Friday, October 14

Sawyer Steering Committee:

Commentary:

1:00 — 2:00 p.m. | Lunch

9:30 — 11:00 a.m. | Keynote Address, “Palestine, 1947-49: Parochial or Universal Themes?” Atina Grossman

3:45 — 5:00 p.m. | Roundtable Discussion Chair:

10:45 a.m. – 1:00 p.m. | Session Two: Documents and Displays

2:00 - 3:45 p.m. | Session Two: Documents and Displays

4:45 p.m. | Session Two: Documents and Displays

4:45 p.m. |

3:15 p.m. – 4:45 p.m. | Session 2.2: Philology

9:30 a.m. – 11:45 a.m. | Session 1: What is a Discipline?

Lunch

Moderator:

Person with disabilities who need an accommodation in order to participate in this event should contact 773.702.8274 in advance.

Persons with disabilities who need assistance are requested to call 773-702-8274 in advance.

The University of Chicago, The Franke Institute

Send an email to franke-humanities@uchicago.edu

Sponsored by the Center for Disciplinary Innovation at the University of Chicago, The Franke Institute

Conference for the yearlong Sawyer Seminar on “Around 1945: Interdisciplinary Perspectives on Global Transformation,” co-sponsored by the Andrew W. Mellon Foundation and the Franke Institute for the Humanities, The University of Chicago

L’Ordre des disciplines: objets, méthodes, problèmes

2017-18 ANNUAL REVIEW
2017–18 Annual Review

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This spring, Jim Chandler steps down as Director of the Franke Institute after sixteen years of service over a duration of seventeen years. His leadership of the Franke during this time has fundamentally formed this extraordinary resource and the community of humanities scholars worldwide. I’m happy to have one more opportunity to revisit a few of his most conspicuous achievements.

Jim led the way in redefining humanities research, humanities departments, and the structure of the humanities throughout the academy through the creation of the Center for Disciplinary Innovation, funded by the Andrew W. Mellon Foundation. The Franke likewise embarked on a multiyear initiative entitled “New Perspectives on the Disciplines: Comparative Studies in Higher Education.” These efforts culminated in a major conference entitled “The Fate of Disciplines,” which addressed issues connected to a single, central recognition: the sense of a mismatch in American higher education between developing the forms, practices, objects, and communities of scholarship and the institutional arrangements that are supposed to advance them.

While these inquiries were underway, fields of study were changing, and the Franke adapted and pointed the way accordingly. Jim saw the need for the humanities to look beyond itself and helped the Institute secure another Mellon grant to explore the relationship between “Algorithms, Models, and Formalisms,” recognizing that scholars need to understand the nature, course, and consequences of the interaction between new technology and disciplinary practices. Conversely, he invited researchers from beyond as well as within the humanities to look inside through “The Limits of the Numerical,” which asked a timely question, “When does the use of numbers work against the very values (such as precision, ease of communication) they are introduced to support?”

Other inquiries that Jim has spearheaded reflect changing definitions, such as cultural history within the domain of history more broadly construed, and advanced society within the domain of anthropology. Under his directorship, the Franke has opened a space to accommodate forms of work that are not easy or even possible to coordinate within the existing departmental-disciplinary scenario.

Jim’s formidable intellect and his abiding love for the humanities have made him an ideal Director of the Franke. We will miss his wisdom and spirit of cooperation that have transformed the humanities at the Franke, the University, and for humanistic researchers everywhere. Thank you, Jim!

Anne Walters Robertson
Dean, Division of the Humanities

I became Director of the Franke Institute on July 1, 2001. One of the first events I planned was an excursion with a group of colleagues interested in humanities uses for new technologies. Our destination was Argonne National Laboratory, where the technologies included a “digital cave,” the device that allows you to project images on the walls of an enclosure just by the way you move about in it. I loved the Platonic resonances of this apparatus. The date of our planned excursion was September 11. Needless to say, when the day arrived I received a call from my colleague to say the visit would have to be canceled. The terrible events of September 11 put our little humanities adventure into perspective, just as the second Iraq War threatened to overshadow the 30th Anniversary celebration of Critical Inquiry, held at the Institute in April 2003.

We did in fact go to Argonne later in the year, and in that visit we sowed the seeds, I believe, of some of the larger projects that were undertaken at the Institute over the coming years such as “Disciplines and Technologies.” I am proud of these projects and grateful to the colleagues who have made them successful. It was important that we carry on, but what difference have these projects made? What difference has been made by all the rich pedagogy and strong scholarship generated at the Franke over these years? Looked at in one perspective, a world of difference: witness the intense conferences, the fascinating books. Looked at in another perspective, clearly not enough. Public crises are now unfolding that seem every bit as dire as those of the century’s first years. Could any work undertaken at the Franke have made a difference to them? Probably not.

Could work undertaken at all the humanities centers of the world have made a difference? It is just possible that it could have. This is why, beyond my work on campus over these seventeen years, the most fun and productive years I’ve known, I have also tried to make the Franke’s work relevant to international humanities collaborations in my role on the Board of the Consortium for Humanities Centers and Institutes (CHCI). It is my fervent wish as I step down as Director that this important connection between the Franke and CHCI can be maintained and strengthened.

Directing a humanities center at a University as fertile in ideas as this one is about as good as a job gets. The only thing better than the job itself is the people one gets to work with: the students, the staff, the administrators, and the colleagues both here and elsewhere. I thanked many of you at the lovely celebration in May, and I thank all of you now. I am delighted to know that Richard Neer will begin as Director in July of 2019, and that Françoise Meltzer will serve as Interim Director in the 2018-19 academic year. And I look forward to attending events at the Franke for some time to come.

James Chandler
Director, The Franke Institute for the Humanities
A Celebration in Honor of Jim Chandler’s Directorship of the Franke Institute

On May 31, 2018, faculty, friends, students, and staff members of the University assembled for a celebratory event to honor Jim Chandler’s directorship of the Franke Institute (2001-2018). Dean Anne Robertson of the Humanities Division welcomed guests and reflected on Jim’s leadership of the Franke Institute:

“It is my great pleasure today to recognize and honor Jim Chandler for serving 17 years as the Director of the Franke Institute for the Humanities…

“During Jim’s tenure, the Franke Institute embarked on a multiyear initiative entitled ‘New Perspectives on the Disciplines: Comparative Studies in Higher Education’. Through these efforts, a major conference called ‘The Fate of Disciplines’ was developed to address issues connected to a single, central recognition: the sense of a mismatch in American higher education between developing the forms, practices, objects, and communities of scholarship and the institutional arrangements that are supposed to advance them…”

“Under the Center for Disciplinary Innovation, Jim – together with his colleagues here and from Cambridge, Berkeley, and Columbia – has been leading the way to redefine humanities research, humanities departments, and the structure of the humanities throughout the academy…”

“Simultaneously with the ongoing ‘Disciplines and Technologies Project’, Jim helped the Franke secure a multiyear grant to explore the relationship between ‘Algorithms, Models, and Formalisms’, recognizing that scholars need to understand the nature, course, and consequences of the interaction between new technology and disciplinary practices…”

“Jim’s formidable intellectual abilities, immense curiosity, unparalleled collaborative skills, abiding love for the humanities, and approachability have made him an ideal Director of the Franke Institute. We will miss Jim Chandler’s guiding light, spirit of collaboration, and wisdom that have transformed the humanities at the Franke Institute, the University of Chicago, and for humanities researchers everywhere. At the same time, we celebrate Jim’s lasting legacy for its contributions to the humanities worldwide. Thank you, Jim.”

