

Faculty Fellowships 2006-2009

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Karin Ahlm

Professor of Psychology

Course Development and Enrichment with Personality/Social Neuroscience

Neuroscience has grown in importance within psychology over the past few decades. Recent development in noninvasive tools for observing the brain has led to the emerging area of social neuroscience. Arbitrary divisions have led to the relatively independent development of subdisciplines in psychology including physiological, social, and personality psychology. With the availability of sophisticated new instrumentation (e.g., functional MRI), links between these areas can now be forged and are evident in the burgeoning growth of social neuroscience. This project involves increasing professional expertise in the emerging interdisciplinary area of social neuroscience resulting in a new class for the curriculum: Social Neuroscience. Further course development will include neuroscience modules for three existing classes: Social Psychology, Personality Psychology, and Stereotypes & Prejudice.

Inge Aures

Associate Professor of Modern Languages

Translation of Berel Lang's Holocaust Representation

The Holocaust has been one of the defining events of the 20th century. Much of my prior research centered on the exile experiences of individuals who were able to escape persecution and find refuge in various countries around the world. Even though the exile experience differs drastically from the experiences of victims in concentration and death camps, researching the Holocaust in general is a large part of my research on German expatriates because it provided necessary background to understand the feelings and emotions expressed in the exiles' writings.

Berel Lang is a widely published philosopher who wrote and edited numerous books on the philosophical and ethical questions regarding the Holocaust. In recent years, the questions surrounding representations of the Holocaust have become a new area of academic research. As fewer and fewer of the Holocaust survivors can speak for themselves questions arise: who may, should, or can represent their view point? Are comedies like Benigni's popular *Life is Beautiful* an appropriate way of speaking about the Holocaust? In what way is it appropriate for the descendants of the perpetrators to build Holocaust memorials that speak for the victims of the Nazi atrocities? In *Holocaust Representation* Berel Lang addresses the question how to reconcile "the moral enormity of the Nazi Genocide with the artist's search for creative freedom."

While there is scholarly work on the problematic aspects of representations of the Holocaust available in German, none of Berel Lang's works has been translated into German and thus made available to a German audience. The translation of this important work would contribute significantly to these ongoing discussions.

Masha BelyavskiFrank

Professor of Modern Languages

Sevdalinke – Translation of Bosnian Folk Poetry (Moslem Love Songs)

Sevdalinke are a type of folk poetry in the Balkans; more specifically, they are the love songs of Bosnian Moslems, and were sung primarily in the cities of Bosnia Hercegovina. The word *sevdalinka* is a linguistic hybrid from the Turkism *sevdah* ('love,' 'yearning,' 'passion') and the Slavic diminutive feminine suffix–*inka*. *Sevdalinke* (pl. of *sevdalinka*). These poems are a very important part of the folk culture, second perhaps only to epic poetry, and have been sung for centuries. Scholars disagree on who created them; one main opinion is that women, who lived in the harem, secluded from male society outside of the immediate family, and whose marriages were arranged by their parents, sang of love and longing. Most *sevdalinke* are from a woman's point of view, and deal with courtship, starcrossed love, requited love, etc. The second scholarly opinion is that these courtly songs were created by upperclass men, as they sat in the coffeehouses (the main social forum for men). Some *sevdalinke* are from a man's point of view, expressing his emotions of love and yearning for a particular young woman. Some songs refer to specific individuals in the history of Bosnia Hercegovina, ranging from military heroes, to sons of wealthy merchant families, from barmaids and lovely widows to sultan's wives and famed local beauties. *Sevdalinke* can be lyric, passionate, humorous, or erotic, reflecting many facets of the human condition. These love songs remain a very important part of the culture and can be heard on the radio, in pop performances, and at parties even into the twenty-first century.

This project will involve writing a book-length manuscript, translating hundreds of *sevdalinke* from Bosnian into English, and writing commentary on linguistic, historical, and cultural aspects of specific songs, thus making this unknown folk literature known to the rest of the world.

Terri Bonebright

Associate Professor of Psychology

Cognitive Psychology: Development of a Laboratory, Technology Enhancement, and General Course Renewal

This project is a course renewal and technology enhancement for the Cognitive Psychology course as well as the development of a full scale, weekly laboratory for the course. PowerPoint slides with demonstrations, homework exercises, and active learning exercises will be developed for the course. In additions, laboratory exercises that provide students the opportunity to develop hypotheses and test them, to perform data analysis and interpretation as well as to complete the research process by writing a research paper will be developed. The revised course is part of a major curriculum reform undertaken by the psychology department.

