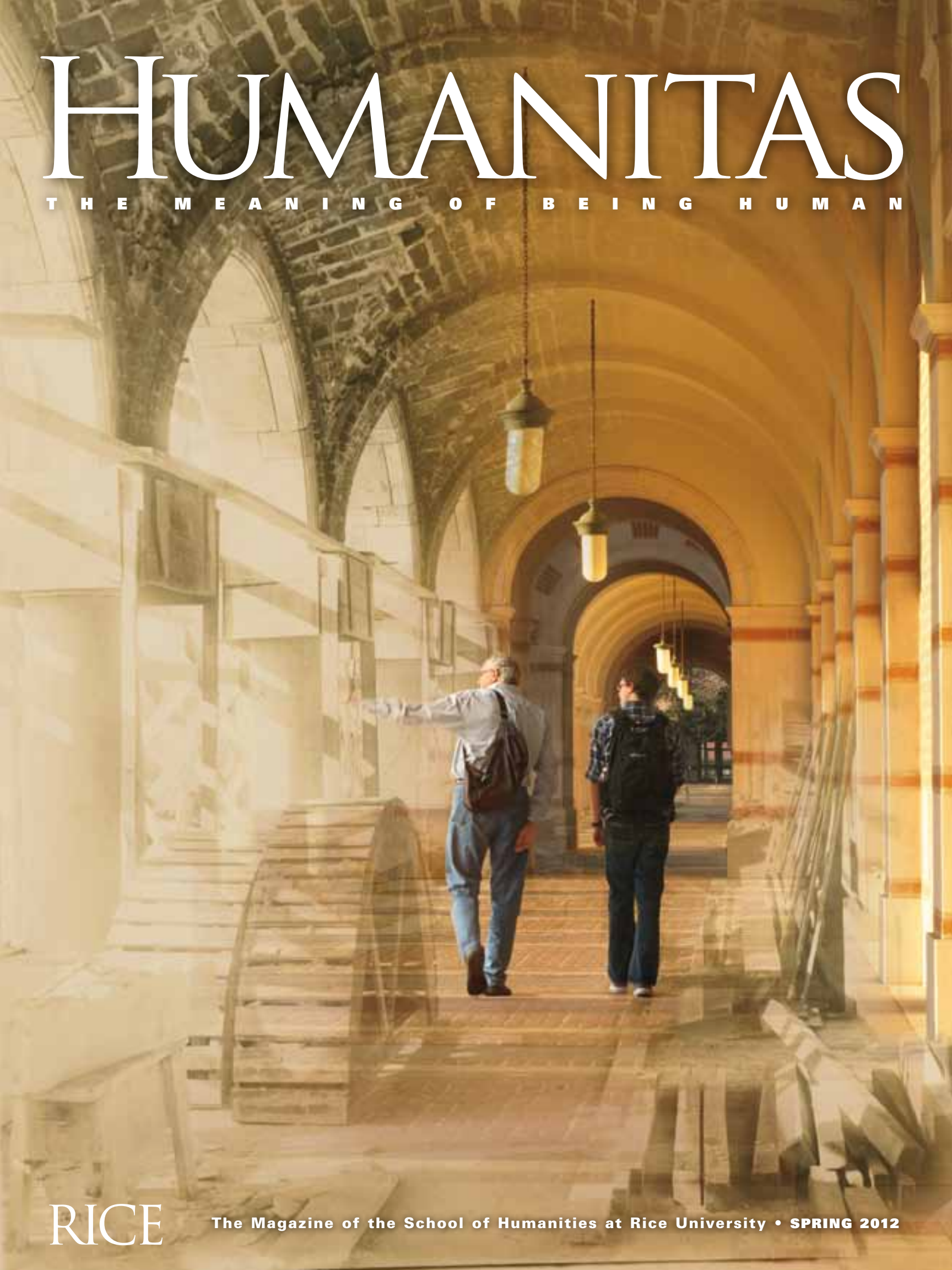


HUMANITAS

T H E M E A N I N G O F B E I N G H U M A N



RICE

The Magazine of the School of Humanities at Rice University • SPRING 2012

A Message From the Dean

We often envision humanistic research as something performed in solitude, scholars alone with their books and manuscripts, preparing individually authored



works. Without question, Rice scholars are good at this kind of research, as is demonstrated by a perusal of our faculty publications listed in this issue. Traditionally speaking, humanists have less experience working in interdisciplinary teams, bringing to a single topic a variety of disciplinary perspectives. This is where Rice excels — doing the humanities in a new way by offering an array of programming that bridges the age-old gaps between the disciplines.

The Health, Humanism and Society Scholars program is an example of such programming that offers undergraduate humanities majors the opportunity to perform medical humanities research alongside Baylor College of Medicine faculty. Our Center for Education, founded on strong ideologies of community involvement, developed Literacy and the Arts, a program that emphasizes the direct relationship between the arts and academic goals such as creative thinking and problem solving. This program brings the center together with the Houston Grand Opera, Rice Gallery, MFAH and HISD, which speaks to the center's interdisciplinary roots.

Perhaps our most ambitious and farthest-reaching effort is the creation of the Rice Seminars. Conceived as one-year think tanks, the seminars will bring together an array of scholars from several disciplines and nationalities to study

a particular problem. Rice professors and distinguished historians James Sidbury and Kerry Ward will lead the first Rice Seminars in the program's inaugural year (2012-13), with a focus on human trafficking, a subject that belongs to no particular discipline because it possesses historical dimension, policy implications, ethnic and religious considerations, and international perspectives, to name a few.

This year, Rice will be celebrating its centennial, a monumental occasion that warrants time spent considering where we came from and where we want to go. In the spirit of enhancing our forward gaze with thoughtful retrospection, this issue of *Humanitas* offers highlights of our Jewish Studies Program and Hispanic Studies department, both with especially rich histories and big plans for the future, as well as our Centennial Timeline, which gives special consideration to the role of humanities in the development of Rice University as a premier institution.

Rice may be a small university, but its impact is large, and its reach is vast. The School of Humanities is proud to be a part of that reach, to offer the kind of programming that builds bridges, crosses boundaries and creates the enriched intellectual environment singular to collaborative efforts. I hope that in this issue of *Humanitas*, you see how we are doing humanities in new ways.

A handwritten signature in dark ink, appearing to read 'N. Shumway'.

NICOLAS SHUMWAY
DEAN OF HUMANITIES



2

In the Classroom

- 2** Discovering the Civil War
- 3** Masterclass in Literary Studies
- Health, Humanism and Society
Scholars

Collaborations and Partnerships

- 4** Rice's Center for Education
- 5** SEL Studies in English Literature
1500–1900



4



9



18



20



28

Features

- 6** Art in the Humanities
- 9** Faculty Highlight: Allen Matusow
- 12** Program Spotlight: Program in
Jewish Studies
- 14** A Century of Humanities: A
Centennial Timeline
- 16** R2: Rice Review
- 18** Department Spotlight: Hispanic
Studies

News and Notes

- 20** "Tradition Redefined: The Larry and
Brenda Thompson Collection of
African American Art"
- 21** The Rice Seminars

Speakers, Papers and Presentations

- 22** 2012 Campbell Lecture Series
- 23** Nobel Laureate Amartya Sen and
Richard Dawkins Visit Rice
- 24** 2011–2012 Conferences

Faculty Highlights

- 25** Retiring Faculty
- 26** New Faculty
- 27** Appointments, Awards and Prizes
- 28** Publications

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War Stories: A Class Project on the Civil War Shows How Time Can Change History

It's been more than 150 years now since the Civil War began. But Caleb McDaniel, assistant professor of history, knows that the war's history isn't musty and static. It can change every time we tell the story.

To mark the sesquicentennial of the war's 1861 beginning, McDaniel assigned a special project last year to the students in his Civil War-era classes. Together, they have created a valuable archive of material on a Confederate soldier in Texas. They've also learned a crucial lesson about how history can be recast as it's retold over time. McDaniel's course — which he taught in the spring and fall semesters — was a study of Dick Dowling, a Houston man who, in 1863, led his Confederate unit to attack a Navy flotilla at Sabine Pass along the Texas coast, thus thwarting a Union invasion of Texas. Dowling returned to Houston a hero, and the city erected a statue of him in 1905. It was first placed in front of City Hall — a tribute to a Confederate hero in a prominent location. It has been moved and even put into storage in the years since, but it now stands in Hermann Park, just south of Rice, and is the oldest piece of public art in Houston.

"What I wanted to do," McDaniel said, "is sort of engage students' interest in the way the Civil War has been remembered over time, and to connect that to something in Houston."

Last spring, McDaniel's students started building a digital archive of materials related to Dowling. They amassed letters



and documents, newspaper articles and images that supplied information about Dowling, his place in the war and the statue built in his memory. Then they supplemented this archive with their own material — podcasts, a timeline, a narrated minidocumentary and other materials that provide context.

McDaniel's spring and fall classes did the bulk of the work, but some independent-study students and undergraduate research interns in the Humanities

Research Center were assigned to do additional research. Along the way, the students have used a blog to keep in touch and document their progress. "The goal was to help them think about how the memory of Dowling has changed over time," McDaniel said, "in response to changes in the way that Houstonians and Texans think about the Civil War."

As the students finished their scholarly research, the website archive project allowed them to "provide an informed narrative for the popular audience," McDaniel said, making their research accessible to a public readership. They also showed how one man's story represents America's changing relationship with the Civil War and how history can be rethought and rewritten as time goes by.

The students' project can be found in the Woodson Research Center's online archives. It can also be found online at <http://exhibits.library.rice.edu/exhibits/show/dick-dowling>. ▶

— ALYSON WARD

Discovering the Civil War

This past fall, the Humanities Research Center teamed up with the Houston Museum of Natural Science (HMNS) and Rice's Glasscock School of Continuing Studies to present a series of lectures that complement the National Archives' traveling exhibit, "Discovering the Civil War." This exhibit featured technologically enhanced interactive displays that allow audiences to compare documents side by side. A highlight of the exhibit was on view at HMNS in February 2012, during which the original Emancipation Proclamation was featured and a private viewing was arranged for several humanities students from Rice.



The public lecture series highlighted aspects of the Civil War illustrated by the exhibit, and speakers also met with Rice faculty and students who took history and literature classes on the Civil War. Speakers included Pulitzer Prize-winning war correspondent and bestselling author Tony Horwitz, Duke University's Maurice Wallace, and James Oakes, Distinguished Professor and an American history specialist at the City University of New York. ▶

Kalb Lecture

The Kalb Lecture is the history department's most important annual event. The Ervin Frederick Kalb Lecture in History has taken place almost every year since 1977. "Tiny," as Ervin Kalb was nicknamed, was a member of the Class of 1916 and one of the best players on Rice's first football team. His sister, Elva Kalb Dumas '21, endowed the Kalb Lecture series for the purpose of bringing highly distinguished scholars to campus to enhance Rice's intellectual vitality. The history faculty chooses each Kalb lecturer, and they strive for a range of topics across regions and historical periods. Lectures in recent years focused on Africa, China and the United States.

This year, the lecture series celebrated its 35th anniversary with speaker David Armitage, the Lloyd C. Blankfein Professor of History at Harvard University. His lecture topic, "Civil War: A Genealogy," spanned ancient to modern times and many parts of the world. Armitage examined what makes a war "civil" and what forms of civil conflict deserve the name "war," taking into consideration the political, legal and military consequences of judging a particular armed struggle to be a civil war. He also conducted a separate workshop for students the following day. ▶

Masterclass in Literary Studies

During this past year, the English department's Joseph Campana, assistant professor of English literature, and Judith Roof, the William Shakespeare Chair, have led a Masterclass series for undergraduates and graduate students in literary studies. The program aims to foster a community of students interested in literary studies, provide a mentoring support structure between undergraduates and graduates, and introduce students to advanced humanities research as well as outside scholars.

Recognizing a need amongst the student body for a more formalized community built around shared scholarly interests, Campana and Roof recruited 15 undergraduates and nine graduate students from disciplines across the humanities to participate in this pilot program. At each Masterclass session, discussions led by visiting scholars focused on questions surrounding assigned literary texts. Visiting scholars also delivered public lectures for the larger Rice community, such as Julia

Lupton's "The Banquet Scene in Macbeth" and Beth McCoy's "Citing Percival Everett's 'Erasure.'"

A key component of this program is the mentoring relationship between graduate and undergraduate students. English graduate student and Masterclass mentor AnaMaria Seglie said, "Participating in the class has provided me with an insightful pedagogical opportunity to work with undergraduates and learn more about undergraduate education in literary studies." In exchange for their service as mentors, graduate students receive funding for books and conferences that support their own research endeavors.

Senior Maria Vrcek shared her thoughts, which are representative of the enthusiasm felt by involved undergraduates, "As an aspiring graduate student, it's a glimpse into what I hope I will be enjoying every day in graduate school."

Campana and Roof also hosted a symposium in which undergraduate and graduate students alike were encouraged



Building a literary community: Vrcek presenting at the March 16 student symposium

to present their scholarly efforts in a variety of formats such as readings, dramatic performances and participating in panel discussions.

This program is funded by the Humanities Research Center, which plans to continue the program in 2012-13 with the possibility of expanding to other disciplines in the humanities. For more information, please visit <http://hrc.rice.edu/masterclass>. ▶

Health, Humanism and Society Scholars

Rice University sits right across Main Street from the Texas Medical Center (TMC), one of the world's leading centers for basic and clinical research. For many years, Rice students majoring in science and engineering have taken advantage of this proximity to gain valuable research experience. This opportunity, however, was not readily available to students majoring in the humanities and social sciences, despite the considerable research that the TMC currently conducts in these disciplines. This changed with the creation of the Rice-Baylor College of Medicine Health, Humanism and Society Scholars Program, led by Baruch Brody, the Andrew Mellon Professor of Humanities at Rice and director of Baylor's Center for Medical Ethics; Aanand Naik, education program chief and investigator at the DeBakey VA Medical Center's Health Services Research

and Development Center of Excellence; and Matthew Taylor, associate vice provost at Rice. Now in its second year, 13 humanities majors and 21 social sciences majors at Rice have engaged in significant research with 18 Baylor researchers.

