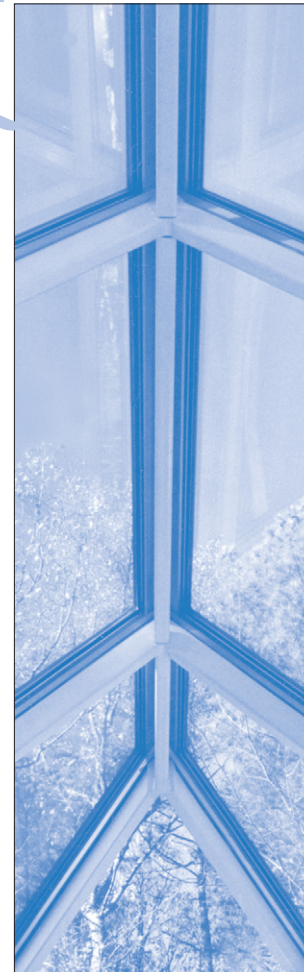




**National
Humanities
Center**

Report
2000-01





STATEMENT OF PRINCIPLES

The founders of the National Humanities Center shared a conviction that the humanities embody the historical, cultural, and intellectual contexts in which we live as individuals, communities, and nations. They believed that we turn to the record of the past, the great achievements of literature and the arts, and the enduring insights of philosophical, moral, and religious thought in order to attain a more profound understanding of the human condition. In pursuit of this goal, the National Humanities Center is guided by the following principles:

EXCELLENCE The Center identifies outstanding individuals from all fields of the humanities. It encourages those whose work displays a commitment to assiduous research, intellectual fairness, respect for evidence, logical argument, and clear expression. The excellence of the individual scholar is fundamental to the Center.

COMMUNITY The Center creates an intellectual community of the best scholars in order that the vigorous exchange of ideas might strengthen the work of all. It provides a forum where individuals engage as colleagues, freely present their own views, and refine their assumptions through the continual examination of one another's thought. The Center's community of scholars rests upon a foundation of civility and mutual respect.

RESPONSIBILITY The Center provides a distinctive environment for humanistic inquiry in the belief that excellent scholarship not only increases knowledge and strengthens teaching, but also informs public discourse and thereby elevates our national vision. The Center endeavors to extend the influence of the humanities as widely as possible.

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report

July 1, 2000 – June 30, 2001

The National Humanities Center does not discriminate on the basis of race, color, sex, religion, national and ethnic origin, handicap, sexual orientation or preference, or age in the administration of its selection policies, educational policies, and other Center-administered programs.

Editor: David B. Rice
Copyeditor: Karen Carroll
Photographs: Ron Jautz
 Kent Mullikin
 Andrew Ross
Design: Lesley Landis Designs

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National Humanities Center
7 Alexander Drive
P.O. Box 12256
Research Triangle Park,
North Carolina 27709-2256

Telephone: 919-549-0661
Facsimile: 919-990-8535
E-mail: nhc@ga.unc.edu
www.nhc.rtp.nc.us

Annual Report from the President and Director



The claim that the National Humanities Center has on your attention is that it is the most effective way of strengthening the humanities in the United States. It's not the only way and it is, still, far from a perfect way, but it is the best way I know of to help a cluster of fields and disciplines that are of great importance in education and a source of great enrichment to our personal lives.

For a small, young institution to make a claim of this sort may sound hubristic. But armies march on their stomachs and education flies, or falls, on the wings of scholarship. Which will it be, fly or fall? The answer depends on the quality of the scholarship. Leaden, earth-bound hackwork, all too common in every walk of life, sends things plummeting. Ideas that have been waiting for a chance to be heard, research that is ready to take off and now has the opportunity to do so, set us all soaring. It doesn't take a vast number of first-rate projects to make a difference to the future of humanistic fields, and to transform the education that students experience. These breakthrough projects come from many places—along with Brown, Stanford, the University of Chicago, and the largest international delegation

A Year ^{at the} National Humanities Center

july 2000

JUNE 25–JULY 14

“Nature Transformed: Imagination and the North American Landscape”

High school English and history teachers spend three weeks with Shepard Krech and Carolyn Merchant, both 2000–01 MacArthur Ecological Humanities Fellows, and Timothy Silver, studying the interaction between the American landscape and America's history and literature.

“It is heartening to be surrounded by ‘colleagues’ from around the country who are adventurous, risk takers, and scholars. Their enthusiasm has become mine. I feel better prepared to tackle my new teaching assignment.”

Participant, “Nature Transformed: Imagination and the North American Landscape”

in recent years, the University of Richmond, Morehouse College, and Stetson University were among the institutions represented in the class of 2000–01—not just elite universities. The Center is determined to be able to respond to the best projects, wherever they come from.

Supporting scholarly work of the highest quality—letting scholarship soar—is what the National Humanities Center's fellowship program is all about. That's the core of our work and the source of our energy.

But the Center mustn't stop there. If we are serious about strengthening the humanities, then we will care, and care passionately, about teaching, and not just in the elite colleges and universities. The humanities aren't doing too badly in most of those institutions. Let's keep it that way. But turn to colleges where teaching loads are high and research facilities are limited, and you see a less rosy picture. Set foot in many public high schools and you know we've got a problem.

How can a small institution, and one that is determined to retain the advantages of small scale, make a difference in this situation? The National

Humanities Center's Board of Trustees struggled with that issue through much of the academic year 2000–01. The result was the recognition that the Center had a powerful leverage point in educational reform. We can't solve the whole problem, but we can do something very important by focusing on one recurring need of teachers.

When I talk to the high school teachers who come into residence at our summer institutes, I am struck by how often they use metaphors of hunger and thirst when describing their situation. Many of them, the brightest and best of them, want intellectual sustenance. All too often, the programs for professional renewal and development that are offered to them are thin gruel, warmed-over leftovers from methodology courses in Ed Schools, and the pabulum of “sensitivity training.” Teachers know they need intellectual nourishment if they are to stay the course. Without such sustenance we will lose them, just at a time when we face a major national teacher shortage.

The craving of good teachers for intellectual nourishment provides the Center with its leverage point. Our budget may be constrained, our staff small, but we can

september 2000

SEPTEMBER 5

2000–01 Fellowship Year Begins

A record-tying 42 scholars arrive from across the United States and eight other countries. Among them are four scholars holding fellowships awarded for the first time: Liam Murphy (awarded the Archie K. Davis Senior Fellowship), Michael Moses (the Duke Endowment Fellowship), Paulla Ebron (the John Hope Franklin Fellowship), and Richard Talbert (the Robert F. and Margaret S. Goheen Fellowship).

SEPT 11–OCT 31

“Images of the Blue Ridge”

A photographic exhibit by Ron Jautz, on display in the Commons.



october 2000

OCTOBER 30

**“Bonhoeffer On Modernity:
Sic et Non”**

Jean Bethke Elshtain *below*
(Lilly Fellow in Religion and the Humanities) addresses a public meeting of the Lilly Collegium on Religion and the Humanities. Presenting papers at Collegium seminars throughout the year were Lilly Fellows Katherine Lowe, Keith Luria, and Helena Rosenblatt; other Fellows; and invited guests.



offer a feast of learning. That was amply demonstrated once again by the extraordinary group of Fellows in residence in 2000–01. Not only were their individual projects of great significance, but a lively intellectual community emerged, as it so often does at the Center, with seminars on history, life writing, and the state of literary studies—and, of course, in countless informal exchanges over coffee and lunch. To me, one of the most gratifying features of the Center is the strength of the community that grows up among its Fellows. The ties of affection are long lasting and make it possible for the Center, even many years later, to ask our Fellows for their advice and help.

As the Center has designed and tested programs to strengthen teaching in the schools, we have been very pleased by the hard work many of our Fellows have put into these programs. They have been willing to run summer institutes, help lead seminars in the schools, give up weekends for planning conferences, and develop material that makes the best of humanistic scholarship accessible to teachers over the World Wide Web.

Since 1984, the Center has been working closely with high school teachers and listening to what they say.

We've learned a lot that way and have now designed and tested three programs for high school teachers, which are described in another section of this report. Each of them is based on a set of principles, derived from our experience with teachers and hammered out in dialogue between the Center's staff and its Board. The result is programs that are distinctive in the educational world.

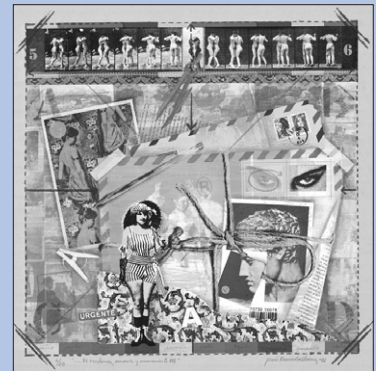
These programs:

- Use the experience of the Center's Fellows
- Provide serious intellectual content
- Listen to teachers and their needs
- Encourage face-to-face dialogue between teachers and scholars
- Make appropriate use of technology
- Are cost-effective
- Build intellectual community in the schools
- Plan for sustainability
- Address state-mandated “standards”
- Are evaluated rigorously and independently
- Encourage others to replicate our models

“I just wanted to say thanks for a great site, which I came upon today. I am a teacher of the history of religion (grades 10–12) at the Shipley School in Bryn Mawr, Pa., near Philadelphia. I have been looking for guidance on teaching religion in America, and so far, yours looks like just what I wanted! Your page on teaching Native American religion was especially good—concise and thoughtful.”

High School Teacher, Pennsylvania

november 2000



NOV–FEB 2001

**“Fragmentos de Identidad:
Grafica Testimonial (Fragments
of Identity: A Testimonial in
Graphics)”**

Serigraphs by Romeo Galdamez on display in the Center's Commons. The artist is a political exile from El Salvador who lives and works in Mexico.

NOVEMBER 2

**“Context-Sensitivity and Its
Reflection: The Two-Sidedness
of Humanistic Discourse”**

Wolfgang Iser lectures in the main conference room. Other Fellows giving public lectures during the year were Jean Bethke Elshtain, Thomas Laqueur, Mario Klarer, Jeremy Popkin, Maria Todorova, and Akhil Gupta.

NOVEMBER 9

Fellows, Trustees, and friends gather to celebrate the successes of the Campaign for the National Humanities Center, which concluded on June 30, 2000, with \$22 million in pledges and payments.