“The Humanities, 2140: Three Notes Toward the Future of the University”

Introduced by Dean Anne Robertson, Professor Ian Baucom gave a special lecture on “The Humanities, 2140: Three Notes Toward the Future of the University.” Prof. Baucom is Buckner W. Clay Dean of Arts & Sciences at the University of Virginia, and a colleague of Jim’s on the Board of Directors of the Consortium of Humanities Centers and Institutes. What follows are excerpts of Prof. Baucom’s lecture.

“One of the times I’ve recently seen Jim was at the annual meeting of the Consortium of Humanities Centers and Institutes in Cape Town; CHCI is an international network of about 240 mainly university-based humanities centers, on whose board Jim and I sit. One of the convictions we’ve held as a board, as we’ve taken on the project of investigating the global state and future of the humanities, is that to speak of the humanities is to speak of something worldly and multi-situated, something coherent and fractal.

“Much of the work of CHCI over the past decade, led very much by Jim, has been to try to read that double-code of the humanities as a globally coherent and situationally-multiple disciplinary formation, and to bring the critical insight and scholarly networks of the hundreds of humanities centers we represent to bear on the question of the future of the discipline. I say that that global project has been led by Jim not so much because he’s organized our various panels and meetings—though he has done a lot of that—but because I’ve come to understand it as a global fourth phase of a project he first initiated here, at Chicago, on the relationship between the humanities, the nature of disciplinarity, and the form of the university.

“As Jim noted in the introductory essay (‘Doctrines, Disciplines, Discourses, Departments’) to a 2009 special edition of Critical Inquiry on this topic, ‘the American research university assumed its current shape around the turn of the twentieth century…’ Jim then posed the logical follow-up questions: ‘How might the university’s shape and structure be improved if more of us thought deliberately about such matters…?’ What can we learn from studying disciplinary practices and configurations in other places, other times?

“Hence the title and subject of this talk, given in Jim’s honor, in which I want to embrace the speculative spirit of his 2009 ‘Fate of Disciplines’ essay and offer some brief thoughts on the disciplinary future of the humanities and the surrounding institutional future of the university as it might be envisioned not only from some of the other places we’ve been to together but also in relation to some other time—in this case a future time to which Jim and many other colleagues here have given a fair amount of concerned attention: the future time of the planet in its hurtling rush into the simultaneously slow and sudden disasters of climate change.

“Where that future generally appears to us under the general guise of the Anthropocene, I want to sharpen its looming arrival just a bit by giving its fully-realized advent a date, the year 2140: that is the year given to (Cont. on page 6)
“The Humanities, 2140: Three Notes Toward the Future of the University,” cont.

one of the most narratively-rich treatments of this climate future of the planet: Kim Stanley Robinson's recently published novel, New York 2140, the second text, alongside Jim's 'Fate of Disciplines' essay, that I've taken as a touchstone for this talk.

In what follows I want, briefly, to weave those texts through three key frameworks or notes toward the future of the university: the frame of higher education; the frame of interdisciplinary in a global and planetary age; and the frame of the university as it evolves from what I understand to be a one-campus to a four-campus model.

In the American context, as I understand it, the recent story of the social contract of higher education in the U.S. can be told in three acts. The first unfinished act has to do with the continuous expansion of inclusion: the determination, beginning with the GI Bill and then moved forward by the civil rights, women’s rights, disability, LGBTQ and First-Gen movements to ever more fully open the gates of the university to those it had previously excluded. The second act flows from the first, but its tenor is more defensive than affirmative and has tended to a focus on the instrumental. Once we have expanded inclusion, ‘to what’—universities have been asked—are we giving students access?

“Skills, we have responded. Critical thinking skills. Writing skills. Skills of analysis and argumentation. Instrumental skills that students can take with them across a rapidly transforming social world: one that is simultaneously local and global, in person and virtual, individual and collective, composed of enduring institutions and emerging formations.

“Finally, there is a third act, in the responses American universities have been giving as we understand that our social worlds are being transformed not only by such ‘grand challenges’ as massive technological change and rapid restructurings of economic and workforce life, but also by a series of normative disruptions of our understandings of the human (now digitally-hybrid and bio-synthetic), the future of life on the planet, and the stability of the liberal constitutional democratic order. Those responses suggest that universities fulfill their social contract by also defining themselves as the open and free place where normative questions are studied and debated.

“We also owe a response from the language of ethos to the language of grand challenges. What does this mean? In brief, that for all their differences the methods of the humanities commonly add up to something: a mode of value clarification. By reading, holding open the space of reading, cultivating methods for reading, meaning? In brief, that for all their differences the methods of the humanities commonly add up to something: a mode of value clarification. By reading, holding open the space of reading, cultivating methods for reading, something that can take on an instrumental character. But even as we are needed, those of us trained in the literary and other humanities disciplines will need the insight of others…

“Let me now turn to the second note, on the nature and fate of disciplinarity and interdisciplinarity, with a set of new characteristics: interdisciplinary research which was previously individual and monograph-focused is increasingly collaborative, multi-modal, and problem-oriented. Let me suggest that what is really happening is that some fundamental questions demanding value clarification are emerging at wicked scales of complexity across the globe and that the complexity of those questions are such that they can only be answered through a dense intermingling of proximate and distant disciplines, individual researchers and globally-distributed research teams.

“What does it mean to live not merely in a global but in a planetary age? That is the question posed by Kim Stanley Robinson’s New York 2140. How does the planetary world look from the vantage of that future? What lessons might it hold for us as we take on the challenge of imagining the future of the university?

“From the novel’s most enigmatic ‘character’, simply named as ‘the citizen’, we gain a mode of envisioning in relation to a future time…The voice of the citizen—anonymous and disembodied—does not emerge from any possible individual life. Instead, it sweeps through massive scales of time, multi-millennial epochs framing the geological formation of New York…until those time- and ontology-exploding orders of the human are fictionally represented as real. Which, to reduce an enormously complex question to a single paragraph, is why responding to the challenge of climate change will require the literature faculty. But even as we are needed, those of us trained in the literary and other humanities disciplines will need the insight of others…

“The Humanities, 2140: Three Notes Toward the Future of the University,” cont.

