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REPORT FROM THE PRESIDENT AND DIRECTOR



HUMANISTIC KNOWLEDGE CAN BE OBTAINED ONLY BY A HUMAN MIND
THAT PATIENTLY MIXES ITS LABOR WITH THE OBJECT, STANDING IN
LIVING RELATION TO ITS MATERIAL AND—IN THE CASE OF PUBLISHED
SCHOLARSHIP—TO ITS AUDIENCE.

Of all the things in this world that “go together like a horse and carriage,” few pair bonds are as tight as “the humanities” and “crisis.” After all, love and marriage, in the words of the sweet, dopey Frank Sinatra song, are not inevitably conjoined, any more than peanut butter and jelly, scotch and soda, or lox and bagels. But the humanities and crisis are inseparable.

To consider the terms together, as if they each represented an aspect of the other, is to clarify the meaning of both. A crisis is a rupture, a sudden shattering that puts at risk or in jeopardy every confident expectation we had. The crying need, in times of crisis, is for a reassuring sense of predictability, continuity, regularity, a sense that we have not suddenly been pitched into an incomprehensible new world, that others have encountered and outfaced such disruptions in the past, and that we have sustaining cultural resources within our grasp—a sense, in short, of the humanities. Crisis calls forth the humanities, which find their most compelling *raison d’être* in crisis.

Many of the crises in which the humanities have been invoked involve some unpleasant feature of modernity, including mechanization, specialization, industrialization, the dominance of ideology, the erosion of long-familiar customs or codes, the decline or loss or abandonment of this or that or the other. In response to such crises, those flying the flag of the humanities have announced an urgent need for a renewal of heritage, history, context, nuance, singularity, depth, value, or character. The very first work (of many) to appear with the title “Crisis in the Humanities” argued that humanists

were inherently antitechnological, that they were essentially craftsmen locked in a struggle against more modern, but soulless ways of understanding. A sense of doom pervades the volume, with humanists, cast as “the artisanate of cognition,” fighting the good fight against the mighty forces of technology and science. Interestingly, the year this work appeared (1964) is considered by many to be smack in the middle of the Golden Age of the humanities, when things were really going well.

On those infrequent occasions when external threats seem temporarily to have been neutralized, new crises often arise within the humanities themselves, as if in demonstration of Nietzsche’s aphorism, “In times of peace, the warlike man attacks himself.” And then there are times when the humanities are threatened by crises both external and internal. We are living through one of those times, when many are saying that the larger culture is morally and politically adrift, badly in need of humanistic wisdom, but that the humanities—fractured, self-interested, and out of favor—are in no position to offer it. Will there ever be an end to cascading crises? The answer is easy: no.

But if crises are part of the ordinary rhythms of the humanities, does this mean that the humanities are always going to flourish? The answer to this question is surely no as well: nothing in this world is indestructible, including the world. But perhaps the real danger for the humanities, and for the society whose deeper interests they serve, are those developments that arrive not in warlike garb, speaking an alien tongue (“Education is job training!”) and brandishing weapons, but those that come in the guise of friendship, offering managerial assistance in the form of “increased access” or

“economies of scale.” And even in such cases, care must be taken to distinguish friend from foe. Judgment—a specialty of humanistic learning—is required.

Take the case of digital technology. On the one hand, data science has demonstrated an undeniable capacity to aggregate, organize, and present information in new and striking ways, enabling scholars not just to answer traditional questions with new tools but to pose different, sometimes much larger questions to much larger “data sets,” and to represent their findings in new ways. Many of the prospects opened up by technology are exciting even to scholars who pride themselves on their artisanal skills and sensibility.

On the other hand, however, some innovations associated with technology demand a more cautious and even vigilant response from humanists. The forms of “distance learning” in which many leading universities are investing so heavily today, for example, pose a real

challenge to the humanities. The recent rise of MOOCs—Massive Open Online Courses that can enroll many thousands of students all over the world—is being touted as a wave crashing inexorably on the shores, pulverizing a few sand castles perhaps, but carrying astonishing democratizing benefits in the form of vastly increased access to famous lecturers who otherwise remain within the cloistered walls of expensive colleges and universities, and offering institutions a thrilling way to reduce their instructional budgets. The jury is still out on that second promise, but the questions that academics, students, and parents must ask concern the specific impact of MOOCs on the educational experience.

Perhaps the “right-answer” disciplines in which the application of a teachable method leads to a single correct result can welcome the advent of MOOCs with a clean conscience. But the humanistic disciplines are different. Consider a typical case: a well-known professor offers a MOOC in, say, the political history of France from 1789 to 1848. It’s a great set of

SEPTEMBER 13–25 Project Talks

Shortly after Labor Day, as the fellowship year begins, Fellows gather daily before lunch to present 5-minute talks on their projects. These talks not only demonstrate the intellectual breadth of Fellows’ research interests but reveal common themes and interests that Fellows will pursue in ad hoc seminars and discussion groups during the year.

Pamela Long



SEPTEMBER 13 Public Lecture

NHC President and Director Geoffrey Harpham kicks off this year’s public lecture series with a

talk entitled “Finding Ourselves: The Humanities as a Discipline.” The series continues monthly throughout the fall with independent scholar Pamela Long (William J. Bouwsma Fellow) discussing “Engineering, Topography, and Knowledge in Late Sixteenth-Century Rome,” Dyan H. Elliott (Kent R. Mullikin Fellow) from Northwestern University on “The Medieval Church as a School for Scandal,” and Stefan R. Collini (Birkelund Fellow) from the University of Cambridge on “Complex Words: History in English Literary Criticism.”

lectures, delivered with the style and authority for which the professor is (increasingly) famous. But it is not the same course that the students at the professor's university would receive, because while the students in a classroom can see, hear, question, and be challenged by the professor, the MOOC students—or rather customers—have no such opportunities. Nor can online students feel the professor's patterns of emphasis, her force and tone, her slight hesitations or abrupt interventions, the way she deals with unexpected questions, the way she grades your papers. Moreover, the classroom students, being observed by the professor, are under some pressure to repay the interest, while the attention of the customers looking at a screen in an office, a basement, a coffee shop, can wander or depart without penalty, and often does. The difference between a professor and a digitized image of a professor is deceptively immense.

Nor is the digital difference confined to the student. If a MOOC is offered for credit at a

number of universities, the professors working in that field at those other universities suffer an immediate loss of status. They are reduced to secondary figures offering footnotes, minor adjustments, little quarrels with the main line of analysis or argument as presented by the rich, famous digital professor, who must appear somewhat larger than life, not least because he or she is sponsored by a large corporation scrambling for market share. Actual human beings, students and professors alike, are diminished as the scene of instruction is industrialized.

Since the time of Socrates, the acquisition of cultural knowledge and insight has been an intimate and deliberate process, like slow food—for thought. Humanistic observation, analysis, argumentation—all these are conveyed if not directly, as Socrates did with the young men who clustered around him, then in a discourse that combines observation and analysis with interpretation, judgment, evaluation. Humanistic knowledge can be obtained only

Wang Ning



SEPTEMBER 28
"Chinese Literature as World Literature"

During a lunchtime seminar for Fellows, visiting scholar Wang Ning leads a discussion of Chinese literature in the world literary canon. He is professor of English and comparative literature and director of the Center for Comparative Literature and Cultural Studies at Tsinghua University, and Zhiyuan Chair Professor of Humanities at Shanghai Jiao Tong University.

OCTOBER 5
"A Conversation on Digital Humanities"

As part of the ongoing Triangle Digital Collaborative series with visiting scholars working in the digital humanities, Alan Liu from the University of California, Santa Barbara gives a lunchtime presentation to Fellows and guests about current trends and developments in digital humanities scholarship.

by a human mind that patiently mixes its labor with the object, standing in living relation to its material and—in the case of published scholarship—to its audience.

The National Humanities Center itself is not just predicated but literally built on the primacy of the personal and the interpersonal. You can see it in the building, with its monastic cells built for one person only and its collective dining area. The fourteen hundred scholars who have been supported by the Center since 1978 have been welcomed one person, and one class, at a time. The human scale and character of the program have been major factors in the Center's success and in the productivity of its Fellows. Like good men, optimal conditions for scholarly work are hard to find: in the maelstrom of the modern university, it can be surprisingly difficult to enjoy either uninterrupted solitude or genuinely free exchange, both of which are, as it were, built into the Center.

