

## **Faculty Fellowships 2002-2005**

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**MASHA BELYAVSKI-FRANK**

Associate Professor of Modern Languages

*Languages and Literature in the Balkans: Developments Over the Last Decade*

The project will involve an in-depth analysis of several factors in contemporary Balkan languages and in the creation of a series of related articles dealing with semantics and comparative linguistics. With the cataclysmic events of the last decade in the Balkans have come major changes in Macedonian and Croatian, and the creation of a new language, Bosnian, from the old Serbo-Croatian standard language.

Turkisms (borrowings from Turkish or via Turkish from Arabic, Persian, or other languages such as Greek) have been an important part of both the standard and colloquial Balkan languages since the Ottoman occupation. With the breakup of Yugoslavia and the civil war(s), new complications arose in the sphere of language and its close ties to ethnicity and national identity. With the fall of the socialist government, words, which were connected with that regime, fell into disfavor. Secondly, the use of Turkisms in Bosnia became an important marker of the new national identity, and the new Bosnian language. In Croatian and Macedonian, Turkisms face even heavier competition from western borrowings, and in Croatian there continues to be a reinfusion of older Slavic words as well.

Clearly the changing use and semantics of Turkisms are one of the key factors in the divergence of these languages over the last decade, and the bulk of the work will be concerned with discussion of the status of Turkisms. Another important factor in these languages is the use of western borrowings in the colloquial language, and their significance vis-a-vis Turkisms and other colloquialisms.

These articles will allow a more concentrated focus on the use of Turkisms in the language of individual authors. Other articles will deal with Turkisms and westernisms in the Bosnian, Croatian, and Macedonian media and in student questionnaires and interviews, providing insight into the most recent changes in the colloquial languages of the Balkans.

**MELANIE K. FINNEY**

Associate Professor of Communication and Theatre

*When Tragedy Strikes the Academy*

In recent years, various university communities across the United States have been shaken by serious trauma and loss. Whether the event was the crash of a charter plane, the cold-blooded murders of faculty members, the alcohol-related deaths of students, or the collapse of a large ritualistic structure that claimed many lives, academic communities are affected in ways that are unique to them. As seemingly safe, protected institutions with a transitory population, colleges and universities face special challenges in helping members of their communities make sense of and to come to terms with emotionally devastating events.

The purpose of this study is to consider the ways in which grief, mourning, memorializing, and consolation are socially constructed in these particular settings. Using a case study approach, detailed examination of consolatory rhetoric, both verbal and non-spoken, as well as information obtained from ethnographic methods, will be analyzed to determine how effectively the needs of diverse individuals and collective communities have been met following major trauma. A minimum of four distinct tragedies will be examined and the analysis will culminate in a book-length manuscript.

Specifically, this work will situate consolatory discourse as a rhetorical hybrid (cf. Jamieson and Campbell, 1982) that incorporates epideictic, deliberative, and advisory functions. While various grief theories will be explicated, a dialectical perspective will provide the main foundation for this research as I examine: (1) the tensions between individuals' needs to remember and institutions' needs to move on, (2) the tensions between private and public grieving, and (3) the tensions present as individuals move between being mourners and consolers. Thus, this work will present a unique, original perspective that crosses interdisciplinary lines with psychology, sociology, communication, and grief studies.

**DOUGLAS E. HARMS**

Associate Professor of Computer Science

*A Virtual Reality Simulator of the ENIAC Computer*

The ENIAC computer was built in 1946 and is generally considered to be the world's first fully implemented general-purpose computer. It weighed 30 tons, contained 18,000 vacuum tubes, consumed 140 kilowatts of power, was a machine 8 feet high, 2 feet deep, 80 feet long, and occupied a 30 x 60 foot room. The goal of this project is to develop a simulator of the ENIAC. This simulator will be part of a virtual reality (VR) environment and will allow the participant to virtually see the ENIAC in operation. The participant will don a head mounted display (HMD) and virtually be in the ENIAC room in 1946. The participant will be able to look around the room by moving his/her head, navigate (i.e., "walk") through the room using a joystick, and interact with some objects in the room using a data glove. The participant will be able to interact with the ENIAC in some fairly simple ways, such as virtually pressing the ENIAC "start" button or turning a data knob, and watching the ENIAC execute a program in response.

