THE STUDY OF HISTORY, LITERATURE, PHILOSOPHY, AND THE ARTS ENABLES US TO GAIN PERSPECTIVE ON MANY ISSUES CENTRAL TO MODERN LIFE AND SO TO UNDERSTAND MORE FULLY WHO WE ARE AND WHAT WE CAN (AND CANNOT) BE.

THE HUMANITIES HELP US TO SEE BEYOND THE TRIVIAL AND THE SHORT-TERM TO THE MORE ESSENTIAL AND ENDURING....

– Robert F. Goheen, NHC board chair (1991–96)
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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.

**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
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. 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.

**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.
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.

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

WANG HUI

Pat Schreiber and James Getkin
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.

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 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.


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.

*Supported by an endowment fund established by the Research Triangle Foundation*
PAULA C. BLANK  
(National Endowment for the Humanities Fellow)


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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.

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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)


STEFAN COLLINI
(Birkelund Fellow)


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)


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)


MARCIA KUPFER  
(Allen W. Clowes Fellow)


PAMELA O. LONG  
(William J. Bouwsma Fellow)

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)


EMESE MOGYORÓDI
(Donnelley Family 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 revised her book *Imagined Histories: Fictions of the Past from Bede to Shakespeare*. She completed work on *Continuum Great Shakespeareans*, 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 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.

*Supported by an endowment fund established by the Research Triangle Foundation*
CHRISTOPHER T. NELSON  
*(Burkhardt Fellow of the American Council of Learned Societies)*


MORNA E. O’NEILL  
*(Benjamin N. Duke Fellow*, spring semester)*


MICHAEL PENN  
*(Burkhardt Fellow of the American Council of Learned Societies)*


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 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)

Craige 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 Hellentistic 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.

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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.

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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

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


*Supported by an endowment fund established by the Research Triangle Foundation*


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)
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
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.
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)
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 ELSTAIN**  
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 Elstain* (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.
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)
### Statements of Financial Position
June 30, 2013 and 2012

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and equivalents</td>
<td>$544,051</td>
<td>$1,405,893</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>2,701</td>
<td>9,147</td>
</tr>
<tr>
<td>Grants receivable, current maturity</td>
<td>1,003,574</td>
<td>1,021,589</td>
</tr>
<tr>
<td>Promises to give – annual fund</td>
<td>2,590</td>
<td>12,550</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>24,822</td>
<td>24,262</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td><strong>1,577,738</strong></td>
<td><strong>2,473,441</strong></td>
</tr>
<tr>
<td><strong>PROPERTY AND EQUIPMENT, NET</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>625,873</td>
<td>620,277</td>
</tr>
<tr>
<td><strong>NONCURRENT ASSETS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>70,397,720</td>
<td>62,328,564</td>
</tr>
<tr>
<td>Grants receivable, net current maturity</td>
<td>439,412</td>
<td>75,000</td>
</tr>
<tr>
<td>Promises to give – endowment</td>
<td>382,512</td>
<td>535,954</td>
</tr>
<tr>
<td><strong>TOTAL NONCURRENT ASSETS</strong></td>
<td><strong>71,219,644</strong></td>
<td><strong>62,939,518</strong></td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$73,423,255</strong></td>
<td><strong>$66,033,236</strong></td>
</tr>
</tbody>
</table>

| 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** |

The accompanying Notes to Financial Statements are an integral part of these statements.
## 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)

<table>
<thead>
<tr>
<th>Unrestricted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPORT AND REVENUE:</strong></td>
</tr>
<tr>
<td>Contributions, gifts and, grants</td>
</tr>
<tr>
<td>Investment income</td>
</tr>
<tr>
<td>Realized loss on investments</td>
</tr>
<tr>
<td>Unrealized gain (loss) on investments</td>
</tr>
<tr>
<td>Consulting and conference income</td>
</tr>
<tr>
<td>Miscellaneous income</td>
</tr>
<tr>
<td>In-kind contributions</td>
</tr>
<tr>
<td><strong>1,144,274</strong></td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
</tr>
<tr>
<td><strong>TOTAL SUPPORT AND REVENUE</strong></td>
</tr>
</tbody>
</table>

| **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 |
The accompanying Notes to Financial Statements are an integral part of these statements.
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)
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

<table>
<thead>
<tr>
<th>Annual Fund</th>
<th>Individual Gifts</th>
<th>Participation Rate</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current, past, and emeritus trustees</td>
<td>66</td>
<td>67%</td>
<td>$342,593</td>
</tr>
<tr>
<td>Fellows</td>
<td>280</td>
<td>28%</td>
<td>$68,617</td>
</tr>
<tr>
<td>Friends</td>
<td>103</td>
<td>N/A</td>
<td>$68,307</td>
</tr>
<tr>
<td>Totals</td>
<td>449</td>
<td></td>
<td>$479,367</td>
</tr>
</tbody>
</table>
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; complete its extensive library of digital resources for teaching American history and culture; double the size of its highly successful online seminar programs; 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.

