

Annual Report 2006-2007

- I. A View from the Director's Desk
by Dr. Richard Freedman
Professor of Music and Hurford Humanities Center Director, 2004-2007

The past three years have been a time of rapid and exciting growth for the Center. We acquired a physical home, welcomed new staff, and sorted out the details of our numerous initiatives. Thanks to the efforts of the many colleagues and students who participated in our programming, the Center can now take pride in what for Haverford is an unprecedented array of possibilities for those of us interested in books, ideas, and the arts. The Center is a busy place: there are seminars for faculty and students, reading groups, internship and research opportunities, arts programs, and ways to take advantage of the cultural riches of nearby Philadelphia. The merits of the many individual projects speak for themselves, as you will discover in the portraits assembled here. But I would also like to offer some more general observations on some features that set our Center apart from others.

Enhanced Faculty Humanities Seminar. Most Humanities Centers share a concern to make time and space for faculty to pursue individual research projects in ways that transcend departmental or divisional lines. Haverford's annual **Faculty Humanities Seminar** aligns neatly with our peers in this respect. But in other ways the Seminar is unique: themes for our seminars come from the proposals submitted by faculty members themselves. More importantly, each seminar brings a new **Mellon Post-Doctoral Fellow** to campus for a two-year appointment. The Fellows benefit from this arrangement, of course, but so do senior faculty already on campus, who encounter (thanks to the contributions of those fresh from the finest graduate departments) new methods and perspectives. In this respect, the Center does much more than simply carve out protected time and space—it obliges our scholars to reexamine how they know what they know, which after all is the very basis of their claim to “profess” knowledge in the classroom.

Integration of Mellon Fellows with the College. Haverford is one of a small but growing number of liberal arts colleges to host a series of Mellon Post-Doctoral Fellows in the Humanities. Funded initially through a grant project, this initiative is now fully endowed and will remain a permanent part of the College. More importantly, however, our Mellon Post-Doctoral Fellows take part in a number of activities designed to introduce them to the full range of intellectual life in a liberal arts college: their courses are affiliated with one or more departments; they take part in a focused year-long seminar with senior colleagues on a theme directly related to their research interest; and (as a culmination of their time here)

they craft a public symposium that serves to connect all of this work with the scholarly community beyond Haverford. The Fellows invigorate the Center in other ways, too: Marianne Tettlebaum, Mellon Fellow for 2004-06, was the driving force behind our extremely successful **Dialogues on Art** series, which takes small groups of students and faculty to encounter and explore arts events in nearby Philadelphia. Anyone can propose a “Dialogue”—the Center takes care of the details and publicizes the event.

Resources for Research and Teaching. The Center sponsors a full array of initiatives designed to augment faculty research and teaching interests. Faculty who participate in the Faculty Humanities Seminar are granted a course-release to make time for their full engagement with the topic. We also offer **Access Grants** to faculty who would like to attend exhibitions, performances, or study days in their field of interest (but which are not otherwise supported by College funds). We support faculty requests to take entire courses to such events in Philadelphia, New York, or Washington, D.C. These Course Enhancement Grants may be used to bring visitors to campus. Individual faculty can also use the Center’s help (both financial and logistical) to plan public **Symposia** with invited speakers, campus colleagues, and students. Faculty can also convene a **Reading Group** (with campus colleagues, staff, and students; in addition, students can also initiate such a group) or a **Working Group** (with colleagues from area institutions).

Opportunities for Undergraduates—On Campus and Off. Perhaps our greatest distinction rests in the ample resources the Center devotes to our undergraduates. Our **Student Research Assistantship** program, which matches qualified undergraduates with individual faculty members, has been very successful, in part because the Center uses past projects as a model to help still other faculty understand what works and what does not in these settings. The **Summer Internship** program, which pays students a full summer’s salary (about \$4000) for work with key Philadelphia-area cultural and research institutions, is unique, and almost every colleague at other institutions with whom we speak about it wants to know how it works and why it works so well. The answer is in some measure a reflection of strengths already in hand at Haverford: independent students, easy access to the extraordinary cultural riches of nearby Philadelphia, and leadership in the Humanities Center itself through key contacts in and visits to leading cultural organizations. Our **Post-Baccalaureate Fellow** James Weissinger ’06 has worked to deepen our reach into the student body and help faculty and center staff to learn what will (and will not) work with our students, from summer opportunities, to reading groups, to the sponsorship of arts events and cultural outings. This unique program also gives a talented recent alum practical experience from a new perspective – a fuller understanding of higher education and arts administration as possible career paths.

Haverford and Philadelphia. Center initiatives take full advantage of Haverford’s unique geography: access grants enable faculty to travel to regional venues for special events; student interns have found a remarkably rich set of opportunities with Philadelphia’s cultural and research institutions; our Dialogues on Art and Course Enhancement Grants make use of an ample range of events and programs. With travel to a museum, concert, or historic site now a simple matter to arrange, faculty are increasingly energized to take full advantage of these nearby resources for their teaching and research alike.

The Arts and the Liberal Arts. The Center has become an important site for the study of the fine and performing arts. Center staff have collaborated with interested faculty (in our Fine Arts and Music Departments, but also from many fields not accustomed to sponsoring arts events on campus) to bring significant exhibitions, performances, and residencies into alignment with the curriculum. Our Center now has a modest gallery space for this purpose, and will (starting in 2007) oversee a new **Exhibitions Coordinator** for all campus fine arts presentations. We have funded residencies by musical ensembles, dramatic companies, and documentary filmmakers, too.

Departments, Disciplines, and Learning at the Margins. Center Staff and Steering Committee members advocate research, teaching, and the arts as mutually reinforcing in unpredictable ways neither envisaged nor possible in a large university. The divisions, departments, and narrow disciplinary perspectives of those larger institutions will always play important roles in liberal arts institutions for a variety of reasons. The Hurford Center recognizes the enduring influence of those perspectives, which will continue to shape research at the graduate level and will certainly continue as an important component of professional evaluation and advancement. But we also recognize the need to support projects that dwell in the gaps or interstices between disciplines and departments, both as a means of transcending them and highlighting what is useful about those constructs. Such practices have the effect of helping Haverford humanists (so accustomed to thinking of their isolation, or looking beyond Haverford for peers) come to discover the adjacencies, common projects, and related modes of inquiry that might not be apparent in a departmental context (and might therefore languish for lack of an administrative center). Our dedicated funding has made it possible for faculty and departments to recognize us as a resource, and not a drain on or threat to already limited funds.

In short, as my term as Director ended this summer, I felt extremely fortunate to have been able to take part in helping to shape our Center in this formative phase of its development. I've enjoyed working with colleagues on our Steering Committees and with the faculty and students who bring us their ideas. I am especially grateful to our extremely capable staff, and particularly to Associate Director Emily Cronin, without whom our work would simply not be possible. Now that the Directorship has passed to my colleague Kim Benston, I know that the Center—and Haverford's tradition of humanistic inquiry—will continue to thrive.

Richard Freedman
Director, 2004-2007

This report continues with **Part II**, a review of our 2006-07 projects that is organized under four broad (and overlapping) headings — **1. Scholarship; 2. Teaching; 3. Arts; and 4. Public Forums**. The report ends with **Part III, Looking Ahead**, an outline of highlights from the Center’s public programs for 2007-08.

