When Dean Michael Elliott invited me to accept a three-year term as director of the Fox Center for Humanistic Inquiry (FCHI), I accepted almost immediately, in part because of the center’s strong reputation as an incubator of faculty research projects, but also because of the foundation laid by the center’s founding director, Martine Brownley.

Housed in three adjoining buildings located across from campus on North Decatur Road, the FCHI offers four categories of annual fellowship: faculty, postdoctoral, graduate, and undergraduate. For faculty, postdocs, and graduate students, it provides the time and space that any scholar needs when trying to bring a major research project to completion. Senior Faculty Fellows, selected from the Emory faculty, generally come to write a major book. Postdocs, including the Postdoctoral Fellow in Poetics, apply from outside Emory and use the residency to transform their dissertations into a book. Advanced graduate students, chosen from programs throughout Emory, must complete their dissertation during the fellowship year. Additionally, in the spring, a small group of graduating seniors is awarded an FCHI fellowship; these students are enrolled in the college’s honors program.

I should say at the outset that the FCHI will continue to make every effort to insulate its fellows from teaching and administrative obligations, thus granting them 10 precious, uninterrupted months to work on their books and dissertations. To foster dialogue among the fellows in residence, the

continued on page two
weekly fellows luncheon has been converted into a work-in-progress seminar. The senior fellows also have the opportunity to mentor the graduate student fellows, each of whom gives a presentation based on one of their dissertation chapters. These sessions are open to all interested faculty.

In the spring, the undergraduate fellows are given a similar opportunity. Jeffrey Lesser and I are codesigning a new Halle-FCHI research fellowship that would fund summer research travel abroad for undergraduates in any field who have interest in writing a senior thesis. And perhaps as early as spring 2018, I hope to co-organize an annual senior thesis colloquium that would give students the opportunity to present their research.

In addition to the research support it provides, the FCHI has become a major center of public scholarship and scholarly outreach. It cosponsors events with the Georgia Humanities Council, hosting the Georgia Seminars, which have been designed to complement the Great Works Series. We intend to expand this public arm of the FCHI.

The FCHI is also home to the Digital Publishing in the Humanities Project (DPHP) sponsored by The Mellon Foundation and directed by Sarah McKee. Working with academic presses, the DPHP is looking to facilitate open-access publishing of faculty research projects in the form of digital monographs.

For the next four years, the FCHI will cohost, with the Laney Graduate School, the Mellon-funded program Interventions. Dean Lisa Tedesco and I will endeavor to integrate public scholarship into doctoral training, teaching, and research, and to expand the range of professional competencies made available through the college’s graduate programs.

The center should be perceived more readily as a campus research center and function as a locus for faculty and student initiatives in the humanities. Hence, the FCHI will become the future home of the European Studies Seminar (2004–2007), which served as a vibrant interdisciplinary forum for the presentation of work-in-progress by faculty and graduate students, and has been renamed Europe and Beyond. Right now, several faculty are considering how best to inaugurate at the FCHI an ongoing work-in-progress seminar focusing on Middle Eastern and Asian Studies. We also would like to set up a new faculty seminar for recently hired scholars, which would give them a venue to present their research. We plan to do the same for Emory faculty who have a newly published book. Just as important, the FCHI will provide a space where the Humanities Council can meet regularly.

We shall endeavor to improve the center’s annual Response Forum so that this signature event addresses topics of genuine concern to the college’s faculty; at the same time, it should showcase major speakers whose research and methodology are considered exemplary and innovative.

I am grateful to my faculty colleagues who have agreed to sit on the center’s Executive Advisory Committee. I plan to converse with them about the FCHI’s current and future identity, as well as its long-range goals as a humanities research center.

Last but not least, I shall attempt to secure foundation grants for the center. I hope to collaborate with other research centers, such as the Franklin Institute at Duke University, the Newberry Library, and the Netherlands Institute for Advanced Study. “Age quod agis,” as the saying goes.

The FCHI recently hosted the Lovis Corinth Colloquium, organized by Walter Melion, Lee Palmer Wandel (University of Wisconsin-Madison), and Elizabeth Carson Pastan (Emory). In nine lively sessions over three days, a host of international scholars explored the question “Quid est sacramentum?”