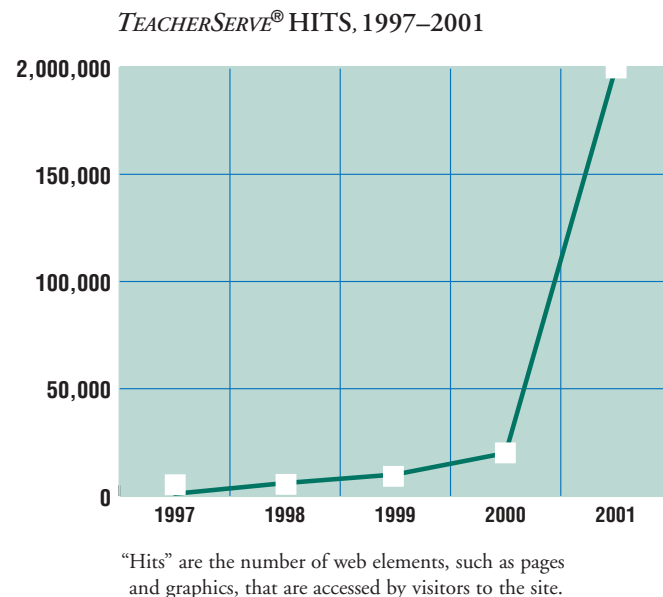
DAVID RICE, ROBERT WRIGHT, AND BOB CONNOR



"American civic engagement is an extraordinary thing, and on behalf of the entire class of 2000-01 I would like to thank you for making this year possible. It is a great privilege for us to be able to pursue our work in this wonderful institution, a place of genuinely egalitarian intellectual exchange. We thank you."

Carla Hesse

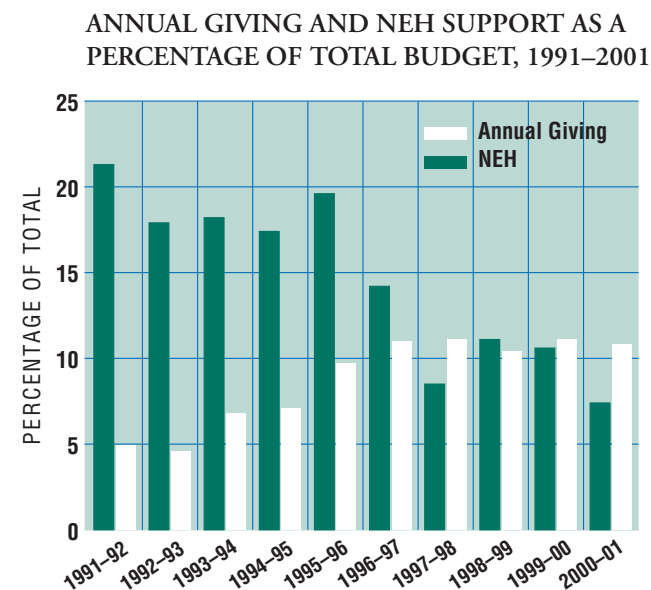
The response of teachers to these programs has been heartening, sometimes expressed in eloquent statements, and sometimes simply registered as "hits" on our curriculum enrichment Web site, *TeacherServe®*. There were more than 100,000 visits to the site in the first six months of 2001, and usage, by any measure, is quadrupling from year to year.



The main constraint on our efforts to strengthen teaching is financial. We have the intellectual resources, tested programs, and Fellows and other scholars who are willing to pitch in, but funding these projects on a sustained basis has proved frustrating. That is in part

because foundations tend to move on to new projects after an initial startup period. But it is also the result of a painful decline in support received from the federal government through the National Endowment for the Humanities. The NEH is now moving its grants about from year to year to assist as wide a range of applicants as possible. We know we can no longer count on their support to implement a coherent strategy to strengthen teaching.

NEH grants once provided 20 percent or more of our budget, with support for fellowship, education, and outreach programs. That support, now about 7 percent of the budget, is focused solely on our fellowship pro-

**NOVEMBER 16**

The Lilly Endowment continues its support for the Lilly Collegium on Religion and the Humanities with a gift of nearly \$1 million. The new grant will commence with a planning conference in fall 2001, and will support the work of one Senior Fellow and two Fellows in each year from 2002-03 to 2005-06.

*december 2000***DECEMBER 11**

The Rockefeller Foundation makes a \$500,000 grant to create a prize in honor of Richard W. Lyman. In each of the next five years, the award will recognize an individual who has used information technology to break new ground in the humanities. The first awards ceremony will take place in New York in April 2002. Lyman is President Emeritus of Stanford University and past President of the Rockefeller Foundation.

*january 2001***JANUARY 21**

Trustee Andrew Delbanco and James Turner of the University of Notre Dame present papers during the new year's first meeting of the Sawyer Seminar, "Liberal Traditions and Their Critics: The Trials of a Transatlantic Tradition." Many other scholars travel to the Center to take part in one of the Seminar's seven sessions.

*february 2001***FEBRUARY 19**

Bob Connor, area Trustees and friends, Fellows, and staff celebrate the 25th anniversary of the signing of the letter of agreement establishing the Center.

FEBRUARY 28**The Literature Group**

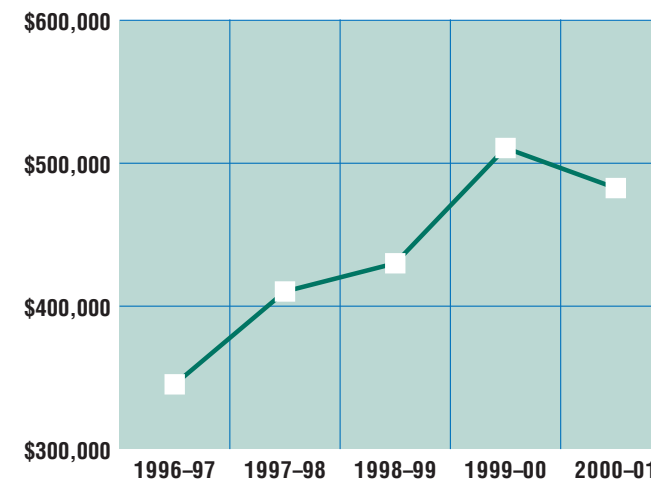
A group of 15 Fellows meets over lunch to discuss Kathleen Stewart's "Nostalgia—A Polemic." Nearly all the Fellows took part in one or more of the informal, ongoing seminars on literature, history, and life-writing issues.

gram, and we have been told it will contract further in the next few years. The recent Campaign for the National Humanities Center aimed to secure the independence and excellence of the fellowship program at a time of shifting governmental and foundation support. Our education programs deserve a similar base of support.

Fortunately, many friends have stepped in to help. Foundations, corporations, and other organizations that have supported the Center deserve our warmest thanks, and more recognition than the listing later in this report accords them. Many—for example, Cummins Engine Foundation, the Jessie Ball duPont Fund, the Lilly Endowment, The Andrew W. Mellon Foundation, and the Rockefeller Foundation—are old friends that know how important sustained support is; others have enabled us to start exciting new projects such as the program in the Ecological Humanities funded by the MacArthur Foundation. The American Council of Learned Societies, through its new Burkhardt Fellowships, sends to us promising young scholars, most recently Bruce Grant and Thomas Keirstead. And the NEH, for all its difficulties, renewed its support of our

fellowship program, albeit at a lower level. We are deeply grateful for this financial help—and for assistance not measured in dollars, including the steady flow of books, computer assistance, and advice and counsel from Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill.

ANNUAL GIVING TOTALS, 1996-2001



More than 600 friends of the Center, however, deserve special gratitude. They have stepped in at a crucial moment with contributions large and small to our annual fund. As the graph above shows, annual giving has grown rapidly over the past five years and is an increasingly significant part of our budget. With a slow-

"Bob Connor's leadership has been essential to the success of the National Humanities Center, and of the humanities in general. He will leave an institution that is intellectually strong, financially sound, and internationally recognized for the scholarship it fosters."

John P. Birkelund, Chairman of the Center's Board of Trustees

*march 2001***MARCH 5-MAY 31****"When Southern Women Went to College"**

An exhibit on loan from the Museum of the New South in Charlotte, N.C., is on display in the Commons. Trustee Emeritus Ann Firor Scott is the lead speaker at a March 7 luncheon at which 30 guests from Charlotte join other friends of the Center to see and hear about the region's pioneering female students.

MARCH 12

W. Robert Connor announces his retirement as Director and President of the National Humanities Center, effective by September 2002.



*april 2001***APRIL 7**

Sathima Bea Benjamin and her trio play Cape Town jazz to a standing room only audience. Carol Ann Muller (National Endowment for the Humanities Fellow 1999–2000), who is writing a book about Benjamin, introduces the singer and her work.



down in the national economy, the Center was not alone in experiencing a modest decline in annual giving in 2001, although it was still our second-highest total ever. This was a setback, but bright spots in the picture convince me that significant growth can resume in the near future, provided we convey clearly to our friends how important annual giving is for the success of the Center and the strengthening of the humanities.

*may 2001***MAY 18**

The 2000–01 Fellows, led by Shepard Krech III, announce the largest class gift in the Center's history, a two-year pledge of \$23,440 to support the Fellows' Fellowship.



During the past year, contributions from present and former Trustees reached a new level, several donors have made multiyear commitments to the fund, and the gift by the Fellows of 2000–01 was the highest ever. The last of these encouraging signs is especially gratifying because no one knows

the Center better than the Fellows in residence or has a more intimate understanding of its importance for the strength-ening of the humanities. Their support is the most eloquent testimony a Director could hope for.

Trustees, Fellows, staff, and other friends of the Center have brought it a long way since its inception

more than two decades ago. It has been a joy for me to watch the Center surmount difficulties and move forward over the twelve years of my directorship. With the continued help of all these friends, I am confident that in my final year as Director we can continue that progress—and especially strengthen the links between teaching and scholarship—and thereby leave this Center as an even more effective means for strengthening the humanities far beyond the glass panels and brick walls of this Center.

**JUNE 21**

The Ford Foundation makes a gift of \$200,000, raising the John Hope Franklin Fellowship to the senior level.

JUNE 25–JULY 7**“From Nationalism to Sectionalism: 1815–50”**

A new program tests a merger of the Summer Seminars for High School Teachers with the Teacher Leadership for Professional Development Program.

JUNE 27

The Carl and Lily Pforzheimer Foundation makes a three-year pledge of \$75,000 to support the Education Program.

*june 2001***JUNE 4–22**

“Power and Influence: The Ethics of Incentives” and **“The Uses of Biography: Life Writing across the Disciplines”**: Two Jessie Ball duPont Summer Seminars for Liberal Arts College Faculty convene at the Center.

Since 1984, the National Humanities Center's Education Programs have energized teachers from high schools and colleges by giving them the opportunity to study intellectually challenging subjects with the guidance and insight of Center Fellows. Recently, that work has expanded, reaching into schools and colleges far beyond the Center, addressing the challenges posed by the new standards movement, and making imaginative use of new technologies.

A special committee of the Board of Trustees reviewed the Center's education programs in detail during the past year and strongly endorsed their quality and continuing importance. The whole Board responded with enthusiasm to the committee's report and committed itself to developing a more adequate endowment dedicated to the education programs, which have thus far largely depended on short-term grants.

Following are the highlights of the education programs during 2000–01. Other news about them—and praise for them—are found elsewhere in this report.

Summer Institutes Merge with Teacher Leadership for Professional Development Program

In 2000–01, the Center moved to increase the impact of two key programs—the summer institutes for high school teachers and the Teacher Leadership for Professional Development Program (TLPD)—by merging them. The merger will make the programs more cost-effective, link them more closely to the classroom, and support efforts across the country to implement rigorous content standards that define what students should know and be able to do at various grade levels.