II. Summary of Programs from 2006-07

1. Scholarship: For Faculty and Students

Academic Year Programs:

The Faculty Seminar

The Faculty Seminar continues to be a distinguishing feature of the Humanities Center’s program and a source of faculty renewal, refreshment, and innovation. The 2006-07 Faculty Seminar, “Why We Do Where We Do: Modern Divisions of Science & Literature,” led by David Sedley (French/Comparative Literature), This seminar concerned the declarations and achievements of independence by practitioners of literature and science in 17th-century Europe. Modern scholars of this culture have documented the calls of literary and scientific authors for the mutual distinction of their disciplines. On the one hand, writers of literature began to claim that their work should operate in a domain free from the demands of reason and evidence made by scientists. Scientists, on the other hand, began to envision a rhetoric-free zone where such demands could be met. These separate spheres assumed various forms as scientific and literary societies multiplied, laboratories were built, and the notions of aesthetics and taste emerged. As a result of these developments, science and literature obtained the separation that characterizes how they relate – and do not relate – today. Joining David in this exploration were Darin Hayton (History); Danielle Macbeth (Philosophy); Rob Manning (Mathematics); Laura McGrane (English); and Michael Booth (English/Comparative Literature), Haverford’s 2006-08 Mellon Post-Doctoral Fellow.

Seminar Leader David Sedley (French):

“The initial idea of the syllabus was to toggle between modern texts about divisions between science and literature and early modern texts that helped construct or expressed the construction of those divisions. We met six times per semester. During the fall, we read: 1) Barbara Herrnstein Smith, “Scandalous Knowledge” and Michel de Certeau, “The Practice of Everyday Life”; 2) Michel de Montaigne, “Of Cannibals and Of Experience”; 3) Francis Bacon, “Essayes” and Michael Witmore, “The Culture of Accidents”; 4) René Descartes, “Discourse on Method” and Galilei Galileo, “The Starry Messenger”; 5) Pierre Bourdieu, “Distinction”; 6) Thomas Hobbes, “Answer to Davenant’s Preface to Gondibert” and “Leviathan”. The first meeting of the spring consisted of a talk by and dinner with Henry Turner, author of “The English Renaissance Stage: Geometry, Poetics, and the Practical Spatial Arts”. The readings for the next four meetings were: 2) Bruno Turner, “Science in Action”; 3) Paul Boghossian, “Fear of Knowledge”; 4) Blaise Pascal, “Treatise on the Arithmetic Triangle” and Madame de Lafayette, “The Princess of Clèves”; 5) Ian Hacking, “The Social Construction of What?”. For the sixth and final meeting, we attended a production of Bertolt Brecht’s play “Galileo” at the Wilma Theater in Philadelphia and had dinner together afterward.

Darin Hayton (History)

“My experience in David’s seminar encourages me to think about other projects, especially faculty reading groups, that the HHC might support. Some of the ideas that I have currently include a faculty seminar on visual culture in early-modern science. David was interested in the split between science and literature in written form. I would like to push this into the realm of visual representations. The seminar would focus on ‘illustrating’ science in the 16th and 17th century. How were images used? How did their creation and implementation change? How were they ‘factual’? Another, related topic, would look at the rise of encyclopedias in early-modern Europe. Here again, I am interested in the broader questions that produce and reproduce a rhetoric that seems so foreign to us today. Why did natural philosophers and naturalists argue that the Kracken existed? Moreover, they had illustrations of it, would provide detailed genealogies and accounts of its supernatural abilities? Too readily these ‘quaint’ beliefs are dismissed as the fictions of the unenlightened. Such a position, whether conscious or unconscious, represents an unfortunate condescension that ultimately prevents us from understanding these documents and the culture that produced them.”

Rob Manning (Mathematics):

“In a situation like we had in our seminar (a lone scientist in a humanities seminar about science), there is a big danger of the scientist in the room being made to feel as the defender of all of science. I felt very lucky that this never happened in our seminar: our discussions were vigorous but never heated or personal. I expected to feel defensive during some of these discussions, but in fact I almost never felt that way, and it was quite common for others to rise to defend science when an author in question made a particularly bold assertion. The field of science studies is an important one that students should be exposed to, and yet it is often a field that leads to shouting. Having been through a serious and civilized discussion of some of this work, I feel more capable (and a little less scared) of attempting to introduce it to students in the future.”

“Another feature of the seminar that I found rewarding was our exploration of several theorists in science studies, especially Bourdieu, Latour, and Hacking. Unlike the case of the scientific primary sources discussed above, these works in ‘theory’ are readings that I would have been unlikely to dig into without the encouragement of this faculty seminar.”

“I’d also like to mention a set of things that I got out of the seminar that were very important to me, but in a broader sense than focusing on any particular set of readings. For me, a major benefit of faculty seminars at Haverford is that they provide a chance to get to know another discipline – or even, to some extent, the range of disciplines within in a division -- in an academically rigorous setting.”

Laura McGrane (English):

“I dwell on the methodology of the seminar because it was ultimately so successful and integral to my experience of the materials and my growing understanding of how, indeed, ‘where’ we practice profoundly affects how we ‘do’—not just science and literature—but textuality itself.”

“While the Seminar has certainly influenced my own work, in part by encouraging conversations with both Darin Hayton and David Sedley, both of whom work in periods and areas that touch upon my own, the effects on my courses have been more palpable. The early-modern scientific readings, for example, provided a different kind of pre-history to the eighteenth-century aesthetic and anatomical works I teach in my 300-level Spectatorship course. I assigned both Boyle and Bacon alongside Wright of Derby’s “Bird in an Air Pump,” and my students made a number of generative connections between the sublime and experimental that carried us into the works of Edmund Burke and Joshua Reynolds. Three of my student presenters (with the help of a Chemistry professor) subsequently attempted a surprise air-pump experiment using lab apparatus and whipped-crème. The result was only partially successful, but the discussion engendered by the trial was phenomenal. I also plan to incorporate Descartes’ Discourse into my unit on Swift’s ‘Gulliver’s Travels’ the next time I teach my Freshman Writing course.”

Danielle Macbeth (Philosophy):

“We were six academics representing all three divisions of the College: a mathematician to show us how a mathematician thinks and reads, an English professor reading texts in an essentially different way and able clearly to articulate those readings, a historian to give us context and a historical perspective, a young post-doc bringing energy, new ideas and new questions, me, a philosopher, and finally David, our leader and guide, ever forging connections and bridges between domains that I had seen as essentially distinct. What was most extraordinary and eye opening to me in all this was just how differently we could read one and the same text, asking different questions and looking for different sorts of answers in ways that served to exemplify just the division of the sciences and literature that was at issue. What really made this seminar work as a faculty seminar, I think, were the many and various perspectives we brought to our readings and our discussions.”

Student Seminars

The Center sponsored three Student Seminars during the 2006-07 academic year:

1) “Art and Articulation: Meaning and Intention in the Nuances of Artistic Expression” was led by Evan Rodriguez ’08 (Classics/Philosophy). The seminar explored the nuances of artistic expression through the framing question of intentionality and the analysis of diverse artists, ranging from Plato to Borges to John Cage. Participants: Peter Barish ’08 (Biology; Minor: Philosophy), Justin Dainer-Best ’09 (English), Allyn Gaestel ’09 (Political Science), Karen Terry ’09 (History of Art/Religion), Oliver Wunsch ’07

(Fine Arts; Minor: History of Art), and Chloe Levenson '09 (Undeclared). Faculty advisor: Deborah Roberts (Classics/Comparative Literature).

2) “Seen and Not Seen: Twentieth Century U.S. Working Class Narratives, Representations, and the American Dream” was led by Jackie Richards '07 (Philosophy) and Heidi Smith '07 (English). The seminar examined the ways in which class finds itself articulated through a progression of twentieth century U.S. working class narratives, ranging from the Great Migration to the labor movement of the 30s to Bruce Springsteen’s iconic public persona in the 80s. Participants: Anna Pellecchia '08 (Philosophy/Gender & Sexuality Studies Concentration), Mitra Eghbal '08 (Biology/Linguistics), Anna Mancusi '07 (Comparative Literature with French; Minor: Philosophy), Max Rosen-Long '09 (Undeclared), and Liz Booth '07 (Political Science; Minor: Spanish, Latin American & Iberian Studies Concentration). Faculty advisor: Jerry Miller (Philosophy).