With the other panelists: Richard Neer, Michèle Lowrie, and François Melnizk. Bill Brown commented on Prof. Baucom’s lecture, along with the other panelists: Richard Neer, Michèle Lowrie, and François Melnizer.

Ian Baucom responded to the panelists’ comments.

A Celebration in Honor of Jim Chandler’s Directorship of the Franke Institute, cont.

(Cont. from page 5)
The Humanities Division and the Franke Institute made a gift to Jim Chandler.

At the reception following the celebratory event, Jim Chandler was given a special gift from the Humanities Division and the Franke Institute: a very fine copy of the first illustrated edition of Jane Austen’s novel, *Mansfield Park*, one with a particular literary-historical significance.

Professor Tim Campbell of the English department described the book and its significance:

“This copy comes from Bentley’s Standard Novels, an 1830s series that went a long way toward establishing a canon of novelistic fiction for a wider, more democratic audience of British readers. This copy is beautifully produced, with lovely marbled boards and edges, and contains two frontispiece images...”

“This book is a particularly suitable gift for Jim for a number of reasons. It commemorates a lively book seminar that he recently led for our own Humanities Advisory Council, and thus speaks to Jim’s long and distinguished efforts to bring the work of humanities scholarship into the wider world...”

“Likewise, the literary-historical significance of the text speaks to Jim’s dedication to securing but also testing and renewing the stakes and meaning of literary history. The particular illustrations in this novel also evoke some of Jim’s more precise interests—concerning the study of anachronism and the problem of visual sightlines...I am delighted to help present such an appropriate gift, and I stand in admiration of Jim’s countless contributions to so much scholarship, ushered into the world with just the right advice borne of his bird’s eye view of things from the Franke directorship.”

The Franke Family Charitable Foundation made a $1 million gift in honor of Jim Chandler.

Dean Anne Robertson announced that Richard and Barbara Franke, through the Franke Family Charitable Foundation, made a $1 million gift to establish and endow the James Chandler Director’s Fund at the Franke Institute. Distributions from the fund will be used by the Institute’s Director to support programming, research, and projects that will advance the mission and core principles of the Institute.

Dean Robertson announced the Frankes’ gift of $1 million. Audience members applauded the Frankes’ gift to the Institute.

Following the announcement, Richard Franke addressed the audience.

Prof. Jim Chandler gave thanks for the gift of *Mansfield Park* at the reception at the Franke Institute.

In his farewell address as Director, Jim Chandler reflected on humanities, past and future.

Guests examined the special edition’s frontispieces.

Prof. Tim Campbell described the gift of *Mansfield Park*.
Over the past ten years, the Center for Disciplinary Innovation (CDI) has provided faculty the opportunity to collaborate on over 60 unique team-taught, graduate courses across a variety of disciplines. The CDI offers up to five team-taught courses each year at the graduate level with participating faculty from different disciplines. Each faculty member teaching in the CDI receives full credit for team-teaching. Additionally, each team receives a $1,500 stipend for course-related purposes.

For a comprehensive roster of CDI course offerings and for background information on the consortium for disciplinary innovation with Berkeley, Cambridge, and Columbia, please see: http://franke.uchicago.edu/cdi.html

COURSES, 2017-18

The Mediterranean Sea in Antiquity: Imperial Connections
James Osborne, Near Eastern Languages & Civilizations
Catherine Kearns, Classics

From Baroque to Neo-Baroque Poetry
Rachel Galvin, English Language & Literature
Miguel Martínez, Romance Languages & Literatures

Related Lectures
Jorge Luis Borges’s Baroque, or Why Style Matters
Christopher Johnson, The Warburg Institute

Alejo Carpentier’s Concierto barroco
Robert Kendrick, University of Chicago

Neo-Baroque Poets
Tamara Kamenszain, Universidad Nacional de las Artes, Buenos Aires

Exploratory Translation
Haun Saussy, Comparative Literature
Jennifer Scappettone, English Language & Literature

Phaedras Compared: Adaptation, Gender, Tragic Form
Larry Norman, Romance Languages & Literatures
David Wray, Classics

Guillotine/Barricade: Figures of History Across Media
Jennifer Wild, Cinema & Media Studies
James Cahill, University of Toronto

Related Lectures
Archival Research and Image Archives
Catherine Clark, MIT

Discussion about May 1968 and its Legacies
Romain Goupil (French film director), Robert Morrissey (University of Chicago), Colin Jones (University of Chicago)

Destruction of Images, Books, and Artifacts in Europe and South Asia
Olga Solovieva, Comparative Literature
Tyler Williams, South Asian Languages & Civilizations

Related Lecture
Must we be iconoclasts?
Charles Lock, University of Copenhagen

The Art of Healing: Medical Aesthetics in Russia & the U.S.
William Nickell, Slavic Languages & Literatures
Michael David, Medicine

Related Lecture
The Design of the Butaro District Hospital in Rwanda
Darja Djordjevic, M.D./Ph.D.

COURSES, 2018-19

Wagner’s Ring of the Nibelung in Performance: Siegfried
David Levin, Germanic Studies

Music Film, China/Europe: Thinking Media Hybridity Across Cases
Martha Feldman, Music

The Global Plantation
Christopher Taylor, English Language & Literature
Adom Getachew, Political Science

On the course, Guillotine/Barricade: Figures of History Across Media:
“The course was absolutely amazing. Possibly my favorite class I’ve ever taken. Qualitatively it felt like a perfect culmination of many of my own interests and research topics. Applying this visual, theoretical, and figural lens to history was incredibly generative for myself as a scholar and as a person. It provided me with tools and resources I’m certain I’ll use and look back on for the rest of my life.”
– Gianmarco Antosca, Master of Arts Program in the Humanities

On the course, From Baroque to Neo-Baroque Poetry:
“Looking back on the quarter, we discovered that it was easier to knit together our ostensibly disparate time periods than we had initially expected. Part of this was due to the fact that we had a set of driving questions that helped us shape the class and provided touchstones for discussion throughout the course.”
– Rachel Galvin, English Language & Literature
The Franke Institute for the Humanities

2015-19 Studies in Climate Change: The Limits of the Numerical

The Franke Institute was awarded a grant from the Andrew W. Mellon Foundation to support a four-year international, interdisciplinary, and collaborative project entitled “Studies in Climate Change: The Limits of the Numerical.” The Franke hosts two, three-year postdoctoral scholars pursuing in-depth studies of the role numbers do and do not play in the humanistic understanding of environmental problems related to climate change.

The umbrella project—“The Limits of the Numerical”—covers three main strands of social policy. In addition to the climate change strand at Chicago, there is a healthcare strand at Cambridge, and a higher education strand at the University of California, Santa Barbara.