The force of the personal is present at every level in the fellowship program. All of our twenty-nine endowed fellowships are named for those who endowed them or those who inspired those who endowed them. Firmly in the latter category is the Kent Mullikin Fellowship, named for the Center's longtime vice president for Scholarly Programs, endowed by his friends and admirers and awarded for the first time in 2012–13 to Dyan Elliott (history, Northwestern University). In 2013–14, we will award two other fellowships for the first time: the Ruth W. and A. Morris Williams, Jr. Fellowship, and the first endowed version of the Fellows' Fellowship. For many years, this latter fellowship was supported in large part by gifts from past Fellows; but support from the Andrew W. Mellon Foundation, as well as gifts from several trustees and—most movingly—over two hundred Fellows has enabled us to create an endowment. It is always a great pleasure to welcome the new class of scholars to the Center by telling them the stories behind the fellowships they hold (see p.14).

OCTOBER 18–19

Board of Trustees Meeting

The Center's trustees gather for their fall meeting. On Thursday afternoon, October 18th, trustees Richard Brodhead and Gerald Early (Fellow 2001–02) along with Fellow Stefan Collini participate in a panel discussion chaired by trustee Mary Brown Bullock on "Justifying the Humanities: How, Why, and To Whom?" At dinner that evening trustees, Fellows, and staff salute trustee Patricia Spacks (Fellow 1982–83, 1988–89) for nearly 20 years of service.

DECEMBER 3

The Fellows' Tree

As part of a long-standing tradition, Fellows and staff gather with their families to decorate a tree in the Birkelund Lounge with ornaments they have made, along with those contributed by Fellows from prior years. Fellows take turns sharing stories about the deeper significance of their decorative contributions.



JANUARY 7

Preview Screening of *The Abolitionists*

In collaboration with UNC-TV, the Center presents a preview screening of the PBS miniseries *The Abolitionists* featuring a short talk from historian Heather Williams (Fellow 2007–08) from the University of North Carolina at Chapel Hill.

Maintaining a human scale and feel is especially important in our programs in education, which are entirely dependent on digital technology. Over the years, we have worked constantly to maintain the right balance. Our educational resources, the teaching anthologies and the TeacherServe® archives, are available for free online, and have received over 700,000 visits with no sign of deceleration. But those resources (which must be seen to be believed; check our website) solicit individual attention. The teaching anthologies, for example, consist not of textbook reductions but of primary documents—newspaper articles, speeches, letters, works of art, photographs, and so forth—whose meaning depends on processes of analysis, contextualization, and interpretation that cannot be reduced to the mere transmission of information. Humanistic understanding occurs one brain at a time, even if it is greatly facilitated by direct contact with others. This conviction also informs the interactive online professional development seminars for high school teachers that the Center offers. In 2012–13, we reached

nearly fifteen hundred teachers through this program, but in each seminar, teachers were able to converse—digitally but actually—with a leading scholar.

The Center's primary outreach project in 2012–13, the multiyear, multidisciplinary, multidimensional "Human Rights and the Humanities" initiative, is also designed to address large issues to a large audience. The audience is reached through technology, but the issues are approached by individual scholars in conversation with others. These conversations take place in the first instance through a series of international conferences held at the Center (see p. 49). But the conference proceedings are available to a much larger audience online through our website; and when the conferences end in March 2014, we will create an online pedagogical resource that will serve the large and growing number of college and university teachers who want to teach about this difficult concept from a humanistic perspective.

● **JANUARY 10** **Public Lecture**

Local friends, Fellows, and staff gather to hear Fred Anderson (Archie K. Davis Fellow) from the University of Colorado, Boulder and Andrew Cayton (Frank H. Kenan Fellow) from Miami University discuss "Our Own Dark Ages: The Colonial Period and the Story of America." Later in the spring, Ruth Morse (Carl and Lily Pforzheimer Foundation Fellow) from the Université Paris–Diderot, Sorbonne, talks about "Murder as a Fine Art: The Ethics of Crime Fiction"; Jairo Moreno (Rockefeller Fellow) from the University of Pennsylvania presents "Aurality

and Historicism: Making Latin American Music 'Latin' "; and Morna O'Neill (Benjamin N. Duke Fellow) from Wake Forest University presents "The Decorative Art of Display: The Case of Hugh Lane (1875–1915)."

● **FEBRUARY 15–16** **Selection Committee**

The Fellowship Selection Committee meets to make final selections for the Class of 2013–14. Its members are James Engell (English, Harvard University), David T. Gies (Spanish, University of Virginia), Alan S. Taylor (history, University of California, Davis), Larry S.

Barbara Will and Alan Davis



Temkin (philosophy, Rutgers University), Judith R. Walkowitz (history, Johns Hopkins University), and Barbara E. Will (English, Dartmouth College). Trustee Bruce Redford also attends.

The two conferences the Center has organized on this theme have included participants from around the world, including, in March 2013, two participants from China, Daniel Bell and Wang Hui, both of Tsinghua University in Beijing. The Center's ties with China have strengthened over the past year, as we entered into an agreement with a number of Chinese universities to bring three scholars to the Center for each of the next four years, beginning in fall 2014. This initiative will be funded by the Chinese universities whose scholars are selected, and by the Luce Foundation, and will serve as the cornerstone of what we hope will be a range of activities involving the Center and its Fellows.

Considered in the abstract, digital technology, human rights, and China might seem, for different reasons, to represent crises for the

humanities. But this only confirms the point that the humanities flourish in crisis—on the condition, of course, that humanists can find ways of turning crisis to account not just for the benefit of the humanities, but of humanity.



L–R: Trustee Sally Robinson, NHC Staff Jean Houston and Carol Vorhaus, and trustee Elizabeth Oberbeck.

FEBRUARY 21

"Bridging the Micro–Macro Divide with Digital Humanities"

Stanford historian Zephyr Frank leads a luncheon seminar as part of the ongoing Triangle Digital Collaborative series with visiting scholars working in the digital humanities.



MARCH 21–22

"Human Rights and the Humanities"

The Center holds its second annual conference on "Human Rights and the Humanities." Focusing on the role of the state in human rights concerns, the conference opens with a keynote address from Michael Ignatieff (University of Toronto and Harvard Kennedy School) and a response from trustee emerita Jean Bethke Elshtain (Fellow 2000–2001) from the University of Chicago and Georgetown University. For more on "Human Rights and the Humanities," see p. 40.

Zephyr Frank

APRIL 10–12

Board of Trustees Meeting

The Board of Trustees conducts its spring meeting. Festivities include a Carolina pig pickin' on the evening of the 11th and remarks from trustee Morris Williams on the vital importance of the humanities. Earlier in the day a forum was held on "Possibilities of Digital Scholarship" featuring presentations from Caroline Bruzelius (Fellow 2003–04) and Joshua Sosin (Fellow 2012–13) from Duke University and Joseph Viscomi (Fellow 2006–07) from the University of North Carolina at Chapel Hill.

(l-r): FORMER TRUSTEE
ROBERT POST,
DANIEL BELL, AND
RICHARD WILSON



WANG HUI



MAY 17
Year-End Party

Fellows and staff gather for a farewell celebration as Fellows begin preparations to depart.

JUNE 2-21
Jessie Ball duPont Summer Seminar for Liberal Arts College Faculty

Starting off the Center's summer programs is a seminar on "Cross-Cultural Encounters and Exchanges in the Age of Empire" led by Dane Kennedy (Fellow 2010-11), Elmer Louis Kayser Professor of History and International Affairs at George Washington University.

JUNE 23-28
Summer Institutes in Literary Studies

Early-career scholars of literature from around the country come to participate in seminars on "Versions of *The Winter's Tale*: Theater, Literature, Film and Philosophy" led by Sarah Beckwith (Fellow 2012-13), professor of English and theater studies at Duke University, and "Tom McCarthy's *Remainder*" led by Walter Benn Michaels, professor of English at the University of Illinois at Chicago.

JUNE 26
Pat Schreiber Retires

To wish longtime operations manager, Pat Schreiber, the best on her upcoming retirement, the staff of the Center hosts an afternoon tea.



Pat Schreiber and James Getkin

SCHOLARLY PROGRAMS

AT THIS POINT IN OUR LIFE AS A CULTURE, A CONTINUING HUMANISTIC REEXAMINATION OF OUR ASSUMPTIONS, OUR INERTIAS, OUR BEST HOPES, MAY BE ONE OF THE MOST GENUINELY PRACTICAL ENTERPRISES IN WHICH WE COULD ENGAGE.

— John Sitter, Fellow (1978–79)



Pictured above: Fellows Stefan Collini and Christia Mercer

The

thirty-three scholars who comprised the Center's 2012–13 class of Fellows

created a lively intellectual community during their residency. Collaboration came instinctively to this cohort of Fellows, and the presence of a pair of historians engaged in a decades-long intellectual partnership made immediately clear the benefits of scholarly collaboratives. Seven seminars were formed within the first few weeks, and several Fellows participated in more than one of the following groups throughout the year: Objects and Materiality; Philosophy; Latin Translating; Shakespeare's History Plays; Philosophy, Literature and the Human; History Writing; and Writing and Its Publics. These formal discussions were animated by the diversity of Fellows' backgrounds and interests. Fellows came to the Center from Canada, France, Hungary, Japan, the United Kingdom, and the United States, where fellowship recipients were drawn from sixteen states and the District of Columbia. Research agendas were just as diverse, with scholars working on projects in anthropology, art history, classics, history, linguistics, literature, music history, philosophy, and religion. Disciplinary categories cannot convey the richness of cultural inquiry undertaken by this year's Fellows, whose areas of expertise included Chinese literature and history, contemporary Latin American music, early modern European history and poetry, modern Japanese history, ancient Greek thought, Atlantic history, medieval European culture, and colonial American history.