Since 1984, the Center has offered a total of 27 summer institutes led by Fellows and other scholars—each roughly the equivalent of a semester-long graduate seminar in three weeks. The TLPD, developed in 1991, grew out of the institutes. A program of training and technical assistance, it has shown teachers in 30 schools in 10 states how to implement their own in-school professional development seminars in collaboration with local university scholars.

The merging of the two programs began in the summer of 2001 when 12 American literature and American history teachers from North Carolina high schools gathered at the Center for two weeks to test a new type of summer institute. As in past programs, they gathered each morning to explore a topic under the guidance of Center Fellows. In this case they studied regionalism and nationalism in nineteenth-century America, a topic drawn from North Carolina's U.S.



PLANNING A WEB “TOOLKIT” AT THE NEW-LOOK PROGRAM FOR HIGH SCHOOL TEACHERS

Participants from the 2001 Summer Institute comment on “From Nationalism to Sectionalism”

Thank you for the opportunity to grow and to revisit the very things that caused me to enter the teaching profession.

I have enjoyed being challenged. It never occurred to me that teachers are always intellectuals and that teachers need to be refueled not just with application ideas but with enrichment ideas!

An intellectually enriching experience.

Thanks so much. You all did an excellent job.

history standards, under the direction of W. Fitzhugh Brundage (National Endowment for the Humanities Fellow 1995–96) and Lucinda MacKethan (Andrew W. Mellon Fellow 1984–85). In a new departure, they reconvened each afternoon to help the Center's staff shape the morning's readings, questions, and discussion into a “tool kit” that could be shared over the World Wide Web. The kit links the institutes and the TLPD. During the 2001–02 school year English and history teachers in high schools across North Carolina collaborating with scholars from branches of UNC and, following the TLPD model, will test the kit. Using its online texts, discussion questions, and reading guides, they will customize their own local professional development seminars. Thus far the merged program has won high praise. One participant called the new institute model “one of the best things I have done.” The Center is confident that as the Web-based material is thoroughly tested and refined, it will help teachers across the country meet the demands of the new standards movement.



Theodor de Bry, “Employments of Gentlemen” [Jamestown], in *Historia Americae*, XIII (1634).

New TeacherServe® Guide Debuts

In February, the Center launched “Nature Transformed: The Environment in American History,” the second *TeacherServe*® instructional guide. “Nature Transformed” brings the insights and approaches of the newly emerging discipline of environmental history to the study of our nation's past. *TeacherServe*® (www.nhc.rtp.nc.us/tserve) is a portal Web site that features enrichment essays, written by Fellows or other leading scholars. Each essay explores a topic in American history or literature, offers advice on

Visitors comment on “Divining America”

After completely reviewing your section on the 17th-18th centuries, I have to say that, of all the sites I have visited relating to American religious history, yours clearly stands tallest in that crowd. What a phenomenal job you have done with this endeavor. I wish I had been aware of it much sooner!

M.A. student and Teaching Assistant,
State University of New York
at Buffalo

Marvelous site. You folks have done a splendid job and should be congratulated.

Brian Turley, Managing Editor,
Journal of Southern Religion

I've just discovered your wonderful resource, and am using it to build my American studies curriculum at York High School in Elmhurst, Illinois. Thank you so much!

High School Teacher

Visitors comment on "Nature Transformed"

Dear Jack T. Kirby [author of Civil War essay], I am a teacher in an engineering college in Bombay in India. I was struck by your essay on [an] environmental view of civil war.... You have done a great job, putting things in perspective.

Jitendra Shah, Department of Mechanical Engineering, VJTI (Victoria Jubilee Technical Institute), Bombay, India

I am impressed and inspired by your site. Now that our school year is over I intend to read every article. The essays are brilliant.

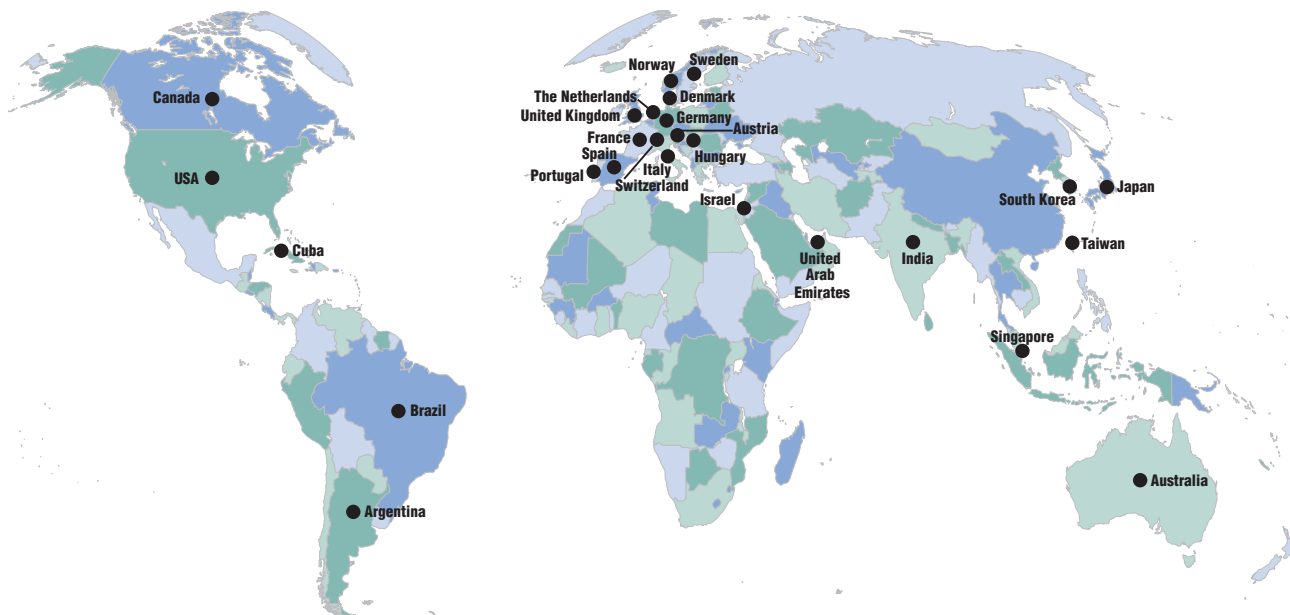
Jean Hoins Bruchac, co-director, Ndaikinna Education Center & Nature Preserve, N.Y.; elementary school teacher

how to teach it, and places it in the context of contemporary scholarship. A "Getting Back to You" section of the interactive site offers the scholars' responses to queries of broad interest. In 1997, the first *TeacherServe®* guide, "Divining America: Religion and the National Culture," welcomed approximately 1,800 visitors per month. Today, the two guides average more than 18,000 visits from teachers, students, and scholars.

Jessie Ball duPont Summer Seminars for Liberal Arts College Faculty Stimulate Leaders and Participants

The Jessie Ball duPont Summer Seminars for Liberal Arts College Faculty celebrated their 10th anniversary this past summer. Ruth Grant (John E. Sawyer Fellow 1999-2000) led one seminar, "Power and Influence: The Ethics of Incentives." Susan Raitt (National Endowment for the Humanities Fellow 1998-99) led a second, "The Uses of Biography: Life Writing Across the Disciplines."

COUNTRIES THAT HAVE VISITED *TEACHERSERVE®*



These seminars respond to a special challenge faced by scholars at small liberal arts colleges. Such institutions typically emphasize teaching and encourage their faculty to work closely with students. These demands often leave little time for scholars to pursue their research interests. The duPont Seminars address this challenge by providing easy and convenient access to contemporary scholarship. Participants have praised the seminars for encouraging them to embark upon fresh research and for stimulating them to renew established courses and create new ones. The Fellows who lead the seminars have hailed them as well, for they offer an invaluable opportunity to test new ideas and approaches before publishing them or introducing them to students.

A note from Ruth Grant (John E. Sawyer Fellow, 1999-2000) to W. Robert Connor, July 17, 2001.

Dear Bob: I would like to thank you and the Center's education programming staff for providing the opportunity for me to teach "Power and Influence: The Ethics of Incentives" as a duPont Seminar. I know that you hear from the participants regularly what a very special experience it is for them. But I also want you to know how much I valued the experience as a seminar leader. First, there is the teaching challenge: eleven participants from ten different fields ranging in age from their 20's to their 70's. (Of course, it helped a great deal to have enthusiastic participants who enjoyed each other as a group.) The unusual teaching situation focused my thinking on the dynamics of conducting a seminar discussion in very productive ways. I will take back to my teaching at Duke a better understanding of what works in a seminar classroom. The class was also a kind of "trial run" for me in teaching new materials. This is not a course that I have ever taught before, but I will be teaching it again to Duke seniors in the spring of 2002. And I will be doing a better job of it as a result of the duPont Seminar. As you know, the topic of the seminar developed out of the research project that I was working on when I was a Fellow at the Center. Perhaps best of all, at the end of the seminar, I came away with new insights about ethics and incentives that will improve the research project. It was totally exhausting and thoroughly worthwhile. And, as always, to be at the Center is a pleasure and privilege.

Yours, Ruth Grant

Azizah al-Hibri (*Jessie Ball duPont Fellow*) did extensive research and writing for seven chapters of her book, under the working title *Islam, Gender and Marriage: A Jurisprudential Perspective*, and revised an article, entitled “Muslim Women’s Rights in the Global Village: Challenges and Opportunities,” for a special issue on Islam of the *Journal of Law and Religion* (spring 2000), for which she served as guest editor. She prepared an opinion on the Taliban’s destruction of ancient Buddhist temples that was published on several Web sites, including Martin Marty’s “Sighting” (Chicago Divinity School), and wrote a short op-ed piece on “Women and the Taliban” that appeared in the *Philadelphia Inquirer* (March 11, 2001). Al-Hibri is Professor of Law at the University of Richmond.

Maroun Aouad (*Andrew W. Mellon Fellow*) completed his critical edition and translation of *Averroes’s Middle Commentary on Aristotle’s Rhetoric*, adding his own commentary and indexes. The volume will be published soon in the Averroes Opera collection. Aouad is Directeur de Recherche, Centre National de la Recherche Scientifique in Paris.

Pádraig Breatnach (*Andrew W. Mellon Fellow*) worked on two chapters for his project, entitled *Catalogue of Irish Manuscripts in the Belgian Royal Library, Brussels*, and completed drafts of three chapters for a monograph, *Irish Learning in the Low Countries in the Seventeenth Century: Three Studies Relating to Brussels MS 6131–33 (Book of O’Donnell’s Daughter)* (forthcoming, 2002). He finished editing and completed a historical/philological commentary for a volume entitled *Chronicle Poems of the Nine Years War by Dubhthach Óg Ó Duibhgeannáin Addressed to Ó Néill (1598) and Ó Dombnaill (1600)* (forthcoming, 2002). He wrote a review of Mark Caball’s *Poets and Politics: Continuity and Reaction in Irish Poetry, 1558–1625* that was published in *Éigse: A Journal of Irish Studies* 32 (2000), which he edited; wrote an article entitled “The Aesthetics of Irish Bardic Composition: An Analysis of *Fuaras iongnadh, a fhir chumainn* by Fearghal Óg Mac an

Bhaird,” for the journal *Cambrian Medieval Celtic Studies* (forthcoming, winter 2001); and prepared entries on “Irish Classical Poetry” and “Eochaidh Ó hEódhusa” for the *Encyclopaedia of Ireland* (Gill & Macmillan, forthcoming, 2002). Breatnach is Professor of Classical Irish at University College Dublin/National University of Ireland, Dublin.