Taken as a whole, “The Limits of the Numerical” explores some of the most pressing questions for the contemporary human sciences. What is the effect of the pervasive introduction of numerically based quantification into all aspects of social evaluation? When does the use of numbers work against the very values (such as precision, ease of communication) they are introduced to support? How do numbers as a system of evaluation clash with social values that cannot be so quantified?

POSTDOCTORAL SCHOLARS

Elizabeth Chatterjee

Liz’s research has two strands. As part of the “Limits of the Numerical” project, she analyzes the political deployment of numbers as rhetorical tools, examining both climate targets and the “post-truth” numbers deployed by populist politicians. In parallel, Liz works on the political economy of contemporary India, focusing on energy and environmental politics in the economic reform era. In September 2018, Liz begins a permanent position at Queen Mary University of London.

Greg Lusk

Greg’s research examines the impact of computer-aided reasoning on scientific inquiry, particularly when the results are used to support social decision-making. A central topic in his work is the epistemology of computer simulations, where he draws on philosophical approaches to metrology to analyze the status of simulation results. He has special interests in the role that values should play in the assessment of scientific hypotheses, and the normative questions that arise in the face of climate change.

ASSOCIATED FACULTY

Fredrik Albritton Jonsson, History
Dipesh Chakrabarty, History
James Chandler, English Language & Literature
Michael Greenstone, Economics
Joseph Masco, Anthropology
Benjamin Morgan, English Language & Literature
Emily Lynn Osborn, History
Eric Slauter, English Language & Literature

2017-18 EVENTS

March 24
Climate Change and Asia Symposium
Keynote talks on climate policy in the United States and India by Navroz Dubash (Centre for Policy Research) and Andrew Light (George Mason University) and papers on climate change and the environment in India, China, Indonesia, and Laos

October 5
Communicating Climate Change
Kim Stanley Robinson, author

Navroz Dubash

Andrew Light
The Algorithms, Models, and Formalisms Project supports research on the relationship between algorithmic techniques and academic disciplines. Building on the Disciplines & Technologies Project, this project continues the important work of understanding the nature, course, and consequences of the interaction between new technology and disciplinary practices, this time focusing on algorithms, models, and other formalisms.

Over three and a half years, this project will fund nine residential scholars, twenty-eight short-term visitors, collaborative projects, and conferences.

ASSOCIATED FACULTY

James Chandler, English Language & Literature
Lorraine Daston, Social Thought
James Evans, Sociology
Frances Ferguson, English Language & Literature
Patrick Jagoda, English Language & Literature
Adrian Johns, History
Karin Knorr Cetina, Sociology
Joseph Masco, Anthropology
Jason Salavon, Visual Arts

FALL 2017 EVENT

October 20
Post-Automation Poetics: Machine Translation and the Language of Computation
Avery Slater, University of Toronto

Reading, Writing, and Rhythmic
Jerome McGann, University of Virginia

2018 CONFERENCE

April 27-28
Beyond Code and Craft

Beyond Code and Craft was an international conference dedicated to changing how we think about the relationship between code and craft in the past and the present. Familiar accounts of that relationship portray a time-honored world of human prudence and judgment—the world of craft—that is in retreat before a new world of remorseless algorithmic logic—the world of code. But things are rarely, if ever, so clear-cut. Just as there are many forms of human craft that collaborate and compete in cultural and economic production, so there are many kinds of algorithms, and in practice the two domains have long depended on each other. This conference sought out new distinctions and a new vocabulary with which to articulate this reality. Drawn from the past and present, our insights will help us make sense of the widening universe of algorithms in the future.

Beyond Code and Craft sessions featured:
Mike Ananny (University of Southern California); Michael Barany (Dartmouth College); Alex Csiszar (Harvard University); Michael Castelle (Warwick University); Stephanie A. Dick (University of Pennsylvania); Matthew Jones (Columbia University); Scott E. Page (University of Michigan-Ann Arbor); Tyler Reigeluth (Université du Québec à Montréal); Nick Seaver (Tufts University); Alma Steingart (Harvard University); Hallam Stevens (Nanyang Technological University Singapore); John Tresch (University of Pennsylvania)
The Musical Pasts Consortium

The Franke Institute was awarded a four-year grant from the Andrew W. Mellon Foundation to support the Musical Pasts Consortium, a collaboration with Yale University, the University of California at Berkeley, and King’s College London. This project asks the question of what it means to place music at the center of inquiry into the human past.

CONSORTIUM MEETINGS

June 24-25, 2016
King’s College London

This two-day meeting was comprised of six sessions. Participants suggested a small object (page of text, image, sound recording, film, artefact, etc.) that could be shared in advance. Participants introduced objects for five minutes followed by short discussions.

October 31-November 1, 2016
University of California, Berkeley

Keynote addresses
“The Musical Origins of Contemporary Affect Theory”
Roger Mathew Grant, Wesleyan University

“Love and War: on the Romance of a Civil War Photograph”
Alexander Nemerov, Stanford University

The topic of this two-day meeting was “aesthetic attachment.” This angle enabled the group to explore what causes people to be drawn to certain cultural works, styles, and genres, and to examine the events, connections, and discourses that are set in motion by those aesthetic attractions.

September 29-30, 2017
University of Chicago

Keynote address
“Microphonics”
Carolyn Abbate, Harvard University

The theme of this two-day meeting was “Body Techné Memory.” Consortium members came away convinced that understanding our domains in terms of race was among the most urgent tasks. Music and sound, as related to lived blackness, well may be the best models we have for situating body, techné, and memory at the center of history.

CONSORTIUM LEADERS

James Chandler, University of Chicago
James Davies, University of California, Berkeley
Michael Denning, Yale University
Emma Dillon, King’s College London
Martha Feldman, University of Chicago
Berthold Hoeckner, University of Chicago
Gundula Kreuzer, Yale University
Roger Parker, King’s College London
Mary Ann Smart, University of California, Berkeley
Martin Stokes, King’s College London
Alan Tansman, University of California, Berkeley
Gary Tomlinson, Yale University

The project leaders at the University of Chicago are James Chandler (English Language & Literature and Cinema & Media Studies) and Martha Feldman (Music). The Chicago contribution to the consortium included a meeting on “Body Techné Memory” in the fall of 2017.
Among this year’s Franke Fellows, their research topics collectively spanned the globe and millennia – from Europe, the U.S., and Latin America, to the Middle East and South and Southeast Asia, and from ancient Babylonia, and medieval periods in Islam and Buddhism, to the last several centuries of modernity into the present. Likewise, the fellows’ research topics engaged with a broad range of media: texts (philosophy, fiction, and nonfiction), visual works, architecture, drama, music, film, and games. From the year’s bi-weekly discussions of each fellow’s work-in-progress, shared issues emerged around practice—around knowing how: how do we know in ordinary language, in rewriting the past, through artworks or films, in theatrical acting, in religious conversions, in meditating, in playing videogames, in social transformations, economic transactions, or in populist politics.