3) “When We Were Orphans” was led by Zoe Marquardt '07 (English; Minor: History of Art). The seminar sought to generate dialogue between interpretations of fictional orphans and our social understandings of orphans through the reading of fiction, sociological and anthropological case studies, and orphan-related legislation. Participants: Graeme Harcourt '09 (Undeclared), Ben Lansky '08 (English with Creative Writing Concentration; Minor in Gender & Sexuality Studies), Lucas McNamara '08 (English; Minor: Film Studies), Hilary Mislán '09 (Political Science, Pre-Med), Jonathan Pober '07 (Physics, Astronomy; Minor: Philosophy), and Victoria Salinger '07 (History of Art; Minor: Mathematics). Faculty advisor: Dorian Stuber (English).

Student Seminar Related Events

- Professor of English Literature Nina Auerbach (University of Pennsylvania) gave a lecture in conjunction with the “When We Were Orphans” seminar on the orphan archetype in Victorian literature, followed by a wonderful discussion with both faculty and students.
- Professor of Language and Literature Janet Zandy (Rochester Institute of Technology) gave a talk attended by many students and faculty in conjunction with the “Seen and Not Seen: Twentieth Century U.S. Working Class Narratives, Representations and the American Dream” student seminar.

Reading Groups

Faculty, staff, and students convened around the latest Thomas Pynchon novel in the Dorian Stuber (English) and Stephen Hock (English)-organized “**Against the Day**” reading group; participants included Professor Doug Davis (Psychology, Emeritus), Professor Alisa Hartz (Writing Program), Professor Roger Lane (History, Emeritus), James McDowell '10, James Weissinger (Humanities Center Post-Bac Fellow), Professor Raji Mohan (English), Professor Laura McGrane (English), Marie Oswell (Humanities Librarian for Music and Literature), Bob Kieft (Director of College Information Resources), Rob Haley (Interlibrary Loan Specialist), Professor Jim Ransom (English, Emeritus), and Scott Fogel (Science Librarian).

The Center sponsored the **Thursday Night Talmud** reading group in partnership with Rabbi Eli Gurevitz of Chabad of the Main Line; participants included Professor Aryeh

Kosman (Philosophy, Emeritus), Professor Richard Freedman (Music, Humanities Center Director), Professor Neal Grabell (Economics), Ben Zussman '08 (Public Health/Pre-Med), Evan Rodriguez '08 (Philosophy/Classics), Rebecca Zeldin '08 (English/Spanish), and Alison Reingold '09 (BMC).

The Center also funded a student-organized **Bible-as-Literary-Text Reading Group** that focused on the significance of the text in the western canon (advised by Stephen Finley [English]). Participants included John Ivey Eagles '08 (German), Allyn Gaestel '09 (Political Science), Molly Higgins-Biddle '07 (Classics & Sociology), Willy Lebowitz '08 (Classics & Philosophy), Evan Rodriguez '08 (Classics & Philosophy), George Reuter '08 (Philosophy), and Eric Smith '08 (English).

Convened by Israel Burshatin, faculty from the Comparative Literature Program met to read Gayatri Spivak's "**Death of a Discipline.**" Finally, we closed the year with a summer 2007 student **Derrida Reading Group** advised by past Mellon Fellow Marianne Tettlebaum (German), consisting of Victoria Salinger '07 (History of Art/Minor: Mathematics; student leader), Emily Taber '07 (English), Mitra Egbhal '08 (Biology/Linguistics), Evan Rodriguez '08 (Classics/Philosophy), Victoria Vargas '07 (Sociology), and Zoe Marquardt '07 (English).

Working Group: *American Studies*, led by Tina Zwarg (English)

Meetings, 2006-2007

(** Outside Speakers)

James Salazar, Temple University, October 5, 2006

"Value is the Misstruck Coin: Fabricating Habit in Mark Twain and William James"
"This paper is drawn from a larger project I'm working on entitled *Bodies of Reform: The Rhetoric of Character in Gilded-Age America*. As the title suggests, my concern in this project is with what was perhaps *the* most coveted object of nineteenth-century American culture, that curiously formable yet often equally formidable 'stuff' called character. It is difficult to imagine another key concept which has done so much hard and politically vexed work throughout the history of the United States. From the patricians of the early republic to post-Reconstruction racial scientists, from *fin de siècle* progressivist social reformers to post-war sociologists, character has had a very long and checkered career giving shape to an 'American' national identity. Appraising the American subject's approximation to and incorporation of national ideals has long taken shape as 'a question of character.' Indeed, in Anglo-American political theory, at least since Hobbes, the concept of character has been a key term for imagining the reach of the public over the private sphere, the reach of the nation over and into the citizen, and has also been instrumental in imagining an ethnic foundation for the modern concept of the nation itself. It is thus surprising that, at a time in which postnational critiques of 'American character' have been so productive for U.S. literary and cultural studies, few have asked why 'character' itself emerged as such a privileged mediator of national identity in the United States."

** **Ann Cvetkovich**, University of Texas, November 30, 2006

Associate Professor of English at University of Texas at Austin and author of *Mixed Feelings: Feminism, Mass Culture, and Victorian Sensationalism* (Rutgers) and *An Archive of Feelings: Trauma, Sexuality, and Lesbian Public Cultures* (Duke)

"Depression as Public Feeling"

This talk opened with an account of the Public Feelings project, a collaborative effort by a national group of scholars to explore the role of feelings in public and political life. Prof. Cvetkovich then turned to the example of depression as both affective and political category, exploring in particular how memoir and other autobiographical forms serve as vehicles for mediating between everyday emotional experience and global politics.

** **Brad Evans**, Rutgers University, February 22, 2007

Author of *Before Cultures: The Ethnographic Imagination in American Literature, 1865-1920* (Chicago).

"Vogue and Ephemera: The Little Magazines of the 1890s"

“This paper is about a short-lived, international vogue for little magazines — also known as ephemeral bibelots and chapbooks — that were published throughout Europe, Japan and the Americas in the mid-1890s. In the U.S. alone, there were over 200 new titles published during this period. These were small circulation, experimental art journals. Their contents included avant-garde poetry and short stories, as well as incredible graphic arts in a post-impressionist mode. Although the centrality of the little magazines of the 1910s and 20s to modernism is well known, this vast archive from the previous decade is almost not known at all. And yet, trading on the aesthetic modernity of the Paris cabaret scene, these fin-de-siècle bibelots contain material that allows us to remap the transition from realism to modernism, while at the same time getting a better feel for the international character of the late nineteenth-century aesthetic arts market.”

Jean Lutes, Villanova University, March 22, 2007

"Journalism, Modernism, and the Globe-Trotting Girl Reporter"

“Henry James created one of American fiction’s most vivid images of the female reporter in Henrietta Stackpole, Isabel Archer’s intrepid friend in *The Portrait of a Lady* (1881). Taking their cue from James, who in a 1908 preface apologized for letting such a minor character ‘pervade’ his novel, scholars have rarely taken Henrietta seriously. This paper considers precisely how and why Henrietta Stackpole got away from her author. In the process, it calls attention to an under-examined figure of the Progressive Era, the globetrotting girl reporter. It reads Henrietta against the backdrop of the real-life American newspaperwomen who traveled and lived abroad in the late nineteenth and early twentieth century—and who embodied a modern publicity and progressivism often identified as peculiarly American.

The ‘superabundance’ that James associates with Henrietta reflects the explosive possibilities of transnational publicity, which promised to spread American democracy abroad but also launched an unpredictable exchange of ideas and judgments—about women, modernism, progress, reform, and the United States itself.