Distinguished visitors to the Center further enlivened scholarly exchange. One of China's leading literary scholars, Wang Ning (Tsinghua University), commenced the

visitors' program with a week-long residency and a seminar on world literature. Subsequent visits by two scholars renowned for their contributions to the ongoing development of digital humanities—Alan Liu (University of California, Santa Barbara) and Zephyr Frank (Stanford University)—prompted ongoing conversations about the possibilities of digital research and the role of new media in the dissemination of scholarship.

After a decade under the direction of Richard Schramm, the Summer Institutes in Literary Studies (SILS) and the SIAS Summer Institutes have shifted from the purview of Education Programs and now reside with Scholarly Programs. The SILS program emphasizes the close reading of a single work of literature. This year's conveners Sarah Beckwith (Duke University; Fellow 1994–95, 2012–13) and Walter Benn Michaels (University of Illinois at Chicago) each led a week-long seminar for twenty early-career scholars. Professor Beckwith's seminar focused on Shakespeare's *The Winter's Tale* while Professor Michaels's group studied Tom McCarthy's novel *Remainder*. The following month, in July, the SIAS Summer Institute "Scenes from the History of the Image: Reading Two Millennia of Conflict" commenced its two-week program. Twenty recent PhDs and advanced doctoral candidates—half from the United States and half from Europe—came to the Center for two weeks of intense discussion of literary, philosophical, and theological texts under the direction of co-conveners Thomas Pfau (Duke University; Fellow 2010–11) and David Womersley (Oxford University). Next year, this group will reconstitute itself at the Wissenschaftskolleg zu Berlin where participants will present their own projects related to the theme of pictorial representation, iconophilia, and iconoclasm.



WORK OF THE FELLOWS
CLASS OF 2012–2013



FRED ANDERSON
(Archie K. Davis Fellow)

Fred Anderson worked jointly with Andrew Cayton on a draft of their book *Imperial America, 1672–1764*. He also wrote an essay on “The Seven Years’ War” for *The West Point History of Warfare*. Anderson is professor of history at the University of Colorado, Boulder.



ANTHONY P. BALE
(Walter Hines Page Fellow*)

Anthony P. Bale drafted *The Book of Margery Kempe*, a new translation and edition to be published by Oxford University Press. He wrote “Belligerent Literacy, Bookplates, and Graffiti: Dorothy Helbarton’s Book” to appear in *Book Destruction*; and “God’s Cell: The Jerusalem Prison of Christ, the History of Purgatory, and Medieval Prehistories of Prison Writing.” Bale is professor of medieval studies at Birkbeck College, University of London.



SARAH BECKWITH
(M. H. Abrams Fellow)

Sarah Beckwith wrote several chapters of her book on Shakespeare’s late tragedies and “Shakespeare’s Private Linguists” for an edited volume on Shakespeare and religion. Beckwith is professor of English and theater studies at Duke University.



PAULA C. BLANK
(*National Endowment for the Humanities Fellow*)

Paula C. Blank drafted three chapters of her book *SHAKESPLISH: How We Read Shakespeare's Language*, under contract with Stanford University Press, and wrote "Introducing Intrelinguistics" for *Interlinguicity: Language, Internationality, and Shakespeare*. Blank is professor of English at the College of William and Mary.



CYNTHIA J. BROKAW
(*Henry Luce Fellow*)

Cynthia J. Brokaw made progress on her book *Transforming the Frontier: Education, Book Culture, and the Rise of "Sichuan Learning."* She coedited and coauthored the introduction to *The History of the Book in East Asia* (Ashgate, 2013) and wrote "Spreading Civilization: The Distribution of Commercial Imprints in Late Imperial China" to appear in a volume of proceedings of the Fourth International Conference on Sinology. Brokaw is professor of history at Brown University.



ANDREW CAYTON
(*Frank H. Kenan Fellow*)

Andrew Cayton worked jointly with Fred Anderson on a draft of their book *Imperial America, 1672–1764*. He also finished *Love in the Time of Revolution: Transatlantic Literary Radicalism and Historical Change, 1793–1818* (UNC Press, 2013) and "The Authority of the Imagination in an Age of Wonder" for the *Journal of the Early Republic* (2013). Cayton is University Distinguished Professor of History at Miami University.



RANDOLPH K. CLARKE
(*Delta Delta Delta Fellow*)

Randolph K. Clarke completed his book *Omissions: Agency, Metaphysics, and Responsibility*, under contract with Oxford University Press; "Freedom, Responsibility, and Omitting to Act," forthcoming in *Libertarian Free Will: Essays for Robert Kane*; "Negligent Action and Unwitting Omission," forthcoming in *Surrounding Free Will*; and "Some Theses on Desert" for *Philosophical Explorations*. In addition, he coauthored "Causation, Norms, and Omissions: A Study of Causal Judgments" for *Philosophical Psychology* and "Free Will and Agential Powers." Clarke is professor of philosophy at Florida State University.



STEFAN COLLINI
(*Birkelund Fellow*)

Stefan Collini drafted a chapter of his book *The Nostalgic Imagination: Literary Criticism in British Culture*; prepared an edition of F. R. Leavis, *Two Cultures?* (Cambridge University Press); and drafted the introduction for a new edition of William Empson, *The Structure of Complex Words* (Oxford University Press). Collini is professor of intellectual history and English literature at the University of Cambridge.



DYAN H. ELLIOTT
(*Kent R. Mullikin Fellow*)

Dyan H. Elliott drafted two chapters of her book *Scandal: A Hidden Force in Medieval Church History* and wrote a historical novel *A Hole in the Heavens*. She also wrote "The Counterfactual Twelfth Century" to be included in *Christianity and Culture in the Middle Ages: A Volume in Honor of John Van Engen* and "Clerical Sexuality" for the forthcoming *Oxford Handbook of Theology, Sexuality, and Gender*. Elliott is Peter B. Ritzma Professor of the Humanities at Northwestern University.



KEREN GORODEISKY
(Philip Quinn Fellow)

Keren Gorodeisky completed most of her book *A Matter of Form: Kant on the Judgment of Beauty* and “No Poetry, No Reality: Schlegel, Wittgenstein, Fiction, and Reality” for inclusion in *The Relevance of Romanticism*. Gorodeisky is associate professor of philosophy at Auburn University.



CATHERINE HIGGS
(John E. Sawyer Fellow)

Catherine Higgs spent the year working on her book *Sisters for Justice: Religion and Political Transformation in Apartheid South Africa*. She also submitted revisions for the forthcoming 2013 paperback edition of *Chocolate Islands: Cocoa, Slavery, and Colonial Africa*, published in cloth and as an e-book by Ohio University Press in 2012. Higgs is professor of history and vice chair of Africana Studies at the University of Tennessee in Knoxville.



PATRICIA CLARE INGHAM
(National Endowment for the Humanities Fellow)

Patricia Clare Ingham wrote a complete draft of her book *Medieval / NEW: Novelty, Innovation, and Ethics*; edited an issue of *Exemplaria: A Journal of Theory in Medieval and Renaissance Studies*; and began revising “The Witch and the Hysteric” for publication as a chapbook by Punctum Books. Ingham is associate professor of English and medieval studies at Indiana University Bloomington.



SANJAY KRISHNAN

(National Endowment for the Humanities Fellow)

Sanjay Krishnan drafted several chapters of his book *The Novel and Historical Derangement*. He also prepared two essays for *Modern Fiction Studies*: “Edward Said, Mahmood Mamdani, V. S. Naipaul: Rethinking Postcolonial Studies” (2012); and “Formative Dislocation in Naipaul’s *The Enigma of Arrival*” (2013). Krishnan is associate professor of English at Boston University.



MARCIA KUPFER

(Allen W. Clowes Fellow)

Marcia Kupfer revised six chapters of her book *From Panoramic Survey to Mirror Reflection: Art and Optics in the Hereford Mappa Mundi* and wrote “The Noachide Dispersion in English Mappae Mundi c. 960–c. 1130” for *Peregrinations: Journal of Medieval Art and Architecture* (2013). Kupfer is an independent scholar.