The program is very selective. Baylor researchers submit a proposal to the coordinators of the program. Proposals are judged by two criteria: (a) do they offer students a significant learning experience, and (b) are the topics relevant in the fields of humanities and social sciences. When students apply to the program, they are asked to indicate which of the approved proposals appeal to them. Then, they must provide evidence that they have the necessary background and explain how they think the experience will contribute to their educational development.

The research conducted by the first

year's participants led to one published paper, forthcoming in the *American Journal of Bioethics*, and three abstracts selected for presentation at the Southern Group on Educational Affairs and the National Conference of Undergraduate Research. Students look forward to similarly impressive results this year.

The best measure of the success of the program has been the attitudes expressed by the students. Rice student Beverley Patuwo '11, who worked on a project related to assessing barriers to routine HIV testing in the United States, summarized the spirit of the program when she said, "I strongly believe that this partnership between Rice University and Baylor College of Medicine allows students in the humanities and social sciences to see that the research is successful when the spheres of natural and social sciences are intertwined." ▶



Rice's Center for Education

Rice's Center for Education, with its long-standing commitment to improving educational quality and equity in urban schools through research and innovative programs of teacher development, has recently returned to its original scholarly home in the School of Humanities. Founded in 1988 by Linda McNeil and Ronald Sass, the center has addressed issues of educational pedagogy, equity and reform through a constellation of projects based in research and deeply connected to urban schools and their communities. The center's School Literacy and Culture (SLC) Project is distinctive for exemplifying the center's inseparable connections between theory and practice. Nationally recognized for its pioneering model of early childhood teacher development, SLC is increasingly taking a leadership role in Houston by fostering collaborations among Rice faculty and local

languages the children bring to school. SLC uses story, including the stories children tell, as the touchstone for its research-based literacy practices, taught to teachers of toddlers to second graders through seminars and intensive yearlong, classroom-based mentoring. From Head Start to private preschools, from the barrios to River Oaks, SLC-trained preschool teachers form a network of educational leaders who are transforming their schools and opening the world of words and story to children and their families. An award-winning, peer-reviewed efficacy study points to the success of this approach.

It was "story" that first drew the attention of Houston Grand Opera (HGO) to SLC: Believing that every community and culture has stories, HGO has in recent years commissioned a series of operas drawn from the stories of Houston's diverse communities. The Song

Centering teacher development in story and culture has also proven to be powerful in SLC's 20-year collaboration with Writers in the Schools. Emphasizing the direct relationship between the arts and such academic goals as creative thinking and problem-solving, SLC-trained teachers and WITS professional writers team up to provide summer creative writing workshops for children in kindergarten through high school. In 2011, more than 900 children, at six campus sites, spent three weeks of their summer discovering the power of creative writing.

SLC is expanding the definition of literacy by making other vital connections: bringing students and their teachers to Rice Gallery to write the words the art installations inspire; helping expand MFAH Rienzi's capacities to serve children and families; and bringing the writings of middle school children to life in participation with Houston Playback



Making connections that count: Left: Middle and high school students from Creative Writing Camp Workshops were inspired by art and nature at Rice. Center: Elementary students from the Shlenker School engaged in creative writing during a visit to Rice Gallery. Right: Writing in a kindergarten classroom.

arts organizations to make schools places where literacy encompasses words, ideas, curiosity and the imagination.

Words unlock children's imagination through stories. And "story" is at the heart of the SLC Project's in-depth programs of professional enrichment for the teachers of young children. Economists, psychologists, pediatricians and parents all know that the very earliest years are the key to children's full development and their academic foundation. Yet the teachers of young children have rarely been afforded opportunities to develop a deep knowledge base, grounded in research on children's development and encompassing the breadth of cultures and

of Houston series produced by HGO offered natural grounds for collaborating with SLC in the schools serving Houston's immigrant communities. Together, SLC and HGOco (the community collaboration arm of HGO) are working with teachers to bring the creative spirit of the arts into traditional academic subjects, from which creativity has too often been marginalized. Geoff Winningham '65, Rice professor of photography, joined the collaboration, organizing a photo series on HGOco's theme of "Home and Place." This series featured photos taken by children from Houston and our sister city in Azerbaijan for a shared exhibit at the Museum of Fine Arts, Houston (MFAH).

Theater. Valued for its expertise on children and teachers, SLC was invited to present its work on literacy and the imagination at Houston Arts Partners' inaugural conference at the MFAH in 2011, as the Houston arts community explores ways that educators and arts organizations can advocate for a central place for creativity in 21st-century education.

For more information on Rice's Center for Education, visit <http://centerforeducation.rice.edu/>.

— KAREN CAPO
DIRECTOR OF SCHOOL LITERACY
AND CULTURE PROJECT

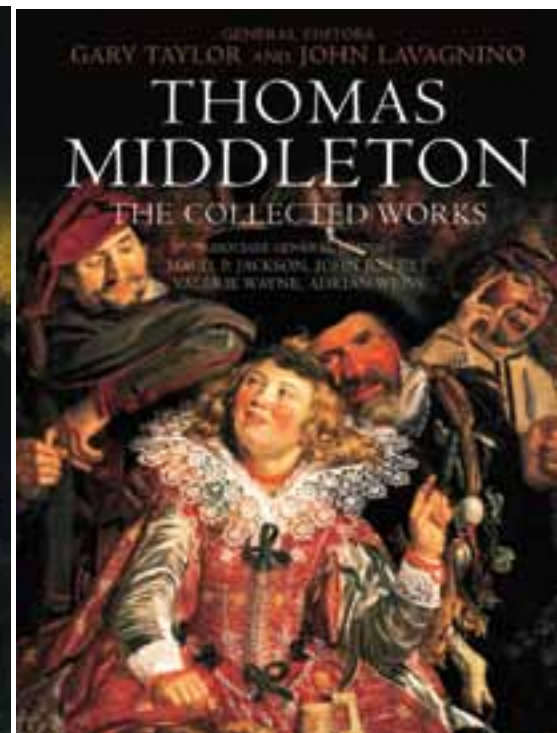
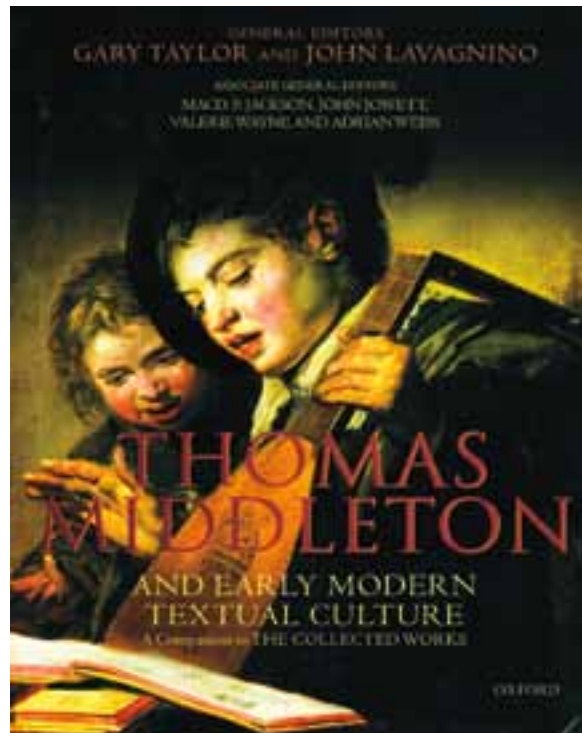
News From SEL Studies in English Literature 1500–1900

In 2011, SEL Studies in English Literature 1500–1900 celebrated its 50th anniversary of presenting insightful and learned scholarship through the Johns Hopkins University Press. To celebrate this milestone, the journal sponsored a series of events at conferences, where they toasted subscribers, editorial board members, authors, faculty members, graduate students, independent scholars, press representatives, special guests and friends of the journal.

SEL also welcomed two new editors this year after the retirement of longtime publisher and executive editor Robert Patten. Logan Browning, Patten's successor, said, "Bob instilled in everyone associated with SEL an unconditional commitment to producing the most erudite, meticulous and rigorous scholarship possible. He will continue to influence the journal, now as editor emeritus, and will be called upon more often than he probably wishes for his wise counsel and recommendations."

Joseph Campana, assistant professor of English literature, is the new editor for 1500–1659 and will be working with the content of the winter and spring issues, while Alexander Regier, associate professor of English, is the new editor for 1660–1900 and will fulfill the same duties for the summer and autumn issues. Regier said of his new role, "It is an honor to be chosen as editor of SEL, a journal of such high repute. I am looking forward to helping shape the journal and ensuring that it continues to be the place people turn for the best research and scholarship in the field of English literature."

The journal continues to administer the Elizabeth Dietz Memorial Award, which was established in 2005 in memory of Professor Dietz and is awarded annually for the best book published in early modern studies. Out of an exceptional field of some 200 qualifying publications for 2011, the



judges have chosen "Thomas Middleton: The Collected Works," along with the companion volume "Thomas Middleton and Early Modern Textual Culture," edited by Gary Taylor, the George Matthew Edgar Professor of English at Florida State University and founding director of the interdisciplinary History of Text Technologies program, and John Lavagnino, reader in the Department of Digital Humanities and the Department of English at King's College London. Oxford University Press publishes both volumes.

As the judges report, the Middleton edition and its companion volume were the outstanding publications under consideration. England's "other Shakespeare" had not appeared in a significant new edition since the 1880s. All judges concurred that "the collective depth and breadth of the research ... is astonishing" and "neither textual practices

nor attribution studies will ever be the same."

Upon learning of the award, both Taylor and Lavagnino expressed their pleasure that these volumes, which earlier were honored by the Modern Language Association as a Distinguished Scholarly Edition, are now being honored specifically for their contribution to early modern studies. Taylor said, "Editing is all about remembering and honoring the achievements of our predecessors, so I am especially moved by this tribute to, and from, young Elizabeth Dietz." Both general editors also insisted that the award is not just for them, but for all 75 contributors to the extraordinary project.

To see the current issue of SEL and the journal's history over the past 50 years, please visit www.press.jhu.edu/timeline/sel/. ■





BY ALYSON WARD

IN T

Quietly, almost stealthily, two departments are thriving and growing on the Rice campus. The Department of Art History and the Department of Visual and Dramatic Arts, both in the School of Humanities, are building bigger profiles on campus; expanding their offerings; and giving students (and the public) more to see, more to do and more to learn. Formed in 1965 and originally grouped together as the Rice Department of Fine Arts, the two departments separated in 2003, each building its own identity and focus. And in the years since, both have become stronger and better. Here's a look at the way these departments are engaging students.

ART HISTORY

Rice's art history program added a new Ph.D. program three years ago and nearly doubled the department's size. New faculty members and a group of talented new graduate students have made the department stronger, more diverse and more active. "We're very different than we were five years ago," said Linda Neagley, associate professor and department chair. "We've got a lot of new ideas we'd like to institute, and we're really trying to build the major."

Beyond the standard course work, students in art history have several opportunities to step outside the seminar

opportunity for students who want to go into work in the museum world."

Art history faculty members are involved in some fascinating projects, and their students often help them out. For instance, Diane Wolfthal, professor of art history, will collaborate with a curator at the Museum of Fine Arts, Houston, on an exhibition of prints by Jacques Callot. Her graduate students, meanwhile, will help write entries for the exhibit's catalog, doing exactly the type of work they might do in a museum career.

Students are involved, too, in the Visualization of Historic Cities project that involves faculty members from humanities,

those paths — a 10-day walk that will cover about 125 miles, putting them face-to-face with the sculptures, architecture and other remnants of the medieval pilgrimages that remain today.

Finally, the department is spending time helping direct art history majors into viable careers. A workshop this spring will bring in speakers — some of them Rice alums — to talk about their experiences in graduate school, in the art auction business, and at museums and galleries. "Especially in this economic climate, there's a real urgency for practicality," Neagley said. "[Students] are really conscious of getting jobs when they leave." By offering career guidance, she said, the department can help students find their way by providing "clearly outlined paths for them."

THE HUMANITIES

room and experience the art world. Each semester, a few students get to spend time in local museums working as interns. After all, Houston's Museum District is practically next door to the Rice campus, putting the outstanding collections at the Menil and the Museum of Fine Arts, Houston, within walking distance. "That really sets us apart," Neagley said, "from a lot of programs, undergraduate and graduate, in the United States."

At the Museum of Fine Arts, Houston, Rice students intern each semester thanks to the William A. Camfield Fellowship (named for the Rice professor, who was also a big advocate of the arts in Houston). The Jameson Fellowship, meanwhile, gives students a chance to work at the museum's Bayou Bend Collection. And the John and Dominique de Menil Fellowship, funded by the department, gives one student the opportunity to work for a full academic year among the Menil Collection's nearly 15,000 works, specializing in a particular area or field of study.

The art history department hopes to develop internships with Houston's new Asia Society museum, which opens in April, and with other local museums, to give more students the chance to experience museum work firsthand. "We're hoping that eventually we'll have some endowments that will pay for these student internships," Neagley said. "It's an incredibly important

social sciences and architecture. The faculty members are each using new technology to reconstruct cities of the past — in France, Africa, Italy and Brazil — learning what they can about how they were constructed and how people lived. Neagley, for example, plans to create a 3-D model of the late medieval city Rouen, using a parchment map from 1525 that detailed the French city's central streets and its architecture; she'll use software to re-create Rouen of the 16th century. And she has a student helping her on this project, using skills in French, graphic arts and computer science.