For visual artists, how to represent sacramenta and mysteria was a question as basic as it was pressing: how are gospel revelations and divine mysteries to be portrayed; more specifically, how is their transcendent character to be visualized, given the constraints of mimetic representation? “What is a sacrament?” was seen to raise issues and concerns about the nature of visual representation and interpretation.
Martine Brownley (“Tina”) is a legendary professor of English and Women’s Studies, a cofounder of the “boot camp” Grant Writing Workshop for graduate students, the energetic and visionary founder of the FCHI, and a valued adviser on all matters academic and professional.

As the Goodrich C. White Professor of English, she publishes on 18th-century English literature, but the scope of her research has expanded to include 20th-century women novelists. She teaches and advises students in these areas and also is affiliated with Women’s, Gender, and Sexuality Studies (WGSS) and Comparative Literature. As the FCHI director, she mentored students from the humanities and the humanistic social sciences for more than 15 years. Additionally, she serves as director of graduate studies for the remaining PhD students in the Institute for Liberal Arts.

For more than four decades, Brownley has helped students sharpen their skills as researchers and writers. More important, she challenges students to think precisely about not just their work, but about their daily lives as well. In her undergraduate classes, she always encourages students to excel. To this end, she is generous with her time, spending hours coordinating with advisers in other departments, helping advisees find the best ways to move forward, and meeting with former students who ask her advice when choosing graduate schools. In addition to directing honors theses in English and WGSS, she has served on a wide range of committees, from American Studies to Playwriting.

Brownley has directed more than two dozen dissertations in English, WGSS, and Comparative Literature. She is, as she makes clear to those who wish to work with her, a demanding...
adviser. Students who work with her learn first to think clearly and write well. Brownley’s students have gone on to become scholars and administrators as well as consultants and businesspeople. She stays in touch with them and supports them in their careers, both within or beyond the academy.

As director of the FCHI, Brownley served as mentor to a wide-ranging group of students and visiting scholars, many of whom worked in fields of research different from hers. In the center’s first year of operation, she quickly recognized the need to include and promote undergraduate research. She expanded the role of the center so that it now includes under-

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**Joel H. LeoGrande**  
BA, English, 2009  
Bobby Jones Scholar, University of St Andrews; JD, Columbia Law School

I first met Professor Brownley while taking her course in 18th-century British literature. I clearly recall her ability to draw the class into the dense material with clarity and precision. Her standards are high—like any great teacher—and her constructive criticism helped improve my writing. That I soon asked Professor Brownley to supervise my honors thesis says everything about my positive experience in her classroom.

She pushed me to research deeper and wider, encouraging me to break out of my comfort zone and continue to seek new sources and knowledge. As I drafted text, she read and commented on a seemingly endless series of drafts and revisions, a drive toward perfection that remains with me today.

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**Lauren Rule Maxwell**  
PhD, English, 2008  
Associate Professor of Contemporary Literature at the Citadel

My first visit to Emory was . . . on break from [a] conference in downtown Atlanta. I was thinking about going back to school to pursue a PhD in English and wrote Brownley, who had expertise in contemporary women novelists, to ask if she would meet to discuss what this might mean for me. Ever since that day, Martine has been my mentor, introducing me to the profession, fostering my love of literature and good writing, pushing me always to do my best work, and showing me, by example, what it means to be a mentor. I am a better writer, a better scholar, and a better teacher because of Martine. Every day I am grateful that she has been, and continues to be, part of my life.
graduates and fosters their work. Brownley feels that it is vital to afford humanities undergraduates the opportunity to become fully engaged in the research mission of Emory College. She has promoted a sense of community for fellows working on SIRE projects and humanities honors students working on their theses, and she has created a venue for them to engage with interdisciplinary scholars from across the university. With Fox Center graduate students, postdoctoral fellows, and senior faculty who are in residence for the year, Brownley was a generous interlocutor and gave freely of her time and experience to further the careers of others.

In sum, her mentorship is anchored in the commitment and intellectual integrity she has shown during a lifelong academic career; in the clarity and precision of her own prose; in her tireless editing of student essays, theses, and dissertations; in her generous and probing conversation; and in her shrewd advice, delivered with grace and candor.