PAMELA O. LONG

(William J. Bouwsma Fellow)

Pamela O. Long wrote a chapter of her book *Rome Restored: Knowledge, Power, and Engineering, 1557–1590* and edited a booklet on *Technology and Society in the Ancient Greek and Roman Worlds*. Long is an independent historian.



CHRISTIA MERCER

(Josephus Daniels Fellow, fall semester)*

Christia Mercer worked on her book *Radical Rationalists* and completed two articles: "Leibniz's *Theodicy* and Radical Rationalism" in *Leibniz's "Theodicy"* and "Anne Conway's Metaphysics of Sympathy" for *Feminist History in Philosophy*. Mercer is Gustave M. Berne Professor of Philosophy at Columbia University.



ROBERT E. MITCHELL

(Duke Endowment Fellow)

Robert E. Mitchell spent the year working on his book *Experimental Life: Vitalism in Romantic Science and Literature*, forthcoming from Johns Hopkins University Press. He also wrote several articles including "Access, Entanglement, and Prosociality" for the *American Journal of Bioethics*; "Population Rituals in Romantic and Post-Romantic Literature" in *Romantic Constellations*; and "Biopolitics and Population Aesthetics." Mitchell is associate professor of English and director of the Center for Interdisciplinary Studies in Science and Cultural Theory at Duke University.



EMESE MOGYORÓDI

(Donnelley Family Fellow)

Emese Mogyoródi drafted three chapters of her book *Mysticism and Metaphysics in Parmenides*. She also finished "The Rhetorical Power of Socratic Dialectic: Socrates' Refutation of Gorgias," forthcoming in *The Human Voyage of Self-Discovery*, and "Realism, Idealism and Rationalism in Parmenides: Notes on Non-Identity Interpretations of fr. 3." Mogyoródi is professor of philosophy at the University of Szeged.



JAIRO A. MORENO
(Rockefeller Fellow)

Jairo A. Moreno completed a large portion of his book *Syncopated Modernities: Musical Latin-Americanisms in the US, 1978–2008* and “Difference Unthought” for inclusion in *Rethinking Difference: Changing the Subject in Musical Scholarship*. Moreno is associate professor of music at the University of Pennsylvania.



RUTH MORSE
(Carl and Lily Pforzheimer Foundation Fellow)

Ruth Morse revised her book *Imagined Histories: Fictions of the Past from Bede to Shakespeare*. She completed work on *Continuum Great Shakespearians*, vol. 14 (Bloomsbury, 2013) which she edited, and *Medieval Shakespeare: Pasts and Presents* which she coedited (Cambridge University Press, 2013). In addition, she drafted an introduction to the forthcoming *Cambridge Companion to Crime Fiction* which she is editing, and wrote an essay on Marlowe’s Edward II for *Shakespeare Quarterly*. Morse is professor of English at Université Paris Diderot (Sorbonne Paris Cité).



CARLA SUZAN NAPPI
(Hurford Family Fellow)

Carla Suzan Nappi made substantial progress on her book *Illegible Cities: Translating Early Modern China* and wrote several chapters of *Qing Bodies: Exercises in Style*. She worked on three essays: “Constellation”; “Folding China: The Early Modern as Act and Object”; and “Translating the Medieval World” forthcoming in the *Medieval Globe*. Nappi is Canada Research chair and assistant professor of history at the University of British Columbia.



CHRISTOPHER T. NELSON

(Burkhardt Fellow of the American Council of Learned Societies)

Christopher T. Nelson wrote three chapters of his book *Dreaming of the Dragon King: The Rhythms of Everyday Life in Contemporary Japan*. He finished “You Were Right About the Stars: Reading the Patterns of the Everyday in Postwar Okinawa” for *Spaces of Possibility*, a special issue of the journal *boundary2*, and revised “Dances of Memory, Dances of Oblivion: The Politics of Performance in Contemporary Japan” for *Asia Pacific Journal: Japan Focus*. He continued work on a translation of *Koryūkyū*, a collection of essays by Iha Fuyū. Nelson is associate professor of anthropology and global studies at the University of North Carolina at Chapel Hill.



MORNA E. O'NEILL

(Benjamin N. Duke Fellow, spring semester)*

Morna E. O'Neill worked on her book *Decoration and Display: British Art and International Exhibitions, 1888–1910*. O'Neill is assistant professor of art history at Wake Forest University.



MICHAEL PENN

(Burkhardt Fellow of the American Council of Learned Societies)

Michael Penn drafted most of his book *When Christians First Met Muslims: A Sourcebook of the Earliest Syriac Writings on Islam* and completed revisions for *Imaging Islam: Syriac Christianity and the Reimagining of Early Christian–Muslim Relations*. He also finished “Jacob of Edessa’s *Defining Christianity*: An Introduction, Edition, and Translation” for the *Journal of Eastern Christian Studies* (2012); “Demons Gone Wild: An Introduction, Edition, and Translation of the Syriac *Qenneshre Fragment*” for *Orientalia Christiana Periodica*; and “Melania’s Afterlife” for an edited volume. Penn is associate professor of religion at Mount Holyoke College.



JEREMY D. POPKIN
(John Hope Franklin Fellow)

Jeremy D. Popkin spent the year working on his book *Freedom and Unfreedom in the Age of Revolution*. He also wrote “Thermidor, Slavery, and the ‘Affaire des colonies’ ” for *French Historical Studies*; “Jean–Jacques Dessalines, Norbert Thoret and the Haitian Declaration of Independence” for inclusion in a volume of conference papers; “Un–Silencing the Haitian Revolution”; and “Life in the Ruins: Personal Narratives and the Haitian Earthquake of 2010.” Popkin is T. Marshall Hahn, Jr. Professor of History at the University of Kentucky.



IAN N. PROOPS
(GlaxoSmithKline Fellow)

Ian N. Proops wrote four chapters of his book *Reason’s Fiery Critique: Kant and Speculative Metaphysics*. He also completed “Kant on the Ontological Argument” for *Noûs*; “Russellian Acquaintance Revisited” for the *Journal of the History of Philosophy*; and “Kant on the Cosmological Argument” for *Philosophers’ Imprint*. Proops is professor of philosophy at the University of Texas at Austin.



DONALD M. REID
(John G. Medlin, Jr. Fellow)

Donald M. Reid completed two–thirds of his book *The Factory Is Where the Workers Are: Constructing Democracy and Community Chez Lip* and wrote “Larzac in the Long 1968 and After” for *French Politics, Culture and Society*. Reid is professor of history at the University of North Carolina at Chapel Hill.



CRAIGE ROBERTS
(*Delta Delta Delta Fellow*)

Craig Roberts made substantial progress on her book *Reference in Context*, under contract with Oxford University Press; completed “Accommodation in a Language Game” to appear in a volume on the philosophy of David Lewis; and coauthored “What’s At Issue?” Roberts is professor of linguistics and adjunct professor of philosophy at Ohio State University.



LINDA M. RUPERT
(*Rockefeller Foundation Fellow; Fellows’ Fellow*)

Linda M. Rupert made substantial progress on her book *Fugitives to Freedom: Inter-Colonial Marronage, Colonial Rivalries, and Imperial Jurisdiction in the Early Modern Caribbean* and made final revisions for “ ‘Seeking the Water of Baptism’: Fugitive Slaves and Imperial Jurisdiction in the Early Modern Caribbean” for an edited volume *Legal Pluralism and Empires, 1500–1850* (2013). Rupert is associate professor of history at the University of North Carolina at Greensboro.



JOSHUA D. SOSIN
(*Robert F. and Margaret S. Goheen Fellow*)

Joshua D. Sosin completed four articles, including “Notes on Inscriptions” for *Zeitschrift für Papyrologie und Epigraphik* (2013), “Taxing Aliens,” “Endowed ‘Festivals’ on Delos,” and “Sweet Charities: Endowments and Taxation in the Hellenistic Period.” He also made substantial progress on three others, as part of his project on Hellenistic charitable foundations. Sosin is associate professor of classical studies and history at Duke University and director of the Duke Collaboratory for Classics Computing.



SEIICHI SUZUKI
(*Barbro Osher Pro Suecia Foundation Fellow*)

Seiichi Suzuki spent the year completing his comprehensive volume on *The Meters of Old Norse Eddic Poetry: Common Germanic Inheritance and North Germanic Innovation* to be published by De Gruyter. Suzuki is professor of Old Germanic studies at Kansai Gaidai University.



STEPHEN D. WHITE
(*National Endowment for the Humanities Fellow*)

Stephen D. White drafted two chapters of his book *Royal Violence in Medieval England* and completed *Picturing the Fall of the English: The Bayeux Embroidery and the Abbey of St. Augustine's, Canterbury* which he coauthored. He also wrote "Legal Satire on the Bayeux Embroidery" for *Law and Disputing in the Middle Ages* and "The Feelings in the Feud" for *Disputing Strategies in Medieval Scandinavia*. White is Asa G. Candler Professor of Medieval History at Emory University.