Homay King, Bryn Mawr College, April 12, 2007

"Disoriented: Piracy and Simulation between East and West in 1980s Film"

“A fear of the Asian copy and Asian piracy can be traced to the nineteenth century, when concerns over trade relations and access to ports and markets dominated relations between China and the U. S. and Britain. This fear resurfaces in the 1980s with Japan's increasing economic competition with the U. S. It is particularly legible in Ridley Scott's 1982 *Blade Runner*, a film that imagines a fantastical future in which East Asian corporations dominate the global economy, and neon Asian signifiers colonize the Los Angeles skyline. Meanwhile, during this decade, several experimental filmmakers turn their cameras toward Japan and the circulation of Asian objects and signs, among them Wim Wenders (*Tokyo-ga*, 1985, and *Notebook on Cities and Clothes*, 1989) and experimental director Leslie Thornton (*Adynata*, 1983). This paper addresses issues of post-colonial representation, replication, and appropriation as they manifest in both mainstream and independent films of this period. I ultimately argue that cinema and the Orient emerge as twin imaginary signifiers, linked sites where relationships between copy and original, real and fake, and identity and difference are played out in the U.S. cultural imaginary.”

Modern Language Association Meeting, December 27-30, 2006

Jean Lutes and **Gus Stadler**, two members of FWGAS, had their books on display in this year at the MLA. Jean Lutes, *FRONT-PAGE GIRLS: WOMEN JOURNALISTS IN AMERICAN LITERATURE AND CULTURE, 1880-1930* (Cornell UP); Gus Stadler: *TROUBLING MINDS: THE CULTURAL POLITICS OF GENIUS IN THE UNITED STATES, 1840-1890* (Minnesota).

Several members also gave papers or chaired panels, including **Homay King** and **Jean Lutes**, and **Jim Salazar** and the Working Group sponsored an MLA party at *Mixto* in Philadelphia.

Access/Enrichment Grants

This program provides financial support to attend events that are not normally supported by the Faculty Travel Fund or Research Fund. Awards were made to: Hank Glassman (East Asian Studies), Lisa Jane Graham (History), and Laurie Hart (Anthropology).

Research Stipends for Students

To foster vigorous and independent humanistic scholarship by Haverford students, the Humanities Center supports stipends for travel to professional conferences and meetings, cultural events, libraries, collections, or museums to support research or a creative project. Grants were awarded in 2006-07 to: Oliver Wunsch '07 and Maggie Gummere '07 for research materials as part of their Senior Fine Arts Theses; to Brandon West '07 for a trip to hear Philosophy Professor Lawrence J. Hatab (Old Dominion University) speak at Hunter College; for Will Coleman '07 to visit the Beinecke Library at Yale to study the correspondence between Edward Redfield and Robert Henri in the Henri Archive there; and to Timothy Golden '07 for the continuation of research for his senior thesis begun summer 2006 as a Summer Humanities Intern with the University of Pennsylvania School of Design's W.E.B. DuBois project.

Summer Programs:

Intensive Classical Language Study

This opportunity was proposed and is funded by a generous Haverford College alumnus, Richard Kain, aiding students interested in studying Latin or Ancient Greek intensively during the summer. The project is open to Haverford students majoring in any discipline who did not have extensive training in either Latin or Greek. In the second year of this program, two students received grants for tuition, fees, books, commuting, etc. for programs approved by the Classics Department: Greg Potestio '08 to study Latin at Villanova University; and Mara Miller '10 also to study Latin at Columbia University. Mr. Kain has given additional funds to underwrite this initiative for Summer 2008.

Greg Potestio '08:

“Because of my summer in Latin, I have been able to take Intermediate Latin this semester at Haverford with little to no difficulty...Taking Intermediate Latin this year is important to me for a number of reasons. On a personal level, my Classics major felt insufficient without at least this level of Latin. While I would have fulfilled the Classics department’s requirements without the Latin, judging from a wider perspective I feel that both Latin and Greek should be part of a Classics degree. In addition, looking towards the future, this opportunity to take Latin has made me a more prepared prospect to enter graduate school.”

“Beyond these opportunities for the future, my summer Latin class was legitimately fun and worthwhile of its own accord. After spending the first few weeks cramming on grammar (which, admittedly, I enjoy more than the average person does or should), our professor presented us with selections from various Latin authors to translate. Reading Virgil, Catullus, and others on a daily basis really livened up the class and made it much easier to get through three hours of Latin. These readings have opened up an aspect of the Classical world that was previously unexplored for me, and that has continued this year in Intermediate Latin”

The Classical Language Study program inspired a donation by another generous alumnus which allowed the Humanities Center to award a Summer Study opportunity at the American School of Classical Studies in Athens, Greece for Professor Bret Mulligan of the Classics Department.

Bret Mulligan:

“I would like to extend my most sincere thanks the Humanities Center and the donor who made possible my participation in American School of Classical Studies program this past summer. The experience exceeded even the lofty expectations and has already paid significant dividends in the classroom.

“The program lasted an intense seven weeks, with our time divided between on-site study in Athens, and a series of extended trips to Crete, the Peloponnesus, and the north of Greece. Our session, which included a mixed cohort of professors, secondary school educators, undergraduates, and graduate students in Classics, Philosophy, and Archaeology, was led by Paul Scotton, a renowned archaeologist who has spent decades excavating in Corinth.

“With the exception of a few ‘off-days’ for researching presentations, the program maintained a vigorous (and at times grueling) schedule that allowed us to see almost every major site on the mainland and Crete ... But being part of an institutionalized program led by a respected member of the profession meant that we received many more benefits than a simple tour group. When on-site, we were frequently guided by prominent archaeologists and scholars. For example, our introductions to sculpture were given at the National Museum by preeminent Greek, British, and American scholars; at the Sanctuary of Nemesis in Rhamnous ..., we were led by the world’s foremost expert on the site; on one of our visits to the Acropolis, after a tour inside the Parthenon (normally off-limits to visitors), the director of the restorations of the Propylaea, himself one of the most renowned figures in Greek archaeology, gave us a two-hour tour of the building, even taking us inside the restoration workshops to reveal how original blocks were being combined with new materials to restore the structure.

“Such contact with experts in the field was a typical experience throughout the program. ... We frequently learned about exciting finds made in the weeks or days before we arrived, news of which would not be available to the wider academic community for years, such as the discovery of oldest post-Mycenaean fresco at Abai (a crucial piece of evidence for the recovery of architectural painting by the Greeks) and strong evidence that a massive tsunami did indeed strike Minoan Crete after the catastrophic eruption of Santorini (c. 1600 BCE). In many other instances, we learned about significant sites that had, for one reason or another, never been published at all, such as the Sanctuary at Brauron, which was perhaps the most significant religious site in Attica outside of Athens, yet one that I had only heard about in passing because of the absence of published accounts.

“I have been able to bring these insights and experiences into the classroom and share them with my students. I took thousands of pictures while on the program and have been using them to illustrate the concepts we discuss in class. Because of the excellent guidance and instruction on the program, I learned what to take pictures of, how to interpret archaeological remains, how to see the incredible wealth of information that can be preserved in even the most mundane-seeming block. Most importantly, I have gained a synthetic understanding of the places in which the literature and history of Greece plays out in the texts I teach on a daily basis at Haverford.

“This account has been full of superlatives, but in thinking over my experience, I believe they are deserved. My involvement in ASCSA’s summer program was without doubt one of the most beneficial academic experiences of my life. It is not an exaggeration to say that I approach the process of teaching ancient culture in a more nuanced and informed manner because of this experience. The opportunity for pedagogical development, to improve one’s knowledge of their subject and immediately infuse that back into the classroom in conversations with students has been an exhilarating experience.”