Alan Dessen (*National Endowment for the Humanities Fellow*) completed his book manuscript, entitled *Rescripting Shakespeare: The Text, the Director, and Modern Productions*, to be published by Cambridge University Press, and wrote several journal articles, including “Rescripting History and the Supernatural: Shakespeare on Stage in 2000” (*Shakespeare Bulletin* 19 [winter 2001]); “The Body of Stage Directions” (forthcoming in *Shakespeare Studies* 29 [2001]); and “Intersections: The Editor, the Director, and the Theatre Historian” (forthcoming in *Upstart Crow* 20 [2001]). Dessen is Peter G. Phialas Professor of English at the University of North Carolina at Chapel Hill.

Jan Willem Drijvers (*Josephus Daniels Fellow of the Research Triangle Foundation**) wrote four chapters and an appendix for his book, *Cyril and Jerusalem*; an article entitled “Heraclius and the *Restitutio Crucis*: Notes on Symbolism and Ideology,” for publication in *The Reign of Heraclius*, edited by G. J. Reinink and B. H. Stolte (Peeters, Louvain, forthcoming, 2002); a review of Georgia Frank’s *The Memory of the Eyes: Pilgrims to the Living Saints in Christian Late Antiquity*, published in *Vigiliae Christianae* 55 (2001); a review of Kirsten Gross-Albenhausen’s *Imperator Christianissimus: Der Christliche Kaiser bei Ambrosius und Johannes Chrysostomus* for the *Journal of Roman Studies* 91 (forthcoming, 2001); and a review of Anja Wieber-Scariot’s, *Zwischen Polemik und Panegyrik. Frauen des Kaiserhauses und Herscherinnen des Ostens in den Res gestae des Ammianus Marcellinus* (forthcoming in *Gnomon*). Drijvers is University Lecturer in the Department of History at the University of Groningen in the Netherlands.



L TO R: JEAN BETHKE ELSHTAIN, MUHAMMAD Q. ZAMAN, HELENA ROSENBLATT, KEITH PHILLIP LURIA

Paulla Ebron (*John Hope Franklin* and NEH Fellow*) finished a book entitled *Performing Africa* that will be published by Princeton University Press (2002); drafted a chapter for her book in progress, *Making Tropical Africa in the Georgia Sea Islands*; finished an article entitled “Contingent Stories: Anthropology, Race, and Feminism” that will appear in a volume called *Black Feminist Anthropology*, edited by Irma McClaurin (Rutgers University Press, forthcoming, September 2001); and wrote a review of *Rumba on the River* by Gary Stewart for the *Journal of Modern African Studies*. Ebron is Assistant Professor of Anthropology at Stanford University.

Jean Bethke Elshtain (*Lilly Endowment Fellow in Religion and the Humanities*) worked on a book, *Jane Addams and the Dream of American Democracy*, and edited a companion volume, *The Jane Addams Reader* (both forthcoming from Basic Books [2001]), and contributed a chapter, “Faith of Our Fathers and Mothers,” for a volume entitled *Religion in American Public Life*, which she co-authored with Azizah al-Hibri and Charles Haynes. She wrote a number of other book chapters and essays, including “Public Moral Appeals and Identification,” in *Freedom, Power and Political Morality*, edited by Ian Carter and Mario Ricciardi (Polgrove, 2001); “Abraham



JAN WILLEM DRIJVERS AND AZIZAH AL-HIBRI

* Support provided by an endowed fellowship

Lincoln and the Last Best Hope,” in *The Second One Thousand Years*, edited by Richard John Neuhaus (Eerdmans, 2001); “Politics and Forgiveness,” in *Burying the Past: Making Peace and Doing Justice after Civil Conflict*, edited by Nigel Biggar (Georgetown University Press, 2001); “Exporting Feminism,” in *Gender Perspectives on Peace and Conflict Studies*, edited by Karin H. Karame and Torunn L. Tryggenstad (Norwegian Institute of International Affairs, 2000); “Bonhoeffer and the Sovereign State,” in *Politics and Public Policy: A Christian Response*, edited by T. Demy and Gary Steward (Kregel, 2000); “Commentary on Privacy, Privation and Perversion,” in *Provoking Feminisms*, edited by Carolyn Adden and Judith Howards (University of Chicago Press, 2000); “The Clinton Scandal and the Culture of the Therapeutic,” in *What’s God Got to Do with the American Experiment?*, edited by E. J. Dionne and John Dilulio (Brookings Institute, 2000); “Civil Society, Religion and the Formation of Citizens,” in *Education and Civil Society*, edited by Joseph Vitterili and Diane Ravitch (Yale University Press, 2001); “The Social Thought of Pope John Paul II,” for *Catholic Social Science Review* 5 (2000); “The Dignity of the Human Person and the Idea of Human Rights,” for the *Journal of Law and Religion* 14, no. 1 (1999–2000); and “Beyond Progressivism and Traditionalism,”

for *Theology Today* (April 2001). A number of her essays are forthcoming, including: “Response to Papers by John Bowlin, Charles T. Mathewes and William Cavanagh,” in *The Society of Christian Ethics*; “The Body and Projects of Human Self-Possession,” in *Having*, edited by William Schweiker; “The Peace of Christ and the Peace of the World,” in a volume to be published by the Conference of European Justice and Peace Commission; “Catholicism and Higher Learning,” in a volume for a conference sponsored by the Erasmus Institute at the University of Notre Dame; a chapter on Augustine for a major work on masters of political thought, edited by David Boucher (to be published by Cambridge University Press); a chapter on Augustine for the *Blackwell Companion to Political Thought*; a chapter on Jane Addams for a new work on *Masters of American Political Thought*. She gave a commentary for National Public Radio on the RU-40 pill; wrote op-ed pieces for *Public Perspective*, the *Pittsburgh Post-Gazette*, and *The Nation*; and reviewed books for *International Studies Review*, *International Bonhoeffer Newsletter*, *The Civil War Review*, the *Journal of Religion*, *Commonweal*, the *Wilson Quarterly*, *Washington Post Bookworld*, and *Outlook*. Elshstain is Laura Spelman Rockefeller Professor of Social and Political Ethics in the Divinity School at the University of Chicago.

Bruce Grant (*Burkhardt Fellow of the American Council of Learned Societies*) began work on two new book projects, “Prisoners of the Caucasus,” a cultural history of kidnapping in the former Soviet Union, and “Cosmos and Cosmopolitanism,” a study of life in one Caucasus mountain village over the Soviet period. He wrote the foreword for Frederic Bertrand’s *L’Ethnographie soviétique en train de se faire: Regard anthropologique sur le processus de légitimation des années 20–30* (Presses Universitaires de Bordeaux, forthcoming, 2001); an article entitled “New Moscow Monuments, or, States of Innocence,” to be published in *American Ethnologist* (forthcoming, 2001); and another article entitled “Near Losses: Siberian Language Politics and the Commodities of History,” that is under consideration for publication in *Cultural Anthropology*. He reviewed two books for *Slavic and East European Folklore Journal*: Daniel Peris’s *Storming the Heavens: The Soviet League of the Militant Godless*, and William Husband’s *Godless Communists: Atheism and Society in Soviet Russia, 1917–1932*, both of which are forthcoming (2001). His review of Susan Buck-Morss’s *Dreamworld and Catastrophe* will appear in *Russian Review* (2002). Grant is Associate Professor of Anthropology at Swarthmore College.

Akhil Gupta (*Fellows’ Fellow*†) wrote a book chapter, “Reincarnation and Childhood,” that he submitted to *Ethnos*; an essay, entitled “The Homeless Self: Problems of Cultural Translation in Autobiography,” for a book that he has edited, with Gordon Chang and Purnima Mankekar, on the Indo-American author Dhan Gopal Mukerji, *Caste and Outcast*, to be published by Stanford University Press (2002); and co-authored, with James Ferguson, a journal article, entitled “Spatializing States,” to be published in *American Ethnologist* (2002). Gupta is Associate Professor in the Department of Cultural and Social Anthropology at Stanford University.

Aline Helg (*NEH Fellow*) wrote the manuscript for her book, entitled *Liberty and Equality: Free People of Color, Elite Whites, Slaves, and Indians in Caribbean Colombia, 1770–1835*; an article, entitled “Silencing Race: Afro-Caribbean Colombia and Early Nation Building, 1810–28,” that will appear in a forthcoming book to be called *Political Cultures in the Andes, 1750–1950*, edited by Nils Jacobsen and Cristóbal Aljovín (Duke University Press, 2002); and a review of Eileen J. Suárez Findlay’s *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870–1920*, that appeared in *American Historical Review* 106, no. 2 (2001). Helg is Associate Professor of History at the University of Texas at Austin.

Carla Hesse (*John E. Sawyer Fellow**) wrote three chapters for her book on *The Spirit of Revolutionary Law*; an article on “Intellectual Property: A History in the Balance” (forthcoming in *Daedalus*); a review essay on Arno Mayer’s *The Furies* and *Contemporary Interpretations of the French Terror* (forthcoming in the *Journal of Modern History*); and reviews of Patrice Higonnot’s *Goodness and Virtue* and Jean-Pierre Glos’s *Fair Shares for All* (both forthcoming in the *Journal of Social History*). Hesse is Professor of History at the University of California, Berkeley.

Hilde Hoogenboom (*Jessie Ball duPont Fellow*) wrote two chapters for her book, *Identity and Realism: Russian Women Writers in the Nineteenth Century*, and two chapters, “Gender and Literary Biography: Nadezhda Khvoshchinskaia, a Reluctant Subject” and “Sisters: Nadezhda, Sof’ia, and Praskov’ia Khvoshchinskaia and a Tradition of Russian Women’s Writing,” for a volume entitled *The Sisters Khvoshchinskaia* (under consideration at Northwestern University Press) that she is co-editing with Joe Andrew and Arja Rosenholm. She wrote an article, entitled “Gender i literaturnaia biografia: Nadezhda Khvoshchinskaia, soprotivliaiushchiisia sub’ekt,” published in *Preobrazhenie* (Moscow, 2001), and two other articles, “Autobiographers As (Generic) Crossdressers: Catherine II, Dashkova, and Durova” and



L TO R
AKHIL GUPTA,
BRUCE GRANT,
ALINE HELG,
PAULLA EBRON

* Support provided by an endowed fellowship

† Additional support provided by the Andrew W. Mellon Foundation.

"From Bibliography to Canon: Classifying Women in Russia, France, Germany, and England," that have been submitted for publication. Her review of *Russia through Women's Eyes: Autobiographies from Tsarist Russia*, edited by Toby W. Clyman and Judith Vowles, is forthcoming in *Comparative Literature Studies*. Her proposal for a new edition and introduction to Catherine the Great's memoirs, for which she received the National Humanities Center's Cotsen linkage grant, is under consideration at Penguin Classics and Oxford World Classics. Hoogenboom is Assistant Professor of Slavic Languages at Stetson University.