Rebecca Bordt

Associate Professor of Sociology and Anthropology

The Ethics of Punishment: What Prisoners Say About Their Prison Experiences

Based on a quantitative analysis of prison narratives published in the United States (1964-2004), this project makes two substantive contributions to our understanding of contemporary punishment. First, what do those who experience prison have to say about this form of punishment? Contrary to popular belief, not all prisoners feign innocence and unilaterally deride incarceration. Convicts, through published prison narratives, offer us a nuanced and complex analysis of their experiences. Their insight, I argue, has the potential to change the nature of the debate about prison. Second, what ethical issues are raised by the experiences of those in prison? Social scientists studying prison are very comfortable measuring, for example, effectiveness and legal due process. We have shied away from asking, what are the normative principles guiding our daily treatment of prisoners? What are the ethical implications of the way we punish? The goal of this fellowship is to complete a book-length manuscript on these matters.

Marthe Chandler

Professor of Philosophy

Studies in Comparative Aesthetics: Western and Chinese Conceptions of Order

The goal of this fellowship is to write a book on Chinese Aesthetics. In China the arts – poetry, painting and calligraphy – played much the same role in the development of philosophy as science did for philosophy in the west. The first section of the book will describe how Buddhism became Chinese. I will argue that the transmission of texts may have been less important in this process than the evolution of Buddhist art. The paintings, banners, cave temples and statues along the Silk Road provide a visual record of how an ascetic Indian religion developed into the uniquely Chinese Chan (Zen) Buddhism.

The second section of the book will focus on the visual arts – painting, sculpture and gardens. I will show how depictions of horses in paintings, statues and poetry reflected and influenced centuries of Chinese political and philosophical history. This section will also discuss the very odd looking “scholar’s rocks” found in many Ming Dynasty scholars’ studies and gardens and to explore how Confucian views of social responsibility were mitigated by Daoist emphasis on harmony with natural world.

The last section of the book will look at the way Chinese poetry and philosophy influenced each other’s development I will begin by discussing the importance of the ancient Chinese Poetry (the Book of Odes) for the Confucian Analects, and conclude by examining the relationship between the poetry of the scholar official Su Shi and the Neo-Confucian philosophy that dominated China at least until the 20th century.

Tom Chiarella

Professor of English

Things I Already Know in a Language I Don't Understand

Things I Already Know in a Language I Don't Understand is a comic novel about memory and loss.

Dana Duddle

Associate Professor of Biology

Using Local Case Studies and Student Designed Projects in Campus Natural Areas to Teach Plant Biology and Conservation Biology

The natural areas adjacent to DePauw's main campus represent exciting opportunities to link local environmental issues with biological concepts through inquiry-based instruction and undergraduate research. DePauw University has recently acquired a Nature Park that comprises several habitats, including disturbed eastern deciduous forest, floodplain forest, old agricultural fields, wetlands, and an abandoned limestone quarry undergoing primary succession (the formation of soil, and the initial colonization of the area by plants and other organisms). Some of the environmental issues relevant to the Nature Park include: biological communities' responses to changes in human land use, effects of invasive species on recovering ecosystems. These local issues intersect with important concepts in plant biology and conservation biology, to raise intriguing questions of real biological interest. Given sufficient training, undergraduate researchers can begin to address such questions.

In this project I will revise and restructure two courses in the biology curriculum: BIO 230: Plant Biology and BIO 345: Conservation Biology, by adapting curricular models that emphasize development of scientific skills such as primary literature evaluation, experimental design, peer review, and data analysis. The course revisions will include (1) development of case studies relevant to local ecosystems and environmental issues using primary literature, and (2) development of short inquiry-based lab activities allowing students to learn a set of standard experimental methods and research skills while collecting long-term data on the Nature Park's ecosystems. Finally, longer student-designed projects that employ some of those recently acquired methods will make up the second part of the course. Assessment and evaluation of the revised courses will reveal whether the synthesis of student-designed investigation with lecture/discussion content enhances learning of content and skills for undergraduate students with a wide range of previous experience.