**JOE HEITHAUS**

Assistant Professor of English

*Poison Sonnets and Other Poems*

This project is the writing of a book of poetry exploring the concept of poison. This idea grew out of an exercise he began a few years ago challenging himself to write sonnets about the illustrations of poison plants in his dictionary. As he began to write the first few, he found himself doing rather informal research on the internet about the effects of poison on humans and animals. He found quickly that "poison" and "medicine" are not necessarily distinguishable from each other. "Poison" is an incredibly relative notion. Thus, his poems have moved from addressing the specifics of particular plants and their effects, to becoming meditations on death and dying, language and encryption, and the stealth and beauty of nature. In short, his exercise in exploring a particular form has led to a project that he would like to make into a book that ponders what poison is. He would like the sonnets to punctuate a set of poems in free verse and other forms so that they do not necessarily read as a single sequence of poems. William Matthews's book *After All* explores endings and destinations (it was written as he was dying of cancer and published posthumously) and contains in it a set of sonnets written from and about certain hotels around the world. The sonnets are a kind of comic relief as well as a backdrop for the other poems in his volume. Matthews's book is a model for Heithhaus's project that will weave the poison sonnets into a larger meditation on the poisons and medicines in his life and in the lives he imagines and observes.

## **TERESITA J. HERNÁNDEZ**

Assistant Professor of Modern Languages

### *La Francophonie: Curriculum and Resources Development*

The word francophonie is used for the first time at the end of the 19th Century by the geographer Onésime Reclus to indicate the different areas where French is spoken. In the 60's the term resurfaces with added meaning and power, suggesting a cultural and technical alliance among French-speaking nations. However, it is not until 1986 at the First Francophone Summit that the idea becomes a reality. Today, la francophonie denominates the ensemble of all countries and regions around the world who share the use of the French language and who have united and organized themselves around this linguistic commonality. The francophone world extends to each and every continent. "By crossing frontiers and oceans, the French language has adopted new accents, new structures and new words. But most of all, it has fostered contact among the different regions and has served as a tool to express the diversity of their unique cultures" (Jean-Louis Joubert, Sommet de la Francophonie, Hanoi 1997).

Inevitably, the focus of our French program must shift from the study of the language, literature and culture of France, to a curriculum that includes the contributions of the rest of the French speaking world in these areas. Not only do our terms need to change (francophone vs. French), but the content and focus of our courses as well.

The goals for this project are divided into three general areas: First, develop a resource bank for materials related to the Francophone world that may be used by anyone teaching French courses at the 100-200 level. Second, develop the two new courses for the French curriculum: FREN 315-An Introduction to Francophone Cultures and FREN 401-Topics on Francophone Culture and Literature. Finally, to develop a program of events (guest speakers, films, live performances) that will promote awareness and interest in Francophone cultures and which may culminate with a Winter Term project trip and off-campus study opportunities.

**DAVID W. HERROLD**

Professor of Art

*Mock Wood: Artificial Wood Ash Glazing in a Small Gas Fired Kiln*

The primary objective of this proposal is to develop a technique of artificial ash glazing that reproduces, in a small gas kiln, the effect of traditional wood fired kilns. The process introduces wood ashes through ports into a small gas fired kiln. Firing in this way will allow the re-creation of an ancient firing method that required a large, fuel-inefficient and polluting kiln in a modern kiln that is small, fuel efficient and clean burning. An experiment conducted at the University of Wolverhampton during a recent sabbatical in England confirmed that this form of ashing is feasible.

This research will require the construction of a gas kiln intended for this purpose. The design and construction of this kiln will be incorporated into the curriculum of the advanced ceramics class during the first year of the project. After the kiln has been constructed, 20 to 30 experimental firings will be conducted over a three-year period. These firings will be designed to answer questions about the nature of the glasses produced by traditional wood firings and to develop techniques of control that are not otherwise possible. Loads for test firings will be composed of standard test pots for documentation of test results, student work and work of my own that has been designed specifically for this technique.