**ENDOWMENT GIVING AND GRANTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Goals</th>
<th>Endowment Gifts &amp; Pledges</th>
<th>Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–11</td>
<td>8.0</td>
<td>2.37</td>
<td>1.75</td>
</tr>
<tr>
<td>2011–12</td>
<td>8.1</td>
<td>3.0</td>
<td>1.50</td>
</tr>
<tr>
<td>2012–13</td>
<td>8.1</td>
<td>3.0</td>
<td>1.50</td>
</tr>
</tbody>
</table>

**ANNUAL GIVING**

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Fund Giving ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–11</td>
<td>421.0</td>
</tr>
<tr>
<td>2011–12</td>
<td>435.8</td>
</tr>
<tr>
<td>2012–13</td>
<td>479.4</td>
</tr>
</tbody>
</table>

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

Pictured L–R: Thomas Ross, William Moore, and Sandra Moore
ENDOWMENT GIFTS 2012–13

Fellows’ Fellowship
Anonymous (2)
 Lynne Rudder Baker*
 The Barrington Foundation, Inc.
 Kalman P. Bland* and
 Annabel J. Wharton*
 Alan Brinkley*
 Richard and Cynthia Brodhead
 W. Bliss Carnochan
 Ruth E. Chang* and Kit Fine*
 in honor of Kent Mullikin
 Edward H. Cohen*
 James C. Dobbins*
 Rachel Blau DuPlessis*
 Robert S. DuPlessis*
 Frances Ferguson*
 Frances Daly Fergusson
 Judith Ferster*
 in honor of Kent Mullikin
 Ronald N. Giere* and
 Barbara A. Hanawalt*  
 Geoffrey G. Harpham
 Evelyn Brooks Higginbotham*
 Dan* and Helen* Horowitz
 J. Paul Hunter*
 William Chester Jordan
 Nannerl and Robert* Keohane
 Michael Kulikowski*
 Carla Hesse* and Thomas
 Laqueur*
 Michelle Massé*
 Barbara* and Thomas* Metcalf
 Francis Oakley*
 Barbara N. Ramusack*
 in honor of Wendy Allanbrook*
 Joanne Rappaport*
 Bruce Redford*
 Cara W. Robertson*
 Patricia Meyer Spacks*
 Randolph Starn*
 Sharon T. Strocchia*
 Ellen Stroud*
 The Teagle Foundation Inc.
 D. X.* and J. C. Warner
 David* and Carolyn Wills
 Pauline R. Yu

Kent R. Mullikin Fellowship
Anonymous
 Professor Harlan R. Beckley*
 Peter Benoliel and Willo Carey
 Norman Fiering*
 Matthew C. Giancarlo*
 John F. Heil*
 Donald R. Kelley* and
 Bonnie G. Smith*

David Konstan*
 Philip D. Schuyler*

Ruth W. and A. Morris Williams,
 Jr. Fellowship
 Ruth W. and A. Morris Williams, Jr.

Education Endowment
Barbara Asch and Jonathan Weiss
 J. H. Lesher*
 in honor of Richard Schramm
 Abby and Howard Milstein
 Patricia R. and Thruston B. Morton
 Carl and Betty Pforzheimer
 in honor of Richard Schramm
 Sally and Russell Robinson

General Endowment
Peter Benoliel and Willo Carey
 Carolyn and W. Robert Connor
 Philip S. Khoury
 William M. Moore, Jr.
 Courtney Lederer and
 Mark Thierfelder
 Richard and Jane Levy
 Lawrence and Lucy Ricciardi

ANNUAL FUND 2012–13

Chairman’s Council – ($25,000+)
 Jim and Janet Averill
 Carl and Betty Pforzheimer

President’s Council – ($10,000+)
 John F. Adams
 Barbara Asch and Jonathan Weiss
 Peter Benoliel and Willo Carey
 William D. Cohan
 Cees de Bruin
 Merrill and Dolores Halpern
 JRJ Foundation of the Jewish
 Communal Fund
 Courtney Lederer and
 Mark Thierfelder
 Moore Family Fund of the
 Triangle Community Foundation
 Patricia R. and Thruston B. Morton
 Elizabeth Oberbeck
 Cynthia and John C. O’Hara
 C. Allen Parker
 A. S. Perry
 Lawrence and Lucy Ricciardi
 Cara W. Robertson*
 Tom Scherer and Georgia Nugent
 Robert K. Steel Family Foundation
 Raymond J. Wiacek

Ruth W. and A. Morris
 Williams, Jr.
 Winokur Family Foundation

Scholars Council – ($5,000+)
Gaylord and Dorothy Donnelley
 Foundation on behalf of
 Vivian Donnelley
 in memory of Strachan Donnelley
 Vivian Donnelley and the
 Strachan Donnelley Family Trust
 Frances Daly Fergusson
 Franke Family Charitable
 Foundation
 Shepard Krech III*
 Richard and Jane Levy
 The Stephen and Suzanne Weiss
 Foundation, Inc.
 John C. Whitehead