Humanities Internships – Summer 2007

The Hurford Humanities Center launched its Humanities Summer Internship Program in 2005 by offering rising seniors apprenticeships at arts organizations, historical or scholarly societies, publishers, and community groups or businesses linked to humanities-related activity. This program provides opportunities for students to consider how their interests relate to the world beyond Haverford and then to bring that experience to their final year at the College. The program supports 10 weeks of full time work in the summer. The Center sought proposals from local organizations, and selected projects that might do important work for the hosts while, at the same time, providing stimulating environments for students. The six initial internships in 2005 grew to twelve for Summer 2007.

- **Astral Artistic Services – Julia Spiegelman BMC '08
(Music at Haverford/English/French & French Studies)**

Astral Artistic Services provides various types of free support for recently trained classical musicians. Julia worked in marketing, public relations, non-profit management, contract preparation, artistic planning, and fundraising.

- **BASEKAMP – Anna Pellecchia '08
(Philosophy/Gender & Sexuality Studies Concentration)**

BASEKAMP is a non commercial studio and exhibition space whose primary focus is to participate in the creation, facilitation, and promotion of large scale collaborative projects by contemporary artists. Anna helped coordinated BASEKAMP's participation in the alt.SPACE festival, a series of events exploring collaborative space that took place simultaneously in London and Philadelphia.

- **Bryn Mawr Film Institute – Luke McNamara '08
(English/Film Studies Minor)**

The Institute brings important vintage and contemporary film to the Main Line, promotes film appreciation, and provides a place for the public to meet and share ideas. Luke worked on education and community-oriented programming.

- **Chester County Historical Society – Bianca Bromberger '08
(History of Art/Psychology)**

The CCHS is creating a comprehensive electronic database of all its collections materials. Working on this and other assignments, Bianca obtained practical collections management experience in the museum, library, and photographic archives, completing a project sponsored by the Institute of Museum and Library Services cataloging grant.

- **Cliveden of the National Trust – Deirdre Din '08 (Anthropology)**

Cliveden is one of America's most famous colonial houses (1767). Deirdre's project involved museum collections work, exhibit planning, program preparation for the 100th anniversary of the Walnut Street Bridge, and research and development for the next school year.

- **Historical Society of Pennsylvania – Dan Guilfoyle '08 (History)**

Dan worked with education and interpretation staff to create self-guided neighborhood web-mounted walking/driving tours of two historical and multi-ethnic urban neighborhoods (Northern Liberties/Latino “barrio” and Queen Village/Southwark).

- **The Library Company of Philadelphia – Ian VandenBeukel '08 (English)**

Ian contributed to the Library Company’s publicly accessible electronic resources by adding to a website of portraits of American women. He focused on developing new material about American women in religion and in entertainment. Ian VandenBeukel’s contribution to the Library’s website featuring its art and artifacts collection may be found at: <<http://www.librarycompany.org/artifacts/index.htm>>

- **The New York Youth Symphony – James Mayer '09 (Music/Physics)**

Overseen by Larry Bomback '04, Jim helped to compile lost alumni information for the New York Youth Symphony database. He also managed the entire auditions process, from helping to find a space to rent for the auditions, to taking phone calls for those students who wanted to sign up. Jim also met with local restaurateurs interested in advertising in NYYS’s playbills and student guide.

- **Pennsylvania Humanities Council – Joanna Benjamin '08 (English)**

Joanna helped run an assessment of the PHC’s grant making process, simultaneously contributing to the Council’s development activity which spans government relations (including work with the National Endowment for the Humanities), public relations, and fundraising.

- **People’s Light and Theatre Company – Claire Pringle '08 (English/History)**

Claire assisted the education and dramaturgy departments, helping to coordinate the four Summerstage theater camp programs as well as completing a variety of dramaturgical research.

- **Philadelphia Live Arts Festival and Philly Fringe – Liz Turner '08 (Comparative Literature/Film Studies Minor)**

Liz worked in the Festival’s Marketing Department, assembling press packets, editing the Festival Guide, writing performance programs, and handling artist contracts.

- **University of Pennsylvania School of Design – Mari Christmas '08 (Philosophy/Spanish Minor)**

Mari worked on the Philadelphia Negro geographic information systems project, a recreation of W.E.B. DuBois’ survey of a 60-block area of downtown Philadelphia (1897). She collected data from microfiche of the 1900 U.S. Census; designed a website and graphic materials for marketing the project; located and scanned historical photographs and newspaper articles; and researched neighbor public health, crime, housing, migration, and individual religious, business, and cultural institutions.

Summer Humanities Student Research Assistantships (SRAs) 2007

The SRA Program employs students as research assistants for faculty or departments for up to ten weeks in the summer with the Center providing a weekly stipend.

- **Anthropology – Laurie Kain Hart & Zolani Noonan-Ngwane – Zoe Marquardt '07 (English)**

Created slideshows for Art and Anthropology course (which necessitated reading each text on the syllabus for the course, thinking about images that might illustrate and/or contest the ideas presented in these books and articles, and writing notes that elucidated the connection between texts and images); researched Foucault's "heterotopia"; compiled statistics describing attitudes towards AIDS in South Africa.

- **Classics Department – Bret Mulligan – Willy Lebowitz '08 (Classics/Philosophy)**

Assembled class materials for "Intro Mythology, Herodotus and Lyric" (100 level Greek class), and "Culture and Crisis in the Golden Age"; assisted on the legwork for some of Professor Mulligan's research on Late Antique poetry focused on the poets Ausonius and Claudian, finding materials and editing papers.

- **English Department – Steve Finley – Ben Lansky '08 (English, Creative Writing Concentration/Gender & Sexuality Studies)**

Helped in research for upcoming essays on "Middlemarch" and "The House of Seven Gables" by compiling annotated bibliographies of criticism dealing with landscape, nature, space, and place in the works of Hawthorne and Eliot.

- **English Department – Dorian Stuber – Emma McDowell '07 (English)**

Assisted with research for an article about D.H. Lawrence's use of a "living" language in "The Rainbow," including tracking down source material; also researched the theory of "vitalism" proposed by the early 20th century biologist Hans Driesch in search of a connection between the theory and Lawrence's language.

- **English Department – Theresa Tensuan – Jacob Carroll '09 (English, History of Art minor)**

Assisted with research concerning any aspect of the medium, artists, and politics of comics for Professor Tensuan's upcoming book "Breaking The Frame." Research included fact-checking, traveling to the Comics Research Library in Columbus, OH, and purchasing new and relevant comics.

- **French Department – Duane Kight – Duncan Cooper '09 (Growth & Structure of Cities)**

Developed web-based educational grammar and language films using Flash software.

- **French Department – David Sedley – Emily Tartanella '10 (Undeclared)**

Prepared material for the new French webpage, assisted in editing and proofreading articles, and organized notes on French and English criticism.

• **Gender and Sexuality Studies – Theresa Tensuan – Heidi Smith '07 and Melissa McCartney '09 (English/Gender & Sexuality Studies)**

Assisted with research for junior seminar course revisions; helped update the academic biographies of the Haverford faculty involved in the program; revised the program's student course guide booklet and assisted in organizing program events and editing program documents. Also researched and reviewed sources pertaining to Professor Tensuan's scholarly work.

• **History Department – Lisa Jane Graham – Jimmy Meagher '08 (History/Religion)**

Gathered and organized both print and visual materials to redesign Professor Graham's "Gender, Sex, and Power in Europe, 1550-1850" class.

• **History Department – Darin Hayton – Nicholas Nelson '08 (History)**

Assisted in research on witchcraft in the printed media of the fifteenth-, sixteenth-, and seventeenth-centuries, primarily focusing on the visual portrayal of witches. Research included finding and evaluating various sources from collections in England, France, and Germany, both in the original and in digital archives.

• **History – Jim Krippner – David Bamat '09 (Romance Languages/Education minor)**

Archived files on Quaker history in Mexico and Haiti with the American Friends Service Committee.