Art, of course, is all over the world, and the art history department tries to find opportunities for students to travel. Someday, Neagley said, the faculty would like to take art history majors on an annual group trip to New York City or another important art destination. For now, however, students are finding chances to travel for their classes.

Those enrolled in Visual Culture of Medieval Pilgrimage this spring, for example, will end their semester with a trip to France. All semester, the class of about 14 students is studying the rich art and architecture surrounding the medieval pilgrimage, a long journey for the faithful that took devoted walkers along a path of monasteries, cathedrals and shrines in Western Europe and the Holy Land. In May, they'll spend time in France traveling one of

DEPARTMENT OF VISUAL AND DRAMATIC ARTS

The Department of Visual and Dramatic Arts (VADA) now offers three tracks for art majors — studio, film and theater — and it attracts a large number of double majors, students who want to pursue the arts along with an interest in architecture, engineering or the sciences.

VADA's film program attracts people from across Houston who are interested in the festivals and screenings presented in the Rice Media Center. Last fall, the Media Center hosted a Mexican film festival and brought in Chilean director Patricio Guzmán to speak at screenings of his films. In January, it launched a two-week Festival of New Spanish Cinema, where director Oscar Albar discussed his work with students and others.

The chance to learn from someone working in the field can be invaluable to film students. Cesare Wright '03, for example, is teaching two courses this spring. Wright — who produces and directs documentary films and co-founded an arts and education nonprofit — is teaching Auteur Film Theory and Advanced Cinematography and Sound, classes that are new for VADA.

Rice's theater program also offers opportunities for both students and spectators. The department, which does one major production each semester, presented "Macbeth" last fall, casting Shakespeare's famous work in a new light. The play was

set in a postapocalyptic world, with a set built to reflect a modern society rebuilding after nuclear annihilation. This spring, students presented “The Drunken City,” a contemporary comedy.

Also during the spring semester, the Actors from the London Stage theater group made its every-other-year trip to work with theater students and speak to classes. The actors, who all have high-profile experience with performing Shakespeare, present a famous Shakespearean work with merely five actors and a handful of minimal props. In February, the five-actor group performed “Twelfth Night” for three nights at Hamman Hall.

“They don’t cut anything,” said Christina Keefe, director of Rice’s theater program. “They use all of the Bard’s language, and they transform themselves into all these different characters. It’s astounding, and they’re so talented.”

Students, of course, have always produced plenty of theater at Rice. The Rice Players group started in the 1920s, and there’s a long tradition of theater in the residential colleges. In 2011, Rice student Jordan Jaffe, now a Baker senior, founded the Black Lab Theatre, and as artistic director he has brought three plays to the Houston stage.

And finally, studio art is more visible on campus than ever before. The Rice Media Center has become a reliable place to see student work, and it maintains an often changing, always interesting collection. Last fall, Karin Broker, professor of printmaking and drawing, turned her intermediate drawing class into an exhibition lab, with students showing a constant rotation of work that visibly improved as their skills developed.

The Matchbox Gallery, located in Sewall Hall, showcases even more student art. The student-run gallery displays work by art majors and nonmajors and offers valuable experience for developing artists, said John Sparagana, studio professor and department chair. “It becomes a very experimental space for people to try things out with a sympathetic audience,” he pointed out, and to learn the process of staging an exhibit, from presenting the work to planning an opening reception. The student directors, meanwhile, learn

about budgeting and programming, all the details of running a gallery. It’s the sort of knowledge that’s “important for artists leaving school,” Sparagana said. “There are a lot of artist-run spaces.”

And last fall, yet another new gallery opened in Sewall Hall. The EMERGENCY Room, a space about the size of a professor’s office, holds a rotating exhibit of work by emerging artists in the Houston area — those who have launched promising careers but haven’t yet landed a solo show of their work. The artists selected for the EMERGENCY Room — two per semester — agree to give a lecture on campus and to critique art students’ work while they’re at Rice. Art students “can always benefit from interacting with other artists,” said Christopher Sperandio, assistant professor of painting and drawing, who created the EMERGENCY Room. “So the more we can bring to campus, the better we are.”

The Rice Gallery, of course, is the best-known space on campus for bringing art, artists and visitors to campus. In the fall, the massive installation space was filled with color as artist Ana Serrano transformed it into a miniature model of a working-class neighborhood in Los Angeles, with life-size doors and bar-covered windows lining the room’s walls to form a winding street. The Department of Hispanic Studies organized a series of talks for students and the Rice community to accompany the exhibit, with Rice professors offering context for understanding Serrano’s work.

A new dedicated building and a Master of Fine Arts program may lie in the near future for VADA as discussions and preliminary studies are under way. Rice has begun to understand, Sparagana said, how the arts can be “a tremendous untapped resource for the growth of the university,” and how strong art programs can attract top students from all over the world. Rice’s strong programs in music and architecture, he pointed out, already enhance Rice’s profile. “I think,” he said, “the humanities and the visual arts are really poised to play an equal role.” ■



MY ARTS EXPERIENCE

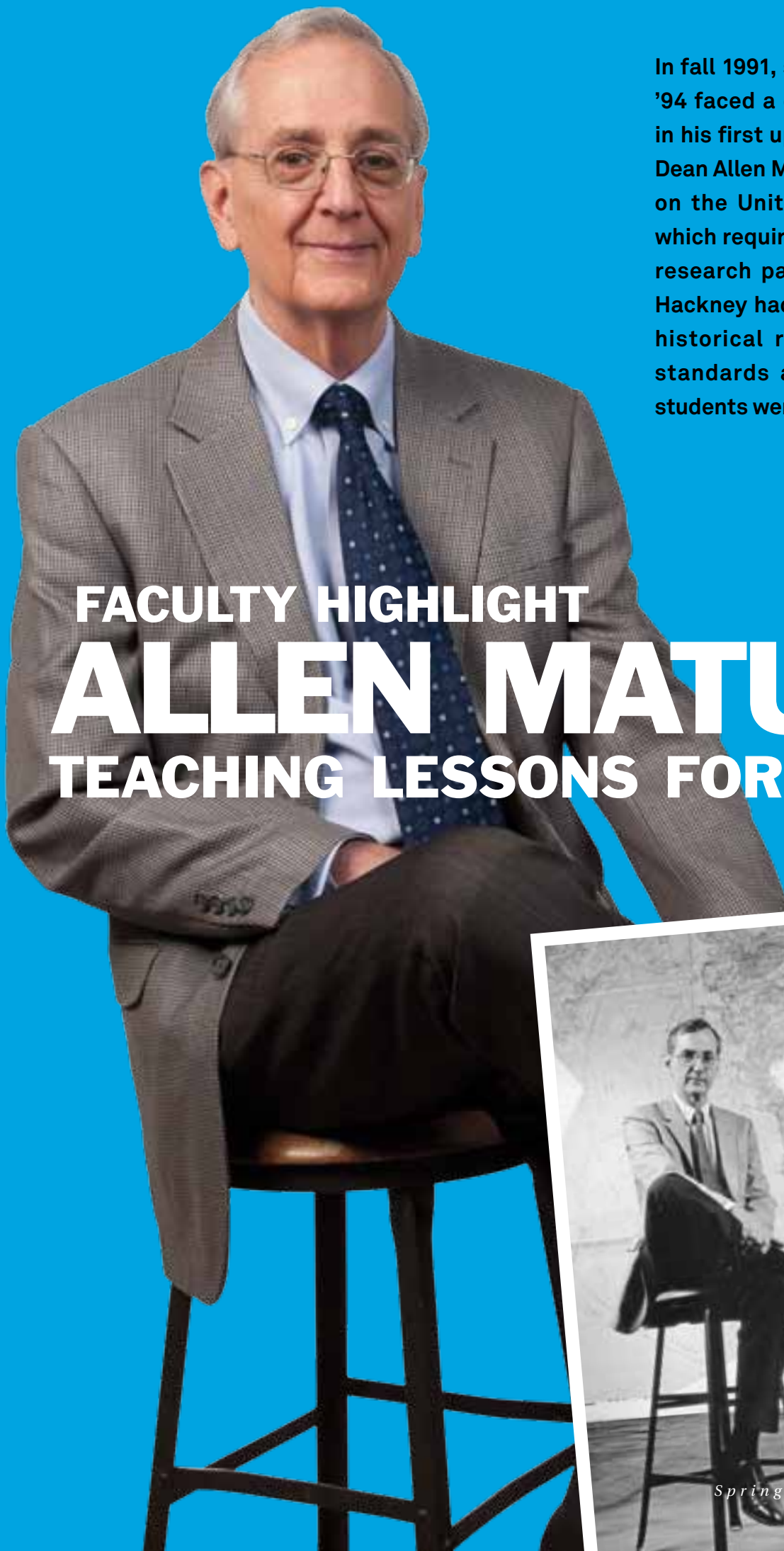
When I came to Rice three years ago, I knew I wanted to pursue filmmaking as a career. I have been making movies (albeit with crude VHS editing) since I was 7 years old, and I simply cannot see myself doing anything else. However, I was initially hesitant to study film in a university known primarily for its science and engineering programs.

I enrolled in Brian Huberman’s film production class my freshman year, where I worked with other students to write, direct and edit a 10-minute film. I was astonished at the availability of resources and the willingness of Rice students and faculty, who provided invaluable assistance and expertise. We had access to excellent cameras, lighting kits and fully equipped editing rooms. As the semester came to a close, I set my sights on a more ambitious project: a feature-length documentary.

During that winter break, I worked with a high school friend to plan out a documentary chronicling the lives of elderly Russian women (babushkas) living in Kazakhstan. After writing grant proposals and securing funding for the project, we embarked on a journey to Central Asia for six weeks, collecting footage and conducting interviews. When I returned to Houston to begin my sophomore year, I compiled the work into a cohesive narrative and later screened the film at the Rice Media Center for an audience of 200.

Following the completion of the documentary, I was fortunate to be awarded a summer internship at Pixar Animation Studios in California. That opportunity, along with Rice’s cross-listed computer science and visual arts course in game design that I am currently taking, continues to deepen my understanding of computer graphics as they relate to film production. With the Department of Visual and Dramatic Arts’ resources and support, I have accomplished far more than I thought was possible. Rice is an exciting place for emerging artists, and I’ve had a wonderful experience here. ■

—GABI CHENNISI '13



In fall 1991, sophomore Steve Hackney '94 faced a dilemma. He was enrolled in his first upper-level history class — Dean Allen Matusow's renowned course on the United States, 1900–1940 — which required completion of a lengthy research paper. But where to begin? Hackney had never conducted original historical research, and Matusow's standards and expectations for his students were notoriously high.

FACULTY HIGHLIGHT
ALLEN MATUSOW:
TEACHING LESSONS FOR A LIFETIME

BY MATTHEW TAYLOR '92



Fortunately for Hackney, now a partner in a major Chicago law firm, he was anything but timid, even at 19. And so he took what was a bold step for a Rice student — admitting he didn't know something — and went to see Matusow in his office. Ushered into Matusow's book-lined retreat in Rayzor Hall by Linda Quaidy, the dean's beloved assistant and the only person capable of deciphering Matusow's infamously bad handwriting, Hackney took a deep breath and explained to the dean that he was interested in researching a topic tied to his home state of Michigan, the 1936–37 strike at GM's plant in Flint. He went on to explain that he didn't know how to get started or where to find the primary sources the assignment required.

In his inimitable way, Matusow paused as he considered the question, his impassive visage giving no hint of interest to the nervous undergraduate. He replied, however, that Steve's topic was a worthy one. Then, after pausing a second time, came the surprise: "Let's go to the library," he said. And with that the dean of humanities escorted the novice researcher into the basement of Fondren Library to practice history. To this day, Hackney remains awed by the experience, saying "It's impossible to exaggerate the impact that guy had on me."

Matusow loves to teach Rice students. That has been evident since 1963, the year that he arrived at Rice as a very young (26!) assistant professor, with a freshly minted Harvard Ph.D. in hand. And it continues to be evident in his teaching today. This year, 2012, marks Matusow's 49th at Rice. Matusow has witnessed and shaped nearly half of Rice University's 100-year history. Indeed, it would be no exaggeration to say that Rice would not be the institution it is today without Matusow. Many generations of Rice alumni, myself included, would not be the same without his influence and encouragement and the valuable lessons he taught inside the classroom and out.

Matusow's legend begins in the classroom. Actually, legend has it that, early in his career, the Matusow magic took shape in front of his home mirror, where he swung a baseball bat as he practiced his lectures until they satisfied his most difficult audience — himself. The results were dazzling. Anyone who has ever been part of a Matusow class knows the sensations that accompany one of his lectures: the goose bumps, the sense of being witness to something special, the realization that every word has been carefully chosen, and every story masterfully crafted and delivered. Matusow has said his favorite moment in his professional life is "walking out of a class and saying, 'That was good.'" For nearly 50 years, students have walked out of his classes saying, "That was the best class I've ever taken."

In 2005, a student commented in a teaching evaluation, "Dr. Matusow is a natural storyteller; he knows his stuff and keeps the class involved. He is very much like Plato, only taller."

Natural storyteller aptly describes Matusow's approach to teaching. As I struggled with the writing of my dissertation, and later with the organization of my own classes, he often urged me to tell a story, with the Confucian coda: "If you tell the whole story, Matt, you've really told no story."

I met Allen Matusow in 1986, when I arrived at Rice for graduate study in history. Soon after my arrival, I found myself facing him

in a reading seminar about post-World War II diplomatic history. Within weeks, I was convinced Matusow thought I was a right-wing idiot who had no business pursuing a Ph.D. (He did!). By the end of the semester, though, I was hooked, determined to prove myself and convince him to take me on as a student.

