is applying for a fellowship, he or she should obtain the signature of his or her dean.
2. The applicant's name, and his or her discipline corresponding to the project.
3. A project narrative of no more than twelve pages, which includes:
 - statement of purpose
 - description of the preliminary hypotheses
 - theoretical framework
 - research methodology
 - possible outcomes of the project, with publication and future research plans, if follow-up studies are anticipated
 - 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 employees must also be included in the total budget request.
6. A list of awards and fellowships received over the last five years
7. The professional record and contact information of the applicant.
8. Two external letters of recommendation in support of the project proposed for the fellowship.

Fourteen (14) copies of the application and professional record should be submitted to the Director, Humanities Center, by 5:00 PM on **February 23, 2018**. Each application must have an application coversheet. The application cover sheet is available online: www.research.wayne.edu/hum

The Humanities Center
Attn: Walter F. Edwards, Director
2226 Faculty/Administration
Building

A LOOK AHEAD: 2017 - 2018 ACTIVITIES

FACULTY FELLOWSHIP COMPETITION



Design: Intention, Creativity, Agency, Society
Humanities Center Faculty Fellowship Competition 2017-2018
Tentative Deadline: Friday, April 13, 2018

Explication

In 2015, Detroit became the first U.S. city to be designated UNESCO “City of Design,” a testament to the region’s outsized influence in shaping the cultural and creative forces of the 21st century. By selecting “design” as the theme for the 2018 Faculty Fellowship conference, the Humanities Center solicits research proposals that emphasize the creative potential of humanity, both in terms of aesthetics and social utility. We encourage “design thinking” in every sense of the word—from its traditional bastions of art, architecture, and cultural studies to more contemporary interpretations in the hallways of science, engineering, and information technologies (among others). For instance, how do policymakers, scientists, artists, and everyday citizens design spaces and forums that enable the free flow of ideas? How might interdisciplinary teams engage in design thinking to create models, prototypes, and final products that move society forward? What are the complex forces of individualism and collectivism, intention and unforeseen circumstances, and agency and passivity, which go into designing sustainable solutions and structures? Even as we strive to design better systems of human existence, what are the ethical issues and questions that we should be considering? Finally, what are the potential limitations or even dangers of design thinking, and the values it inspires? The Humanities Center welcomes interdisciplinary contributions that speak to these and other aspects of design.


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://research-2wayne.edu/hum/Hum/facultyfellowship/16-17.html>

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



A LOOK AHEAD: 2017 - 2018 ACTIVITIES

BROWN BAG COLLOQUIUM SERIES



HUMANITIES CENTER

Brown Bag Schedule

2017 - 2018

All lectures will be held in 2339 Faculty Administration Building from 12:30-1:30 pm unless indicated by an asterisk.
Visit the Center's website at www.research2.wayne.edu/hum/

656 W. Kirby 2226 Faculty Administration Building, Detroit MI 48202

• "Bringing Humanists Together for Collaborative Research"