SUSAN WOLF
(*William C. and Ida Friday Fellow*)

Susan Wolf wrote the introduction for a book she coedited, *Understanding Love: Philosophy, Film, and Fiction* (Oxford University Press, forthcoming 2014); completed "The Significance of Doomsday" to appear in Samuel Scheffler, *Death and the Afterlife*; wrote "Responsibility, Moral and Otherwise" for *Inquiry*; and made progress on "Character and Responsibility." Wolf is Edna J. Koury Distinguished Professor of Philosophy at the University of North Carolina at Chapel Hill.

WITH THE APPROVAL OF THE TRUSTEES' COMMITTEE
ON SCHOLARLY PROGRAMS, THESE SCHOLARS WERE
ALSO IN RESIDENCE DURING THE 2012–13 ACADEMIC YEAR:

JANET BROWNE

History of Science, Harvard University | Spring

KATE GILBERT

History, Independent Scholar

EZRA GREENSPAN

English, Southern Methodist University | Fall

ARATA HAMAWAKI

Philosophy, Auburn University

MARIO KLARER

American Studies, University of Innsbruck

ELLEN McLARNEY

Asian and Middle Eastern Studies, Duke University | Fall

THOMAS PFAU

English and German, Duke University | Spring

BRUCE RUSK

Asian Studies, Cornell University | Spring





STATISTICS CLASS OF 2012–2013

Pictured: (l-r) Fellows Mario Klarer, Jairo Moreno, and trustee Leslie Fahrenkopf Foley

NUMBER OF FELLOWS: 33

Gender

Female	17
Male	16

Ages

30–39	5
40–49	6
50–59	14
60–69	8

Rank

Assistant Professor	4
Associate Professor	10
Professor	17
Independent Scholar	2

DISCIPLINES: 33

Anthropology	1
Art History	2
Classics	1
English	8
History	11
Linguistics	1
Musicology	1
Philosophy	6
Religion	1
Scandinavian Studies	1

GEOGRAPHIC REPRESENTATION

United States

27 scholars from 17 states

Alabama	1
Colorado	1
District of Columbia	2
Florida	1
Georgia	1
Illinois	1
Indiana	1
Kentucky	1
Massachusetts	2
New York	1
North Carolina	8
Ohio	2
Pennsylvania	1
Rhode Island	1
Tennessee	1
Texas	1
Virginia	1

OTHER NATIONS

6 scholars from 5 other nations

Canada	1
France	1
Hungary	1
Japan	1
United Kingdom	2

INSTITUTIONS: 21

Auburn University	1
Boston University	1
Brown University	1
College of William and Mary	1
Columbia University	1
Duke University	3
Emory University	1
Florida State University	1
Indiana University, Bloomington	1
Miami University	1
Mount Holyoke College	1
Northwestern University	1
Ohio State University	1
University of Colorado, Boulder	1
University of Kentucky	1
University of North Carolina at Chapel Hill	3
University of North Carolina at Greensboro	1
University of Pennsylvania	1
University of Tennessee	1
University of Texas, Austin	1
Wake Forest University	1

INSTITUTIONS IN OTHER NATIONS: 6

Birkbeck College, University of London, UK	1
Cambridge University, UK	1
Kansai Gaidai University, Japan	1
Université Paris Diderot, Sorbonne, France	1
University of British Columbia, Canada	1
University of Szeged, Hungary	1

SMOKE SIGNALS
for the GODS

OXFORD

r and Holland MEDIEVAL SHAKESPEARE

CAMBRIDGE

TEIN ETHICS, IDENTITY, AND COMMUNITY IN
LATER ROMAN DECLAMATION

OXFORD



THE LIUS OF
SHANGHAI

Harvard

RESEARCH ETHICS

CAMBRIDGE

COMMERCE WITH THE UNIVERSE

Africa, India, and the Afrasian Imagination



Forgery AND COUNTERFORGERY

OXFORD

BOOKS BY FELLOWS
PUBLISHED OR ADDED TO THE
ROBERT F. AND MARGARET S. GOHEEN
COLLECTION IN 2012–2013

BAY, MIA (John Hope Franklin Fellow, 2009–10)

Freedom on My Mind: A History of African Americans with Documents. By Deborah Gray White, Mia Bay, and Waldo Martin, Jr. Boston: Bedford/St. Martin's, 2013.

BeDUHN, JASON DAVID (Robert F. and Margaret S. Goheen

Fellow, 2009–10) *Augustine's Manichaean Dilemma.*

Vol. 2, *Making a "Catholic" Self, 388–401 C.E.* Philadelphia: University of Pennsylvania Press, 2013.

BERNSTEIN, NEIL W. (National Endowment for the Humanities Fellow, 2011–12) *Ethics, Identity, and Community in Later Roman Declamation.* New York: Oxford University Press, 2013.

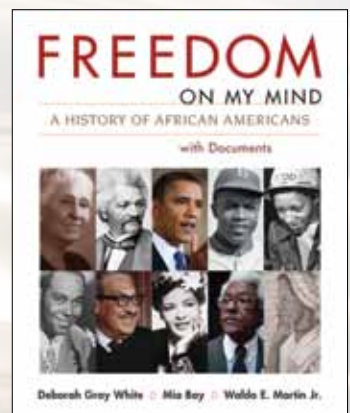
BROKAW, CYNTHIA (Henry Luce Fellow, 2012–13), ed. *The History of the Book in East Asia.* Edited by Cynthia Brokaw and Peter Kornicki. *The History of the Book in the East.* Farnham, U.K.: Ashgate, 2013.

BUEHRER, THEODORE E. (William J. Bouwsma Fellow, 2006–07), ed. *Selected Works for Big Band*, by Mary Lou Williams. *Recent Researches in American Music*, vol. 74; *Music of the United States of America*, vol. 25. Middleton, Wisc.: published for the American Musicological Society by A-R Editions, 2013.

CANNADINE, DAVID (Hurford Family Fellow, 2005–06)

The Undivided Past: Humanity Beyond Our Differences. New York: Alfred A. Knopf, 2013.

CAYTON, ANDREW (Frank H. Kenan Fellow, 2012–13) *Love in the Time of Revolution: Transatlantic Literary Radicalism and Historical Change, 1793–1818.* Chapel Hill: published for the Omohundro Institute of Early American History and Culture, Williamsburg, Va., by the University of North Carolina Press, 2013.



COCHRAN, SHERMAN (Henry Luce Fellow, 2002–03)

The Lius of Shanghai. By Sherman Cochran and Andrew Hsieh. Cambridge, Mass.: Harvard University Press, 2013.

COMSTOCK, GARY L. (Autonomy, Singularity, Creativity

Fellow, 2007–08, 2008–09) *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research*. Cambridge: Cambridge University Press, 2012.

COOK, SCOTT (Burkhardt Fellow of the American Council of Learned Societies, 2005–06) *Bamboo Texts of the Guodian: A Study and Complete Translation*. 2 vols. Cornell East Asia Series, nos. 164, 165. Ithaca: Cornell East Asia Program, 2012.

EHRMAN, BART D. (Frank H. Kenan Fellow, 2009–10) *Forgery and Counterforgery: The Use of Literary Deceit in Early Christian Polemics*. New York: Oxford University Press, 2012.

FIEGE, MARK (Walter Hines Page Fellow*, 2005–06)

The Republic of Nature: An Environmental History of the United States. Weyerhaeuser Environmental Books. Seattle: University of Washington Press, 2012.

GÖKNAR, ERDAĞ M. (Benjamin N. Duke Fellow*, 2007–08)

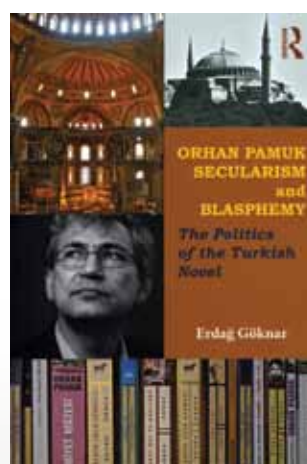
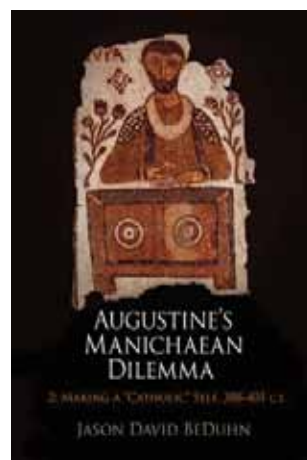
Orhan Pamuk, Secularism and Blasphemy: The Politics of the Turkish Novel. New York: Routledge, 2013.

GREENE, JACK P. (Josephus Daniels Fellow*, 2009–10)

Evaluating Empire and Confronting Colonialism in Eighteenth-Century Britain. Cambridge: Cambridge University Press, 2013.