—Keith Anthony and Sarah McPhee

Corinne Kratz
Professor emerita, Department of Anthropology and Institute of African Studies

In addition to her dedicated mentoring of students and colleagues individually, Tina built mentoring structures for Emory College and the Laney Graduate School alike. In 2002, she cofounded the Grant Writing Program (GWP) for graduate students in the humanities and social sciences. She codirected the graduate student program for more than 10 years and cofounded and codirected a parallel program for faculty in the college during its five years of existence. In presentations, workshop sessions, one-on-one conferences, and informal discussions during the GWP retreats, Tina brought her insight, critical engagement, and stylistic expertise to bear on students in ways that left lasting lessons.

Lisa Tedesco
Vice Provost for Academic Affairs, Graduate Studies, and Dean of the Laney Graduate School

Many colleagues have shown me how the value of the humanities is defining and essential if we are to advance the mission of the comprehensive research university. Martine will forever be at the top of that list.

The students she has mentored speak of her high standards, her ability to motivate them to complete, and her great insight into their journey as emerging independent scholars. I hold her up as a national example for how to create environments that become lifetime habits for research and writing, for the importance of finding one’s interlocutors and having productive, collaborative discussion and dialogue.
Why Emory Sought to Create a “Center for Humanistic Inquiry”

by Robert Paul

The establishment of the Bill and Carol Fox Center for Humanistic Inquiry (FCHI) is one of the accomplishments of my brief tenure as dean of the graduate school of which I am most proud; it is with genuine and deep satisfaction that I have observed the success this institution achieved under the outstanding leadership of Martine (Tina) Brownley.

The year was 2000–2001: Steve Sanderson was dean of the college, and Rosemary Magee was a senior associate dean and his trusted adviser. Although I can claim some credit for

Carol A Newsom
Charles Howard Candler Professor of Old Testament
Candler School of Theology, Emory

Faculty in the professional schools can often find themselves isolated from the wider community of humanities scholars in the university. That’s why I was so grateful that the FCHI makes provisions for people like me, who do humanities research within the context of a professional school, to have the opportunity to spend a year at the FCHI. While I was there, I got to know faculty from the college who worked in history, music, classics, comparative literature, and several other fields—not to mention the postdocs in film studies, English, etc. I cannot describe how rejuvenating it was to hear about their projects and to try to explain my own in ways that would make sense to people in so many different fields. I know my research was deeply enriched because of that experience. It was one of the happiest years I have spent at Emory.

Polly J. Price
Asa Griggs Candler Professor of Law
School of Law, Emory

This fellowship was essential to complete my book. It provided the time and space, away from my usual duties at the law school. There was also the added benefit of the close proximity and comradeship of a terrific and diverse group of scholars to keep the momentum going and for bouncing around ideas.

Barbara Ladd
Professor of English
Emory

I remember my time at the FCHI very well. Most readers of this newsletter will know how difficult it is to find time for research and writing given everything else we are doing—in the classroom, in meetings with students, at department and committee meetings. The uninterrupted writing time made a huge difference to me as I worked to bring my second book together.

Danielle Bobker
Associate Professor of English
Concordia College

I loved having the chance not only to work but also think alongside scholars from a variety of humanistic disciplines at the FCHI. Our weekly lunch conversations and research presentations made very real for me the extent to which my own research in 18th-century literature is—or, ideally, has the potential to be—in dialogue with history, art history, media studies, sociology, gender studies, and philosophy. It has broadened my sense of audience and my academic identity.
enabling the creation of the FCHI, most of the credit really should go to Rosemary, who has been such a great resource for new and creative ideas to improve our community. I believe the original idea was hers, in collaboration with Steve, as was the inspired suggestion to ask Tina Brownley to be the first and, as it turned out, until now the only director. The idea of making it not just a “humanities center” but a “center for humanistic inquiry” was a crucial innovation, given that it did not restrict participants to the traditional humanities departments, but opened its doors to anyone in any field doing humanistic research.

It always had been my contention that one of Emory’s greatest strengths lay in the area of humanistic inquiry. It was not so much that any specific humanities department could compete with those at the much larger humanities universities such as the Ivies or the top state universities; that could hardly be expected at a university whose history as a graduate school was as recent as ours and whose size placed natural limits on what we could
expect to cover. It was rather that, as a whole, those schools, departments, and programs at Emory that focused on humanistic subjects and approaches added up to a faculty of humanists who could stand up to comparison with the very best.