Eugene Gloria

Associate Professor of English

Rumor of Tranquility: A Collection of Poems

This creative project is in preparation for a book-length manuscript exploring the dual theme of diaspora and cultural identity. I would like to write a cycle of new poems addressing the idea of the self encountering the physical world both foreign and familiar. The central landscape I would like to focus on in this collection is the American Midwest and the poet's ability to process this setting while residing in it as well as being outside of it. Although my project suggests a meditation on a place, the poems will be crafted/spoken from a persona, not only as a stand-in for the poet, but actual characters drawn from history, cultural texts like the Bible, and literary figures. As part of my proposed fellowship, I plan to travel to Japan during my sabbatical year to study visual forms as a way of informing me of new ways of structuring my poems. I hope to study cultural artifacts there in order to re-see the old forms in a new light. As a poet, my job is to look at things, to inhabit the landscape of the imagination. However, my process demands collaboration with another culture, a new environment in order for my writing to make new discoveries.

Jeff Kenney

Associate Professor of Religious Studies

Integrating the Study of Ethics into the Study of Religion and Conflict

In this Faculty Fellowship project, I plan to research and develop ways of integrating ethical themes and ideas into three courses: Women in Islam; Religion, Conflict and Social Change; and Religion, Modernity and Globalization. Such a project will not entail simply creating modules that fit neatly into the courses. Rather, I intend to design the courses from the ground up, emphasizing both the ethical concerns that infuse the topics we study and the ethical questions that inform the very study of the topics. All three courses will be taught in Religious Studies and cross-listed in Conflict Studies. Through an exploration of the subject matter in these courses, I want to help students learn how complicated making ethical decisions can be, not in order to advocate relativism, but rather to show that there are consequences to taking sides. Above all, I hope to provide students with the necessary tools to make informed decisions. Taken together, these courses represent an attempt to triangulate the intellectual and programmatic interests of Religious Studies, Conflict Studies and the recently-established Institute for Ethics.

Kevin Kinney

Associate Professor of Biology

Development of Case Studies in Immunology and Physiology

As a means of promoting “real-world” thinking and the making of connections across disciplines, the use of case studies has become increasingly popular in the sciences. Such cases, beginning with narratives describing the situation, then leading students (to various degrees) through the scientific principles relevant to the story, are able to impart a great deal of content, and to set the material into a context larger than a traditional, single-discipline course. In the fields of physiology and immunology, most of the cases available in prepared form are highly clinical in nature, with very little emphasis beyond a human biomedical focus. Additionally, many of these contain inadequate supporting information. A broader, even comparative approach, if employed, could dramatically enhance student learning in these disciplines, as well as engaging those students who are not interested in the health sciences.

Over the course of the Fellowship, I will develop two complete sets of case studies with the explicit goal of having these cases become an integral part, if not the dominant teaching methodology for the courses Animal Physiology (BIO 335) and Immunology (BIO 361), two high-demand courses that attract both health sciences students and students interested in postgraduate study in biology and biochemistry. These cases will be specifically designed to reinforce concepts from other areas of biology (genetics, evolutionary biology, ecology), as well as other disciplines, where appropriate (e.g., history, public health, anthropology, etc.). For the physiology cases, an additional focus will be a broad taxonomic scope- cases will involve nonhuman animals of various taxa. As they are completed, cases will be tested through use in the classes, and student assessments will be used to improve them.

Scott R. Ross

Associate Professor of Psychology

Parsing the Construct: Validation of a Three-Component Model of Psychopathy

Over the past decade, a number of investigations in forensic, clinical, and personality psychology have focused on the explication of psychopathy. Originally psychopathy was depicted in anecdotal reports as a homogenous type of personality disorder, marked by low anxiety, manipulation, and impulsivity, systematic investigations indicate the need for characterizing psychopathy in terms of multiple facets. Factor analytic investigations of the Psychopathy Checklist (PCL; Hare, 1991), a structured interview assessing psychopathic characteristics in prisoners, suggest at least two dimensions underlying the construct (Harpur, Hakstian, & Hare, 1988; Harpur, Hare, & Hakstian, 1989). In factor analysis, the relationships among multiple variables (e.g., characteristics) are jointly considered where variables that correlate or “group together” are revealed statistically. One factor, representing the “affective-interpersonal” dimension of psychopathy, includes characteristics such as superficial charm, manipulativeness, and lack of remorse. A second factor, representing the “behavioral deviance” side, includes boredom susceptibility, impulsivity, and antisocial tendencies. Despite encouraging findings supporting the validity of this two-factor model, more recent investigations of the PCL suggest parsing the construct further (Cooke & Michie, 2001). Similar investigations of the Psychopathic Personality Inventory (PPI; Lilienfeld & Andrews, 1996), also support a two-factor conceptualization, but indicate a potential third factor or dimension (Benning, Patrick, & Hicks, 2003). We’ve named these three factors: (1) Fearless dominance; (2) Impulsive antisociality; and, (3) Coldheartedness (Ross, Benning, Patrick, Thompson, & Thurston, under review). In the current proposal, three studies will examine the validity of a three-factor model of psychopathy as measured by the Revised Psychopathic Personality Inventory (PPI-R; Psychological Assessment Resources, 2005).