• **History – Emma Lapsansky – Nancy Anderson '08 and Ian Ramsey-North '08 (History, Political Science)**

Researched the Morris-Maier-Shinn family of Bryn Mawr, working primarily with texts from the College's Special Collections under the guidance of both Professor Lapsansky-Werner and the Special Collections staff.

• **Linguistics Department – Shizhe Huang – Christopher Healey '09**

Collected and annotated bibliography for research on the relationship between imperative sentences and interrogative sentences; helped to redesign the "Structure of Chinese" course.

• **Music Department – Richard Freedman – Ariella Foss '09 (English/Germany)**

Assisted Professor Freedman with a book he is writing on 15th and 16th century European music; gathered source materials and gave feedback on chapters and ideas.

• **Spanish Department – Israel Burshatin – Maya Cabot '10 (Undeclared)**

Compiled an annotated bibliography for an upcoming project about frontiers in Early Modern/Late Medieval Spain.

• **Spanish Department – Asima F. X. Saad-Maura – Meridith Sine '09 (Anthropology/Gender & Sexuality Studies concentration; Spanish minor)**

Helped prepare three books for publication—critical editions of a Golden Age Spanish novel (“Lazarillo de Tormes”), a colonial Puerto Rican history of travel and piracy (“Los infortunios de Alonso Ramirez”), and a colonial Mexican epic poem (“Grandeza Mexicana”). Assembled bibliographies; obtained and wrote abstracts of sources and writing; and created an annotated map.

• **Philosophy Department – Ravi Sharma – Evan Rodriguez '08 and Zachary Freeman '08 (Classics & Philosophy)**

Compiled a bibliography and reading list for an upper level ancient Greek philosophy seminar as well as supplementary materials for an introductory course.

• **Friends General Conference – Emma Lapsansky-Werner (History) - Angelina Conti '05 and Alisa Apgar '08 (Religion/Minor: Peace & Conflict Studies)**

Worked in the Quaker Collection at Haverford, the Friends Historical Library at Swarthmore, the archives at Pendle Hill and the Library Company of Philadelphia to find images related to Quakers and racial justice in America. Produced both a finding aide for the Tri-Co libraries related to Quakers and race and a host of images for possible use in the forthcoming Quaker Press of Friends General Conference book “Fit For Freedom, Not For Friendship: Quakers, African Americans and the Myth of Racial Justice.”

2. Teaching

Course Innovation, Renovation, & Enhancement

The Hurford Humanities Center offers funding to help fashion a new course or renovate an existing course in ways that augment intellectual scope and appeal to students interested in humanistic inquiry. In 2006-07, eighteen projects—an increase of six grants from the previous year and fourteen from the year before—were approved.

Trips to Exhibits and Performances, and Performances brought to Haverford

September 25 – Professor **Hank Glassman** of the East Asian Studies Department hosted a workshop for the Japanese Traditional Music Troupe Tokyo Chigakukai for students in the Japanese Language Program, East Asian Studies Department, and Music Department at Haverford.

October 1 - **Yukino Goda** (East Asian Studies) took Japanese language students to a tour and tea tasting at the Japanese House & Garden in Fairmount Park.

October 10 – The Center funded **Deborah Roberts** of the Classics Department to bring classicist Betsy Wing to speak on campus.

November - The Center funded Professor **Graciela Michelotti** of the Spanish Department to take her Spanish American Theater class to see the Latin American play “The Kiss of the Spider Woman” performed by InterAct Theater Company.

December 1 – Professor **Richard Ball** (Economics) took a group of math and economics students, as well as a multi-disciplinary group of faculty members to see the play “QED” at the Lantern Theater in Philadelphia. The play centers on Richard Feynman, a physicist and teacher who won the Nobel Prize in 1965.

February 2 – The Center provided transportation for a group of students organized by **Yukino Goda** and **Yoko Koike** in the Japanese Department to attend a special lecture at Swarthmore by Professor Seiichi Makino.

February 12 – Professors **Kathleen Wright** (Philosophy), **Ying Li** (Fine Arts), and **Shizhe Huang** (East Asian Studies) took their three courses—“The Logos and the Tao,” “Experimental Studio Painting and Drawing,” and “Second-year Chinese”—to see the “Mapping the Earth and Mind in Chinese Art” exhibit at the Metropolitan Museum of Art and to attend a "Music of China" performance at the Rubin Museum of Art.

February 18 – Professors **Suzanne Amador Kane** (Physics & Astronomy), **Bill DiCanzio** (Writing Program), and **David Wonnacott** (Computer Science) brought thirty students and faculty from across the academic disciplines to see “Nerds,” the musical play about Bill Gates and Steve Jobs.

February 25 – **Anne McGuire** of the Religion Department took her “Images of Jesus” course on a field trip to the Philadelphia Museum of Art. The Center also funded class visits from Ph.D. Candidate in Art History Larry Saporta and Professor Martha Easton (History of Art at Bryn Mawr).

February 26/28 - **Asima F. X. Saad Maura** of the Spanish Department hosted a visit from renowned Peruvian/Philadelphian poet Sandro Chiri, editor of the literary journal “La Casa de Carton” and publisher of several anthologies and critical editions as well as books of his own poetry: “El libro del mal amor” (1989), “Y después de tantas palabras” (1992), “Viñetas” (2004), “Philadelphia Poems” (2006). The visit included meetings with classes, discussion with students, and poetry readings in the Center for Peace and Global Citizenship Café.

March 1 - **Theresa Tensuan** of the Department of English and the Gender & Sexuality Studies Program brought musical storytellers and political satirists Charlie King and Karen Brandow to campus to give an afternoon performance and an evening coffee house show of songs, stories, and images from the Civil Rights Movement in conjunction with her course “Arts of the Possible: Literature and Social Justice Movements.” The program was co-sponsored by the Office of Multicultural Affairs.

April 12 – The Center funded **Jim Krippner** of the History Department to bring internationally renowned print journalist Alma Guillermoprieto to campus for a

special lecture “How to be Mexican: How People and Culture Shape Themselves and Each Other Through Song.” A frequent contributor both to *The New Yorker* and to *The New York Review of Books*, Guillermprieto has received the MacArthur and Neiman Fellowships and is currently a Radcliffe Institute fellow at Harvard University. Among her numerous accolades, Guillermprieto received the 1992 Latin American Studies Association Media Award and was elected in 2001 to the American Academy of Arts and Sciences.

April 18 – Professor **Laurie Kain Hart** (Anthropology) received funds from the Center to bring Mark Auslander, Director of the Interdisciplinary M.A. Program in Cultural Production and Academic Director of Community Engaged Learning at Brandeis University, to speak to her “Anthropology of Art” class. His lecture focused on art and trauma in the context of his research on Sudanese refugees in Kenya.

Spring 2007 – The Center funded a course innovation grant for Anthropology Professor **Maris Gillette’s** course “Material Culture of China: Chinese Porcelain and Jingdezhen.” The grant covered a visit to the Philadelphia Museum of Art to look at Chinese domestic and export porcelain, a visit to a local potter’s studio, a visit to the Moravian Pottery and Tile Works established by Henry Mercer in Doylestown, and a visit to Chinatown to look for contemporary Chinese art porcelain and daily ware. The grant also funded class visits from Brian Salzberg, collector of Chinese porcelain and member of the Board of the East Asian Art Department, Philadelphia Museum of Art; and Morgan Perkins, Associate Professor of Anthropology and Art and Director of the Weaver Museum, SUNY-Potsdam.

Course Renovation Grants

Darin Hayton (History) received funds for the purchase of texts and DVDs for his new courses “The History of Medieval Science and Medicine” and “The Scientific Revolution,” incorporating an extra-curricular reading group and work with a Student Research Assistant into his plans for seeking out and utilizing the materials.

The Center funded **Israel Burshatin** (Spanish/Comparative Literature/Gender & Sexuality Studies) to purchase primary texts for his “Inquiring Minds: Inquisition, Writing, and the Early Modern Subject” course.