I am extremely fortunate to have encountered quite a few dedicated and talented teachers of history during my education at SMU and Rice, but it was from Matusow that I began to appreciate studying and teaching history as artful, meaningful endeavors. The late Alan Grob, professor of English and brilliant teacher in his own right, once described Matusow's approach to teaching as "almost priestly." Rich Smith, another of Matusow's gifted colleagues, echoed Grob: "It is as if [Allen] possesses some sort of mystical power, some magical pedagogical gift."

I certainly believed Matusow had some secret line to the gods of history — beyond his own scholarly bloodline to Harvard greats such as Frank Friedel and Arthur Schlesinger Jr. But my first years as his student were mostly filled with fear and struggles to meet the high expectations he set for me, especially when it came to writing. Matusow has always demanded that his students learn the art of writing well, not just for its own sake, but because it provides the foundation both for the historian's art (storytelling) and clear thinking. I have used his lessons (and aspired to his standards) every day for the past 20 years, and those lessons have shaped my teaching, and benefited my students, as much as anything I know about history.

Matusow writes marvelously, musically. His prose has an elegant rhythm that's instantly recognizable and almost impossible to duplicate. Listen closely as you read his work (both to the structure of his sentences and the stories they tell), and you will discover valuable lessons on every page. To myself and other aspiring historians coming of age during an era characterized both by displacement of the narrative art by jargon and theory and by the rabid intersection of the Cold War and so-called culture wars, the professionalism, honesty and lyricism of Matusow's writing and scholarship were refreshing. One never felt that he had an ideological agenda, though my fellow grad students and I spent many hours debating if Matusow's inscrutable politics were part of his pedagogical genius. There were regular hints of liberal sensitivity, of course, the vivid tales of human suffering and aspiration that suffused his lectures on immigrants, labor and civil rights, for example. But as I matured, and even as he and I locked swords over the origins and meaning of Vietnam and the Cold War, I began to appreciate that what mattered most to him was challenging me to see evidence both critically and clearly. He was in essence teaching me the importance of intellectual honesty.

Nothing conveyed that lesson more meaningfully than Matusow's best-known book, "The Unraveling of America: A History of Liberalism in the 1960s." Published at the height of Ronald Reagan's presidency and into an academic culture that attacked any scholar or work that failed to toe the party line, "The Unraveling of America" unsentimentally exposed American liberalism's tragic, even predictable, decline from power to madness. Matusow had to know this interpretation would draw the ire of colleagues at Rice and from across the historical profession;

and, yet, he followed the evidence and stood his ground. Nearly 25 years after first reading it, I still recall the mixture of surprise, amazement and admiration that gripped me as I began to grasp the nuances of the book and, even more, the ramifications those nuances held for my own evolving view of postwar history. Twenty years into my own teaching career, I continue to re-read and assign portions of the book both for its content and its effectiveness as a tool for teaching writing. One of Matusow's faculty colleagues put it best: "'The Unraveling of America' still 'sparkles' and teaches anew with every reading."

History graduate students of my generation encountered Matusow with a mixture of awe and terror. My contemporary, Melissa Kean '96, the Rice University centennial historian, recalls her encounters with reverence: "With Allen, I had the sensation of being given just enough rope to hang myself. But that wasn't his method at all. Instead, he would patiently reply with a series of

his second semester, when Matusow succeeded Frank Vandiver as instructor of Pratt's U.S. history survey. Mesmerized by Matusow's narrative but analytical approach and youthful energy (he was 29 at the time), Pratt thereafter enrolled in every seminar Matusow offered. "His seminars," Pratt recalled, "were an intense experience."

The effect was transformative, igniting aspiration and expanding Pratt's view of himself and the world. Rather than imagining a future limited to working in a petrochemical plant in East Texas, Pratt now asked himself, "How can I get to do that? How can I become a history professor and so smart?" Of course, without saying it, Matusow was showing Pratt and his classmates how to do it — how to conduct themselves as young scholars, as teachers, and as young men and women.

For nearly half a century, Matusow has devoted his attention to teaching, scholarship and the work of building a great university.



Indeed, it would be no exaggeration to say that Rice would not be the institution it is today without Matusow. Many generations of Rice alumni, myself included, would not be the same without his influence and encouragement and the valuable lessons he taught inside the classroom and out.

questions, which I later realized were carefully designed to lead me down a path toward understanding."

Now that she has grown to know Matusow both as a colleague and historical figure, Kean says she has gained an even deeper appreciation for him as a teacher and scholar and affection for him as an institutional treasure. "Allen has been the quiet backbone of the university in many arenas," Kean explained.

Since the earliest days of his career, Matusow has had a special talent for inspiring and mentoring undergraduates to realize their own potential. No student illustrates this better than Joseph Pratt '70, now the chairman of history and the Cullen Professor of History and Business at the University of Houston. Perhaps more than any of us who proudly call ourselves "Matusow students," Pratt experienced, learned and embodied in his own career what Matusow was trying to teach.

Pratt came to Rice in 1966. The first to attend college from a self-described "genuinely poor" East Texas family, Pratt felt both different from his peers and certain that he was outmatched by Rice's academic rigor, despite being the valedictorian of his Port Nueces high school. But those feelings began to change during

Though I've known him for 26 years, six as his student, I felt compelled recently to ask him two questions that have been on my mind for years: When he begins a new class, what does he hope to achieve? And, why has he spent his entire career at Rice?

To the first question, he answered, "I want to make the class interesting for my students; I want to use the course to teach them to be better writers; and, I want to teach them something they don't know and might change how they view the world."

In response to the second he quipped, "I'm not a person who craves change." But, then, he paused — momentarily impassive (the visage!) — and replied with the brevity and insight that his colleagues and students know well: "It's a perfect place. Why would I ever have thought about leaving?" Thankfully, he never did. ▶

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PROGRAM SPOTLIGHT: PROGRAM IN JEWISH STUDIES

BY ELI SPECTOR '14

WHEN THE PROGRAM IN JEWISH STUDIES INAUGURATED ITS FIRST LECTURE SERIES WITH THE GLASSCOCK SCHOOL OF CONTINUING STUDIES LAST FEBRUARY, THE 200-SEAT LECTURE ROOM IN HERRING HALL WAS FULL TO CAPACITY.

Houstonians gathered to hear Matthias Henze, the Watt J. and Lilly G. Jackson Chair in Biblical Studies and founding director of the Program in Jewish Studies, who spoke on Judaism in the Second Temple period, a regular topic in his undergraduate courses at Rice. However, as Henze approached the lectern this particular night, the lecture hall erupted in applause.



Not long ago, a gathering of this kind would be unheard of at Rice, no less an entire speaker series devoted to Jewish history. On many levels, this night in February amounted to the culmination of several years of hard work toward the creation of Rice University's Program in Jewish Studies. Thanks to the diligence and shared conviction of a small but committed group of faculty members, Rice's Program in Jewish Studies was formally launched in 2009.

"Why can't we move beyond the New York-Tel Aviv axis?" Nicolas Shumway, dean of humanities and a key proponent of the program, said. In an interview, Shumway recounted experiences he had while living in Argentina in the '70s, such as an encounter with the Soviet orchestra and how Jewish music made an impact on his professional music career. "I can't imagine a humanities program being complete without Jewish studies," he said.

The program now includes an undergraduate minor, a postdoctoral fellow and nine faculty members — all of whom are experts in different fields and work collaboratively in support of this growing discipline. By design, Rice's program is fundamentally an interdisciplinary one, harnessing the breadth of strengths offered by scholars from departments across the university. Technology and Religion, a course co-taught by computer science's Moshe Vardi and religious studies' Gregory Kaplan, is just one instance of minds coming together from separate departments under the auspices of Jewish studies. To thrive, academic programs at Rice need to meet certain standards, such as production of a high level of scholarship and offering rich educational experiences to students. Rice's Program in Jewish Studies is small yet powerfully pursuant of these demands. The unique nature of the program as an interdisciplinary clearinghouse for scholars is what distinguishes Rice's program as a dynamic, unconventional model of Jewish scholarship in the 21st century.

Rice's Program in Jewish Studies not only traverses academic disciplines but also reaches a wide swath of students from diverse backgrounds. Shira Lander,



Collaborating on a program with an exciting future: Shira Lander, the Anita Smith Fine Senior Lecturer of Jewish Studies, and Matthias Henze, the Watt J. and Lilly G. Jackson Chair in Biblical Studies and founding director of the Program in Jewish Studies

the Anita Smith Fine Senior Lecturer of Jewish Studies, delighted in telling me that the majority of students enrolled in her Introduction to Judaism class are not Jewish. According to Henze, the demographics in Lander's class are representative of those in most of the 25 courses offered in Jewish studies this year. "The college years are an ideal time to expose students from a non-Jewish background to the Jewish religion and its important contributions to the world," said Henze. When I ask Lander what makes Rice's Program in Jewish Studies an exciting place to work, Lander — an ordained rabbi and accomplished academic — replied without missing a beat, "Everything."

Enthusiasm for Jewish studies transcends the faculty at Rice. Enrollment in Jewish studies courses by undergraduate students has exploded in recent years, particularly in modern Hebrew classes. Student interest has spurred the creation of a formal partnership between Rice and the Hebrew University of Jerusalem to develop study abroad opportunities, while the Desirée and Max Blankfeld Fund for Jewish Studies has helped support the

ambitions of students seeking personal enrichment in Jewish studies — from conducting archaeology digs in the Galilee to studying Yiddish in Lithuania.

When asked about his longterm vision for the program, Henze's eyes lit up as he described the distinct academic profile he envisioned and the contributions it will yield for both Jewish knowledge and the undergraduate experience at Rice. In many ways, the ethnic makeup of Houston will serve as a model for the program's future, Henze explained. Rice is situated squarely in one of the most diverse cities in America, which the program must consider in serving the needs of the community. This regard for Jews living among many other cultures, such as they do in Houston, will guide the program's focus to the future. As the program matures, excitement about its future stems from its potential global role in connecting Rice University and Houston to the world. The question being asked is not "Will it be great?" but "How great will it be?"

For more information about Rice's Program in Jewish Studies, visit <http://jewishstudies.rice.edu>. ▶

A CENTURY OF

RICE INSTITUTE: 1908–1960

Rice's first president, Edgar Odell Lovett, wrote a charter outlining the establishment of "a public library, and the maintenance of an Institution for the Advancement of Literature, Science, Art, Philosophy and Letters ...". This direction created the foundation for what would become the Rice Institute.

1912–1915

The Rice Institute formally opened Oct. 12, 1912, and classes began Oct. 23, 1912. Rice quickly built a humanities program by offering courses in Latin, French, Spanish, German, philosophy, history, poetry, psychology and English. Rice's original humanities faculty shaped Rice's early disciplines of English, German, French and architecture, as well as established early postgraduate opportunities in English, French and German.

The Rice Institute Library was formed, housed on the second floor of Lovett Hall. Alice Crowell Dean was appointed the first librarian, a position she held for 30 years, overseeing the growth of the collection from 200 to 200,000 volumes.

1916

Rice's first commencement was held with 35 graduates — 27 Bachelor of Arts degrees and eight Bachelor of Science degrees were given. The institute's first Master of Arts degree was also awarded.

The Owl Literary Society (men) and the Elizabeth Baldwin Literary Society (women) were formed; these groups later went on to establish The Tresher, which is still active as Rice's student-run weekly newspaper. The Owen Wister Literary Society was later formed in 1924, promoting friendship, understanding and fellowship among its members and to further cultural and social interests on campus.

1921

The Dramatic Club, which later became the Rice Players, was formed. The Rice Players are still active as an extracurricular, entirely student-run theater troupe. In 1964, Neil "Sandy" Havens became the Rice Players' first full-time director.

1933

The first humanities doctorate degree was awarded in history. The first doctoral programs in the humanities were formally established in English and history in 1951, and both continue to thrive today.

1947

The cornerstone for Rice's new library was laid in December. The new building was formally dedicated as Fondren Library at the homecoming celebration Nov. 4, 1949.

1953

J. Newton Rayzor '17, the first Rice graduate to serve as a trustee of Rice, endowed the Masterson Chair in History and the Rayzor Chair in Religious Studies. In 1962, the J. Newton Rayzor Family Foundation financed the construction of a new building, Rayzor Hall, designed to house the humanities department. Rayzor Hall now is home to the departments of classical studies, French, German, Hispanic studies and the Center for the Study of Languages.

1958

The Journal of Southern History moved to Rice, where it is still an instrumental tool in the work of graduate students in history. John Boles '65, the William P. Hobby Professor of History, is the current editor of this quarterly publication.

Hamman Hall, named in honor of George Hamman and largely financed by the George and Mary Josephine Hamman Foundation, was the

first building dedicated to performance art programs at Rice. Today, the lecture hall and auditorium is home to Rice Theatre and the Rice Players.

1959

William H. Masterson '35, who received his undergraduate degree from Rice and joined the history faculty in 1951, was named the first dean of humanities. He held this position until leaving Rice in 1966.

RICE UNIVERSITY: 1960–PRESENT

The Board of Governors proposed that the Rice Institute change its name to William Marsh Rice University, and the new name became effective July 1, 1960.

1960

A new program was created for athletic curriculum, including programs in kinesiology. Rice now has degree programs in both kinesiology and sport management.

The SEL Studies in English Literature 1500–1900 began in the English department as a quarterly journal of historical and critical studies seeking to explore and understand British literature. The journal has remained at Rice since its inception.

1964

Frank E. Vandiver, professor of history, secured sponsorship from Rice to establish the Jefferson Davis Association and began a major historical study of Davis based on a collection of more than 100,000 documents. The Papers of Jefferson Davis has published 12 letterpress volumes thus far and is ultimately expected to complete 15 volumes of works.

1965

Rice established the Department of Fine Arts, housed in the basement of Fondren library and led by acting chairman John O'Neil, which originally offered courses in art history, architecture, and visual and dramatic arts.