The project will result in facilities and expertise that will be unique to the DePauw Art Department and offer ceramics students hands-on experience with original research. It will also result in a substantial body of work done by myself that has been executed in response to the process as its possibilities develop.

## **ROBERT P. HERSHBERGER**

Assistant Professor of Modern Languages

### *En Realidad: A Second-year Spanish Textbook*

En realidad is a second-year textbook designed for audiences who have been using Heinle and Heinle's first-year textbook. Plazas. En realidad is meant to complement many of the features of Plazas. Among these, most noteworthy are:

- \* Embedded culture (cultural presentations couched in explanations and activities), Two-tiered activity sequence of Analicemos (closed, form based exercises) and Discutamos (more open-ended, communicative activities);
- \* Culturally specific linguistic notes, Nos entendemos?;
- \* Thematically-contextualized grammar explanations written for the student;
- \* A single-country chapter focus.

Added to these are several innovative features, which include:

- \* Two-tiered vocabulary presentations (Palabras conocidas and Palabras nuevas) that bridge the gap between first- and second-year domains;
- \* An easy-reference grammar guide (Ojo gramatica) that refers students to the grammar index for review of basic points that don't warrant full presentation in the main body of the text;
- \* Thematic content driven by actual organizations, companies and social institutions in the Spanish-speaking world;
- \* Chapter content that continues to be imaginative, engaging and, where appropriate, humorous;
- \* An end-of-chapter synthesis that is truly task based and takes the student full circle back to the opening metaphor of the chapter;
- \* A special grammar box, Un paso mas alia, designed to take grammar to the next level, exploiting subtle nuances or really troublesome points for native speakers of English, Expanded use of Asi se dice to present lexical material;
- \* More modeling of relevant grammar points in selected readings;
- \* Readings that provide greater access to cultural presentation.

The most compelling and perhaps unique feature of the book is the continuity it represents between first- and second-year programs. Historically, there has been a huge disconnect between these programs. Current texts hit too high or too low, especially in their treatment of vocabulary and often in their presentation of grammar. En realidad offers the first systemic bridge between the two levels. Finally, the proposed title of the text, En realidad, speaks to the real-world focus of the book, both at the level of input and output. En realidad uses actual institutional entities from the Spanish-speaking world to guide its presentation of vocabulary, grammar and cultural content. In this same vein, at the close of each chapter, students will be presented with a real-world task that stems from the institutional focus.

**JEFFREY T. KENNEY**

Associate Professor of Religious Studies

*Religion and Nation-State Building in Egypt: A Critical Re-evaluation*

Historically, religion has played a large part in shaping the political culture of many nations, western and non-western. In the West, particularly the United States, religious views and ideas contributed to the founding of political institutions that over time came to be viewed as civic in nature. Indeed, the roots of this religious influence have largely faded from public memory.

In Egypt, the modern period has witnessed much the same attempt to use religious ideas to shape civic institutions. But instead of contributing to the transition to a more civic oriented political culture, religion seems to have taken hold of culture and public institutions. For example, mosque attendance is up; women, young and old, are veiling in record numbers; books about religion dominate the publishing world; professional guilds have been taken over by Muslim activists; and the civil judiciary has increasingly become the arbiter of "correct belief" (orthodoxy). This situation is not the result of Islam's unique impact on Muslim society, as many argue. Rather, it reflects particular historical developments, some influenced by religion, some not, within the nation-state building process. This research project will examine these developments and their connection with religion, and it will do so in a comparative manner. Historical parallels from other nations, such as the United States, France and Poland, will provide comparative evidence to analyze the history of Islam's impact on nationalist ideas, sentiment and institutions in Egypt.

## **CYNTHIA O'DELL**

Assistant Professor of Art

### *[un]natural*

[un]unnatural will be a new body of photographic work consisting of 30 large-scale color and digital photographs addressing philosophical issues behind the concept of human relationship to the land and the defining or mythical line between what is considered natural and [un]natural. Michael Pollan, in his book *Botany of Desire*, says, "What other species can be said to have a 'relationship to nature'?" He elaborates by suggesting that this is a notion, "...we know to be false but can't seem to shake: that we somehow stand outside, or apart, from nature."