Professor of Classics **Bret Mulligan** cooked a traditional Roman dinner for his “Introduction to Latin Literature: Catullus and Cicero” course in conjunction with the class’s reading of a selection of poems by Catullus on dining and symposia.

Professor of Anthropology **Laurie Kain Hart** received funds to purchase books for her new course “Psychoanalysis and Anthropology,” drawing on research derived from discussions in the 2001-02 Hurford Humanities Center Faculty Seminar “Cultures of Exile—Memory, Art, and Ideology in Modern[ist] Diasporas.” She is tracing the development of 20th French theory in the related fields of psychoanalysis, anthropology, art, and philosophy.

Mellon Fellow Courses for 2006-07:

- Jill Stauffer (Philosophy Department), “Topics in Twentieth Century Continental Philosophy: Philosophies of Pain and Passion” (fall) and “Topics in Social and Political Philosophy: Justice and the Rule of Law” (spring);
- Michael Booth (English and Comparative Literature Departments), “Reading Poetry” (fall); in the spring, Michael led the “Shakespeare Plays at Haverford/Haverford Plays at Shakespeare” reading group, a weekly gathering of Shakespeare enthusiasts that read twelve plays aloud throughout the semester.

3. Arts

Dialogues on Art

“Dialogues” are interdisciplinary dinner conversations that aim to bring together students and faculty from a variety of disciplines in order to discuss art. Participants visit, and then discuss over dinner, exhibitions, performances, or screenings of contemporary art in and around Philadelphia. Each event involves several faculty members and eight students. A focus on contemporary art is intended to ensure that all attendees are experiencing a particular artwork for the first time. For the second year of Dialogues, recent graduate and Center for Peace and Global Citizenship Haverford House Fellow Emma Chubb '06 oversaw the program.

October 12 – **“Saving Faces: Portraits of Facial Reconstructive Surgery”** by Mark Gilbert at the Klein Gallery with Professor Carol Schilling (Writing Program).

November 3 – **Philadelphia Mural Arts Tour** with Pankhuri Agrawal '06, CPGC Haverford House intern with the Philadelphia Mural Arts Program.

December 6 – **“My Children! My Africa”** at the Wilma Theater with Professors Laura McGrane (English; Africana & African Studies) and Craig Borowiak (Political Science).

February 21 – **“Look Again: African American History is American History”** at The Rosenbach Museum & Library with Professors Willie Williams (Fine Arts) and Israel Burshatin (Spanish/Comparative Literature/Gender & Sexuality Studies).

April 26 – **Berthold Brecht’s “The Life of Galileo”** at the Wilma Theater with Professors Marianne Tettlebaum (German; Mellon Fellow 04-06 and Dialogues on Art founder) and Richard Freedman (Music; Humanities Center Director).

Exhibits

September 18- November 29, 2006

“Tales of a Few Cities,” Drawings and Sketchbooks by Barry Nemett at Haverford College. The exhibit consisted primarily of large-scale, multi-paneled drawings derived from places where the artist has lived – in the U.S., France, and Italy. Although the images are a result of direct observation, many of these drawings bring together locations from each of the countries to form a unified,

seemingly realistic, yet altogether invented landscape. Nemett served as artist-in-residence with the Haverford Fine Arts Department on September 18th and 19th and November 28th and 29th. The residency—organized by Ying Li (Fine Arts)—included several artist talks, a walking/bus tour of Nemett’s favorite Philadelphia art pieces, and a landscape workshop and advanced critique session with Fine Arts students. Funded, in part, by a generous gift from the Leaves of Grass Foundation

Events:

- September 18, opening reception
- September 19, talk: Barry Nemett’s work in relation to literature, poetry, and film
- November 29, talk: “Storytelling Without Words: How Paintings Speak”

December 1-22

Art and the Holocaust: “The Arts of the Holocaust: Expressions and Meanings,” an exhibit organized by Allyn Gaestel ’09, Monique Wong ’09, and Lauren Finkel ’09, students in Harvey Glickman’s (Political Science, Emeritus) 267 course, “The Politics of Genocide: Detering, Overcoming, Terminating.”

Events:

- December 1, “Recording and Responding to the Holocaust: Musical Works by Gideon Klein, Aleksander Kulisiewicz, and Sylvia Glickman,” Commentary by Barbara Milewski, Music Professor at Swarthmore College.
- December 2, talk and discussion about “The Arts of the Holocaust: Expressions and Meanings” exhibit, led by students Allyn Gaestel ’09, Monique Wong ’09, and Lauren Finkel ’09.

February 16-March 25

“Collecting Context: An Exhibit of Chin Textiles with a Story”

Co-curated by David W. Fraser, MD ’65 and Professor Maris Gillette of the Department of Anthropology, “Collecting Context” featured an array of rare textiles of the Chin peoples, a heterogeneous hill group living in western Myanmar (Burma), northeastern India, and Bangladesh. The 13 previously unexhibited (and some unpublished) cloaks, loincloths, skirts, and blankets, along with the photographs and multi-media display kiosk, spoke to Chin cultural traditions and innovations, and to the collector's role in “creating” Chin textiles as objects of value.

Events:

- Opening reception, February 16
- Anthropology class visit with Maris Gillette
- Fine Arts class visit with Ying Li
- East Asian Studies class visit with Hank Glassman

April 16-May 4

“Printmaker-in-Residence: Tomie Arai”

Arai’s exhibit of mixed media prints in Stokes 102 examined issues of cultural identity, exploring what she calls “the role that memory plays in the retelling of a collective past.” Utilizing autobiography, family stories and photographs,

historical material, and oral histories, Arai “constructs narratives and pages of 'living' history...to establish a personal sense of place and continuity.” Her residency at Haverford—hosted by Fine Arts Professor Hee Sook Kim—included an Artist Talk, two critiques, and a printmaking workshop.

Events:

- Opening reception, April 17
- Workshop, Solar plate imaging, April 16
- Critiques, April 16 & 18
- Artist’ talk, April 18

Performances

October 29; April 1 – **Tempesta Di Mare Residency:**

Funded, in part, by a generous gift from the Leaves of Grass Foundation

- October 29 –Tempesta Di Mare Residency Concert: “Heroes, Lovers and Villains”, soprano Michael Maniaci sings arias for Handel's leading men, Roberts Hall, Marshall Auditorium
- April 1 – Tempesta Di Mare Residency Concert: “Hoshanna!: Hebrew Music of the High Baroque,” second of two concerts, with Chamber Singers of Haverford College and Bryn Mawr College

The residency also included student-musician coaching, concert talks, class talks and visits, and a violin students master class.

November 9-11 – **Representing Disability: Theory, Policy, Practice**

The Humanities Center funded numerous pieces of this major conference, including a performance by Deaf poets “The Flying Words Project,” blind performance artist Lynn Manning’s show “Weights,” and a talk and slideshow presentation by painter Riva Lehrer of her work and the work of other visual artists with disabilities (accompanied by a screening of the film "Self-Preservation: The Art of Riva Lehrer"). The Center also contributed to the conference’s accessibility costs (CART and ASL interpreters).

January 27 – **Dead Genius Productions Theater Residency**

The Humanities Center sponsored a production of “**It or Her**” by **alumni theater group Dead Genius Productions** (Christian DuComb ’01, Alena Smith ’02, Alison D’Amato ’02, and Matt Sharp ’02) as part of a weekend long residency. This initiative included a rigorous two-day workshop held in the Gardner Integrated Athletic Center’s new multi-purpose room, offering a survey of the various tools employed by the group in its creative process. Vocal, movement, and writing exercises structured the weekend, with students working together to create and perform their own short pieces. The workshop anticipated Bryn Mawr and Haverford’s Spring Student Theater Festival, teaching students how to transform their initial ideas into viable, vibrant performances. Funded, in part, by a generous gift from the Leaves of Grass Foundation.