1968

The Department of Religious Studies was founded. Religious studies now offers undergraduate and doctoral degrees and is home to the Religious Studies Review, a quarterly journal published by a federation of learned societies in the field of religion.



Special thanks to John Boles, Melissa Kean, Lee Pecht and the Woodson Research Center for helping create this timeline.

F HUMANITIES

Fondren Library began a major expansion to accommodate Rice's growing graduate programs. Named the Graduate Research Wing, the new space included study rooms, more stack space and an area for special collections to be housed.

1969

International art patrons Jean and Dominique de Menil founded the Rice Media Center, which is still an integral party of the university's arts programs. The de Menil's vision for the Rice Media Center was to design a center that used the media of film, photography and art as educational tools in both research and teaching.

1971

Sewall Hall was built to accommodate visual and dramatic arts, as well as a permanent gallery space, originally called Sewall Gallery. In 1994, Sewall Gallery was renamed Rice University Art Gallery and a full-time director, Kim Davenport, was hired. A year later, the gallery showcased its inaugural exhibitions, "Leon Golub: New Work" and Adrian Piper's "Cornered."

1979

The School of Social Sciences was founded, splitting from the School of Humanities and moving to Baker Hall.

1982

Though a Bachelor of Arts program in linguistics had started in 1968, the Department of Linguistics was officially founded and established its doctorate program in 1982. Linguistics faculty had been present in various departments since the early 1960s, and the first doctorate degrees in the linguistics of particular languages and cultural groups were awarded through the anthropology and language departments.

1984

The George R. Brown Forensic Society replaced the original Rice Forensic Society, which existed from 1954 to 1964, as the university's competitive intercollegiate speech and debate team.

Herring Hall, originally designed for the Jesse H. Jones School of Administration, was completed and named for Robert J. Herring, former chair of the Rice Board of Trustees. Today, Herring Hall houses the art history, linguistics and English departments, as well as the Humanities Research Center.

1987

The Humanities Research Center was established by a faculty working group. Since its inception, the HRC has initiated multidisciplinary programming in the fields of art, energy, medical humanities, technology, digital humanities, music and community outreach activities.

1992

The newly founded interdisciplinary Program for the Study of Women and Gender enrolled its first majors. The program expanded its course offerings, established a graduate program and later changed its name to the Center for the Study of Women, Gender and Sexuality. The center currently houses the international journal *Feminist Economics* and is a partner in Houston ARCH (Area Rainbow Collective History).

1997

The Center for Study of Languages was established under its first director, Regina Kecht, and housed in Rayzor Hall. Offering courses in 12 languages, the center uses cutting-edge technology to teach students to successfully communicate in foreign languages and cultures.

2000

The School of Humanities celebrated the opening of the Humanities Building in October, which includes Pitman Tower, the Phoebe and Bobby Tudor Conference Room and the Lee and Joe Jamail Courtyard. The Humanities Building houses the Office of the Dean, as well as the history, philosophy and religious studies departments.

2003

Art history and visual and dramatic arts became two distinct departments, growing out of what was previously the Department of Fine Arts. Within a few years, Rice Theatre was established, and in 2007, the Institute for the Arts became the Rice Cinema Program.

2007

Anthony B. Pinn, the Agnes Cullen Arnold Professor of Humanities and professor of religious studies, created the Houston Enriches Rice Education (HERE) Project to advance Rice's relationship with the larger Houston community, while enhancing faculty research and both undergraduate and graduate education.

2009

Founding director Matthias Henze, the Watt J. and Lilly G. Jackson Chair in Biblical Studies at Rice, established the Program in Jewish Studies. The program was launched as an interdisciplinary program with faculty from across the humanities and social sciences and currently offers a minor and a growing graduate program.

2010

Nicolas Shumway joined Rice as dean of humanities and the Frances Moody Newman Professor of Humanities.



Excerpts from



R2: Rice Review is a student-run literary journal at Rice University committed to publishing the best prose, poetry, creative nonfiction and occasionalists written by Rice's undergraduate students, as well as interviews with renowned authors. The journal was founded in 2004 by creative writing professor and author Justin Cronin. The efforts of R2 are supported and advised by Marcia Carter of the English department, and by Ian Schimmel, this year's Parks Fellow in Creative Writing.

Many thanks go out to the generous donors who support Rice's undergraduate creative writing efforts: Sandy Price-Epstein '86, David Epstein and family for their generous support in funding this publication from 2009 through 2014; and Bradley V. '86 and Gail Clayton Husick '86 for endowing R2, thus ensuring its longevity and mission to foster creative writing at the undergraduate level at Rice.

"The Dynamics of Song"

By Neil VanLandingham '12

Her bones were whittled to brittle slivers

wrapped in burlap and thrown into the rain

where they will wait on the curb for a bus

to never come, for such is the way of sadness.

Yet tonight knows the difference between you and her.

The unquenched firestorm of your laughter and the hard fast quake of your flesh,

as if whatever surfeit of greenness is in the grass

or whatever outpouring of the tree is in that oak that shades your window

has struck you like an incendiary bomb

and engulfed your hair, which, singeing and curling,

vaults forth in rising embers

like fireflies that dwindle upwards

into a birthing of stars.

How does she belong with you

in this fugue we name a life?

Rice Review

“Noble Savage”

By Ross Arlen Tieken '12

A grandmother can be a wisewoman. She can be a shaman or an explorer, and then she can be a guide to the spirit world or the wilderness, depending upon your fancy. And then you can journey there alone and find magic there she never showed you, but probably saw for herself.

I call my grandmother Ginny, because I couldn't pronounce Granny as a child. Now everybody in the family, even my mother and girlfriend, call her that. A conventional title doesn't seem to fit her, and she's not a matriarch. We can't really figure out what she is, which is why I had to make up a name, I guess.

She moved down from Oregon to the sun-scorched prairies of Central South Texas to be closer to her hometown and her grandchildren. That was when she took up my religious education. Our family has roots going deep in Shiner, deeper than the grass-roots, deeper than the parched loam, deeper even than the caleche that chalks up fence-posts. My great-grandfather built our house, ran a bakery in town and made concrete construction materials at an old tin building down our driveway. By the time I was born, the building was as shabby as an old man's favorite jacket, with the tin roof sliding off like patches and bits of concrete laying around. The chunks of concrete reminded me of the boneyard where we dragged our dead cattle. Some of the pieces were useful, though, and we dragged them up to our house to border planters and fill in gaps in our sidewalk. About 100 yards away, in the pasture, lay an abandoned concrete staircase, too heavy to move. Who knows why it was there? The stairs seemed to lead to an invisible door, somehow hovering concealed in the shimmering layer of heat above the ground. The runners of tan Bermuda grass grew over the bottom steps, making them seem like they grew right out of the pasture. But the top four steps stood proudly above the rolling fields, white-washed by the brightness of the sun, stark against the grey Texas sky, full of mountainous cumulus clouds. The steps were hollow on the inside, so they made the perfect hideout for me, the perfect cave. I avoided the heat by climbing under the stairs, which even at 2 o'clock in the middle of a July afternoon were as cool to the touch as the other side of the pillow when you wake up from a fever dream. In this cave, I was initiated into the Ginnaic mysteries.

She was one of those New Agers, a genuine Northwesterner. She would come out to the farm with my grandpa, and while he talked about the cows with Dad, she would walk out into the pasture with me. She and I could spend hours out there among the tall grasses. She always looked at the ground when she walked, pausing occasionally to pick up a stick or shield her eyes to look at a vulture (she called

them buzzards). Then she'd smile in her funny way, her huge cheeks covering up her eyes. Hugging her was like stepping into a kitchen, with the smell of my grandpa's famous bread, and garlic, the most common ingredient in our family's cuisine. She had grey, wispy hair that seemed like Navajo feathers when they picked up in the wind or stood straight with static charge. She would say to me, "Tell me what this plant is," or, "This is how you catch a lizard." She made me try most every plant in the field until Mom was afraid I'd poison myself! She walked with me on the prairie for acres, showing me where the edge of our farm used to be. I would breathe in the sharp scent of wildflowers and cattle. I got to know every cicada by her side and every pothole and how every blade of grass tasted when you pulled the stalk and stuck it between your teeth. We'd make imaginary fires with rings of broken concrete and buffalo chips (really cowpatties) and dance around in a circle to call down rain or sit around them Indian style and she'd tell me Inuit fables, while I interrupted with facts about my favorite dinosaurs.

I think the real exploration happened in my cave. During Eastertime, when the wildflowers covered the sides of the road, she and I picked spiderwort and Indian paintbrushes and bluebonnets and sun wheels and wine cups and other wildflowers. I crushed them up with two stones into a pale watery dye. I took off my shirt and hollered my rain song. While Ginny sat patiently outside, smiling knowingly (she always had that smile!), I stole into my cave and began to paint with the flowers. When I ran out of crushed-up dye, I would pick the flower and discard the rocks, pressing the petals against the cool grey stone, oozing the color. The hues would linger for a moment before evaporating. They left smudges, tinted shapes of flowers and lines and spirals. The shapes were crude, primitive, childlike, but I knew they were art. Not the kind you see in an art museum, but primitive art, cave art. That place became for me the very cave from which the first true human emerged with paint on his hands and Promethean fire in his eyes. The cave became sacred to him, like some massive earthy womb, and instead of a baby it bore a man, a human, an artist. When that man died, his family mourned, and burned his flesh away and rubbed his bones with red ochre. The red was the blood of the Earth, the blood of birth, and they laid his scorched bones in the dark folds of the cave, surrounded by his phallic spears and umbilical swirls. The first human was returned to the womb of the Earth, covered in blood, as he had emerged.

I was born there, too, singing and whooping under the shocking sky and the dancing grass with this half-pagan grandmother of mine. ▀



DEPARTMENT SPOTLIGHT:

HISPANIC STUDIES

BY LORENA GAUTHIEREAU-BRYSON '04

RICE UNIVERSITY'S LOCATION IN HOUSTON MAKES IT A PRIME LAUNCHING POINT FOR DISCUSSIONS OF GLOBAL EXCHANGES.

The city's growing connections to Latin American institutions, in particular, have emphasized the need to increase research and education in Spanish and Portuguese languages and culture and to promote an understanding of international issues. As a result, Rice's Department of Hispanic Studies has evolved over the years to meet this growing demand.

The department is dedicated to teaching and researching the literature and culture of Spain, Latin America and the Caribbean, as well as Latin communities within the United States. As the program celebrates its 35th anniversary, José Aranda, the department chair and associate professor of English, has high aspirations for strengthening relationships between other departments and the Houston community. "The department's evolving goal," he said, "is to be at the center of conversations between scholars and to engage the community by hosting events on campus."

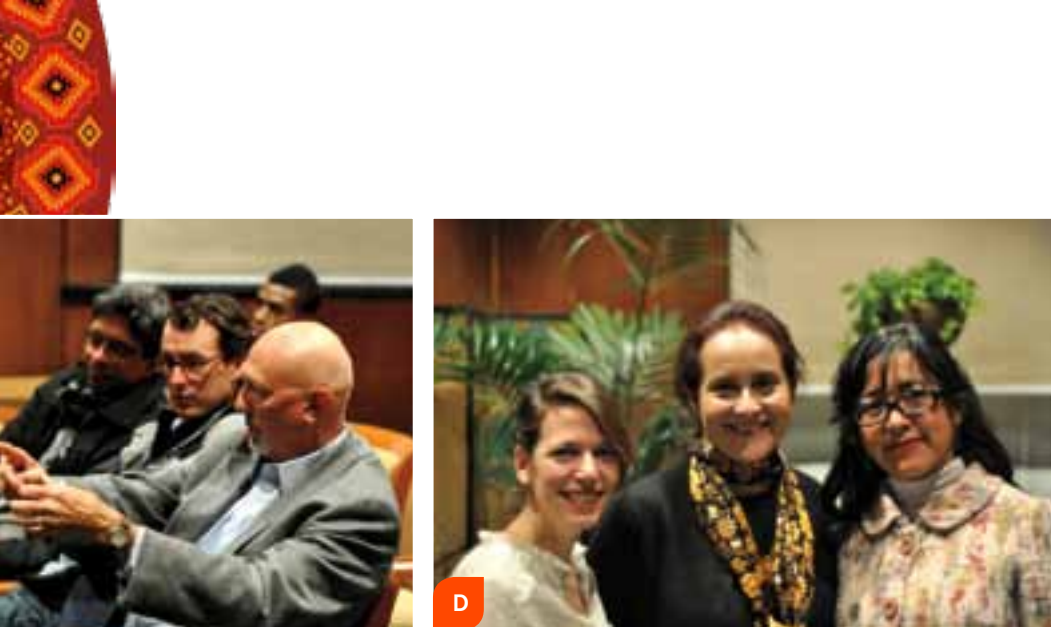
Through new faculty hires over the past five years, the department has expanded its Latin American studies focus in alignment with President David Leebron's 2007 Latin American Initiative. With the anticipated hiring of a Brazilianist, the department will grow to nine tenure-track faculty positions and possibly change its name to the Department of Spanish and Portuguese. The increase in faculty has created unprecedented research opportunities and course offerings to attract a growing number of students. The wide range of classes includes classical and contemporary Spanish Peninsular literature (offered by R. Lane Kauffman and J. Bernardo Pérez), Hispanophone Caribbean literature (Luis Duno-Gottberg), Southern Cone literature (Gisela Heffes), 20th-century Mexican literature and art (Manuel Gutierrez), 19th- and 20th-century Latin American literature (various), Hispanic cinema (Beatriz González-Stefan) and creative writing

(Heffes and Rose Mary Salum).