GREENSPAN, EZRA (John Hope Franklin Fellow, 2011–12)

Book History. Vol. 15. Edited by Ezra Greenspan and Jonathan Rose. University Park, Penn.: Pennsylvania State University Press, 2012.



HUMPHREYS, MARGARET (Burkhardt Fellow of the American Council of Learned Societies, 2004–05) *Marrow of Tragedy: The Health Crisis of the American Civil War*. Baltimore: Johns Hopkins University Press, 2013.

KELLY, GAVIN (Robert F. and Margaret S. Goheen Fellow, 2010–11), ed. *New Approaches to Sidonius Apollinaris*. Edited by Johannes A. van Waarden and Gavin Kelly. *Late Antique History and Religion*, 7. Leuven: Peeters, 2013.

KENNEDY, DANE KEITH (Birkelund Fellow, 2010–11) *The Last Blank Spaces: Exploring Africa and Australia*. Cambridge, Mass.: Harvard University Press, 2013.

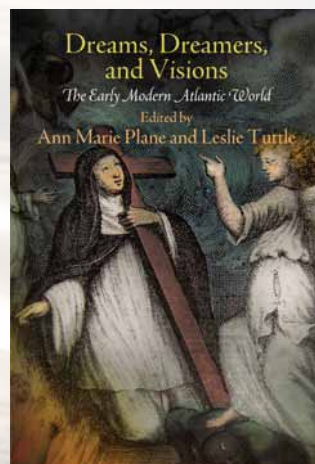
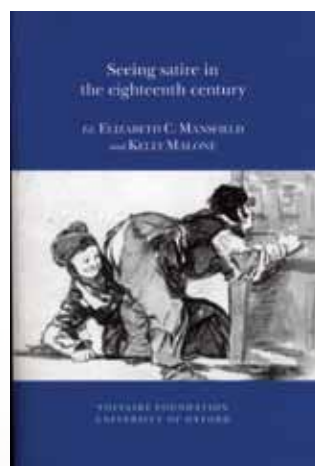
KLARER, MARIO (Resident Associate, 2012–13) *Literaturgeschichte der USA* [A Literary History of the USA]. Munich: C. H. Beck, 2013.

MANSFIELD, ELIZABETH C. (Jessie Ball duPont Fellow, 2008–09), ed. *Seeing Satire in the Eighteenth Century*. Edited by Elizabeth C. Mansfield and Kelly Malone. SVEC 2013:02. Oxford: Voltaire Foundation, University of Oxford, 2013.

MORSE, RUTH (Carl and Lilly Pforzheimer Foundation Fellow, 2012–13), ed. *Medieval Shakespeare: Pasts and Presents*. Edited by Ruth Morse, Helen Cooper, and Peter Holland. Cambridge: Cambridge University Press, 2013.

NAIDEN, F. S. (John G. Medlin Fellow, 2010–11) *Smoke Signals for the Gods: Ancient Greek Sacrifice from the Archaic through Roman Periods*. New York: Oxford University Press, 2013.

———, ed. *Greek and Roman Animal Sacrifice: Ancient Victims, Modern Observers*. Edited by Christopher A. Faraone and F. S. Naiden. Cambridge: Cambridge University Press, 2012.



PATTERSON, DANIEL W. (Frank H. Kenan Fellow, 1997–98) *The True Image: Gravestone Art and the Culture of Scotch Irish Settlers in the Pennsylvania and Carolina Backcountry*. Richard Hampton Jenrette Series in Architecture and the Decorative Arts. Chapel Hill: University of North Carolina Press, 2012.

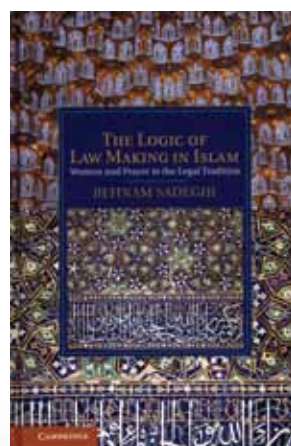
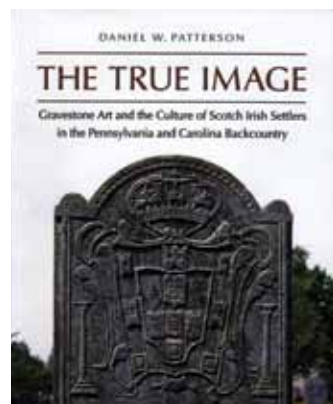
PAUL, L. A. (Frank H. Kenan Fellow, 2011–12) *Causation: A User's Guide*. By L. A. Paul and Ned Hall. Oxford: Oxford University Press, 2013.

RICHTARIK, MARILYNN (Walter Hines Page Fellow*, 1998–99) *Stewart Parker: A Life*. New York: Oxford University Press, 2012.

SABEAN, DAVID WARREN (Autonomy, Singularity, Creativity Fellow, 2008–09), ed. *Blood and Kinship: Matter for Metaphor from Ancient Rome to the Present*. Edited by Christopher H. Johnson, Bernhard Jussen, David Warren Sabean, and Simon Teuscher. New York: Berghahn Books, 2013.

SADEGHI, BEHNAM (Frank H. Kenan Fellow, 2010–11) *The Logic of Law Making in Islam: Women and Prayer in the Legal Tradition*. Cambridge Studies in Islamic Civilization. Cambridge: Cambridge University Press, 2013.

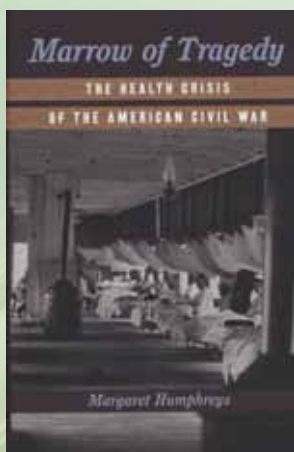
STARKEY, KATHRYN (Horace W. Goldsmith Fellow, 2008–09) *A Courtier's Mirror: Cultivating Elite Identity in Thomasin Von Zerclaere's "Welscher Gast."* Notre Dame, Ind.: University of Notre Dame Press, 2013.



TAMEN, MIGUEL (Rockefeller Fellow, 2010–11) *What Art Is Like, In Constant Reference to the Alice Books*. Cambridge, Mass.: Harvard University Press, 2012.

TUTTLE, LESLIE (Gould Foundation Fellow, 2010–11), ed. *Dreams, Dreamers, and Visions: The Early Modern Atlantic World*. Edited by Ann Marie Plane and Leslie Tuttle. Philadelphia: University of Pennsylvania Press, 2013.

YOUSEF, NANCY (National Endowment for the Humanities Fellow, 2006–07) *Romantic Intimacy*. Stanford: Stanford University Press, 2013.



EDUCATION PROGRAMS

SEMINARS SUCH AS [THE CENTER'S] OFFER TEACHERS AN OPPORTUNITY TO REFRESH THEMSELVES INTELLECTUALLY, AND THEY OFFER HOPE THAT THERE REALLY **ARE** ELEMENTS AND DEPTH TO TEACHING AND LEARNING THAT ARE NOT TO BE ASSOCIATED WITH END-OF-COURSE TESTS.

—Ken Davenport, Athens Drive High School (Raleigh, NC)



If there is one thing that characterizes our education programs, it is their steady evolution. They began in 1984 with a summer institute for twenty teachers who lived within commuting distance of the Center. The following summer the institute became a statewide residential program, then in 1986 a national program. A few years later we began disseminating the content of the institutes online. First there was *TeacherServe*®, a collection of essays on topics that arise in high school American history and literature classes. Then there were teaching anthologies that illuminated dozens of primary sources with notes and discussion questions, and now there are lessons that position single texts for teaching through close reading. While our online content resources grew, our institutes migrated to the Web, becoming live online professional development seminars delivered over conferencing software. The evolution begun twenty-nine years ago continues today as we are making our online resources more engaging by turning them into interactive learning modules.

In 2012–13 we offered thirty-two online seminars on topics ranging from Deism and the founding of the United States to Winslow Homer's Civil War art to the fiction of Flannery O'Connor. Many of the seminars directly addressed the Common Core State Standards by focusing on close reading, an important strategy in achieving the Common Core goal of inculcating sophisticated literacy for career and college. Indeed, we even developed a two-part seminar that focused on the techniques of close reading, which we are now recasting as an interactive module. The average seminar attendance rose from about 35 in 2011–12 to over 45 in 2012–13 (+28%), with a record attendance of 76 for a seminar

on *The Great Gatsby*. Overall, our seminars enrolled 2,788 teachers in 46 states, up from our 2011–12 total of 2,279 (+22%).