Wolfgang Iser (*Andrew W. Mellon Senior Fellow*) wrote two essays as part of his project on "Emergence": "Culture: A Recursive Process," to be published in *Representation*; and "The Resurgence of the Aesthetic," to be published in *Filosofia Politica*, both in English and Portuguese. Iser is Distinguished Professor of English and Comparative Literature at the University of California, Irvine.

Kenneth R. Janken (*Rockefeller Fellow**) wrote five chapters of his biography of Walter White, under the working title of "Mr. NAACP": *The Life of Walter White, 1893-1955*; an introduction to the new edition of *Rope and Faggot*, by Walter White

(University of Notre Dame Press, forthcoming, 2001); and an article on "Walter F. White, Bishop John Hurst, and the 1928 Elections," for the *A. M. E. Church Review* (forthcoming, summer 2001). He also wrote an introduction to a new edition of *What the Negro Wants*, edited by Rayford W. Logan (University of Notre Dame Press, 2001), and did the final editing of the galley proofs. Janken is Associate Professor of Afro-American Studies at the University of North Carolina at Chapel Hill.

Peter Keating (*Burroughs Wellcome Fund Fellow*) completed a book, entitled *Biomedical Platforms: Reproducing the Normal and the Pathological in Late Twentieth-Century Biomedicine*, that he co-authored with Alberto Cambrosio. He co-authored several articles, including "Du savant au chercheur entrepreneur" (with Yves Gingras and Camille Limoges) for *Sciences humaines*, Hors série No. 31 (2000-2001); an entry on the history and sociology of biomedical sciences and technology (with Alberto Cambrosio) for the *International Encyclopedia of the Social and Behavioral Sciences*, edited by Neil J. Smelser and Paul B. Baltes (Amsterdam: Pergamon Press, in press); "From Screening to Clinical Research: The Cure of Leukemia and the Early Development of the Cooperative Oncology Groups: 1955-1966" (with Alberto Cambrosio), to appear in the *Bulletin of the*

History of Medicine; and "The New Genetics and Cancer: The Contributions of Clinical Medicine in the Era of Biomedicine" (with Alberto Cambrosio), to appear in the *Journal of the History of Medicine and Allied Sciences*. Keating is Associate Professor of History at Université du Québec à Montréal.

Thomas Keirstead (*Burkhardt Fellow of the American Council of Learned Societies*) completed the research for and finished writing preliminary drafts of three chapters of his book, under the working title *Making Medieval Japan*, and completed an article. Keirstead is Associate Professor of History at Indiana University.

Mario Klarer (*Andrew W. Mellon Fellow*) worked on his project entitled "Still Lives: Tableaux Vivants and the Construction of Victorian Femininity." Klarer is Associate Professor of English at the University of Innsbruck, Austria.

Shepard Krech III (*MacArthur Ecological Humanities Fellow*) focused his research on the inter-section of birds and North American Indians, examining over 1,100 related sources. With Carolyn Merchant and John McNeill he began editing *The International Encyclopedia of Environmental History* (Routledge, forthcoming, 2003). Krech is Professor of Anthropology and Director of the Haffenreffer Museum of Anthropology at Brown University.

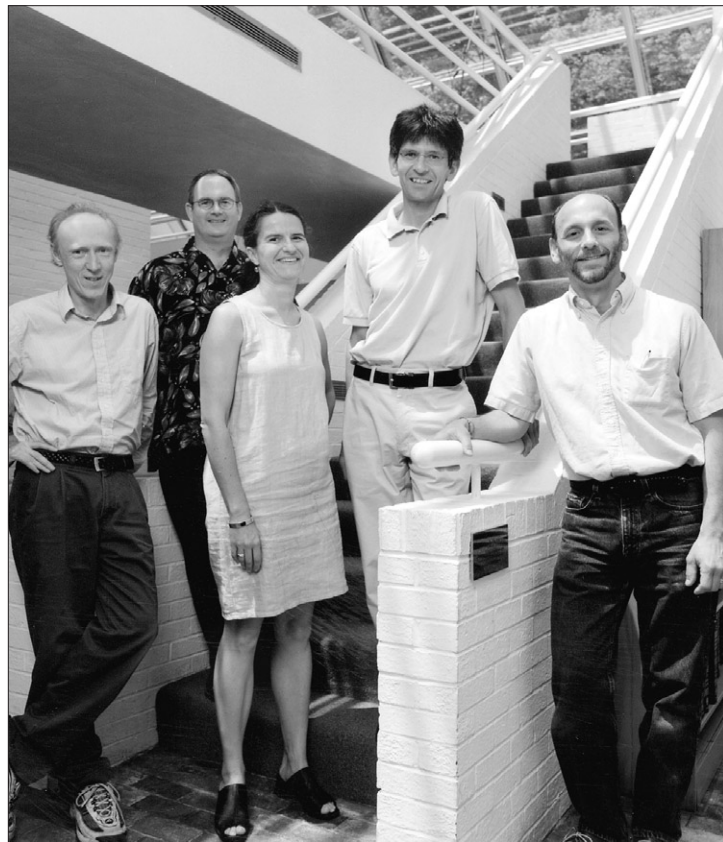


L TO R ALAN DESSEN, THOMAS LAQUEUR, CARLA HESSE, PÁDRAIG BREATNACH

Thomas W. Laqueur (*John P. Birkelund Senior Fellow**) began and completed the manuscript for a book, tentatively entitled *Onan's Fate: Solitary Sex and the Modern Self*, that will be published by ZONE Books in 2002, and made progress on another project, "Death, Memory, and Modernity." He wrote an article on "The Place of the Dead in Modernity" that will be included in *Age of Cultural Revolutions*, edited by Dror Warhman and Colin Jones (University of California Press, forthcoming, 2001); one called "A Symposium on the Weird, the Strange and the Uncanny," that appeared in *Threepenny Review* (spring 2001); revised an article, "Festival of Punishment," for the *London Review of Books* (5 October 2000); and read proofs and revised three further articles and one review for a professional journal. Laqueur is Professor of History at the University of California, Berkeley.

Haile M. Larebo (*Rockefeller Fellow*†*) completed five chapters for his book, under the working title *Church, State and Society in Ethiopia, 1885-1995*, a chapter of which, entitled "The Ethiopian Orthodox Church and the Student Movement," will be submitted to the journal *Religion in Africa*. He wrote an article on "Italian Land Policy in Ethiopia, 1935-1941" that will appear in a forthcoming book, *Italian Colonialism: A Reader*, to be published by St. Martin's Press (spring 2002), and another article on "Land Tenure of the Ethiopian Orthodox Church, 1930-1974" that will be published by the *Journal of Northeast African Studies*. He wrote an article on "Colonial Treaties in the Context of the Current Ethio-Eritrean Border Dispute and Settlement" that was published in two parts by the *Addis Tribune* (February 9 and 16, 2001). Larebo is Professor of History at Morehouse College.

L TO R PETER KEATING, THOMAS KEIRSTEAD, HILDE HOOGENBOOM, MARIO KLARER, KENNETH JANKEN



* Support provided by an endowed fellowship

† Additional support provided by the Andrew W. Mellon Foundation.

HAILE LAREBO AND
JOHN LEVISON

Dominic M. McIver Lopes (*Allen W. Clowes Fellow**) wrote two chapters for his book, *Sight and Sensibility: Pictures, Perception and Value*. Lopes is Associate Professor of Philosophy at the University of British Columbia.

Katherine J. P. Lowe (*Lilly Endowment Fellow in Religion and the Humanities†*) wrote most of the manuscript for her book on *Nuns' Chronicles and Convent Culture in Renaissance and Counter Reformation Italy* (under contract with Cambridge University Press), and a first draft of a joint article she is writing with Jim Banker (North Carolina State University) on a nuns' foundation narrative of a convent in Borgo San Sepolcro in 1500. Lowe is Reader in Early Modern History at Goldsmiths' College, University of London.

Keith P. Luria (*Lilly Endowment Fellow in Religion and the Humanities*) wrote four chapters for his book, *Sacred Boundaries: Catholics and Protestants in Seventeenth-Century France*. He was a participant in the Lilly Collegium on Religion and Humanities at the Center. Luria is Associate Professor of History at North Carolina State University.

Deidre Lynch (*Benjamin N. Duke Fellow of the Research Triangle Foundation**) completed drafts of two chapters of her book in progress, *At Home in English: 'Loving' Literature, in the Eighteenth Century and After*, and substantially revised another chapter that appeared in the journal *Studies in Romanticism* (July 2000) as an article entitled "Gothic Libraries and National Subject." She wrote an essay, entitled "Transformations of the Novel, 1770-1800," for *The New Cambridge History of English Romantic Literature*, edited by James K. Chandler (under contract with Cambridge University Press). Lynch is Associate Professor of English at Indiana University.

SHEPARD KRECH AND CAROLYN MERCHANT



* Support provided by an endowed fellowship

Carolyn Merchant (*MacArthur Ecological Humanities Fellow*) wrote and revised two books: *The Columbia Guide to American Environmental History* (Columbia University Press, forthcoming, 2002) and *Reinventing Eden* (Routledge, forthcoming, 2003). With National Humanities Center colleague Shepard Krech III and John McNeill, she began editing *The International Encyclopedia of Environmental History* (Routledge, forthcoming, 2003). Merchant is Professor of Environmental History, Philosophy, and Ethics at the University of California, Berkeley.

Michael Moses (*Duke Endowment Fellow**) wrote an article, entitled "Revolution of the Saint: Imperial Decadence and Catholic Ascendancy in Wilde's *Salomé*," that will appear in *Erin's Sickbed*, a collection of essays edited by Scott Boltwood, to be published by Colin Smythe (2002). This article also comprises a chapter in his book, *Nation of the Dead: The Politics of Irish Writing, 1890-1990*. He drafted two other chapters for the book, began work on a fourth chapter, and completed three additional articles for publication: "The Poet As Politician: The Intellectual Odyssey of W. B. Yeats" (*Reason* 32, no. 9 [2001]); "A Rendezvous with Density: The FDR Memorial and the Clinton Era" (*Reason* 32, no. 11 [2001]); and "Magical Realism at World's End" (*Literary Imagination: The Review of the Association of Literary Scholars and Critics* 3, no.1 [2001]).

† Additional support provided by the Andrew W. Mellon Foundation.

The article on "Magical Realism" will also become a chapter in a future book, tentatively titled "Strange Encounters: Global Modernity, Cultural Hybridity, and the Archaic." Moses is Associate Professor of English at Duke University.

Liam Murphy (*Archie K. Davis Senior Fellow**) completed a book, which he co-authored with Thomas Nagel, *The Myth of Ownership: Taxes and Justice* (to be published by Oxford University Press), and a chapter of a book he is now writing on promise and contract. Murphy is Professor of Law and Philosophy at the New York University School of Law.

