The Franke Institute for the Humanities

Conference for the yearlong Sawyer Seminar on "Around 1948: Interdisciplinary Perspectives on Global Transformation," co-sponsored by the Andrew W. Mellon Foundation and the Franke Institute for the Humanities, The University of Chicago

2017-18 Annual Review
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2017-18 Annual Review

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Back Cover: On May 31, 2018, Jim Chandler addressed the audience at the celebratory event in honor of his directorship of the Franke Institute. From left to right: Richard Neer, Michèle Lowrie, Ian Baucom, Jim Chandler, Anne Robertson, Bill Brown, Françoise Meltzer. The background image is the title page of *Margarita Philosophica* by Gregor Reisch (Freiburg: Johanne Schottus, 1504). Courtesy Special Collections Research Center of the Regenstein Library, The University of Chicago.
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

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 the social contract of higher education; the frame of interdisciplinarity 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, and having its ethos shaped by such words, the university has a role to play in bending history’s arc [drawing on Dr. Martin Luther King’s statement: “The arc of the moral universe is long, but it bends toward justice”]. This is one of the ways the humanities can help us to understand what it means for the university to fulfill its social contract.

“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 concerted faculties of the university, and partners beyond our walls.

“That leads me to my third and very brief final note. What I have been describing is the already-arriving future of the university. And it is happening not only at the home campus but across a range of intra-mural and extramural spaces as the university reorganizes itself from being a one-campus to a four-campus entity. What four campuses? The home campus, this space around us now; the global campus (sometimes built in bricks and mortar, sometimes through key partnerships); the digital campus (which entails more than MOOCs); and, finally, the laboratory or innovation campuses. Sometimes those experiments are grand, sometimes they are more localized and intense, but what they all share is the spirit of this place, this laboratory of knowledge innovation, this Franke Humanities Institute whose inimitable leader we are here to celebrate: Jim himself, who has lived the conviction that the humanities comprise not just a way of studying the world but of being in it, with exuberant zest, and passionate intensity. And for that gift, my friend, I cannot thank you enough.”
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.

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

Prof. Tim Campbell described the gift of *Mansfield Park*.

Guests examined the special edition’s frontispieces.

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

**COURSES, 2017-18**

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

**Related Lectures**  
Exploratory Translation: Across the Iron Curtain  
Lyn Hejinian, University of California, Berkeley  
Ilya Kutik, Northwestern University  
Hatred of Translation  
Nathanaël Stephens, School of the Art Institute of Chicago  
Memories of my Overdevelopment  
Daniel Borzutzky, Wright College

**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.
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, 2018-19

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

*Opera Film, China/Europe: Thinking Media Hybri*di*ty Across Cases*
Martha Feldman, Music
Judith Zeitlin, East Asian Languages & Civilizations

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 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.

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.
stranded 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?

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

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

Navroz Dubash

Andrew Light
Algorithms, Models, and Formalisms

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.

FALL 2017 EVENT

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

Jerome McGann

Avery Slater
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.
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.
Fellows’ Research Projects, 2017-18

Among this year’s Franke Fellows, their research topics collectively spanned the globe and millenia – from Europe, the U.S., and Latin America, to the Middle East and South and Southeast Asia, and from ancient Babylon, 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 artworks, 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; Estatic 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 Dialec tics 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

2017-18 Annual Review
Fellows, 2018-19

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 Optical 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
Franke Forum Series

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
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 Kourí, 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*
Big Problems Curriculum in the College

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 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.”

“This 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.”

https://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.

CONFERENCES

August

10th International Congress on Hittitology: The Next 100 Years

October

Found in Time: Lost Experiments in Soviet Art (1940-1960)

“Our Dance is turned into Mourning”: A Symposium on Loss and Consolation in Early Modern Europe

November

Not Reading

Expanding the Dimensions of Linguistic Inquiry: The Contributions of John Goldsmith

NATURE: Narrative, Authorship, Textual Ecosystems – A Comparative Literature Conference

Revisiting Comala: Centenary Perspectives on the Work of Juan Rulfo

60th Annual Meeting of the African Studies Association

December

And Then: Sōseki at 150 - Natsume Sōseki (1867-1916) Conference

January - February

The Connected Iron Age: Interregional Networks in the Eastern Mediterranean, 900-600 BCE

The Connected Iron Age: Interregional Networks in the Eastern Mediterranean, 900-600 BCE

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.