In November of 2012 we unveiled *Becoming Modern: America in the 1920s*, an online teaching anthology that includes over 200 texts—poems, short stories, newspaper and magazine articles, novel excerpts, animations, political cartoons, audio material, and visual images—many of them made available on the Web for the first time. By the spring of 2013 it was attracting about 40,000 page loads per month and was on its way to becoming one of the most popular of the Center's ten anthologies.

Once *Becoming Modern* was uploaded, we turned our attention to expanding our collection of online lessons. Typically, a lesson contextualizes a document with a background note and then explores the text through fine-grained questions that illuminate its internal workings and invite interpretation. Recent lessons have drawn on texts in *Becoming Modern* to explore the role Charles Lindbergh played in the cultural wars of the 1920s, the airplane as a symbol of modernism, and the impact of that troubling new—in the 1920s—technology of commercial radio.

In the latest evolutionary turn we are exploring the possibilities of e-learning software, technology that enables users to create sophisticated instructional modules, featuring such enhancements as interactivity, animation, video, and narration. With it we will enrich our lessons and make seminar content available beyond the real-time seminar presentations.

In 2012–13 we continued the Jessie Ball duPont Summer Seminars for Liberal Arts College Faculty with two programs that ran

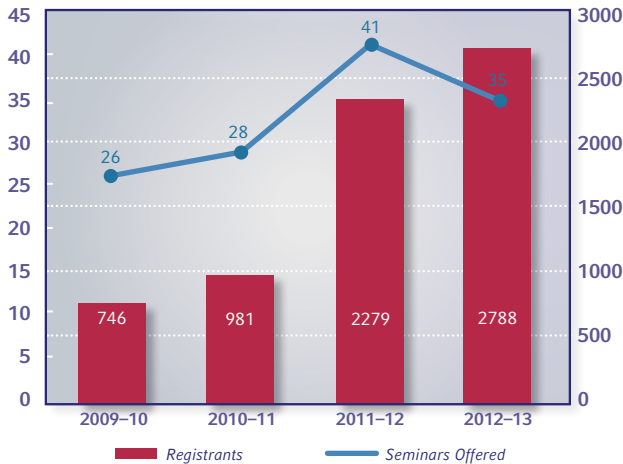


EDUCATION PROGRAMS

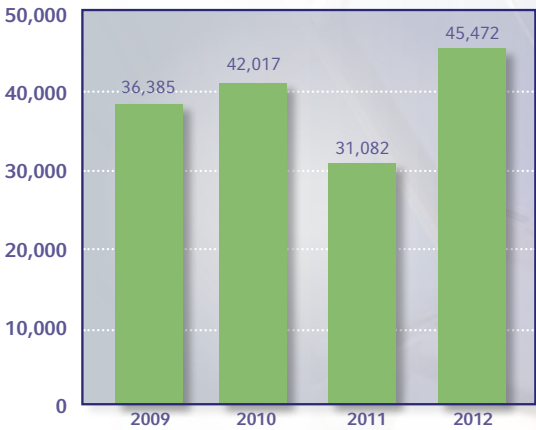
from June 3 to 22, 2012. In “‘Use them All’: The Humanities and Environmental Study” Center Fellow James Engell (2010–11), the Gurney Professor of English and Professor of Comparative Literature at Harvard, “used” the humanities to address several crucial yet problematic environmental topics, each one incapable of being defined or circumscribed by a single mode of knowledge or inquiry, topics like climate change, energy, sustainability, wilderness, and ecosystem conservation and restoration. (The seminar’s title comes from the response made by William D. Ruckelshaus, the first head of the Environmental Protection Agency, when he discovered that law was not the only discipline applicable to environmental issues. “Use them all,” he declared.) In “There’s More To It: What Early Christian Apocrypha Can Tell Us about Christianity” Center Fellow Bart Ehrman (2009–10), the James A. Gray Distinguished Professor of Religious Studies at UNC–Chapel Hill, explored early Christian apocrypha that include Gospels describing the life and teachings of Jesus, Acts narrating the activities and adventures of his disciples after his death, epistles forged in the names of his apostles, and apocalypses providing authoritative accounts of the end of the age or the fate of the soul after death. The seminar asked how and why these texts were left out of the biblical canon, and the effect they might have had on the development of Christianity had they been included.



AMERICA IN CLASS ONLINE SEMINAR GROWTH



SAMPLE WEEKLY USAGE* TeacherServe & Primary Source Collections



*For comparison, this chart documents use in the 3rd week of September each year

HUMAN RIGHTS AND THE HUMANITIES



Trustee emerita Jean Bethke Elshtain (Fellow 2000-01), seen here, died in August of 2013. The conference was one of her final public appearances.

THE VERY EXISTENCE OF THE NATIONAL HUMANITIES CENTER TESTIFIES TO A COMMUNITY OF CONCERN FOR THE HUMANITIES. FOR US ALL TO COME TOGETHER SYMBOLICALLY AFFIRMS A SHARED CONVICTION THAT THE LIFE OF THE MIND, OF READING AND WRITING AND THINKING AND TALKING, REALLY MATTERS.

– Patricia Meyer Spacks, NHC trustee emerita and Fellow (1982–83; 1988–89)

On March 21–22, 2013 the Center hosted its second annual conference on “Human Rights and the Humanities” as part of its multiyear, multidisciplinary initiative to focus scholarly attention, particularly in humanities fields, on the important and contentious subject of human rights.

Participants in the 2013 conference came from institutions across North America, Europe, Israel, and China to consider questions surrounding the role of state actors in negotiating, establishing, protecting, and adjudicating human rights concerns within and across borders. Speakers included

DANIEL BELL

Tsinghua University (Beijing) and Shanghai
Jiaotong University

ANAT BILETZKI

Quinnipiac University and Tel Aviv University

CHRISTOPHER BROWNING

University of North Carolina at Chapel Hill

JEAN BETHKE ELSHTAIN

University of Chicago and
Georgetown University

CATHERINE GALLAGHER

University of California, Berkeley

MICHAEL IGNATIEFF

University of Toronto and
Harvard Kennedy School

HANS JOAS

University of Freiburg and University of Chicago

BEN KIERNAN

Yale University

THOMAS LAQUEUR

University of California, Berkeley

ROBERT POST

Yale University Law School

WANG HUI

Tsinghua University

RICHARD WILSON

University of Connecticut

DAVID WONG

Duke University

The conference began with a keynote address by Michael Ignatieff, former leader of Canada’s Liberal Party, with a response from philosopher Jean Bethke Elshtain**(pictured above left)*, who discussed the complex moral and political considerations involved in determining when, and how best, to intervene in human rights crises.

Panels on the following day included lively discussions on the relative importance of democracy in assuring human rights in different contexts, the history and challenges of accountability for genocide and war crimes, and the importance of human dignity and respect for the individual in the genealogy of human rights. The conference concluded with a talk by Wang Hui on “Rethinking Equality” with a response from David Wong.

For the second year, conference speakers met on the day after the conference to contribute their thoughts regarding the digital resource for college and university teachers that is also planned as a part of the initiative. This website, modeled after the Center’s America In Class™ primary source archives, will include a range of pedagogical tools for college-level instruction and will be available free of charge.

The “Human Rights and the Humanities” initiative has been made possible through the generous support of the Research Triangle Foundation of North Carolina, Duke University, North Carolina State University, the University of North Carolina at Chapel Hill, and the Carnegie Corporation of New York.

FINANCIAL STATEMENTS

THE HUMANITIES ARE THE FOUNDATION OF THE VALUES, FREEDOMS, AND CIVILITY OF SOCIETY. EXCELLENCE IN THE SCHOLARSHIP AND TEACHING OF THESE DISCIPLINES IS CRITICALLY IMPORTANT IN AN ERA WHEN RAPID ADVANCES IN THE PHYSICAL SCIENCES AND INFORMATION TECHNOLOGY ARE PROFOUNDLY ALTERING LIFE AND PRESENTING NEW MORAL QUESTIONS AND DILEMMAS.