February 3, 15 – **Japanese Music series:**

- February 3 - A hands-on **Taiko (big drum) Workshop** with Stuart Paton Sensei of the Burlington Taiko Group from Vermont.
- February 15 - **James Nyoraku Schlefer and Ensemble East.**

This series was made possible by the Kessinger Family Fund for Asian Performing Arts. Started by former Haverford president Tom Kessinger and his wife Varyam, the fund supports performances and residencies dedicated to the rich artistic heritage of South Asia, East Asia, and Indonesia.

4. Public Forums

Films:

The Center presented one film series and two special lecture-screenings during the 2006-07 academic year:

Fall 2006/Spring 2007 – Emily Tartanella '10 organized the “**Criminal French Cinema**” film series, advised by David Sedley (French Department). Films included “A Bout de Soufflé,” “10e Chambre - Instants d'audience,” “De Battre mon Coeur S'est Arrêté,” “Le Cercle Rouge,” “Quai des Orfevres,” and “Diva.”

November 2 – **Chinese filmmakers Wu Tianming and Luo Xueying**, guests of The ChinaFilm Project's annual, coast-to-coast tour, gave an afternoon talk about Wu's films “Old Well” and “The King of Masks” with film clips, also screening “The River without Buoys.”

October 24 & 25 – **Tri-Co Senior Religion Colloquium**

Guest speaker Amy Hollywood was sponsored by Humanities Center.

November 4 – The Center hosted a visit from **Joshua Kreiss '95** M.D., M.Phil., who delivered the talk “**‘Cut Away’: How Haverford Enabled One Alum to Reach Further Through Film.**” The talk featured a screening of his two documentaries “Argentina's Nazi Community” (1994) (made while a student and funded by John Whitehead '43) and “Blood, Soil, and Heimat in Argentina” (1998). The event was followed with a discussion of Haverford and post-Haverford life with current students.

2006-07 Symposia:

November 5 – “**Celebrating Philosophy in the Liberal Arts: a Symposium in Honor of Aryeh Kosman**”

Professor Aryeh Kosman joined Haverford's faculty in 1962 and has since instructed some 700 philosophy majors and thousands of other students interested in ancient philosophy. The symposium, held in honor of the retiring (yet never “retiring”) Professor, featured Michael Bratman '67 (Stanford University), Felmon Davis '70 (Union College), and Martha Woodruff '86 (Middlebury College) presenting thoughts on the role of philosophy in liberal arts education during the morning session (moderated by Jim Friedman '67).

In the afternoon, John Cooper (Princeton University), Jim Lennox (University of Pittsburgh), and Charlotte Witt (University of New Hampshire) presented papers on the topic of ancient philosophy, moderated by Professor Steve Salkever (Bryn Mawr).

November 18 – **“Homer in Translation”**

A symposium on approaches to translating Homer and to Homer in translation, on the 150th anniversary of the publication of F.W. Newman’s version of “The Iliad,” one of the main objects of criticism in Matthew Arnold’s influential “On Translating Homer.”

Talks included: “Horsing around with Homer: The Literary Dynamic of (Re)translation in the Latin and English Traditions,” Richard Armstrong, University of Houston; “Sounding Out Homer: Christopher Logue’s Acoustic Homer,” Emily Greenwood, University of St. Andrews; and “From Miniature to Monsterist: Cross-Genre Translations of Homer,” Lorna Hardwick, The Open University. The symposium also featured a roundtable discussion on teaching and learning Homer in translation, as well as readings from the Iliad and Odyssey by Stanley Lombardo, professor of Classics at the University of Kansas known for his translations of “The Iliad,” “The Odyssey,” and “The Aeneid.” On the Thursday preceding the symposium, faculty and students presented an all-day reading of Homer’s Odyssey starting at 8:30 a.m. in the Sunken Lounge, Haverford Dining Center. This event lasted over twelve hours!

March 30 & 31— **2007 Mellon Symposium:
“Seeing Justice Done: Interrogating the Margins of Law”**

This symposium on law's limits and possibilities, bringing together thinkers across disciplines to consider theoretical and practical issues in contemporary law, justice, and politics, was organized by Mellon Fellow 2005-07 Jill Stauffer.

Topics and Speakers:

- “The Rule of Law.” Papers by Jeremy Elkins, Bryn Mawr College (“Two Conceptions of the Rule of Law”), Siba Grovogui, Johns Hopkins University (Law, Legality, and the Rule of Law: Fields of Power and their Foundations in the International Order”), and Kim Lane Scheppele, University Center for Human Values, Princeton University (“The International State of Emergency”).
- “The Ethics of Law.” Papers by Eduard Jordaan, University of Stellenbosch, South Africa (“Liberal Society and the Aspiration to a Better Justice”), and Jerry Miller, Haverford College (“Why Law Loves the Little Caulk of Ethics”).
- “Seeing Justice Done?” Papers by Alison Young, University of Melbourne, Australia (“Narrating 9/11: Justice and Visual Ethics in the

Aftermath of Disaster”), and Marianne Constable, UC Berkeley (“Our Word is Our Bond”).

In her Mellon Fellow report, Jill Stauffer noted that, *“The highlight of the year for me was planning, organizing, and throwing a Symposium ... The papers and panels were excellent, and well attended, and many, many people spoke to me during and after the conference about how much they enjoyed the event. I thank the Humanities Center...my student intern, (Humanities Center SRA) Jessica Johnson ’07, who helped me plan the event and gather materials for a small library based on the event, now housed in the Humanities Center.”*

III. Looking Ahead: 2007-08

The Humanities Center has grown rapidly from a conceptual framework to an entity whose impact is being felt across disciplines and departments at Haverford as it promotes a deeper relationship between classic humanistic study and contemporary intellectual, artistic, and ethical currents in the wider public world. As we work to manage this dynamic Center, its role in the College community has recently expanded to steward and manage the growing commitment to visual and performing arts at Haverford.

We recently hired a new Center staff member, Exhibitions Coordinator Matthew Seamus Callinan. Matthew will manage the Cantor Fitzgerald Gallery’s renovations and exhibitions, working to support other exhibits on campus while integrating such displays with faculty interests and the curriculum. Plans and funding are in place to hire a College Curator in 2008-09 and in future years to sponsor guest artist residencies and arts post-doctoral fellows.

The Center is sponsoring a diverse and lively range of public events for the 2007–08 academic year, including performances, film screenings, forums, talks, and more – with continuing support from the Leaves of Grass Foundation as an anchor. Highlights include two screenings and talks with filmmaker Louis Massiah, visiting professor in the Department of Independent College Programs co-teaching the course “Seeing Class: An Exploration of Class in America and of Documentary Film-Making”; in addition, the Center also looks forward to its annual Mellon Symposium, this year staged by Mellon Fellow Michael Booth and entitled “The Blending Mind and Shakespeare.” Jim Krippner’s (History) Faculty Seminar “Photography, Modernism, and Post-Modernism” will stage “Framing Photographs: Contexts and Transpositions” in the spring, as part of the ongoing seminar which will include a campus visit by guest speaker John Mraz in late January and early February.

Israel Burshatin (Spanish, Comparative Literature, Gender and Sexuality Studies) will convene a public forum on the work of photographer Clarissa Sligh; the forum accompanies a three part exhibition at the College of Sligh’s work, ranging from her “Jake in Transition” photo-essay to her new “Masculinities” series. The Center is also sponsoring four exciting new Student Seminars: “‘I clutched at sound’ – Synesthesia Across Disciplines”; “It Started Out Like a Song: The Art of Musical Theatre”; “Mining the Folk Tale”; and “High Contrast: Representations of Black Women in White America.” Other events and programs are in the works and as details are confirmed, we invite you to look for updates on the Humanities Center website, www.haverford.edu/HHC/.