The new faculty has helped shape the department's direction and introduced new methods of engaging with students. Manuel Gutierrez teaches classes in 20th-century Mexican literature as well as modern Latin American art. During spring break, Luis Duno-Gottberg and Nicolas Shumway, the dean of humanities, took 10 students on a research trip to Cuba, during which the students had the unique opportunity to meet Cuban artists and intellectuals. Gisela Heffes spearheaded the Hispanic studies creative writing class, which produced the first student-run Spanish-language magazine in Texas, *Entre Líneas*, and showcases students' poetry, short stories, essays, photography, art and interviews with artists.

The Hispanic studies department has also started hosting more events and programming in hopes of producing new scholarship and community involvement, as well as to develop cross-campus partnerships and international networks. One of the most successful events is the Global Hispanism Workshop, which was founded in 2003 by R. Lane Kauffmann, associate professor of Hispanic studies, and is co-sponsored by the Humanities Research Center. This workshop invites scholars





A: Entre Líneas is a student-run magazine published by the department. **B:** In January 2012, the Department of Hispanic Studies co-sponsored the Festival of New Spanish Cinema, which was organized by Pragda and Rice Cinema. **C:** Front to back: Dean of Humanities Nicolas Shumway; David Vassar, senior assistant to the president; and José Aranda, chair of the Department of Hispanic Studies at the Global Hispanism Workshop lecture featuring Argentine writer Sergio Cheffec. Photo by Enrique Vázquez. **D:** Left to right: Gisela Heffes, assistant professor of Hispanic Studies; Moramay López-Alonso, assistant professor of history; and speaker Cristina Rivera-Garza at “The Adventures of the Errant Writer and the Strange Case of the Accented Life and the Post-Mother Language Open-Ended Dilemma,” a Global Hispanism Workshop lecture. Photo by Enrique Vázquez.

to Rice to present lectures on a variety of topics, which has produced a collection of articles that come directly from this workshop. Other noteworthy events include Mexican and Spanish film festivals, lectures by visiting scholars and partnerships with various counsel generals including those of Mexico, Venezuela, Argentina and Spain.

The department’s new strength in Latin America has prompted collaboration with the Américas Research Center (ARC) in the proposal of a Latin American studies undergraduate major. Directed by Aranda, the ARC forms part of President Leebron’s Latin American Initiative by promoting research in areas such as Latin American studies, Chicano/a studies, borderland studies, studies in the local/global American West and American studies. It seeks to foster multidisciplinary study and campuswide projects that connect Latin Americanists in the departments of Hispanic studies, history, anthropology, sociology, political science, religious studies, art history, French, English and architecture.

The proposed Latin American studies major offered through the ARC will allow students to explore cross-disciplinary questions of globalization, transnationalism and regional studies. Students will focus on a specific Latin American national or regional history and culture in order to cultivate a critical understanding of past and present global forces. Aranda hopes the ARC will be able to launch the major in fall 2012, and the Hispanic studies department finds itself poised to serve as the major’s backbone. The major will require an introductory course, 10 Latin American content courses, a semester abroad (in which the primary

language of instruction is Spanish, Portuguese or under special circumstances, French), a capstone research colloquium, and advanced speaking and writing foreign language competency. It is designed to be on par with other interdisciplinary Latin American majors at peer institutions such as Harvard, Princeton, Yale, Columbia, Washington University, Emory, Vanderbilt, the University of California at Los Angeles, the University of California at Berkeley and the University of Texas at Austin.

The department has expanded its network to include the Institute of Hispanic Culture of Houston, which helped sponsor the ARC and the Global Hispanism Workshop. In the past year, it has sponsored cultural events, including an art exhibit by José Manuel Medrano Ferrero and a concert by Cuban tenor Alejandro Salvia-Cobas, and has collaborated with the Mexican Centennial Committee to plan celebratory and educational programs. At a public ceremony in June 2009, President Leebron signed a memorandum of understanding with the Spanish Ministry of Education to establish the Spanish Resource Center (SRC) in order to encourage educational outreach and Spanish language instruction. The SRC provides language resources and support for teachers and students both within the university and from the Houston community. The director of the SRC coordinates Spain-U.S. teaching programs for Rice students, giving them the opportunity to work abroad as English language teachers’ assistants in Spain, and regularly organizes events with the faculty.

Above all, the Hispanic studies department remains dedicated to providing a high level of education to its students as well as the Houston community. The

department offers several awards and prizes to undergraduates who have demonstrated excellence in their studies. This includes the Cervantes Award for Outstanding Seniors in Spanish, the Creative Writing: Poetry Award, the Maria Teresa Leal Honors Thesis Prize and the Dr. James A. Castañeda Award in Spanish Literature, given in memory of Castañeda, who taught at Rice from 1961 to 2008 and was most known for his popular courses on the Spanish golden age and Don Quixote. The Hispanic studies department’s effort to involve the community through public events and the willingness of its faculty to engage in conversations outside the hedges demonstrates its strong commitment to providing an education that is not limited to current Rice students. As a graduate of its master’s program, I continue to receive education through the department’s many lectures and highly available faculty. Although the department looks very different from when I graduated, their outreach efforts have ensured that I, like many others, can continue to learn and take advantage of their new and exciting programming.

For more information about the Hispanic studies department and its affiliated programs and center, please visit <http://hispanicstudies.rice.edu>. ▶

Rice Gallery Hosts Centennial Exhibition

“Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art”

Larry and Brenda Thompson, parents of Rice alumnus Larry Thompson Jr. '98, have amassed a remarkable collection of African-American art from around the nation. Focusing on artists not typically recognized in the traditional narratives of African-American art, the Thompsons have combined works by acknowledged masters with pieces by artists who have been labeled as emerging, unknown, outsider, regional, vernacular and eccentric.

Wishing to share their collection with a larger audience and give exposure to artists they felt had not received the

from the 1890s to 2007 and will be the first time that many of these pieces have been shown in the Southwest. The result is an exhibition that redefines the landscape of American art, offering a more in-depth, inclusive understanding of African-American artists and their aesthetic and social concerns.

On display at the Rice Gallery from Sept. 13 until Nov. 18, 2012, “Tradition Redefined” offers the Rice and Houston community access to a nationally recognized collection of 20th-century African-American art. Held in honor of

of art to our campus,” Rice President David Leebron said. “We are pleased to make available this remarkable collection to the Houston community and welcome all Houstonians to our campus to enjoy this unique and exciting collection, along with all our campus art.”

By integrating the visual arts into a large cross section of Rice’s academic and research programs, “Tradition Redefined” offers Rice an opportunity to extend its learning environment to the Houston arts community, area schools and universities as well as the Greater Houston population. The Humanities Research Center (HRC) will work with Rice Gallery to integrate the exhibition into Rice undergraduate academics through humanities and social sciences courses. The HRC will also coordinate outreach to Houston-area K-12 schools, sending faculty to those classrooms and hosting field trips for students to visit the exhibition. Plans to collaborate with external cultural centers such as the Houston Museum of African American Culture will provide additional opportunities for public access to this two-month exhibition.

For more information about this exhibit, please visit <http://traditionredefined.rice.edu>. ▶



Samples from a distinctive and diverse collection: Left: Joseph Delaney, “Woman in Striped Dress,” 1964, oil on board; photography by Greg R. Staley © Joseph Delaney. Center: Ealey Mays, “The Last Vernissage,” 2004, oil on panel; photography by Greg R. Staley © Ealey Mays. Right: John Wesley Hardrick, “Going Fishing?,” ca. 1940, oil on board; photography by Greg R. Staley © John Wesley Hardrick.

recognition they deserved, the Thompsons donated a portion of their collection to the Georgia Museum of Art in 2009. “Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art” is a collection of 72 of these pieces from 67 artists, curated by Adrienne Childs for the David C. Driskell Center for the Study of Visual Arts and Culture of African Americans and the African Diaspora at University of Maryland at College Park. This exhibition presents the breadth of the Thompsons’ art collection, which spans

Rice’s centennial, this exhibition is part of a campuswide initiative that celebrates the rich diversity of the African-American heritage.

“Hosting this exhibition during Rice’s centennial year celebrates an important collection of American art as well as the diversity of both our country and our university. Art is one of the important ways we seek to understand our society and express the human experience, and this exhibition continues Rice’s increasing commitment to bringing important works

“Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art” is organized by the David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora at the University of Maryland at College Park. This exhibition is supported, in part, by a special fund from the Office of the President at the University of Maryland at College Park and a grant from the Maryland State Arts Council.

The Rice Seminars

Human Trafficking — Past and Present: Crossing Disciplines, Crossing Borders

In 2012–13, the School of Humanities will launch a unique new program to promote innovative humanistic research. Designed as an academic think tank, the Rice Seminars bring together a select group of scholars to study a common theme from a multidisciplinary perspective. This group will be comprised of two Rice graduate students, four Rice faculty members and four external faculty fellows, including both U.S. and international participants.

This project represents an exciting new initiative to foster scholarly research across disciplinary and national boundaries, producing an intellectual and international community that will outlive the seminar itself. Equally important, the program will share the discussions initiated throughout the course of the year by producing an edited scholarly collection to which all participants will contribute. After the year in residence, seminar participants will attend two follow-up meetings over the next year primarily aimed toward completing the publication.

The 2012–13 Rice Seminars topic, Human Trafficking — Past and Present: Crossing Disciplines, Crossing Borders, will seek to “historicize slavery and human trafficking to build bridges between what we know about slavery in the past and what we are learning about human trafficking today,” said Rice faculty members James Sidbury and Kerry Ward, whose proposal forms the basis for the inaugural seminar.

“We believe that an engagement between historical understandings of slave systems and current analyses of modern

human trafficking will generate new knowledge about the past and the present,” said Ward, an associate professor of history. “The Rice Seminars’ multidisciplinary forum will create a unique network of scholars and activists to foster new research questions about human trafficking.”

The yearlong seminar program represents an effort to reach out beyond academia; it will invite the participation of legislators, prosecutors, nongovernmental organizations involved in protecting victims of trafficking and, if possible, victims themselves. “Given the growing interest on campus, in Houston and throughout the world in the struggle against human trafficking, the Rice Seminar has the chance to create reciprocal ties between a vibrant body of scholarship in the humanities and a humanitarian crisis in the world today,” said Sidbury, the Andrew W. Mellon Distinguished Professor of Humanities and professor of history.

Human Trafficking — Past and Present is organized into four sections that examine the topic through global and local lenses and track a historical trajectory that links the slave systems of the past to contemporary networks of human trafficking.

The first will deal with what Sidbury and Ward call “the age of slavery” — from antiquity to 1815. The second will examine the global effort to emancipate slaves. The third will take up the emergence of a new trade in human beings that

continues today, despite being outlawed in most countries. Finally, the seminar will turn to a local context, focusing on Houston as an important hub of human trafficking.

The seminar has already received an overwhelming response from professional and scholarly communities. With more than 100 applicants, Human-Trafficking — Past and Present has engaged the interests of international scholars ranging from Japan to Nigeria to France and domestic scholars from across the U.S., including several from the Houston area.

The segment on Houston is expected to play a key role in bringing together scholars from the humanities and the social sciences, as well as nonacademics in law enforcement, NGOs and others active in fighting human trafficking. With this segment, the seminar proposes to ask important questions about networks and practices of human trafficking that intersect with the local Houston community. The Rice Seminars program is an initiative of the Office of the Dean of Humanities and is funded by the Office of the Provost, the School of Humanities and the Humanities Research Center.

For more information about the Rice Seminars, visit <http://hrc.rice.edu/riceseminars>.

“Given the growing interest on campus, in Houston and throughout the world in the struggle against human trafficking, this Rice Seminar has the chance to create reciprocal ties between a vibrant body of scholarship in the humanities and a humanitarian crisis in the world today.”

—JAMES SIDBURY



Rice historians Kerry Ward and James Sidbury

2012 Campbell Lecture Series

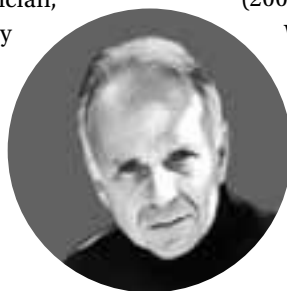
The Campbell Lecture Series, an annual lecture series that started in the School of Humanities in 2005, brought literary theorist and law professor Stanley Fish to campus in April to deliver a series of lectures on academic freedom. Fish is the seventh lecturer in this series, which brings distinguished humanities scholars to campus to give lectures on a topic of broad humanistic interest. Fish's three-night series of talks outlined a number of different areas within the general subject of academic freedom: "Versions of Academic Freedom," "Philosophy, Politics and Academic Freedom" and "Democracy and Academic Freedom."

"As a world-renowned Milton scholar, a gifted rhetorician, a leading literary theorist of his generation, a faculty member in law and, now, a regular contributor to the New York Times, Stanley Fish has had a singular, even unique, career in both the academic and the

A voice of our times: Stanley Fish, the Davidson-Kahn Distinguished University Professor and professor of law at Florida International University, was the most recent lecturer for the annual Campbell Lecture Series.

public humanities," reflected Cary Wolfe, the Bruce and Elizabeth Dunlevie Professor of English and department chair, who completed his doctorate at Duke University while Fish was the arts and sciences professor of English and professor of law. "He is one of the truly distinctive, and even iconoclastic, voices of our time." During his 12 years at Duke, Fish was also chairman of the English department before serving simultaneously as the associate vice provost and executive director of Duke University Press.

It's safe to say that Fish has had a long and eminent academic career. He is currently the Davidson-Kahn Distinguished University Professor and professor of law at Florida International University, where he has been since 2005. He also is dean emeritus of the College of Liberal Arts and Sciences and



"Stanley Fish is one of the most provocative minds of our time"

—NICOLAS SHUMWAY

Distinguished Professor of English, Criminal Justice and Political Science at the University of Illinois at Chicago. He has taught at Johns Hopkins University (1974–1985) and the University of California at Berkeley (1962–74) and has earned visiting professorships at institutions such as Yale University (2011), the John Marshall School (2000–02), Columbia University (1983–84) and Sir George Williams University. Fish received his bachelor's degree from the University of Pennsylvania and his master's and doctorate from Yale University.