**FRANKE FACULTY FELLOWS**

*Margareta Ingrid Christian*, Assistant Professor, Germanic Studies; *Eccstatic Objects: Artworks and Their Outside around 1900*

I focus on evocations of air as the material expression of an artwork’s surrounding space.

*Marco Garrido*, Assistant Professor, Sociology; *The Patchwork City: Urban Fragmentation and Populism in Manila*

I trace the processes connecting the fragmentation of urban space, class division, and the rise of populism in Manila.

*Patrick Jagoda*, Associate Professor, English Language & Literature and Cinema & Media Studies; *Experimental Games*

My book examines games as a central metaphor and form with an emphasis on how videogames operate as a mode of experiment.

*Michael Kremer*, Mary R. Morton Professor, Philosophy; *Getting Things Right: Gilbert Ryle on Knowledge*

I argue for the continued relevance of the epistemological views of Gilbert Ryle, a leader of the Ordinary Language school of philosophy.

*Susanne Paulus*, Assistant Professor, Oriental Institute and Near Eastern Languages & Civilizations; *Approaching the Economic Life in Kassite Babylonia (1360-1150 BCE)*

I explore common aspects of ancient economies in connection with legal and socio-economic problems in ancient Babylonia.

*Zachary Samalin*, Assistant Professor, English Language & Literature; *The Masses Are Revolting: Victorian Culture and the Aesthetics of Disgust*

I analyze the role disgust came to play in various areas of nineteenth-century social transformation.

*Salomé Aguilera Skvirsky*, Assistant Professor, Cinema & Media Studies; *The Aesthetic of Labor: Cinema and the Process Genre*

My book is a study of a transmedial genre that represents industrial and artisanal processes of production using a how-to syntax.

*Megan Sullivan*, Assistant Professor, Art History; *Universalism on the Margins: Towards a Genealogy of Abstraction in Latin America*

I examine the emergence and transformation of geometric abstraction in Latin America through the lens of its avowed universal ambitions.

“My year at the Franke Institute helped to shape my next book project in major ways. Not only the title but also the focus changed away from comparing materials from different archives toward mining those archives to make the underlying economic structures visible. Beyond my project, the Franke Fellowship broadened my horizons by reading and discussing projects so different from my own, attending many more lectures on campus, doing public outreach work, and submitting an NEH grant proposal.” – Susanne Paulus
FRANKE DISSERTATION COMPLETION FELLOWS

Chloe Blackshear, Doctoral Candidate, Comparative Literature; Between the Figure and the Text: David Stories in Late Twentieth-Century Prose
I explore a corpus of European and American fictions that rewrite King David’s life.

Anne Feng, Doctoral Candidate, Art History; Water, Ice, Lapis Lazuli: Aquatic Imagery in Medieval Buddhist Art and Architecture
I examine the significance of water in medieval Buddhist art and architecture in China and Central Asia.

Jake Fraser, Doctoral Candidate, Germanic Studies; Irreversible: Kleist, Kafka, and the Present’s Past
How can one rewrite the past, and why might one want to? I analyze these questions through new readings of two central figures of German literary modernity.

Zachary Loeffler, Doctoral Candidate, Music; Speaking of Magic: Musical Enchantment in the Modernist Ordinary
My dissertation explores a predominant fantasy of music in liberal capitalist modernity: music as the only real magic.

Jessica Mutter, Doctoral Candidate, Near Eastern Languages & Civilizations; Conversion and Religious Identity in Early Islamic Syria and Iraq
I examine Arabic and Syriac writing on conversion among Muslims and Christians.

Amy Stebbins, Doctoral Candidate, Germanic Studies and Cinema & Media Studies; Theater of the Turns: Acting Dialectics at Frank Castorf’s Volksbühne
I study the operations and implications of acting in the theater of East German stage director Frank Castorf.

“As a Dissertation Fellow, I have profited greatly from working closely with junior faculty, both through their concrete suggestions concerning my own work and through the opportunity to observe them reckoning with and working through the opportunities and challenges that I will face later in my own career. The colloquium discussions were the highlight of my fellowship year in another regard—I learned an incredible amount about fields, approaches, and issues that I had not encountered in the course of my studies in the German department.”

– Jake Fraser

AFFILIATED DISSERTATION COMPLETION FELLOWS

During their Dissertation Completion Fellowships, the Affiliated Fellows share the camaraderie of dissertation-writing and job-seeking from the perspectives of several different Humanities departments. This past year, with fellows from Cinema & Media Studies, English, and Philosophy, their research subjects exemplified the diversity of topics even within one discipline—from 1930’s experimental film in the U.S. to post-1968 French cinema, and from early modern British poetry to 21st-century video games. More generally, their research problems engaged with questions about inter-relations: among aesthetic genres, politics, and everyday experience; among pleasures engendered by styles of play; between praiseworthy agents and those who praise them; and in the co-presence of physical and angelic bodies.

I study performance, gesture, and the body in post-'68 French film to explore the intersections of cinematic form, politics, and everyday experience.

Sarah Kunjummen, Doctoral Candidate, English Language & Literature; “Intrinsic Presence”: Revisions of Intimacy in Seventeenth-Century Britain
I examine how seventeenth-century thinkers used the fantasy of co-presence to articulate discontentment.

Peter McDonald, Doctoral Candidate, English Language & Literature; Playfulness, 1947-2017: Hermeneutics, Aesthetics, Games
I track several styles of play, how these styles draw on larger discourses, and how they shape the pleasures of contemporary video games.

James Rosenow, Doctoral Candidate, Cinema & Media Studies; Forming an American Modernism: The not-so Private Life of Experimental Cinema, 1927-1939
I seek to unflatten the history of and discourse around 1930s artistic production through a reevaluation of the role played by vanguard filmmaking practices.

Daniel Telech, Doctoral Candidate, Philosophy; In Praise of Praise
My project illuminates the nature and norms of responsibility and agency by attending to the ways in which we respond to praiseworthy agents.