Jeremy D. Popkin (*Delta Delta Delta* and NEH Fellow*) completed final revisions for his forthcom-

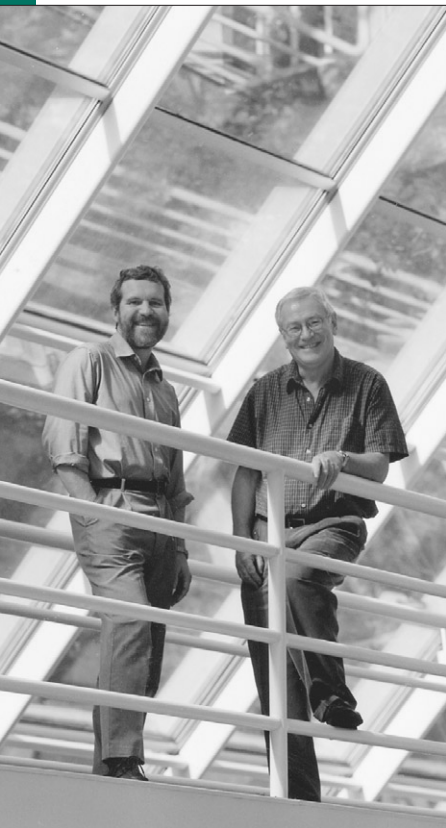
ing book, *Press, Revolution and Social Identities in France, 1830-1835*, to be published by Penn State University Press (fall 2001), and read extensively in the theory and criticism of autobiography as part of the research for his book, *History, Historians and Autobiography*. He wrote a review essay, "Not Over After All: The French Revolution's Third Century," discussing recent trends in the interpretation of that event, that will appear in the *Journal of Modern History*; an essay, entitled "La presse bourgeoise en province," for a Festschrift for Jean-Paul Bertaud; and entries on "Autobiography" and "Publishing and Bookselling" for the *Oxford Encyclopedia of the Enlightenment*. Popkin is Professor of History at the University of Kentucky.

L TO R LIAM MURPHY, DEIDRE LYNCH, JEREMY POPKIN, MICHAEL MOSES



John F. Richards (*MacArthur Ecological Humanities Fellow* †) focused on completely rewriting and expanding the final six chapters of his book, entitled *The Unending Frontier: Environmental History of the Early Modern World*, which will be published by the University of California Press (2002) as part of a new series on world history. Richards is Professor of History at Duke University.

Dennis Romano (*NEH Fellow*) carried out research for his project on “Francesco Foscari and the Crisis of Venetian Republicanism.” Romano is Professor of History at Syracuse University.



TIMOTHY TACKETT, GEORGE WATSON

Helena Rosenblatt (*Lilly Endowment Fellow in Religion and the Humanities*) did research for and began writing her book, entitled *Benjamin Constant and the Religious Underpinnings of Liberalism*. She wrote an article, entitled “On the ‘Misogyny’ of Rousseau: The ‘Letter to d’Alembert’ in Historical Context,” for a forthcoming issue of *French Historical Studies* (winter 2002), and another one, entitled “Interpreting *Adolphe*: The Sexual Politics of Benjamin Constant,” for a special edition of the journal *Historical Reflections/Réflexions historiques*. She contributed entries on “Luxury,” “Civil Society,” and “Switzerland” for *The Oxford University Encyclopedia of the Enlightenment* (in press) and drafted a review of Rita Hermon-Belot’s *L’Abbé Grégoire, la politique et la vérité* (Seuil, 2000) and *The Abbé Grégoire and His World*, edited by Jeremy Popkin and Richard Popkin (Kluwer, 2000), for the journal *Eighteenth-Century Studies*. Rosenblatt is an independent scholar residing in Rougemont, Switzerland.

Eva Stehle (*NEH Fellow*) drafted three chapters for her book on *Athenian Women’s Ritual and the City*, and wrote a chapter on “Choral Prayer in Greek Tragedy: *Euphemia* or *Aischrologia*?” that will be included in a book under the tentative title of *Music and the Muses*, edited by Penelope Murray and Peter Wilson (Oxford University Press, forthcoming, 2002). She wrote the introduction and

served as guest editor for the spring 2001 issue of *Helios* (vol. 28, no. 2), entitled *Unmasked Performance: Staging Identity in Greece and Rome*; wrote an article, “The Actor’s Body: Where Does It Begin (Or End)?,” that will be submitted for “Staging Aristophanes,” a special issue of the *American Journal of Philology* (forthcoming, spring 2002); and another article, “The Chorus Composes Itself: The *Parodos* of Aeschylus’ *Seven against Thebes*,” that she will soon submit for publication. Stehle is Associate Professor of Classics at the University of Maryland at College Park.

Timothy Tackett (*Florence Gould Foundation Fellow*) completed several chapters (based on extensive analysis of a large volume of notes collected over a year and a half of research in France) and made final revisions on his book, tentatively entitled *The King Has Fled: The Flight to Varennes and the Origins of the Terror*. He wrote an article, “Interpreting the Terror,” that will appear in the fall 2001 issue of *French Historical Studies*, and completed a preliminary outline and sketch of volume 7 of the *Cambridge History of Christianity*, to be titled *Enlightenment, Revolution, and Reawakening: The Christian World, 1660–1815*, which he is editing. Tackett is Professor of History at the University of California, Irvine.

Richard J. A. Talbert (*Robert F. and Margaret S. Goheen* and Andrew W. Mellon Fellow*) focused mainly on the formulation of, and successful progress toward, a book-length study centered on the one great surviving Roman map, the “Peutingar Table.” He completed his contribution for a book, entitled *The Romans and Their History: From Village to Empire*, that he co-authored with M. T. Boatwright and D. Gargola (Oxford University Press, forthcoming, 2002). Talbert is W. R. Kenan, Jr. Professor of History and Adjunct Professor of Classics at the University of North Carolina at Chapel Hill.



L TO R MARIA TODOROVA, KATHERINE LOWE, EVA STEHLE, DENNIS ROMANO

Maria Todorova (*NEH Fellow*) worked on her book, entitled *Bones of Contention*, on the creation of a national hero in the Bulgarian context in the nineteenth and twentieth centuries. As editor and co-author of a volume entitled *National Identities and National Memories in the Balkans* (accepted for publication by Hurst, London, together with New York University Press), she wrote the introductory essay, “Learning Memory, Remembering Identity,” and a chapter on “Conversions to Islam As a Trope in Bulgarian Historiography, Fiction, and Film.” She wrote several articles that have already been published, including “Za klishetata, za elite i za krizata v mezh-dunarodniya pravov red,” for *Otvrid utopiite*, edited by Emmy Barouh (Sofia, Bulgaria: Deutsche

Welle, 2000); the introduction to the Greek edition of *Imagining the Balkans: Valkania. I ditiki fantasiosi* (Athens, Thessaloniki: Paratiritis, 2000); and “Does Russian Orientalism Have a Russian Soul?” for the journal *Kritika: Explorations in Russian and Eurasian History* 1, no. 4 (fall 2000). She did final editing for “The Balkans As a Category of Analysis: Borders, Space, Time,” which will appear in the fall 2001 issue of *Geschichte und Gesellschaft* (in German); a slightly abbreviated English version will appear in *Annäherungen an eine europäische Geschichtsschreibung*, edited by G. Stourzh (Vienna, forthcoming). She wrote four reviews for *The American Historical Review*. Todorova is Professor of History at the University of Illinois at Urbana-Champaign.

* Support provided by an endowed fellowship

† Additional support provided by the Andrew W. Mellon Foundation.

FROM LEFT TO RIGHT:
WILLIAM WIMSATT,
HERBERT TUCKER,
MARTHA VICINUS



Herbert Tucker (*Walter Hines Page Fellow of the Research Triangle Foundation* and NEH Fellow*) wrote eight chapters of his book on *The Proof of Epic in Britain, 1790–1910*, and an article on “Epic” that has been accepted for publication in *A Companion to Victorian Poetry*, edited by Antony Harrison et al. (Blackwell, forthcoming, 2002). As co-editor (with Dorothy Mermin), he did extensive editing on a teaching anthology, entitled *Victorian Literature, 1830–1900*, just published by Harcourt. He put the finishing touches on two essays: “Literal Illustration in Victorian Print” (accepted for publication in *The Victorian Illustrated Book*, edited by Richard Maxwell [University Press of Virginia, forthcoming, 2002]), and “Arnold and the Authorization of Criticism” (accepted for publication in *Interpreting the Victorians*, edited by Suzy Anger [Cornell University Press, forthcoming, 2001]). Tucker is Professor of English at the University of Virginia.

Martha Vicinus (*NEH Fellow*) wrote four chapters and the introduction, and revised four chapters for her book, entitled *Intimate Friends: Women Who Loved Women, 1780–1930*. She revised a talk (which she gave at Duke University and at the University of North Carolina at Greensboro) on “Nostalgia and Homosexual Desire in Vernon Lee (1856–1935)” that will become a journal article, a shorter version of which will be published in Italian in a collection of essays on English literature and Italy, to be edited by Liana Borghi. Vicinus is Eliza M. Mosher Distinguished University Professor of English, Women’s Studies and History at the University of Michigan.

George Watson (*Andrew W. Mellon Fellow*) worked on a draft outline of a book, entitled *The Ideology of Celticism in Scotland and Ireland*, and wrote two chapters. He completed an essay on “Yeats the Victorian,” to be published in the *Cambridge Companion to Yeats Studies*, edited

by John S. Kelly (forthcoming, 2002), and drafted an essay on “Yeats and Modernism” for a book, tentatively titled *Modernism and Colonialism*, that is to be co-edited by Michael Valdez Moses and Richard Begam. His article on the cultural polarities of Northern Ireland, entitled “From Hanover Street to the Garvaghey Road: Growing Up in Portadown,” appears in the Center’s journal, *Ideas* (vol. 8, no. 2). Watson is Professor of Irish Literature in English and Associate Director of the Research Institute of Irish and Scottish Studies at the University of Aberdeen.

Paul Weithman (*Frank H. Kenan Fellow**) rewrote four chapters of his book, entitled *Religion and the Obligations of Citizenship* (Cambridge University Press, forthcoming, 2002). He wrote a paper, entitled “Full Membership and the Duties of Citizenship,” that he delivered at a conference inaugurating the Center for Religion, Morality and Law at Wake Forest University Law School and a conference on “Religion and the Public Life of Pluralistic Democracies” at the Johann Wolfgang Goethe-Universität in Frankfurt; it will appear in the *Wake Forest Law Review* 36 (2001) and in a publication of the proceedings from the Goethe-Universität conference. He wrote another paper, entitled “The Prospects of the Disabled in a Liberal Society,” that he delivered at a conference at the University of Notre Dame;

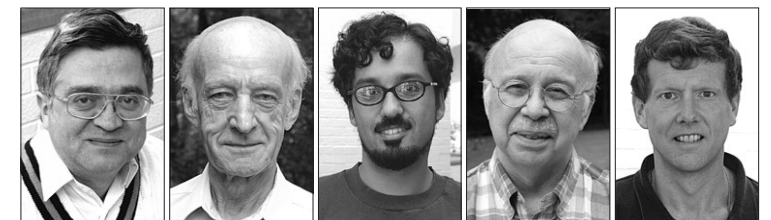
he has been invited to submit it for consideration by the *Journal for Medicine and Philosophy*. Weithman is Associate Professor of Philosophy at the University of Notre Dame.