In addition to his academic career in the classroom, Fish is a prolific writer who has authored more than a dozen publications, most recently "How to Write a Sentence: And How to Read One" in 2011, as well as numerous news articles, collections works and essays. He also writes a weekly online column for the New York Times under the rubric "Think Again" and has been a contributor to the Times op-ed page since 1995. As part of his participation in the Campbell Lecture Series, Fish will work with University of Chicago Press to publish a book based on his lectures.

The Campbell Lecture Series was established by Rice alumnus T.C. Campbell '34 and the School of Humanities as a 20-year public lecture series to further the study of literature. Previous Campbell lecturers who have published works as part of the series include Robert Pinsky ("Thousands of Broadways," 2009), Ha Jin ("The Writer as Migrant," 2008), Stephen Greenblatt ("Shakespeare's Freedom," 2010) and James Cuno ("Museums Matter," 2010), all of which are currently available in print.

For more information about the Campbell Lecture Series, please visit <http://campbell.rice.edu>.

2009 Campbell Lecture Series, "The Promise of Museums," now available in print

In January 2012, James Cuno, president and CEO of the J. Paul Getty Trust and former president and director of the Art Institute of Chicago, published "Museums Matter: In Praise of the Encyclopedic Museum" with University of Chicago Press. Based on his presentation for the 2009 Campbell Lecture Series, "Museums Matter" defends the continued relevance and importance of encyclopedic museums as "a manifestation of society's growing belief that the spread of knowledge and the promotion of intellectual inquiry were crucial to human development and the future of a rational society."



Nobel Laureate Amartya Sen and Richard Dawkins Visit Rice

A university thrives on the exchange of ideas — and twice last fall, the School of Humanities helped bring big-name speakers to campus to stir up thought and high-level discussion. They arrived with international profiles and challenging ideas, and their evening lectures attracted excitement and capacity crowds.

Nobel laureate Amartya Sen spoke in October. His lecture, “The Reach and Limits of Growth: Economic Recession, Development and Human Capability,” explored the connections between economic growth (or the lack of it) and human capability. He answered questions at the end of his lecture, engaging with students and others who asked him about

“It seems to me, as a top 20 university with a thriving research agenda, we need to bring to campus thought leaders from a variety of perspectives and opinions”

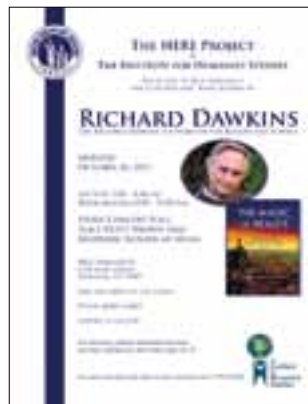
—ANTHONY PINN

Rice in recognition of the new minor. Sen spoke in the Doré Commons in James A. Baker III Hall.

“There were a lot of people from the community, a lot of faculty and a lot of students,” Strassmann said. Some students even brought their parents. “It was completely packed.” Although the hall was standing-room-only and attendees filled two overflow rooms, some people were still

director, the Agnes Cullen Arnold Professor of Humanities and professor of religious studies, said.

Pinn was glad the lecture attracted a broad audience of students, faculty, staff and others, including one group that drove in from Louisiana. Dawkins is an outspoken, provoking personality, and that’s part of why Pinn said he thought it was important to bring him to campus. “It’s



Big ideas attract large crowds: Fall lectures given by Nobel laureate Amartya Sen (left) and evolutionary biologist Richard Dawkins (right) were well-attended events hosted by the School of Humanities.

famine, income inequality and even the Occupy movement in the United States.

Along with the James A. Baker III Institute for Public Policy, Sen’s lecture was sponsored by the Program in Poverty, Justice and Human Capabilities in the Center for the Study of Women, Gender and Sexuality. The program’s director, Diana Strassmann, has known Sen for several years, and she said his work is central to the curriculum for the new minor Rice offers in poverty, justice and human capabilities.

“His work was really the intellectual inspiration for the minor,” she said, and Sen, the creator of the “capabilities” approach toward understanding poverty and human deprivation, agreed to speak at

turned away at the door. “It was a real thrill for students to hear him,” Strassmann said, “because they had read his work in their courses for the minor.”

Earlier in October, the Houston Enriches Rice Education (HERE) Project brought Richard Dawkins to campus. About 1,000 people showed up to hear the legendary evolutionary biologist argue for the importance of seeking science.

Dawkins highlighted the necessity of pursuing solid answers instead of merely accepting supernatural explanations. He emphasized “the need to introduce children to scientific thinking — to not just chalk things up to mystery, but to explore,” Anthony Pinn, HERE Project’s founding

hard to argue against Richard Dawkins as having made significant contributions to science,” Pinn said. “But he’s also made a mark on U.S. cultural thinking.”

Thinkers like Dawkins belong at a podium on the Rice campus, Pinn said. “It seems to me, as a top 20 university with a thriving research agenda, we need to bring to campus thought leaders from a variety of perspectives and opinions,” he said. “I was pleased that people engaged Dawkins, but did so in the best of the Rice tradition — they were thoughtful, respectful and creative in engaging him.”

For more information, visit <http://cswgs.rice.edu> or <http://here.rice.edu>.

—ALYSON WARD

2011–2012 Conferences

This year, faculty in the School of Humanities organized several major conferences, exploring topics from a variety of fields and disciplines. These events help to create the international community of faculty and emerging scholars who come together to share knowledge and innovative research at Rice.

Consciousness, Intentionality and Phenomenality

October 2011

Charles Siewert, a distinguished philosopher of mind and recent recipient of the Robert Alan and Kathryn Dunlevie Hayes Chair in Humanities, is author of “The Significance of Consciousness” (Princeton University Press, 1998). This seminal book on the philosophical and conceptual understanding of phenomenally conscious experience and its relationship to the intentionality of the mind shaped this conference and its goals. The past several decades have witnessed a tremendous amount of research by philosophers, psychologists and neuroscientists on the nature of the mind. Mental phenomena such as thoughts, beliefs, desires, actions, sensations, perceptions, memories and experiences form our ideas of ourselves as subjects and as human beings. The conference convened the world’s leading scholars on this topic in order to share research that reflects the state of the art and to set the agenda for future work. This conference was organized by Casey O’Callaghan (philosophy). For a complete list of participants and papers, please visit <http://hrc.rice.edu/consciousness/>.



Revolution and Representation: Germany, 1917–1923

November 2011

The Weimar Republic has long been regarded, historically as well as theoretically, as a test case for the possibilities and limits of constitutional democracy. While most assessments of the Weimar Republic have understandably focused on the disintegration of democratic structures in Germany and the rise of the Nazi Party, this conference addressed the early phase, examining the republic’s transition from an authoritarian nation-state to what has been one of the most liberal democracies in 20th-century Europe. Bringing together experts from the U.S., Germany, the UK and Ireland, “Revolution and Representation” investigated the political and cultural effects of this transition as well as the legal framework within which this transition occurred. This conference was organized by Peter Caldwell (history) and Christian Emden (German studies). For a complete list of participants and papers, please visit <http://hrc.rice.edu/revolution/>.



Dis/Locating Culture: Narratives and Epistemologies of Displacement

December 2011

This colloquium examined representative cultural artifacts (literary, artistic, theoretical) in order to explore the repositioning of knowledge and aesthetics that grew out of colonial experiences and evolved into contemporary transcultural reterritorializations of linguistic practices, genres and traditions. Dis/Locating Culture focused on French, Spanish and Portuguese experience and broadly revolved around three inextricably aesthetic and theoretical themes: displacement, migration and relation. These three topics invited

discussions that moved beyond national and disciplinary boundaries and called for approaches that displace Eurocentric paradigms of knowledge, opening a rich, multidimensional map of cultural flows between the Americas, Africa and Europe. This conference was organized by Bernard Aresu (French studies) and Luis Duno-Gottberg (Hispanic studies). For a complete list of participants and papers, please visit <http://hrc.rice.edu/dislocating/>.



Global Hispanism Workshop: Latin American Intellectuals in the 21st Century

2011–2012

As Latin America has undergone rapid political and social transformation in the first decade of the 21st century, this workshop explored how intellectuals have fared. Do these figures

have the same cultural power and capital they once enjoyed? Do governments still look to them as promoters of cultural policy? And finally, in the current media age, are public intellectuals still relevant? The Global Hispanism series focused on the changing role of contemporary Latin American intellectuals, examining how these individuals contributed — if at all — to these changes. This workshop was organized by Manuel Gutierrez (Hispanic studies). For a complete list of participants and papers, please visit <http://hrc.rice.edu/hispanism/>.



Retiring Faculty

Robert Patten

Lynette S. Autrey Professor in Humanities
Ph.D., Princeton University, 1965
M.A., Princeton University, 1962
B.A., Swarthmore College, 1960

Robert Patten began teaching at Rice in 1969 after teaching at Bryn Mawr College for five years. He is the author of "Charles Dickens and His Publishers" and "George Cruikshank's Life, Times, and Art," which was recently chosen by the Guardian as the best biography of the decade. He has held Fulbright, Guggenheim and NEH fellowships and serves as editor emeritus of SEL Studies in English Literature 1500-1900. He has been a fellow at the National Humanities Center and at the Center for Advanced Study in the Visual Arts at the National Gallery of Art in Washington, D.C. He currently is president of the Society for the History of Authorship, Reading and Publishing and is a Phi Beta Kappa Couper Scholar. Patten taught courses in 19th-century British literature and art, the European novel and the history of the book. Other university service included English department chair from 1991 to 1992 and master of the Graduate House from 1992 to 1995.



Darra Keeton

Associate Professor of Painting and Drawing
M.F.A., Queens College, City University of New York, 1979
B.F.A., Miami University, 1974

Darra Keeton taught painting, drawing, printmaking, photography and art history surveys at schools such as the Hewitt School in New York, the Kansas City Art Institute, Wake Forest University and the College of Saint Rose (New York) and has been a visiting lecturer at Williams College, Southern Methodist University, the University of Tennessee, Tyler School of Art in Rome, the Sheffield Art Gallery (UK), the Glassell School of Art, and the Museum of Fine Arts, Houston. Keeton's work has been featured in group exhibitions in notable venues that include the Brooklyn Museum (New York), Kunstlerhaus (Vienna), the Hyde Collection (New York) and Art in General (New York). Keeton has had solo exhibitions in several U.S. cities, including New York, New Orleans and Houston, and internationally in Manchester, England, and Frankfurt, Germany.



Evelyne Datta

Senior Lecturer, French
Ph.D., Rice University, 1987
M.A., University of Houston, 1979
Maitrise de Philologie Romane, University of Ghent (Belgium), 1966

Evelyne Datta received her Ph.D. in French from Rice University in 1987 and has since taught elementary French, intermediate French, advanced French and French for the professions. In addition to teaching, her areas of research include French literature (Middle Ages) and Roman philology. She has been involved in numerous language workshops and seminars during her time with Rice, and has presented at conferences around the country. During her career, she has published articles, book reviews and contributed to journals and has been a member of the American Association of Teachers of French, American Council on Teaching of Foreign Languages, Women in French, Marie de France Society, International Courtly Literature Society and Conseil International d'Etudes Francophone.



In Memoriam:

Patrick Thornton

LL.M., University of Houston Law Center, 2004
J.D., Thomas M. Cooley Law School, 1988
B.A., Texas State University, 1980

Patrick Thornton, lecturer in the Sport Management Program in the kinesiology department, passed away this year after a battle with cancer. Thornton, an attorney in private practice, taught a course on sports law for eight years at Rice. He also taught

sports law and intellectual property law at universities around the world, including in Russia, Australia and Vietnam. He was recently named the academic director for the Master of Laws Program in international sports law for the Instituto Superior de Derecho y Economia in Madrid. "Pat was far more than a part-time lecturer for us," said Nick Iammarino, professor and chair of kinesiology. "He was every bit a member of our kinesiology faculty, maintaining an



office presence; mentoring and advising our students; attending all our faculty meetings; and sharing his knowledge, goodwill and friendship. The Sport Management Program, kinesiology department and Rice University have lost a tremendous asset." Thornton was the author of two books, "Sports Law" and "Sports Ethics," which are widely used at universities and law schools around the country.

New Faculty

Fabiola López-Durán

Assistant Professor of Art History
 Ph.D., Massachusetts Institute of Technology, 2009
 B.A., Universidad de los Andes, (Venezuela), 1987

Adopting a transnational and interdisciplinary perspective, Fabiola López-Durán's research and teaching focuses on the history and theory of modern and contemporary European and Latin American art and architecture. Her forthcoming book, "Eugenics in the Garden: Architecture, Medicine and Landscape From France to Latin America in the Early Twentieth Century," investigates a particular strain of eugenics that, at the turn of the 20th century, moved from the realms of medicine and law to design, architecture and urban planning, becoming a critical instrument in the crafting of modernity. Her work analyzes the cross-pollination of ideas and mediums — science, politics and aesthetics — that informed the process of modernization on both sides of the Atlantic, with an emphasis on Latin America.

López-Durán earned her Ph.D. in the history, theory and criticism of architecture and art from MIT. Prior to joining the Rice University faculty, she was the 2009–2011 Mellon Postdoctoral Fellow in the Humanities in the Department of History of Art at UC Berkeley. Her awards include predoctoral fellowships from the Woodrow Wilson National Fellowship Foundation, Dedalus Foundation, CLIR, Harvard Center for European Studies, Camargo Foundation, Samuel H. Kress Foundation and the Fulbright Program. Her work has been published in Europe, Asia, South America and the United States.