Using recently collected data from my year-long sabbatical in Spain, Study#1 will examine the relationship of these PPI-R factors to scales from the MMPI-2 that measure maladaptive personality characteristics. Study#2 will be an extension of Ross, Benning, Patrick, Thompson, and Thurston (under review) to a combined sample of Spanish prisoners and students. Consistent with Ross et al., study two will focus on the relationship between the three-component (or “factor”) model of psychopathy on the PPI-R and scales from the NEO-PI-R that measure normal personality traits. Finally, a Study #3 will examine the generalizability of the PPI-R three-factor model across both (1) other psychopathy measures and (2) between American and Spanish prisoner and student samples, using factor analysis.

Rebecca Schindler

Associate Professor of Classical Studies

How Do We Let the Past Lie? The Ethics of Cultural History

Every time an archaeologist sticks a shovel in the ground he or she is confronted with a myriad of ethical questions, whether they realize it or not. Archaeology is a process of destruction; the experiment cannot be redone. The archaeologist has an ethical responsibility to account for the discovery, preservation, analysis, publication, and public presentation of cultural artifacts. This situation is even more complicated by the fact that there are thousands of cultural artifacts in museums and private collections that have no archaeological context because they illegally excavated and removed from their source country: what is our responsibility to that material? Thousands more artifacts and sites are now threatened by looting; the potential loss of historical information is astounding. The world's cultural heritage is at stake. One way to combat these issues is through education. Yet discussions of ethics and cultural history are rarely incorporated into mainstream archaeological curricula.

Thus, this project aims to develop curricular materials that address ethical issues related to the study of cultural history. I currently teach a 100-level course on Mediterranean archaeology in which we spend one segment of the course on ethics in archaeology. The topics we discuss range from the archaeologist's professional responsibility, to the ethics of collecting cultural property, to archaeology and war. I plan to revise this section of the course with updated readings and series of written assignments based on case studies. The second part of my project involves developing a new upper-level course on ethics and cultural history. This course will examine in more depth the range of ethical issues relating to the study, preservation and display of cultural artifacts, from excavation and conservation to museums and archaeological parks. For both parts of this project, I will spend some time expanding my bibliographic resources on ethics and cultural history.

Michael Sinowitz

Associate Professor of English

Body Politics: History, Genre, and the Body in Patrick O'Brian's Aubrey Maturin Series

This project is a book-length examination of the complex narrative role that the body plays in Patrick O'Brian's twenty volume series, which focuses on the exploits of a British naval officer and surgeon during the Napoleonic Wars. These novels bridge the worlds of popular and high art, attracting a devoted following from both the general public and academia, and inspiring the Peter Weir film, *Master and Commander: Far Side of the World*. The first chapter in this project investigates the complications of genre in this large, twenty-volume text as they are played out and figured in terms of O'Brian's continuous fascination with bodies. It is this fascination with the body that creates generic disruptions and undermines a reader's ability to apply obvious labels to either the series' main characters or O'Brian's larger project. The second chapter considers how the progress of the body and the representation of the body come to parallel the narrative and historical progress of the novel. O'Brian charts historical change through the progress of his main characters' physical bodies, with the conflicts of the public historical world (here the Napoleonic Wars) becoming literally writ upon the bodies of the individual through scars and disfigurement, so that the physical body comes to be both a record of the personal and public historical spheres as well as an embodiment of the struggles between these two. The third chapter—building off of classic studies of the king's two bodies—examines how the captain, Jack Aubrey, serves as figure for the English king, but also how the ship and the crew also become two further figurative extensions of the ship's captain. O'Brian uses this complex trope of Jack's body to examine gender constructions, political conceptions, and the complicated psychological desires for controlling what is perhaps uncontrollable, one's unconscious and one's physical self. The fourth and fifth chapters further explore these perhaps uncontrollable facets of the body, focusing on the prominent depictions of addiction and sexuality in the series.