Fall

- 09/12 **Stephen M. Lanier**, Research, Professor of Pharmacology and Vice President for Research, Integrative Sciences and Engagement
- 09/13 **Ollie Johnson**, African American Studies, Chair and Associate Professor, *New Perspectives on Afro-Latin American Politics*
- 09/19 **Mary Herring**, Political Science, Associate Professor, *Discussing Politics: A Comparison of Gender Dynamics in Online and In-Person Formats*
- 09/20 **Elena Past**, Classical and Modern Languages, Literatures and Cultures, Associate Professor and Associate Chair, TBA
- 09/26 **Jaime Goodrich**, English, Associate Professor, **Graham Hukill**, University Libraries, Digital Publishing Librarian, **Cynthia Krollkowski**, University Libraries, Librarian IV and Special Collections Librarian, *Dividing the Kingdoms: Interdisciplinary Methods for Teaching King Lear to Undergraduates*
- 09/27 **Barry Lyons**, Anthropology, Associate Professor, *Using Film to Communicate Climate Change*
- 09/28 **Brandon Hensley**, Communication, Lecturer, **Nicholas D. Hartlep**, Early Childhood/Elementary Coordinator, Assistant Professor of Urban Education, Metropolitan State University, St. Paul, MN, *Book Launch: The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education*
- 10/03 **Bruce Russell**, Philosophy, Professor, *Solving the Abortion Problem*
- 10/04 **Kenneth Jackson**, English, Professor and Chair, *Shakespeare in the Age of STEM*
- 10/10 **Joseph Fitzgerald**, Psychology, Professor, *The Well-Being of Gen X: A Developmental Examination*
- 10/11 **Steven L. Winter**, Law School, Walter S. Gibbs Distinguished Professor, *The Liturgy of Dissent*
- 10/12 **Mohamed El-Sharkawi**, Classical and Modern Languages, Literatures and Cultures, Associate Professor, *The Ecology of Case in Modern Arabic*
- 10/17 **Marc W. Kruman**, Center for the Study of Citizenship & History, Director and Professor, TBA
- 10/18 **Aliso Moldavanova**, Political Science, Assistant Professor, **Nathaniel Wright**, Political Science, Assistant Professor, Texas Tech University, Arts and Culture Nonprofits and Community Sustainability: *Examining the Role of Organizational Strategy*
- 10/19 **Norah Duncan IV**, Music, Chair, *Music in Israel*
- 10/24 **Billicia Hines**, Theatre, Director, *The plays of August Wilson, Theatre auditorium, Old Main**
- 10/25 **Clay Walker**, English, Lecturer, **Adrienne Jenkins**, English, Senior Lecturer, **Nicole Varty**, English, Lecturer, *Leveraging Personal Relationships with At-Risk Students*
- 10/ 26 **Frans Shor**, History, Professor Emeritus, *Trumpism, Culture War, and the White Working Class*. (Co-sponsored by the Emeritus Academy)
- 10/31 **Cheryl Turski**, Theatre and Dance, Assistant Professor, *Plays of Tennessee Williams, Theatre auditorium, Old Main**
- 11/01 **Dominic P. Nanni**, English, GTA, *Students as Citizens: Encouraging Civic Engagement on College Campuses*
- 11/02 **Zachary W. Brewster**, Sociology, Associate Professor, **Gerald Nowak**, Sociology, Junior Author, *Racialized Workplaces, Modern Racist Attitudes, and Racial Stereotypes: A Recipe for Race-Based Restaurant Service*.
- 11/07 **Ewa Golebiowska**, Political Science, Professor, *Reexamining the link between education and political tolerance: Why are the well educated more tolerant?*
- 11/08 **Natalia Rakhin**, Communication Sciences and Disorders, Associate Professor, *Can typological differences between languages be related to genetic differences between their speakers?*
- 11/09 **Joshua Duchan**, Music, Associate Professor, *Billy Joel and the Beatles*
- 11/14 **Elizabeth Faue**, History, Professor and Chair, *The Endangered Classroom: School Violence, Public Education, and Personal Safety in an Age of Privatization*
- 11/15 **Leonidas Pittos**, Classical and Modern Languages, Literatures and Cultures, Senior Lecturer, *Mythology, Typology, and History in the Fiction of Alexandros Papadiamantis (1851-1911)*
- 11/16 **John Gruda**, Independent Scholar, *Tahrir: 19th Century Iranian Women's Activist and Poet*
- 11/28 **Richard Raspa**, English, Professor, *Shakespeare's King Lear and the Rhetoric of Death and Dying*
- 11/29 **Nicole Varty**, English, Lecturer, *What is an Ecological Model of Writing and How Can it Help Students Make Use of Their Knowledge?*
- 11/30 **Beth Dwyer**, Irvin D. Reid Honors College, Senior Lecturer, *Billboard crossover hit songs in the 1950's in the context of civil rights campaigns*
- 12/05 **Donyale Padgett**, Associate Professor, Communication; **Kevin Hargdes**, Graduate, Organizational Communication; and **Taneá Menifee**, Graduate, Organizational Communication, *Communication and the Flint Water Crisis*