**James Sidbury**

Andrew W. Mellon Distinguished Professor of Humanities
 Ph.D., Johns Hopkins University, 1991
 M.A., Johns Hopkins University, 1988
 B.A., Johns Hopkins University, 1980

James Sidbury taught at the University of Texas at Austin from 1991 until 2011. He is a historian of race and slavery in the English-speaking Atlantic world from the 17th to the 19th century, with a special interest in the ways that nonelite peoples conceived of their histories and, through these histories, their collective identities. He teaches graduate and undergraduate courses on Atlantic history, early North American history, and the history of race and slavery in the United States and the Caribbean.

He is currently at work on a synthetic book, analyzing the era of the American Revolution as an era of race formation. The book will seek to explain how and why many African peoples, European peoples and Native peoples living in what became the United States each developed a sense of racial identity as black, white and red people, respectively, sometime between 1750 and 1815. It begins by exploring the senses of human difference that prevailed in Africa, America and Europe prior to 1492, and then traces the ways those understandings of self and others changed as a result of intercultural contact and conflict, especially during the 17th and 18th centuries. In addition, he is working on smaller projects ranging from an examination of the relationships between black American settlers of the British colony of Sierra Leone and the indigenous peoples who were living in the region to broader synthetic discussions of ethnogenesis among Africans, Americans and Europeans in the Atlantic world.

**Joseph Campana wins 2011 Iowa Poetry Prize**

AWARDED ANNUALLY BY THE UNIVERSITY OF IOWA PRESS, THE IOWA POETRY PRIZE IS ONE OF THE LEADING NATIONAL POETRY AWARDS. THE ACCLAIMED COMPETITION IS OPEN TO NEW AS WELL AS ESTABLISHED POETS.

With a boldness of vision that might overwhelm a lesser talent, Joseph Campana's "Natural Selections" is a collection guided by a focused intelligence and yet containing wonderment and awe at its heart. From wandering the paths of the imagination, to driving through sparsely populated countryside or listening for the voices of animals, these poems find the simplicity and strangeness of middle America, a complex metaphysics of place and an uncanny perspective reminiscent of landscapes of Grant Wood. Birds and beasts, frequent storms, country roads, a fraught election and some of Ohio's literary guardian angels (James Wright, Hart Crane and Sherwood Anderson), haunt the poems. Whether enigmatically refracted or brutally direct, "Natural Selections" attends to the way life is beautifully, violently and unexpectedly marked by place.



Appointments, Awards and Prizes

Art History

Shirine Hamadeh, associate professor, was awarded the 2010–2011 Alfred Howell Visiting Chair in History at the American University in Beirut.

Diane Wolfthal, the David and Caroline Minter Chair in Humanities, was awarded the 2011 Summer Visiting Scholar at the Yale Center for British Art.

Classical Studies

Harvey Yunis, the Andrew W. Mellon Professor of Humanities and Classics and department chair, was appointed a scholar-mentor for the Green Scholars Initiative, a publication of newly discovered Demosthenes papyri with undergraduate assistance in research.

English

Rosemary Hennessy, professor of English and director of the Center for the Study of Women, Gender and Sexuality, has been appointed the L.H. Favrot Professor of Humanities.

Caroline Levander, the Carlson Chair in the School of Humanities and professor of English, was appointed to vice provost for Interdisciplinary Initiatives.

Kirsten Ostherr, associate professor, was awarded the 2012 Andrew W. Mellon Foundation New Directions Fellowship for a master's in public health (two-year fellowship).

Robert Patten, the Lynette S. Autrey Professor in Humanities, was awarded a 2011 Meritorious Service Award by the Association of Rice Alumni.

French Studies

Deborah Harter, associate professor, was awarded a 2011 George R. Brown Award for Superior Teaching.

German Studies

Martin Blumenthal-Barby, assistant professor, was awarded a 2011 External Faculty Fellowship at the Stanford Humanities Center.

Uwe Steiner, professor of German studies and department chair, was a visiting scholar at the Zentrum für Literatur- und Kulturforschung Berlin.

History

Lisa Balabanlilar, assistant professor, was awarded the Office of Academic Advising Excellence in Advising Award for 2010–2011.

John Boles, the William P. Hobby Professor of History, was awarded the 2012 Gold Medal by the Association of Rice Alumni, their highest honor.

Peter C. Caldwell, the Samuel G. McCann Professor of History, was awarded the Alexander von Humboldt Foundation Grant, to be held in summer 2012.

Kathryn de Luna, assistant professor, was awarded a Humanities Research Center Faculty Fellowship for the 2012–13 academic year.

Moramay López-Alonso, assistant professor, was awarded the Arthur H. Cole Grant from the Economic History Association in support of research.

Michael Maas, professor of history and program director of Ancient Mediterranean Civilizations, was awarded the 2011 George R. Brown Award for Superior Teaching.

Allen Matusow, the William Gaines Twyman Professor of History, was selected as one of three finalists for the 2011 Robert Foster Cherry Award for Great Teaching from Baylor University, the only national teaching award presented by a college or university to an individual for exceptional teaching.

W. Caleb McDaniel, assistant professor, was awarded the Virginia and Griff Lawhon Digital Education Award for 2011, which was presented by Fondren Library and the Rice University George R. Brown School of Engineering.

Cyrus C. M. Mody, assistant professor, was awarded the 2011–2012 NSF Scholar's Award for "The Long Arm of Moore's Law: New Institutions for Microelectronics Research, 1966–2004."

John Zammito, the John Antony Weir Professor of History, was awarded a 2011 George R. Brown Award for Superior Teaching.

Kinesiology

Nicholas Iammarino, professor of kinesiology and department chair, was appointed to the board of associate editors for the American Journal of Health Education.

James Disch, associate professor, was one of seven people named Sport Ethics Fellow of the Year, which is awarded by the International Institute of Sport and the Positive Coaching Alliance. He was also given the Honor Award from the Texas Association of Health, Physical Education, Recreation and Dance for years of service and contributions to the organization.

Roberta Anding, lecturer in kinesiology, received the Sports Cardiovascular and Wellness Practice Group achievement award for national leadership in sports nutrition.

Religious Studies

J. Newton Rayzor Chair in Philosophy and Religious Thought and Chair of Religious Studies **Jeff Kripal's** work on the contemporary study of mysticism was the basis of a student's doctoral dissertation at the University of Ottawa.

William Parsons, associate professor, was awarded a 2011 George R. Brown Award for Superior Teaching.

Anthony Pinn, the Agnes Cullen Arnold Professor of Humanities, was awarded a 2011 Fellowship at the Institute of Philosophical Research in Hanover, Germany.

Visual and Dramatic Arts

John Sparagana, studio professor and department chair, was awarded 2011 Artist of the Year by Houston Magazine.

Center for Study of Languages

José Narbona, senior lecturer of Spanish, was awarded a 2011 George R. Brown Award for Superior Teaching.

Publications

Classical Studies



Harvey Yunis
Andrew W. Mellon
Professor of Humanities
in Classics and
Department Chair
"Plato: Phaedrus"

English



Joseph Campana
Assistant Professor
"Natural Selections"
and
"The Pain of Reformation:
Spenser, Vulnerability,
and the Ethics of
Masculinity"

Hispanic Studies



Nicolas Shumway
Dean of Humanities
and the Frances Moody
Newman Professor of
Humanities
"Historia personal de una
pasión argentina"

History



Lisa Balabanlilar
Assistant Professor
"Imperial Identity in the
Mughal Empire: Memory
and Dynastic Politics in
Early Modern South and
Central Asia"



Douglas Brinkley
Professor
"The Quiet World: Saving
Alaska's Wilderness
Kingdom, 1879-1960"



G. Daniel Cohen
Associate Professor
"In War's Wake:
European Refugees
in the Postwar
Order"



Alida Metcalf
Harris Masterson Jr.
Professor of History
"The Return of
Hans Staden: A
Go-between in the
Atlantic World," with
Eve M. Duffy



Cyrus C.M. Mody
Assistant Professor
"Instrumental
Community: Probe
Microscopy and the
Path to Nanotechnology"



Gale Stokes
Mary Gibbs Jones
Professor Emeritus of
History
"The Walls Came
Tumbling Down:
Collapse and Rebirth
in Eastern Europe,"
2nd revised edition

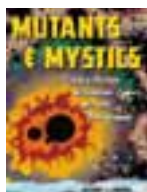
Religious Studies



April DeConick
Isla Carroll and Percy
E. Turner Professor of
Biblical Studies and
Director of Graduate
Studies in Religion
"Holy Misogyny"



Matthias Henze
Watt J. and Lilly G. Jackson
Chair in Biblical Studies
and Director of Program in
Jewish Studies
"Jewish Apocalypticism
in Late First Century
Israel: Reading Second
Baruch in Context"

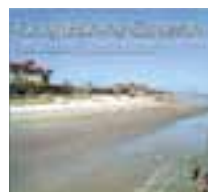


Jeffrey Kripal
J. Newton Rayzor
Chair in Philosophy and
Religious Thought and
Department Chair
"Mutants and Mystics,
Science Fiction,
Superhero Comics,
and the Paranormal"



Anthony B. Pinn
Agnes Cullen Arnold
Professor of Humanities
and Professor in
Religious Studies
"The End of God-Talk:
An African American
Humanist Theology"
and
"What is African
American Religion?"

Visual and Dramatic Arts



Geoff Winningham
Professor of Photography
"Going Back to
Galveston: Nature,
Funk, and Fantasy in a
Favorite Place"

“Our society is becoming increasingly connected, and it’s important for our students to participate in communities that cross academic and geographic boundaries. You can’t engage in the international community without the ability to communicate, and that’s where the humanities become essential.”

~ NICOLAS SHUMWAY, DEAN OF HUMANITIES

Shortly after accepting the position as Rice University’s first president, Edgar Odell Lovett set out on a yearlong journey to collect innovative ideas from the greatest international universities and to build relationships with scholars around the globe. Today, Lovett’s ambition to achieve international pre-eminence still guides us as we work to secure Rice’s reputation and impact in its second century. In this competitive landscape, Rice University has an unprecedented opportunity to lead by doing humanities a different way; that is, by creating a new model for interdisciplinary research that catalyzes the best talent among Rice’s faculty, leverages a dynamic pool of international scholars and raises the bar for education.

Through Rice’s Centennial Campaign, the School of Humanities has raised \$60 million of its \$80 million goal. This funding has already transformed the school, providing five new chaired professorships, Houston’s first art history Ph.D. program, collaborations with Houston’s museums and support for many other strategic objectives designed to catapult our programs into international pre-eminence. Between now and the culmination of the campaign in June 2013, we are intensifying our efforts to attract the best students, recruit top humanities scholars and launch innovative partnerships that blend expertise of our faculty with the intellectual local, national and international resources.

School of Humanities Priorities

Recruiting Top Faculty to Enhance Rice’s International Stature

We must continue to build upon our research, teaching and scholarly mission by attracting world-class faculty who are leading and building their fields.

The Rice Seminars: Building an International Community of Interdisciplinary Studies

International megalopolises face a series of urgent and complex challenges that span the gamut of humanistic inquiry. To address these issues, we seek to endow the Rice Seminars, which bring together a select group of external scholars, Rice faculty members and Rice graduate students to study a common humanistic theme from several disciplinary perspectives.

Generating Transformational Study Abroad Opportunities

By raising travel funds and endowed scholarships, we will enable more students to gain significant language competence and cultural literacy of foreign cultures through semester, summer or year abroad programs.

For more information about supporting the humanities at Rice, please contact Jeanette Zey, senior director of development for humanities, at 713-348-4669 or jzey@rice.edu. For more information about the Centennial Campaign, please visit <http://giving.rice.edu>.



The Centennial Campaign

The School of Humanities



Rice University
School of Humanities-MS 33

P.O. Box 1892
Houston, TX 77251-1892

<http://humanities.rice.edu>

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Denise Rosse, school finance and budget manager
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Ryan Bell, executive assistant to the dean and program coordinator
Stephanie Spicer, development and communications coordinator

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Harvey Yunis, classical studies
Cary Wolfe, English
Uwe Steiner, German studies
José Aranda, Hispanic studies and French studies
Lora Wildenthal, history
Nick Iammarino, kinesiology
Nancy Niedzielski, linguistics
Richard Grandy, philosophy
Jeffrey Kripal, religious studies
John Sparagana, visual and dramatic arts

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Wendy Freeman, Center for the Study of Languages
Elora Shehabuddin, interim director, Center for the Study of Women, Gender and Sexuality
Scott McGill, interim director, Humanities Research Center
Kim Davenport, Rice University Art Gallery

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B.A., economics, political science and German studies, Rice University, 1975
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M.A., art conservation, New York University, 1984

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J.D., University of Texas at Austin, 1985

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J.D., Harvard University, 1991

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B.S., chemical engineering, Rice University, 1966
MBA, Stanford University, 1968

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D.D.S., Columbia University, 1959
M.A., Orthodontics, State University of New York at Buffalo, 1964

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B.A., English and history, Rice University, 1979
MBA, Stanford University, 1984

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B.S., chemical engineering, Rice University, 1967
MBA, Harvard University, 1969

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M.A., English, University of Houston, 1972

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M.L.S., library and information sciences, North Texas State University, 1979
Ph.D., library and information sciences, University of North Carolina at Chapel Hill, 1988

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B.A., biology, Rice University, 1973
M.A., public and private management, Yale University, 1978

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B.A., economics, Rice University, 1970
B.S., accounting, Rice University, 1971
MBA, Harvard, 1973
J.D., Harvard, 1975

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B.A., English and legal studies, Rice University, 1982
J.D., Tulane University, 1987

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B.A., English, Rice University, 1989
M.A., Harvard University, 1991
MBA, Stanford University, 1995

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B.A., history, Rice University, 1995
J.D., Harvard, 1998

Ann Elizabeth Zitterkopf '93
B.A., English, Rice University, 1993
MBA, London Business School, 2000