South Asia and the Limits of Humanistic Inquiry

We can understand the limits of humanistic inquiry by revisiting the sites where the practices that make up its day-to-day constituents were constructed: where certain human epistemologies and practices were excluded from new ways of knowing at the same time as mountains, rivers, and other non-human agents were also excluded from humanistic concerns.
Early Greek Philosophy: Honoring the Publication of Nine New Volumes in the Loeb Classical Library

Sources of Knowledge: A Conference with Andrea Kern

Religiosity, Resistance, Resilience: Islam in the African Diaspora

March

South Asia and the Limits of Humanistic Inquiry

Brauer Seminar: Roundtable on Religion, Gender, and Sexuality

Dislocations: Reassessing Ligeti’s Many Worlds in the 21st Century

Violence, Incorporated

Cultural Discourse(s), Romania, and Eastern European Paradigm

April

Rethinking the Margins in Arabic Literary Studies

Inhabiting Omeros

Currents and Counter-Currents: The Sea and the Luso-Hispanic World

Histories of Knowledge: Intellectual History and History of Science

From the Margins to the Center: Disability Studies in Other Disciplines

Sensing Media: Department of Cinema & Media Studies Graduate Student Conference

The 54th Annual Meeting of the Chicago Linguistic Society

Media and Power in Contemporary Russia and Beyond

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 East 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 France 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 Division 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, Pozen Family Center for Human Rights, Program on the Global Environment, Renaissance Society, Chuck Reven Fund for Cinema & Media Studies, Karla Scherer Center for Study of American Culture, Semiotics Workshop, Slavic Colloquium, Smart Museum of Art, Social Sciences Division, Social Theory Workshop, Society of Fellows in the Liberal Arts, Stevanovich Institute on 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 Weissbourd Memorial Fund
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 Tsivian

May
The Impact of the Digital on Japanese Studies, Redux
The 33rd Annual Middle East History & Theory Conference
“Significations of Modality and Value”: 20th Annual Michicagoan Conference
Rendre un culte: The Physical and Material Circumstances of Chinese Religion in Acts and Objects
All the World’s Montage: From Cine-Eye to Cinemetrics / A Conference in Honor of Yuri Tsivian
Paul Claudel: The World is One

June
The Soup is On: Experiment in Critical Practice
Critique/Desire/Practice: Photography and Beyond, selon Joel Snyder

July
DISRUPTION: Power, Tyranny, and (Dis)Order

LECTURES / WORKSHOPS / DISCUSSIONS

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

October
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
November

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

December

Arts and the Nuclear Age
Cai Guo-Qiang, Artist

Arts and the Nuclear Age: 1942 | 1967 | 2017
Anne Wagner, University of California, Berkeley
Ludovico Centis, Founder, The Empire
Luke Ogrydziak, Principal, Ogrydziak Prillinger Architects
Zoe Prillinger, Principal, Ogrydziak Prillinger Architects

February

The Web Archive “Prozhito”: Working with Personal Diaries in the Digital Age
Misha Mel’nichenko, Historian

March

Great Lakes Ottoman Workshop

April

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

(Cont. on page 32)
Women's Rights in Islam

Christ the Physician Walks the Wards: Medicine and Religion in Medieval England
Carole Rawcliffe, University of East Anglia

May

Socialist Orientalism: Aleksandr Rodchenko’s and Varvara Stepanova’s Ten Years of Uzbekistan
Nariman Skakov, Stanford University

Japan’s Russia: Challenging the East-West Paradigm

The Humanities, 2140: Three Notes on the Future of the University: A Celebration in Honor of Jim Chandler’s Directorship of the Franke Institute
Ian Baucom, University of Virginia

Encountering Othello Anew through the Deutsches Theater Berlin
Ayanna Thompson, George Washington University

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

...
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
Bridge #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
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:

New Perspectives on the Disciplines:
Comparative Studies in Higher Education (2003-06)

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)