- 12/06 **Jonathan Hatley**, English, Associate Professor, *Like David Bowie*
- 12/07 **Daphne Ntiri**, African American Studies, Professor, *Literacy, race and gender: The growing presence of female African immigrants in Sweden's transforming landscape*
- Winter**
- 01/16 **Jeffrey Kentor**, Sociology, Chair, TBA
- 01/17 **Simone Chess**, English, Associate Professor, *Anorexia and Opting Out: Disability and Asexuality in Early Modern Texts*
- 01/18 **Amy Latawiec**, English, Lecturer, **Adrienne Jenkins**, English, Lecturer, **Nicole Varty**, English, Lecturer, **Jule Thomas**, English, Lecturer, *A Composition Learning Community in Action: Perspectives from Students, Peer Mentors, and Instructors*
- 01/23 **Erk Mortenson**, Irvin D. Reid Honors College, Senior Lecturer, *Translating the Counterculture: The Reception of the Beats in Turkey*
- 01/24 **Rohit Mitra**, Communication, Assistant Professor, TBA
- 01/25 **Janet Hankin**, Sociology, Professor, *Donald Trump's Health Care Reform*
- 01/30 **Huiyong Liu**, Classical and Modern Languages, Literatures and Cultures, Director of Linguistics Program, *How to drop your object*
- 01/31 **Robin West Smith**, Sociology, Adjunct Professor, *The media representation of pensioners' pension and health care costs in the Detroit bankruptcy*
- 02/01 **Ronald Aronson**, History, Distinguished Professor Emeritus, *We: Reviving Social Hope*
- 02/06 **Eric Montgomery**, Adjunct Professor, *Peace and Conflict Studies*, **Chris Vannier**, African American Studies, University of Michigan, *An Ethnography of a Vodun Shrine in Southern Togo: Of Spirit, Slave, and Sea*
- 02/07 **Tamara Bray**, Anthropology, Professor, *Partnering with Pots: The Work of Objects in the Imperial Inca Project*
- 02/13 **Tam Perry**, Social Work, Assistant Professor, **Jessica-Robbins Ruskowski**, Anthropology, Assistant Professor, *Older Adults Understandings of the Flint Water Crisis*
- 02/14 **Holly Feen-Calligan**, Art and Art History, Associate Professor, **Marilyn Zimmerwoman**, Art and Art History, Associate Professor, **Wendy Matthews**, Music, Assistant Professor, **Siobhan Gregory**, Art and Art History, Senior Lecturer, *Creating Connections with Art Based Service Learning*
- 02/20 **Charles Kihm**, Criminal Justice, Assistant Professor, *Razing Detroit: An exploratory analysis of the impact of concentrated demolitions on neighborhood-level crime and social disorder*
- 02/21 **Elizabeth Dungee-Anderson**, Social Work, Professor, TBA
- 02/27 **Kim Schroeder**, Library and Information Science, Lecturer, *Detroit Music Oral Histories - Why Musicians Feel Detroit is a Hotbed of Talent*
- 02/28 **Leslie Tom**, Detroit Revitalization Fellowship, *Detroit Revitalization Fellowship*
- 03/06 **Richard Smith**, Social Work, Associate Professor, TBA
- 03/07 **Stephen Chrisomalis**, Anthropology, Associate Professor, **Allison Hebel**, Anthropology, Master's Student, *Transformations in English numerals: the case of dozen and score*
- 03/20 **Yuning(Bonnie) Wu**, Criminal Justice, Associate Professor, *From supervisory procedural justice to officer procedural justice: An empirical study of Chinese police officers*
- 03/21 **Wendy Matthews**, Music, Assistant Professor, *Breaking the brass ceiling: A descriptive multiple-case study of contemporary professional women brass players*
- 03/22 **Jun Sung Hong**, Social Work, Assistant Professor, TBA
- 03/27 **Cue Cuello**, Latino/Latina Studies, Associate Professor, TBA
- 03/28 **Robert Sedler**, Law School, Distinguished Professor, *Our 18th century Constitution, Congress, the President, and the Two-Party Political System*
- 04/03 **Deanna Laurette**, English, GTA, *Representation, Communication, and Curated Identities: An Examination of Online Support Groups for People with Disabilities*
- 04/04 **Barrett Watten**, English, Professor, *Poetics as Knowledge Base: or, Against Poeticity as Such*
- 04/10 **Michael Kral**, Social Work, Associate Professor, *Indigenizing Suicide Prevention: The Story of Inuit in Arctic Canada*
- 04/11 **Amy Ann Latawiec**, English, Lecturer, *Piloting a "Stretch" Curriculum: A Longitudinal Study of Basic Writing, Student Dispositions, and the Definition of Success*
- 04/17 **renee c. hoogland**, English, Professor, *Nancy Mitchnick's Uncalibrated Figuration*



Line up at church for food - A picture.--Used in "A Time of Tragedy" a special section Re: Riot. Published by Det. News Aug. 11, 1967

Humanities Center

Bringing Humanists Together for Collaborative Research

The Humanities Center 2016-2017 Annual Report

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