These color images will be photographed in the still life style using generated and found objects, vegetable and animal parts, remnants that come from the kitchen while cooking, as well as all sorts of "natural" materials (dirt, leaves, sand, water, etc.). The photographs will also incorporate a variety of found and historical photographs of people and the local Indiana landscape.

The objects before they are photographed might appear grotesque or bizarre, disgusting or repelling but will be transformed with light into something beautiful. She intends to create a visual history of decay while questioning notions of the "natural" and to suggest that we (human beings) are "nature" and as part of nature we also decay, in both physical and metaphorical ways. She will trace the history of these still lifes as they grow, decay and transform in glass boxes about the size of a shoebox in her studio. She will do this in light of the fact that as a woman she has always fought traditional assumptions that "woman is nature," yet has constantly searched to make a personal connection with the land. Machiko Kon, an artist who has inspired O'Dell to work in this way, is also searching for connection when she says, "I want to be sleeping inside the vessel of a broad bean." As in previous projects, issues of identity and the environment will be critical.

**SCOTT R. ROSS**

Assistant Professor of Psychology

*Malingering and Non-neurologic Factors in the Neuropsychological Assessment of Mild Head Injury*

Over the last ten years, a number of investigations in the forensic neuropsychology have focused on non-neurologic factors responsible for symptom complaints in mild head injury (MHI). Unlike the consequences of severe head injury, impairment following MHI is more subtle and difficult to detect. Brain scans (e.g., CT, MRI, PET, SPECT), which either show promise or are well-established in the assessment of other neurologic disorders, remain largely ineffective in the identification of MHI. Despite growing interest in the use of radiologic scans, neuropsychological assessment remains the primary means of accurately diagnosing MHI. The current proposal will focus on the issue of malingering as a factor contributing to uncharacteristic profile patterns on neuropsychological tests in MHI. Malingering refers to the purposeful feigning of symptoms in the presence of external incentives. Litigation represents such an incentive and is considered by neuropsychologists to be a "red flag" for potential malingering in MHI cases. Three studies will examine the use of established neuropsychological measures in the assessment of malingering in litigating MHI. Study one will be an investigation of symptom complaints and performance on neuropsychological tests in an attempt to identify subgroups of patients in litigation who are claiming disability following head injury. Study two will be an examination of the Halstead-Reitan Neuropsychological Test Battery, an established means for diagnosing neurologic disorders, in the assessment of malingering. Each study will be presented at a national or regional conference and will be submitted in complete manuscript form for publication in a peer-reviewed journal. The overall goal of this line of research will be to improve the diagnostic efficiency of neuropsychological tests in the accurate identification of mild head injury.

**BARBARA J. WHITEHEAD**

Associate Professor of History

*Creating Two New Medieval History Courses: Europe in Crisis: The Vikings and the Transformation of the Early Medieval World and Europe in Transition: Conquests and Crusades*

The History Department at DePauw is in the process of altering the four-part western civilization survey courses it offers. The earliest course, History 100, a study of the classical world, will be permanently taught by members of the Classics Department. The remaining three courses, which run from 192 A.D. to the present, will be compressed into two courses which will trace European history from the fourteenth century to the present. The problem with the new configuration of the European survey is that there will no longer be any medieval history course taught at DePauw; 1100 years of medieval history will be removed from the survey. The two new proposed courses, "Europe in Crisis: The Vikings and the Transformation of the Early Medieval World" and "Europe in Transition: Conquests and Crusades," will not only restore 700 years of medieval history to the History Department's curriculum but will for the first time at DePauw allow for in-depth analysis and study of these two topics. Through the close analysis of primary sources and historical interpretations, students in these two classes will have the chance both to study intensely two areas of history not offered before as full-length classes as well as to learn the methods with which historians approach the past.

This project will enable development of a new field of historical expertise, medieval history, by concentrating on the study of those two major transformative events of European history: the Viking raids on Europe and the European attacks on the Muslim world (the Crusades).