AFFILIATED FELLOWS, 2017-18

Left to right: Sarah Kunjummen, Margot Browning, Associate Director, Alison Turner. Not pictured: Matthew Hubbell, Peter McDonald, James Rosenow, Daniel Telech
The Franke Institute for the Humanities

Selected by the Governing Board of the Franke Institute for the Humanities, the fourteen incoming Franke Fellows hail from eight departments in the Humanities, and one department in the Social Sciences:

**FRANKE FACULTY FELLOWS**

Matthew Boyle, Professor, Philosophy; *The Significance of Self-Consciousness*

Rachel Galvin, Assistant Professor, English Language & Literature; *The Hemispheric Poetics of Latinx Literature*

Elaine Hadley, Professor, English Language & Literature; *The Dismal Science of Economics and the Lost Art of Political Economy*

Demetra Kasimis, Assistant Professor, Political Science; *The Poetics of Refuge: Greek Tragedy and the Making of the Refugee*

Maria Anna Mariani, Assistant Professor, Romance Languages & Literatures; *Italy and the Bomb. Literary Recreation in a Nuclear Age*

Miguel Martínez, Assistant Professor, Romance Languages & Literatures; *Third New World. The Spanish Colonial Philippines and the Global Imagination*

James Osborne, Assistant Professor, Near Eastern Languages & Civilizations; *Diaspora and Mobility: The Syro-Anatolian Culture Complex*

Jacqueline Stewart, Professor, Cinema & Media Studies; *Our Comedy of Blackness: The Films of Spencer Williams*

**FRANKE DISSERTATION COMPLETION FELLOWS**

Julianne Grasso, Doctoral Candidate, Music; *Video Game Music, Meaning, and the Possibilities of Play*

Silvia Guslandi, Doctoral Candidate, Romance Languages & Literatures; *Belonging to the Threshold: appartenenza and sradicamento in Early 20th-Century ‘Italian’ Literature*

Noa Merkin, Doctoral Candidate, Cinema & Media Studies; *Little Patch of Yellow: On the Detail in Film*

Ahona Panda, Doctoral Candidate, South Asian Languages & Civilizations; *Philology and the Politics of Language: The Case of Bengali, 1893-1955*

Amanda Shubert, Doctoral Candidate, English Language & Literature; *Victorian Optimal Fictions, 1832-1896*

Alexander Sorenson, Doctoral Candidate, Germanic Studies; *Trials by Water: Law, Sacrifice, and Ethics in German Realism*

**FRANKE FELLOWS, 2018-19**

Top row, left to right: Alexander Sorenson, Jacqueline Stewart, Noa Merkin, Matthew Boyle, Elaine Hadley, James Osborne, Miguel Martínez; Bottom row, left to right: Maria Anna Mariani, Amanda Shubert, Rachel Galvin, Silvia Guslandi, Julianne Grasso; Not pictured: Demetra Kasimis, Ahona Panda

On the first or second Wednesday of the month, once every quarter, University alumni and friends gather for a public lecture by a University faculty member at the downtown Gleacher Center. For the nineteenth year, the Visiting Committee to the Division of the Humanities Centennial Endowment has funded these lectures for the Franke Forum, and the receptions that follow. To reserve a seat for an upcoming forum, please email franke-humanities@uchicago.edu.

2017-18

**November 8**

Deborah Nelson
Chair and Professor, Department of English Language & Literature and the College
*An Unsentimental Education: Arbus, Arendt, Didion, McCarthy, Sontag, Weil*

**March 7**

Bruce Cumings
Gustavus F. and Ann M. Swift Distinguished Service Professor in History and the College
*The Orientalist Roots of American Perceptions of North Korea*

**May 2**

Jennifer Pitts
Associate Professor, Political Science and the College
*Empire and International Law*

2018-19

**November 14**

Thomas Pavel
Gordon J. Laing Distinguished Service Professor in Romance Languages & Literatures, Comparative Literature, and the College
*Why Should We Trust Literature?*

**March 13**

Candace Vogler
David B. and Clara E. Stern Professor in Philosophy and the College
*Thinking Fast, Slow, and Wisely: Practical Wisdom and How it Develops*

**May 8**

Rosanna Warren
Hanna Holborn Gray Distinguished Service Professor in the Committee on Social Thought and the College
*Women, Power, Magic, and Damage: New Poems*

Recent Franke Forums can be viewed on the Franke YouTube channel: [http://youtube.com/frankeinstitute](http://youtube.com/frankeinstitute)

For more information on the Franke Forum series, follow us on Twitter: @UChiFrankeInst
Helping faculty members stay abreast of their colleagues’ current work from any department in the humanities or humanistic social sciences, the Every Wednesday Luncheon Series was created twenty-one years ago to provide University humanities faculty with regular opportunities to assemble informally. On most Wednesdays during the academic year, a faculty member gives an informal talk over a catered lunch at the Institute about his or her work-in-progress and afterwards responds to questions from the audience. For each talk, participants also include five graduate students who are invited on behalf of the speaker. In addition to “Every Wednesday” talks about ongoing faculty members’ works-in-progress, this series also presents talks by new faculty members in the humanities, by visiting professors, about collaborative faculty projects, and about current affairs.

**WORKS IN PROGRESS**

**Leora Auslander**, History  
The Conundrums of Memorialization

**Dipesh Chakrabarty**, South Asian Languages & Civilizations  
The Humanities After Climate Change

**Norma Field**, East Asian Languages & Civilizations  
When We Think Nuclear

**Emilio Kouri**, History  
Indigenous Communal Organization

**Françoise Meltzer**, Comparative Literature  
Photographs of War-torn Germany After World War II

**Augusta Read Thomas**, Music  
Her Recent Musical Compositions

**Yuri Tsivian**, Cinema & Media Studies  
Hands and Faces

**Rosanna Warren**, Social Thought  
Reading Recent Poems

**Lisa Wedeen**, Political Science  
Uncertainty in Syria

**Christopher Woods**, Near Eastern Languages & Civilizations  
Counting and the Origins of Writing

**NEW FACULTY**

**Seth Estrin**, Art History  
Recognizing the Dead in Classical Athens

**Edgar Garcia**, English Language & Literature  
Pictography and the Law

**Matthias Haase**, Philosophy  
Agency and Alienation

**Ellen MacKay**, English Language & Literature  
Shakespearean Goop

**Josephine McDonagh**, English Language & Literature  
Moving and Being Moved

**Sianne Ngai**, English Language & Literature  
The Gimmick as Capitalist Form

**James Osborne**, Near Eastern Languages & Civilizations  
Confederate Monuments and Counter-Monumentality

**Sam Pluta**, Music  
Complexity in Musical Software Design

**Andrei Pop**, Art History  
The Art/Science Divide

**VISITING PROFESSOR**

**Colin Jones**, History  
The French Revolution in 24 Hours

**PROJECT LUNCHEON**

**Alison Gass**, Smart Museum of Art  
The Future of the Smart Museum
The University’s College is renowned for its common core curriculum in the humanities, social sciences, biological sciences, and physical sciences with which undergraduates begin their degree programs. Yet how can a program of courses also provide a transition from college to whatever comes next – at a job or in graduate school? The Big Problems program, coordinated by the Franke Institute and the College, provides a capstone curriculum for third- and fourth-year students. These elective courses offer students opportunities to broaden their studies from their departmental major by focusing on a “big problem” – a matter of global or universal concern that intersects with several disciplines and affects a variety of interest groups. By their nature, “big problems” call for interdisciplinary teamwork, yet their solutions may not be obvious or finally determinable.