William C. Wimsatt (*NEH Fellow*) rewrote two chapters and the introductory materials, and finished the bibliography for his book on *Re-Engineering Philosophy for Limited Beings: Piecewise Approximations to Reality*, which has been accepted for publication by Harvard University Press, and researched and wrote a substantial portion of his book on generative entrenchment and cultural evolution. His article on “Functional Organization, Functional Inference, and Functional Analogy” will appear in a volume entitled *Functions: New Readings in the Philosophy of Psychology and Biology*, edited by Robert Cummins, André Ariew, and Mark Perlman (Oxford University Press, in press). He

co-authored (with Jeffrey Schank) an article on “Generative Entrenchment, Modularity and Evolvability: An Apparent Evolutionary Paradox of Frequency Dependent Modules” that is forthcoming in a volume entitled *Modularity in Evolution and Development*, edited by Gerhard Schlosser and Gunter Wagner (University of Chicago Press, 2002). His paper on “Evolution, Entrenchment, and Innateness” will be included in a forthcoming volume of *Proceedings of the Piaget Society Meetings*, edited by Terrance Brown and others (Lawrence Erlbaum and Associates, 2001). He wrote an article, entitled “False Models As Means to Truer Theories: Blending Inheritance in Biological vs. Cultural Evolution,” that is forthcoming (2002) in the journal *Philosophy of Science*. Wimsatt is Professor of Philosophy at the University of Chicago.

Muhammad Qasim Zaman (*Lilly Endowment Fellow in Religion and the Humanities*) completed the draft of his book, *Paths of Religious Change: Islam and the ‘Ulama’ in the Modern World*. He completed an article, entitled “Nation, Nationalism, and the ‘Ulama’: Hadith and Law in Religiopolitical Debates in Twentieth Century India,” that he submitted for publication in a special issue of *Oriente Moderno* (Rome) on “Hadith e tradizioni nell’Islam moderno”; an article for the *Encyclopaedia of the Qur’an* (E. J. Brill, forthcoming); and two book reviews on medieval Islamic history and historiography. Zaman is Robert Gale Noyes Assistant Professor of the Humanities and Assistant Professor of Religious Studies at Brown University.

Travel schedules and other obligations prevented (l to r below) Maroun Aouad, Wolfgang Iser, Dominic Lopes, John Richards, and Paul Weithman from taking part in the group photographs for this report. Fortunately, Deputy Director (and unofficial Staff Photographer) Kent Mullikin captured them on film for the Fellows and staff bulletin boards.



Selection committee who chose this year's class of Fellows

Erich Gruen
Classics, University of California, Berkeley

Karen Halttunen
History, University of California, Davis

Ronnie Po-Chia Hsia
History, New York University

J. Paul Hunter
English, University of Chicago

Richard Moran
Philosophy, Harvard University

James Olney
English, Louisiana State University

Helmut Muller-Sievers
German, Northwestern University

Representing the Center's Board

Steven Marcus
Vice Chairman

Patricia Meyer Spacks
Chair
Scholarly Programs Committee

Number of Fellows: 42	
Senior scholars 31 (more than 10 years beyond Ph.D.)	Young scholars 11 (10 years or less beyond Ph.D.)
Gender	
Male 29	Female 13
Disciplines: 11	
Ancient History, Classics, Archaeology 3	History 16
Anthropology 4	Modern Languages-Slavic Languages 1
Celtic Studies 1	Philosophy 4
English & American Literature 8	Religion & Theology 2
Government, Law, & Political Science 3	
Geographic Representation	
<i>United States: 33 from 14 states</i>	
California 6	Texas 1
Florida 2	Virginia 2
Georgia 1	
Illinois 2	<i>Other Nations: 9 from 8 countries</i>
Indiana 2	Austria 1
Kentucky 1	Canada 1
Maryland 1	France 1
Michigan 1	Germany 1
New York 4	Ireland 1
North Carolina 7	Netherlands 1
Pennsylvania 1	Switzerland 1
Rhode Island 2	United Kingdom 2

Institutions Represented

<i>United States: 23</i>	
Brown University	2
Duke University	3
Indiana University, Kokomo . .	1
Morehouse College	1
New York University	1
North Carolina State University	1
Stanford University	2
Stetson University	1
State University of New York, Buffalo	2
Swarthmore College	1
Syracuse University	1
University of California, Berkeley	3
University of California, Irvine	1
University of Chicago	2
University of Florida	1
University of Kentucky	1
University of Maryland	1
University of Michigan	1
University of North Carolina at Chapel Hill	3
University of Notre Dame	1
University of Richmond	1
University of Texas, Austin . . .	1
University of Virginia	1
<i>Other Nations: 9</i>	
Aberdeen University	1
Centre National de la Recherche Scientifique	1
Goldsmiths College, University of London	1
Unaffiliated	1
University of Dublin	1
University of Constance	1
University of Innsbruck	1
University of Groningen	1
University of Quebec, Montreal	1



Books Published or Added to the Fellows' Shelf in 2000–01

Arnold, A. James (*National Endowment for the Humanities Fellow 1989–90*), ed. *A History of Literature in the Caribbean*. Edited by A. James Arnold, with Julio Rodríguez-Luis and Michael Dash. A Comparative History of Literatures in European Languages, vol. 10. Philadelphia: J. Benjamins, 1994.

Brundage, W. Fitzhugh (*NEH Fellow 1995–96*), ed. *Where These Memories Grow: History, Memory, and Southern Identity*. Chapel Hill: University of North Carolina Press, 2000.

Canny, Nicholas (*J. N. Pew Fellow 1986–87*). *Making Ireland British, 1580–1650*. New York: Oxford University Press, 2001.

Caramello, Charles (*Andrew W. Mellon Fellow 1984–85*). *Henry James, Gertrude Stein, and the Biographical Act*. Chapel Hill: University of North Carolina Press, 1996.

Crowley, John E. (*NEH Fellow 1995–96*). *The Invention of Comfort: Sensibilities and Design in Early Modern Britain and Early America*. Baltimore: Johns Hopkins University Press, 2001.

Fairclough, Adam (*Andrew W. Mellon Fellow 1994–95*). *Teaching Equality: Black Schools in the Age of Jim Crow*. Mercer University Lamar Memorial Lectures, no. 43. Athens: University of Georgia Press, 2001.

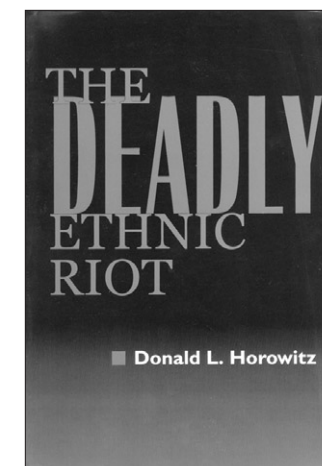
Ferguson, Priscilla Parkhurst (*Fellow 1994–95*), trans. *The Weight of the World: Social Suffering in Contemporary Society*, by Pierre Bourdieu et al. Translated by Priscilla Parkhurst Ferguson et al. Stanford: Stanford University Press, 1999.

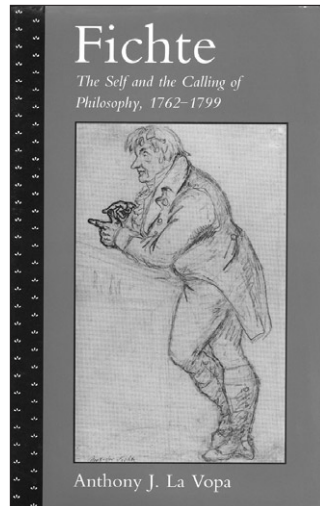
Gaines, Jane M. (*Delta Delta Delta Fellow 1996–97*). *Fire and Desire: Mixed-Race Movies in the Silent Era*. Chicago: University of Chicago Press, 2001.

Goscilo, Helena (*NEH Fellow 1990–91*). *The Explosive World of Tatyana N. Tolstaya's Fiction*. Armonk, N.Y.: M. E. Sharpe, 1996.

Green, Monica H. (*NEH Fellow 1996–97*). *Women's Healthcare in the Medieval West: Texts and Contexts*. Variorum Collected Studies Series, CS680. Aldershot: Ashgate, 2000.

Guest, Harriet (*Rockefeller Fellow 1989–90*). *Small Change: Women, Learning, Patriotism, 1750–1810*. Chicago: University of Chicago Press, 2000.





Harris, J. William (*Andrew W. Mellon Fellow 1992-93*).

Deep Souths: Delta, Piedmont, and Sea Island Society in the Age of Segregation. Baltimore: Johns Hopkins University Press, 2001.

Higham, John (*Andrew W. Mellon Senior Fellow 1987-88; 1988-89*).

Hanging Together: Unity and Diversity in American Culture. Edited by Carl J. Guarneri. New Haven: Yale University Press, 2001.

Horowitz, Donald L. (*Fellow 1983-84*). *The Deadly Ethnic Riot*. Berkeley: University of California Press, 2001.

Janken, Kenneth Robert (*Rockefeller Fellow 2000-01*). *What the Negro Wants*. With a new introduction and bibliography by Kenneth Robert Janken. Edited by Rayford W. Logan. Notre Dame: University of Notre Dame Press, 2001.

Janko, Richard (*Andrew W. Mellon Fellow 1990-91*), ed. and trans. *On Poems: Book 1*, by Philodemus. The Philodemus Translation Project. Philodemus: The Aesthetic Works, Vol. I/1. Oxford: Oxford University Press, 2000.

Kent, Dale (*MacArthur Fellow 1985-86*). *Cosimo de' Medici and the Florentine Renaissance: The Patron's Oeuvre*. New Haven: Yale University Press, 2000.

King, John N. (*Lilly Endowment Fellow in Religion and the Humanities 1997-98*). *Milton and Religious Controversy: Satire and Polemic in "Paradise Lost"*. Cambridge: Cambridge University Press, 2000.

La Vopa, Anthony J. (*Fellow 1983-84; NEH Fellow 1998-99*). *Fichte: The Self and the Calling of Philosophy, 1762-1799*. Cambridge: Cambridge University Press, 2001.

Levison, John R. (*NEH Fellow 2000-01*). *Texts in Transition: The Greek "Life of Adam and Eve." Early Judaism and Its Literature*, no. 16. Atlanta: Society of Biblical Literature, 2000.

Lewis, R. W. B. (*Andrew W. Mellon Senior Fellow 1989-90; Fellow 1998-99*). *Dante*. Penguin Lives Series. New York: Lipper/Viking, 2001.

Rushdy, Ashraf H. A. (*Rockefeller Fellow 1998-99*). *Remembering Generations: Race and Family in Contemporary African American Fiction*. Chapel Hill: University of North Carolina Press, 2001.