— John G. Medlin, Jr. (Trustee 1990–2005)



Pictured above: Trustee Merrill M. Halpern

STATEMENTS OF FINANCIAL POSITION
June 30, 2013 and 2012

ASSETS	2013	2012
CURRENT ASSETS:		
Cash and equivalents	\$ 544,051	\$ 1,405,893
Accounts receivable	2,701	9,147
Grants receivable, current maturity	1,003,574	1,021,589
Promises to give – annual fund	2,590	12,550
Prepaid expenses	24,822	24,262
TOTAL CURRENT ASSETS	1,577,738	2,473,441
PROPERTY AND EQUIPMENT, NET	625,873	620,277
NONCURRENT ASSETS:		
Investments	70,397,720	62,328,564
Grants receivable, net current maturity	439,412	75,000
Promises to give – endowment	382,512	535,954
TOTAL NONCURRENT ASSETS	71,219,644	62,939,518
TOTAL ASSETS	\$ 73,423,255	\$ 66,033,236
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable and accrued expenses	\$ 167,284	\$ 182,423
Current portion of lease payable	3,621	–
TOTAL CURRENT LIABILITIES	170,905	182,423
NOTE PAYABLE, NET OF CURRENT MATURITY	20,287	–
TOTAL LIABILITIES	191,192	182,423
NET ASSETS:		
Unrestricted	942,605	1,019,177
Temporarily restricted	22,500,387	18,085,348
Permanently restricted	49,789,071	46,746,288
TOTAL NET ASSETS	73,232,063	65,850,813
TOTAL LIABILITIES AND NET ASSETS	\$ 73,423,255	\$ 66,033,236

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

For the year ended June 30, 2013 (With comparative totals for the year ended June 30, 2012)

	Unrestricted
SUPPORT AND REVENUE:	
Contributions, gifts and, grants	\$ 639,350
Investment income	–
Realized loss on investments	(1,017)
Unrealized gain (loss) on investments	–
Consulting and conference income	33,200
Miscellaneous income	5,853
In-kind contributions	466,888
	1,144,274
Net assets released from restrictions	4,591,225
TOTAL SUPPORT AND REVENUE	5,735,499
EXPENSES:	
Program Services:	
Fellowship programs	3,043,791
Education programs	1,487,361
Communications	263,939
Total Program Services	4,795,091
Supporting Services:	
Management and general	550,585
Fundraising	465,380
Total Supporting Services	1,015,965
SUBTOTAL EXPENSES	5,811,056
Losses from bad debts	1,015
TOTAL EXPENSES	5,812,071
CHANGES IN NET ASSETS	(76,572)
NET ASSETS – BEGINNING OF YEAR	1,019,177
NET ASSETS – END OF YEAR	\$ 942,605

Temporarily Restricted	Permanently Restricted	2013 Totals	2012 Totals
\$ 1,484,198	\$ 3,042,783	\$ 5,166,331	\$ 3,040,876
2,714,187	—	2,714,187	2,754,214
—	—	(1,017)	(286)
4,807,879	—	4,807,879	(2,594,278)
—	—	33,200	47,922
—	—	5,853	158
—	—	466,888	473,606
9,006,264	3,042,783	13,193,321	3,722,212
(4,591,225)	—	—	—
4,415,039	3,042,783	13,193,321	3,722,212
—	—	—	—
—	—	3,043,791	2,935,579
—	—	1,487,361	1,523,167
—	—	263,939	259,239
—	—	4,795,091	4,717,985
—	—	550,585	539,183
—	—	465,380	539,568
—	—	1,015,965	1,078,751
—	—	5,811,056	5,796,736
—	—	1,015	8,668
—	—	5,812,071	5,805,404
4,415,039	3,042,783	7,381,250	(2,083,192)
18,085,348	46,746,288	65,850,813	67,934,005
\$ 22,500,387	\$ 49,789,071	\$ 73,232,063	\$ 65,850,813

SUPPORTING THE CENTER

THE CENTER CREATES AN ENVIRONMENT IN WHICH YOU'RE FREE TO THINK, TO ASK QUESTIONS, TO LEARN FROM SCHOLARS OUTSIDE YOUR FIELD. AT A SPECIALIZED RESEARCH INSTITUTION OR BACK HOME, YOU'RE SURROUNDED BY PEOPLE WHO EITHER KNOW YOUR WORK OR HAVE A PERSPECTIVE SIMILAR TO YOURS.

– Deborah Harkness, University of Southern California and Fellow (2004–05)



Pictured above: Ruth W. and A. Morris Williams, Jr.

The

National Humanities Center is an independent, privately incorporated institute

supported by grants and contributions from individuals, corporations, foundations, universities, and other institutions, as well as other public and private sources.

The Center also has a permanent endowment, valued at \$70,397,720 on June 30, 2013, that provided expendable income covering approximately 61 percent of its annual operating costs.

In July 2010 the Center launched a comprehensive capital campaign to raise \$13 million. Contributions to the Center's Annual Fund,

as well as grants and gifts to the Center's endowment, are counted toward the campaign total.

On the following pages are a recap of campaign progress, a summary of annual and endowment giving from July 1, 2012 to June 30, 2013, and a list of individuals, corporations, foundations, and other institutions that provided annual or endowment support during the year.

In addition to the institutions, trustees, Fellows, and other friends noted in this section, 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.

ANNUAL GIVING SUMMARY

Corporations, private foundations, and similar sources \$1,494,786
Duke University, North Carolina State University,
and the University of North Carolina at Chapel Hill \$160,000

Annual Fund	Individual Gifts	Participation Rate	Amount
Current, past, and emeritus trustees	66	67%	\$342,593
Fellows	280	28%	\$68,617
Friends	103	N/A	\$68,307
Totals	449		\$479,367



THE CAMPAIGN FOR THE
NATIONAL HUMANITIES CENTER
AND ANNUAL GIVING

For the past three years the Center has been conducting a capital campaign to increase the resources available for its fellowship, education, and outreach programs.

Through this campaign, the Center seeks to solidify its position as the leading independent research institute for the humanities in the world. Specifically, it seeks to secure the quality and independence of its fellowship program by increasing the number of endowed fellowships it offers, and ensuring that those fellowships are suitably funded; complete its extensive library of digital resources for teaching American history and culture and double the size of its highly successful online seminar program; extend strategic outreach programs that bring together the academic community and the general public to explore

important subjects through the lens of current humanities scholarship; and provide immediate, unrestricted support for day-to-day operations through the Center’s Annual Fund.

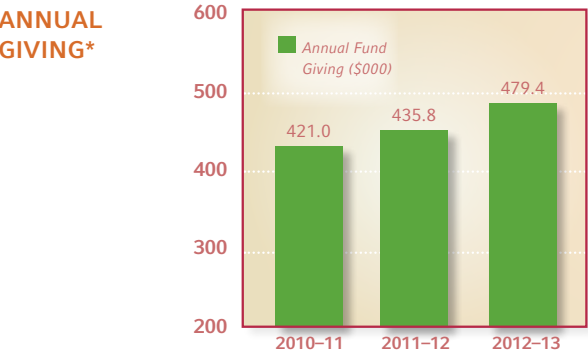
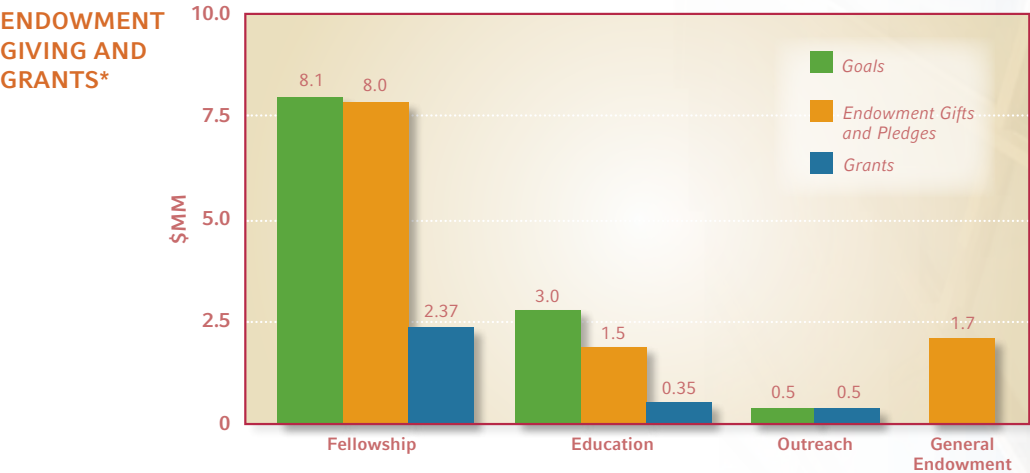
As of June 30, 2013 the Campaign had raised over \$15 million and made significant progress toward several of its objectives, including completing the endowment for four new fellowships. A list of all contributors to the campaign during the past twelve months can be found on pages 50–55.

Additional information about the Campaign, including details about giving opportunities, is available at the website nhccampaign.org or by contacting Carol Vorhaus, director of development, by e-mail cvorhaus@nationalhumanitiescenter.org or phone (919)406–0101.

By the Numbers

Total dollars raised (as of 6/30/13) \$15.76 million

Gifts made to the Center’s endowment, term grants, and annual fund gifts are counted toward campaign goals.



**Since the campaign launch, the Center has received a total of \$1,336,200 in annual gifts from 1,337 generous contributors.*



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*Pictured L-R: Thomas Ross, William Moore,
and Sandra Moore*

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– from “The Heart of the Matter” Report of the Commission on Humanities and Social Sciences

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