In keeping with the multiple perspectives needed to study a big problem, these capstone courses are team-taught by faculty members from different disciplines, engaging the students in the dialogue and debate between the instructors. For more information, please see bigproblems.uchicago.edu.

FEEDBACK FROM STUDENTS

On the course, Medical Ethics: Central Topics:
“I learned how to think about morally challenging questions and come up with potential concerns and counterarguments.”

On the course, Drinking Alcohol: Social Problem or Normal Cultural Practice?
“The most important thing I learned in the course is how different cultures throughout time have produced and consumed alcohol differently, and had vastly divergent attitudes towards alcohol and alcoholism. There isn’t just one way to define ‘problem drinking.”

On the course, Biological and Cultural Evolution:
“I learned that Darwinian theory really doesn’t strictly describe biology, but instead it is a theory describing transference of traits. I think the biggest takeaway from this course was on what culture is, and why it’s important.”

On the course, Global Energy & Climate Change: Economics, Science & Policy:
“The most important thing I learned was that there is a trade-off inherent in deciding to mitigate climate change. You either help future generations and hurt current human populations (especially poorer populations) due to a decrease in current consumption, or you hurt future generations and allow the current generation to be economically prosperous.”

“Class was fantastic in providing information that was relevant to current events. I really liked learning about the intersection of science, policy, and econ, especially from two incredible professors. The class really developed the way that I think about energy and climate issues, and gave me a really solid foundation for thinking about how the federal government behaves in relation to climate change.”

On the course, The Nuclear Age:
“Since we learned things from so many areas of study surrounding the nuclear age, none of them seemed more important than another, but the way we learned to synthesize the materials from class in a meaningful way was valuable.”

COURSES, 2017-18

Biological and Cultural Evolution
Salikoko Mufwene, Linguistics
William Wimsatt, Philosophy

Drinking Alcohol: Social Problem or Normal Cultural Practice?
Michael Dietler, Anthropology
William Green, Neurobiology

Energy and Energy Policy
R. Stephen Berry, Chemistry
George Tolley, Economics

Michael Greenstone, Economics
John Deutch, Chemistry (MIT)

Health Care and the Limits of State Action
Haun Saussy, Comparative Literature
Mindy Schwartz, Medicine

Inequality: Origins, Dimensions, and Policy
Allen Sanderson, Economics

Medical Ethics: Central Topics
Dan Brudney, Philosophy

The Nuclear Age
Deborah L. Nelson, English Language & Literature

COURSES, 2018-19

Alternate Reality Games: Theory and Production
Patrick Jagoda, English Language & Literature
Heidi Coleman, Theater & Performance Studies

Censorship, Info Control, & Revolutions in Info Technology from the Printing Press to the Internet
Adrian Johns, History
Ada Palmer, History

Disability and Design
Michele Friedner, Comparative Human Development
Jennifer Iverson, Music

Energy and Energy Policy
R. Stephen Berry, Chemistry
George Tolley, Economics

From Fossils to Fermi’s Paradox: Origin and Evolution of Intelligent Life
Paul Sereno, Organismal Biology & Anatomy
Leslie Rogers, Astronomy & Astrophysics
Sarah London, Psychology

Narrating Migration
Josephine McDonagh, English Language & Literature
Vu Tran, English Language & Literature

Urban Design with Nature
Sabina Shaikh, Environmental Studies
Emily Talen, Urban Studies

In the fall of 2017, in conjunction with the University’s commemoration of the seventy-fifth anniversary of the first controlled, self-sustaining nuclear chain reaction, the Big Problems Curriculum co-sponsored a course on The Nuclear Age, organized and co-taught by Professor Deborah Nelson. The course explored “the rise of nuclear technology through different disciplinary perspectives – from physics to history, anthropology and English.” The structure of the class was like a “think tank, in which you’re discussing a topic with experts from very different backgrounds…examining the complex legacy of that project – from politics to infrastructure, medicine and the American psyche.” The lecturers spoke to a diverse group, too: the class included 75 students from nearly twenty different majors.

http://news.uchicago.edu/story/undergraduates-explore-legacy-nuclear-age-unique-college-class
Events, 2017-18

The Institute sponsors conferences on interdisciplinary topics in the humanities, including themes and issues drawn from the social sciences, that are co-sponsored with University of Chicago centers, departments, workshops, and divisions, as well as other institutions. During 2017-18, the Institute co-sponsored sixty-nine conferences, lectures, and other events.

THE CONNECTED IRON AGE
INTERREGIONAL NETWORKS IN THE EASTERN MEDITERRANEAN, 900-600 B.C.E.

The eastern Mediterranean and Near East display an art historical and archaeological record from the Iron Age that indicates an astonishing amount of interregional interaction – culturally, materially, and economically. This conference explored the dynamic subject of Ancient Mediterranean connectivity among Iron Age cultures.


CO-SPONSORS for EVENTS
- At the University of Chicago
  
  African Studies Workshop, Arts, Science and Cultural Initiative, Campus and Public Art Program, Center for the Art of East Asia, Center for East Asian Studies, Center for European and Russian/Eurasian Studies, Center for German Philosophy, Center for Identity + Inclusion, Center for Interdisciplinary Research on German Literature and Culture, Center for International Relations, Center for Latin American Studies, Center for Middle Eastern Studies, Center for the Study of Ancient Religions, Center for the Study of Communication and Society, Center for the Study of Gender and Sexuality, Center for the Study of Race, Politics and Culture, Chicago Center for Contemporary Theory, Chicago Center for Jewish Studies, Committee on Central Eurasian Studies, Committee on Chinese Studies, Committee on Southern Asian Studies, Council on Advanced Islamic Studies, Creel Center for Chinese Paleography, Divinity School, Film Studies Center, Morris Fishbein Center for the History of Science and Medicine, The Franc Chicago Center, Richard and Mary L. Gray Center for Arts and Inquiry, Joyce Z. and Jacob Greenberg Center for Jewish Studies, Humanities Dean’s Office, Humanities Decision Graduate Student Council, Humanities Visiting Committee, Institute of Politics, Islamic Studies Workshop, Lichtstern Fund for Anthropology, Linguistics and Philosophy of Language Workshop, Logan Center for the Arts, Medieval Studies Workshop, Middle Eastern History and Theory Workshop, Middle Eastern Studies Students’ Association, John U. Nef Committee on Social Thought, Neubauer Collegium for Culture and Society, Nicholson Center for British Studies, Office of the Provost for the Arts, Oriental Institute, Paris Center, Philosophy and Literature Workshop, Poetry and Poetics Workshop, Political Theory Workshop, Pozzo Family Center for Human Rights, Program on the Global Environment, Renaissance Society, Chuck Raven Fund for Cinema & Media Studies, Karla Solner Center for Study of American Culture, Semiotics Workshop, Stefic Colloquium, Smart Museum of Art, Social Sciences Division, Social Theory Workshop, Society of Fellows in the Liberal Arts, Stevanović Institute for the Formation of Knowledge, Theater and Performance Studies, Theory and Practice in South Asia Workshop, UChicago Arts, UChicago GRAD, UChicago Urban, Vice Provost for Academic Leadership, Advancement and Diversity, Bernard Weisburd Memorial Fund
EVENTS 2017-18, CONT.