Director’s Council/Patron –
 ($2,500+)
 Sally and Russell Robinson
 Winthrop A. Short

Director’s Council/Member –
 ($1,000+)

Anonymous
 Fred W. Anderson*
 Professor Edna G. Bay*
 Sarah Beckwith*
 John P. Birkeland
 Charles and Archie Blanchard
 Alan Brinkley*
 Cynthia J. Brokaw*
 Joseph M. Bryan, Jr.
 Mary Brown Bullock
 Caroline W. Bynum
 Andrew Cayton*
 Carol J. Clover*
 Carolyn and W. Robert Connor
 Jane Craven and Bill Kwapil
 Jonathan D. Culler* and
 Cynthia Chase
 Professor Emilie P. de Luca
 Frances Ferguson*
 Robert* and Priscilla* Ferguson
 Catherine Gallagher* and
 Martin Jay*
 Jan Goldstein* and
 William Sewell*
 Barbara F. Greenspan
 in honor of Ezra Greenspan*
 Geoffrey G. Harpham
 Cammie and Barnes Hauptfuhrer
 Anna Ragland Hayes
 Elizabeth* and Howard Helsinger

* Fellow
Carla Hesse* and Thomas Laqueur*
Lynn Hunt and Margaret Jacob
William Chester Jordan
Robert* and Nannerl Keohane
William G. Lycan*
Elizabeth Mansfield*
Kent and Miriam Mullikin
in honor of Steven Marcus* and Patricia Spacks*
Newman Tanner Foundation
Francis Oakley*
Marilyn Jacobs Preyer and
L. Richardson Preyer
Suzy and Alfred Purrington
Thomas E. Quay, Esq., and
Winnifred Cutler, Ph.D.
JSR Fund of the Triangle
Community Foundation
Brenda Deen Schildgen*
Benno C. Schmidt, Jr.
Patricia Meyer Spacks*
Harriet and Edson Spencer Fund
of The Minneapolis Foundation
Philip* and Joan* Stewart
Gordon Teskey*
in honor of Donald Teskey
Carol and Jim Vorhaus
Mrs. Rosaleen M. Walsh
Seth L. Warner
in memory of Emily Warner
Martin J. Wiener*
Mr. R. Peyton Woodson, III
in memory of Martha A. Woodson
Mr. and Mrs. Edwin M. Yoder Jr.
in memory of Richard B.R.
Webb and Roscoe S. Suddarth
Pauline R. Yu

Benefactor – ($500 +)
Kathryn J. Burns*
David N. Cannadine* and
Linda J. Colley*
Randolph K. Clarke*
in memory of Ruth Clarke
Stefan Collini*
Pepper and Roddey Dowd
Gerald* and Ida Early
Dyan H. Elliott*
Michael A. Gillespie* and
Nancy S. Henley
Keren Z. Gorodeisky* and
Arata Hamawaki
Ezra Greenspan*
Pickett and Bob Guthrie
J. William Harris*
Evelyn Brooks Higginbotham*
Angela K. Hodge, M.D.
Michael Ann Holly
John and Martha Hsu
Philip S. Khoury
Deidre Lynch* and
Thomas Keirstead*
in honor of Kent Mullikin
Steven Marcus* and
Gertrud Lenzer
Rex* and Donna Martin
in honor of Kent Mullikin
Louis Menand
Dr. and Mrs. Assad Meymandi
Robert Mitchell*
Ruth Morse*
Char and Jim Murphy
Carla S. Nappi* and Bruce Rusk
Huston Paschal
Robert B. Pippin
Jeremy D. Popkin*
Robert C. Post
Ian N. Proops*
Donald Reid* and Holly Russell
Mark Richard* and Nancy Bauer
Harriet Ritvo*
Craigie Roberts* and
B. Chandrasekaran
Martin J. Rody
Tom and Susan Ross
Linda M. Rupert*
Philip Rupprech* 
in honor of Kent Mullikin
Yuichi Shionoya*
Terry Smith*
Don Solomon and Patrick Carroll
Barry and Winnifred* Sullivan
Ellyn and Jimmy Tanner
James L. Van Cleve*
Helen Vendler
in honor of Kent Mullikin
Professor Emeritus Charles
M. Weiss
Ruth Bernard Yeazell*

Sponsor – ($250+)
Anonymous (4)
M.H. Abrams
Anthony P. Bale*
Jane and Daniel* Bornstein
Henry and Sory Bowers
Timothy* and Susan Breen
in honor of Kent Mullikin
James Buzzard*
Roger Chickering*
Suzannah Clark*
Class of 2012–13*
in honor of the NHC staff
Deborah Cohen*
in honor of Kent Mullikin
Patricia Curd*
Lucy C. Daniels
Dick and Marlene Daugherty
The Gladys Krieble Delmas
Foundation
in recognition of
Stanley Chojnacki*
Robert S. DuPlessis* and
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