Saliba, George (*John E. Sawyer Fellow 1997-98*). *Rethinking the Roots of Modern Science: Arabic Manuscripts in European Libraries*. Occasional Papers. Washington, D.C.: Center for Contemporary Arab Studies, Edmund A. Walsh School of Foreign Service, Georgetown University, 1999.

Schwartz, Barry (*Delta Delta Delta Fellow 1992-93*). *Abraham Lincoln and the Forge of National Memory*. Chicago: University of Chicago Press, 2000.

Siegel, Jonah (*NEH Fellow 1998-99*). *Desire and Excess: The Nineteenth-Century Culture of Art*. Princeton: Princeton University Press, 2000.

Stump, Eleonore (*Lilly Endowment Fellow in Religion and the Humanities 1999-2000*), ed. *The Cambridge Companion to Augustine*. Edited by Eleonore Stump and Norman Kretzmann. Cambridge: Cambridge University Press, 2001.

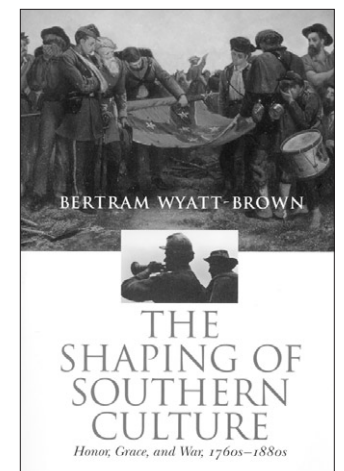
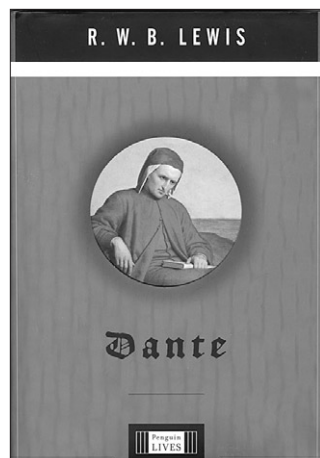
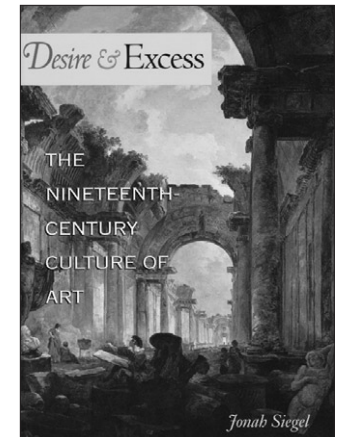
Thomas, John Philip (*Andrew W. Mellon Fellow 1984-85*), ed. *Byzantine Monastic Foundation Documents: A Complete Translation of the Surviving Founders' "Typika" and Testaments*. Edited by John Thomas and Angela Constantinides Hero, with the assistance of Giles Constable. Translated by Robert Allison and others. 5 vols. Dumbarton Oaks Studies, 35. Washington, D.C.: Dumbarton Oaks Research Library and Collection, 2000.

Vendler, Helen *The Art of Shakespeare's Sonnets*. Cambridge: Belknap Press of Harvard University Press, 1997.

White, Luise (*NEH Fellow 1993-94*). *Speaking with Vampires: Rumor and History in Colonial Africa*. Berkeley: University of California Press, 2000.

Woodman, Harold D. (*Fellow 1983-84*). *New South, New Law: The Legal Foundations of Credit and Labor Relations in the Postbellum Agricultural South*. The Walter Lynwood Fleming Lectures in Southern History. Baton Rouge: Louisiana State University Press, 1995.

Wyatt-Brown, Bertram (*NEH Fellow 1989-90; Luce Fellow 1998-99*). *The Shaping of Southern Culture: Honor, Grace, and War, 1760s-1880s*. Chapel Hill: University of North Carolina Press, 2001.



Financial Statement

NATIONAL HUMANITIES CENTER ANNUAL REPORT 2000-01

Statements of Financial Position

June 30, 2001 and 2000

Assets	2001	2000
Cash and cash equivalents	\$ 5,574,968	10,315,244
Pledged contributions receivable, net	2,996,485	5,354,142
Miscellaneous receivables and other assets	37,518	8,924
Investments	42,405,104	31,635,743
Property, furniture, and equipment, net	141,190	189,550
	<u>\$51,155,265</u>	<u>47,503,603</u>
Liabilities and Net Assets		
Accounts payable and accrued expenses	160,676	171,306
Notes payable	47,625	45,270
<i>Total liabilities</i>	<u>208,301</u>	<u>216,576</u>
Net assets:		
Unrestricted	15,025,474	14,403,364
Temporarily restricted	2,355,495	1,748,187
Permanently restricted	33,565,995	31,135,476
<i>Total net assets</i>	<u>50,946,964</u>	<u>47,287,027</u>
	<u>\$ 51,155,265</u>	<u>47,503,603</u>

Statements of Activities

Year Ended June 30, 2001

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Revenues, Gains, and Other Support:				
Contributions and gifts	\$ 674,897	1,630,169	2,430,519	4,735,585
Grants	789,069	—	—	789,069
Investment income	2,715,748	—	—	2,715,748
Unrealized gain on investment	172,118	—	—	172,118
Contribution – building and facilities	450,000	—	—	450,000
Net assets released from restrictions	1,022,861	(1,022,861)	—	—
Total revenues, gains, and other support	<u>5,824,693</u>	<u>607,308</u>	<u>2,430,519</u>	<u>8,862,520</u>
Expenses and Losses:				
Fellowship programs	2,308,958	—	—	2,308,958
Special programs	777,591	—	—	777,591
Development	689,191	—	—	689,191
Management and general	1,426,843	—	—	1,426,843
<i>Total expenses and losses</i>	<u>5,202,583</u>	<u>—</u>	<u>—</u>	<u>5,202,583</u>
Change in net assets	622,110	607,308	2,430,519	3,659,937
Net assets, beginning of year	<u>14,403,364</u>	<u>1,748,187</u>	<u>31,135,476</u>	<u>47,287,027</u>
Net assets, end of year	<u>\$ 15,025,474</u>	<u>2,355,495</u>	<u>33,565,995</u>	<u>50,946,964</u>

Copies of the audited financial statements prepared by KPMG LLP,
Certified Public Accountants, are available for reference in the Administrative
Office of the National Humanities Center.

Statements of Activites

Year Ended June 30, 2000

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Revenues, Gains, and Other Support:				
Contributions and gifts	\$ 633,597	907,144	3,723,794	5,264,535
Grants	750,878	—	—	750,878
Investment income	4,019,471	—	—	4,019,471
Contribution – building and facilities	450,000	—	—	450,000
Net assets released from restrictions	1,443,790	(1,443,790)	—	—
Total revenues, gains, and other support	7,297,736	(536,646)	3,723,794	10,484,884
Expenses and Losses:				
Fellowship programs	1,869,177	—	—	1,869,177
Special programs	1,034,069	—	—	1,034,069
Development	755,006	—	—	755,006
Management and general	1,247,614	—	—	1,247,614
Unrealized loss on investment	3,809,762	—	—	3,809,762
<i>Total expenses and losses</i>	8,715,628	—	—	8,715,628
Change in net assets	(1,417,892)	(536,646)	3,723,794	1,769,256
Net assets, beginning of year	15,821,256	2,284,833	27,411,682	45,517,771
Net assets, end of year	\$ 14,403,364	1,748,187	31,135,476	47,287,027

Supporting the Center

The National Humanities Center is an independent, privately incorporated institute supported by grants and contributions from individuals, corporations, foundations, and universities and other institutions, as well as other public and private sources. The Center also has a permanent endowment, valued at \$44.8 million on June 30, that provided expendable income covering approximately 42 percent of its annual operating costs.

Following is a summary of annual and endowment giving for 2000–01, and a list of the individuals, corporations, foundations, and other institutions that provided annual or endowment support during the year. In addition to those individuals and institutions listed below, the Center would like to express its gratitude to those who made in-kind gifts, especially the Fellows who added books written at the Center to the Robert F. and Margaret S. Goheen Collection, the University of North Carolina Press for continuing gifts to the Center’s collection of books about North Carolina, and the anonymous donor who gave 20 volumes of the Loeb Classical Library. The Center is also grateful to Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill for their library and technical assistance.

External support from corporations,
foundations, and other organizations
for programs and operations: \$2,248,848

Corporations, private foundations,
and similar sources: \$1,741,593

National Endowment for the Humanities: \$392,255

Duke University, North Carolina State University,
and the University of North Carolina at Chapel Hill: . . \$115,000

Annual Giving by Individuals: \$482,628

Current, emeriti, and former Trustees: \$335,940

Fellows: \$44,550

Other friends: \$102,138

Total number of annual giving donors: 620

Endowment Giving

The following individuals, corporations, and foundations made endowment gifts from July 1, 2000 to June 30, 2001

Mr. Peter A. Benoliel
The Blumenthal Foundation
The Edward T. Cone Foundation
Mr. Lloyd E. Cotsen
Mr. and Mrs. Richard W. Couper
The Gladys Krieble Delmas Foundation
Strachan Donnelley, Ph.D.
The Ford Foundation
The North Carolina GlaxoSmithKline Foundation
The Horace W. Goldsmith Foundation
John Hurford Estate
The Henry Luce Foundation, Inc.
John G. Medlin, Jr.
The Andrew W. Mellon Foundation
The Carl and Lily Pforzheimer Foundation
Z. Smith Reynolds Foundation
R. J. Reynolds Tobacco Company Foundation
Sally and Russell Robinson
Benno C. Schmidt, Jr.
Mr. C. Dixon Spangler, Jr.
Wachovia Bank, N.A.
Mr. Seth L. Warner (in memory of Susan Emily Rose Warner)
Burton J. and Nan S. Weiss Fund of the Triangle Community Foundation
Mr. John C. Whitehead

Corporate, Foundation, and Institutional Grants, 2000-01

The following reflects contributions for programs and general operations from July 1, 2000 to June 30, 2001

The Ahmanson Foundation
American Council of Learned Societies
The Barrington Foundation, Inc.
Mary Duke Biddle Foundation
The Burroughs Wellcome Fund
Duke University
Cummins Engine Foundation
Jessie Ball duPont Fund
Florence Gould Foundation
William R. Kenan Jr. Charitable Trust
Lilly Endowment, Inc.
The Lucius N. Littauer Foundation
The John D. & Catherine T. MacArthur Foundation
The Andrew W. Mellon Foundation
North Carolina State University
The Carl and Lily Pforzheimer Foundation
The Rockefeller Foundation
University of North Carolina at Chapel Hill
Wachovia Bank, N.A.

Annual Giving Donors, 2000-01

The following reflects contributions for programs and general operations from July 1, 2000 to June 30, 2001

INDIVIDUALS

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Strachan Donnelley, Ph.D.

President's Council (\$10,000 to \$24,999)

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Blair and Cheryl Effron
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Nicki Newman Tanner
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Mr. John C. Whitehead

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* Fellow, National Humanities Center

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‡ Gift in memory of Dan Lacy

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