CO-SPONSORS for EVENTS

- **External Co-sponsors**
  Chicago Area Consortium in Ancient Greek and Roman Philosophy, Consulate General of France in Chicago, Consulate General of Spain in Chicago, Goethe-Institut Chicago, Human Rights Watch, The Lumen Christi Institute, Andrew W. Mellon Foundation, Northwestern University, Mikhail Prokhorov Foundation, Smart Family Foundation, Sorbonne Université, Tinker Foundation, University of Illinois at Chicago, Alexander von Humboldt Foundation

- **Faculty Organizers**
  Anthropology, Art History, Cinema & Media Studies, Classics, Comparative Human Development, Comparative Literature, English Language & Literature, Germanic Studies, History, Linguistics, Music, Near Eastern Languages & Civilizations, Philosophy, Romance Languages & Literatures, Slavic Languages & Literatures

- **At the Franke Institute:**
  The Adelyn Russell Bogert Fund supports activities involving the arts. This year, the Bogert Fund co-sponsored three events:
  • Found in Time: Lost Experiments in Soviet Art (1940-1960)
  • Sensing Media
  • All the World’s Montage: From Cine-Eye to Cinemetrics / A Conference in Honor of Yuri Tsvian

- **Lectures / Workshops / Discussions**

  **September**
  Arts and the Nuclear Age
  Serge Guilbaud, University of British Columbia

  Czechoslovak Exile After 1948: Activities, Problems, and International Cooperation
  Martin Nekola, Democracy 2.1

  Arts and the Nuclear Age
  Susan Courtney, University of South Carolina

  Arts and the Nuclear Age
  Takako Arai, Poet

  Jeffery Angles, Western Michigan University

  **October**
  Arts and the Nuclear Age
  Jessica Hurley, University of Chicago

  When Abu Salim went to Africa: Emigrant Anxieties in Lebanese Cinema
  Ghenwa Hayek, University of Chicago

  Selections from Critique of Black Reason
  Achille Mbembe, University of the Witwatersrand, Johannesburg

  Arts and The Nuclear Age
  Phil Ford, Indiana University Jacobs School of Music

  The “Protocols of the Elders of Zion” Before the Court. The Bern Trial (1933-1935) and the “Anti-Semitic International”
  Michael Hagemeister, Ruhr-Universitaet Bochum

  Arts and the Nuclear Age
  Simon Starling, British Visual Artist

  **November**
  Arts and the Nuclear Age
  Phil Ford, Indiana University Jacobs School of Music

  The “Protocols of the Elders of Zion” Before the Court. The Bern Trial (1933-1935) and the “Anti-Semitic International”
  Michael Hagemeister, Ruhr-Universitaet Bochum

  Arts and the Nuclear Age
  Simon Starling, British Visual Artist

  **December**
  Arts and the Nuclear Age
  Cai Guo-Qiang, Artist

  **February**
  The Web Archive “Prozhto”: Working with Personal Diaries in the Digital Age
  Misha Mel’nicenko, Historian

  **March**
  Great Lakes Ottoman Workshop

  **April**
  Walling in by Fears: Toward a Political Linguistic Anthropology in a Gypsy Ghetto (Bulgaria)
  Cécile Canut, Cerlis, Paris Descartes, USPC

  Sensing Media
  Mobile interfaces, virtual and augmented reality, and neuroprosthetics bend the plastic topoi of our phenomenological horizons, allowing bodies to touch across multi-scalar relations of time and space. If the human sensorium has been expanded in this vigorous mediation, then the same media are also reconfigured in their automated and distributed processing of our thoughts, sensations, and feelings. Do we sense media or do media sense us?

(Cont. on page 32)
Events, 2018-19

For 2018-19, the Governing Board of the Franke Institute has awarded twenty-two grants to faculty members and graduate students for events on widely ranging topics, including the ones listed below. For information about these events throughout the year, please see franke.uchicago.edu.

AUTUMN
- Adaptation and Translation in Theater-Making
- Bazin at 100
- Bridger #15: Performance and Discussion
- Buddhism, Thought, and Civilization
- Exhaustion: Tired Bodies, Tired Worlds
- Industry and Industrialism in the Late Antique and Early Islamic Near East
- Invisible Bonds: The Enlightenment Science of Society
- Literary Representations of Religious Ecstasy
- Plato's Philosophy: Eros, Polis, Cosmos
- Sectarian Identity and Community Formation in Islam
- Self-Consciousness and Objectivity
- Silencing the Past @ 25
- Sri Lanka's Ethnic Conflict and Civil War

WINTER
- Connecting the Dots Through Guo Baochang: Contemporary Chinese Opera, Cinema, and TV Curses in Context: Archaeological and Historical Inquiries
- Marianne Midwest Lectures
- South Asia: The Public, the Political, and the People

SPRING
- Chicago Tamil Forum: Never Alone
- From Local to Global in East Asian Literature
- Lucretius on the Nature of Things: Bringing Enlightenment
- Phenomenologies of Experiment
- Premodern Chinese Buddhist Translations

EXHIBITS/FILMS/PERFORMANCES

October–November
- Manchurian Sleepwalkers: A Journey of Memory - film screening and talk
- Thomas Lahusen, University of Toronto
- Concert: Bridge #9
- February–March
- Film Screening: Whose is This Song? (2003)
- Performance by New Budapest Orpheum Society: Transylvania Transit - A Musical Journey through Modernism's Mirror
- April-May
- Film Screening and Discussion: The Other Side of Everything
- The White Elephant Archive: Setting No. 3
- Bridge #11: Performance and Roundtable Discussion
- Critique/Desire/Practice: Photography and Beyond, selon Joel Snyder
- Celebrating the work of Joel Snyder, this conference used his approach to explore the history of pictures most broadly: what questions do pictures pose about relations between concrete practices (in the darkroom, the laboratory, the museum, the studio) and the ways we think (about photographs, scientific knowledge, historical narratives, the nature of perception)?

For more information about any of the events mentioned, please see franke.uchicago.edu.
A CELEBRATION IN HONOR OF JIM CHANDLER'S DIRECTORSHIP OF THE FRANKE INSTITUTE

Initiatives at the Franke Institute with grants from the Andrew W. Mellon Foundation:


Center for Disciplinary Innovation (2007-present)

Disciplines & Technologies Project (2011-15)

Studies in Climate Change: The Limits of the Numerical (2015-19)


Algorithms, Models, and Formalisms (2016-19)