There is what Bill Dillingham has called a “generosity of spirit” at Emory, and especially among the humanities faculty, that has made cross-disciplinary and cross-departmental conversation welcome and natural. Graduate students as well as faculty in one department knew their fellows in other departments, and students took seminars in various fields. I never tired of reminding people that Academic Analytics, the authoritative rating organization for university quality, rated Emory’s humanities division at number six in the nation, just after Harvard, Yale, Chicago, Princeton, and Johns Hopkins. That richness and strength of humanistic inquiry has found firm and enduring institutional realization in the FCHI; the wonderful scholarly productivity of those who have pursued their research there attests to the accuracy of Academic Analytics’s judgment.

Hannah Rose Blakeley
Fulbright, Austria
Conversations I had in the FCHI with both undergraduates and chaired professors helped shape the development of my thesis project, fostered social and professional relationships, and broadened my intellectual interests. The work I was able to complete at the FCHI led to a paper presentation on Käthe Kollwitz as part of a German Expressionism panel at the NEMLA annual conference. I am grateful to the FCHI for the way it supported my scholarship and furthered my professional development.

Andrew Hull
PhD Candidate in Ancient Philosophy
Northwestern University
As an Honors Fellow, I was able to acquire the skills needed to engage in long-term academic projects while writing my senior thesis, which was invaluable practice for my doctoral dissertation. I am currently in the fourth year of completing my PhD in ancient philosophy at Northwestern University. My year at the FCHI taught me the value of exchange with fellow scholars in a regular setting, and this has been reflected in my decision to become the manager of the Ancient Philosophy Workshop series at Northwestern. The FCHI represents the sort of humanities institution that is needed now more than ever in today’s university.

Ekaterina Koposova
Bobby Jones Scholar and MA Candidate
University of St Andrews, Scotland
The FCHI is, in my opinion, one of the most rewarding experiences that can be offered to students who have invested in academic rigor and research at Emory. For undergraduate students writing an honors thesis—and even, I would say, for postgraduates and academics—the FCHI gives the chance to consider issues that are not directly connected to their research and therefore provides a welcome and intellectually stimulating break. Such intellectual engagement outside the topic of immediate concern for the researcher is immensely important and ultimately benefits the research itself because it offers new insights by inviting interdisciplinary conversation as well as a new perception of one’s own discipline and its place in the larger field of humanities. For me personally, the FCHI also proved highly important by bringing me together with an art history scholar, discussions with whom have given me valuable insights into the patronage of the painting I was working on. The FCHI is the nucleus of interdisciplinary intellectual life at Emory, and being a part of it remains one of my fondest memories of my alma mater.
When I came to Emory in 1977, as an associate professor in the Graduate Institute of Liberal Arts, the same year Rosemary Magee arrived as a first-year graduate student, Bill Fox was the one who called me to offer me the job and the one who served as the main administrator under the directorship of Bob Detweiler. Bill was still a graduate student finishing his dissertation but already was demonstrating the remarkable qualities as an administrator that characterized his distinguished subsequent career as one of the architects of Emory’s rise to ever greater excellence during the many years he served at the top levels of university administration. Bill and his wife, Carol, were inseparable, and my wife Leslee and I immediately became close friends with them. The Emory community lost Bill and Carol much too soon, but I am very proud to have helped create a great institution that bears their names and carries their memory into the future.

The Power of Ideas

When Emory College committed itself to founding a center for the humanities on campus more than 15 years ago, few people could have envisioned the success of today’s FCHI. Looking back at its inception, I recall that the grinding wheels of academia and administration moved rather swiftly once serious planning for the center got under way. Given Emory’s concentration in humanistic scholarship, a strong foundation of support already existed. The Humanities Council of Emory College in 1999 forwarded a proposal to the deans; that proposal was approved in 2000. The humanities center came into being with the appointments of founding Director Martine Brownley, Assistant Director Keith Anthony, and an interdisciplinary Executive Committee in 2001.

I had the privilege of serving in the college dean’s office during this era. Deeply influenced by the significance of the humanities in my life and on campus, I was gratified to work closely with then–Emory College Dean Steve Sanderson, Graduate School Dean Robert Paul, Martine Brownley, and others. Together, we were able to identify a funding source, establish a location, and shape an organizational framework. Through the persistence and persuasion of Brownley, the center began to unfold into what we have today with the arrival in 2002 of the first cohort of senior fellows, postdocs, and graduate students.

Through the years, the sheer number of publications, the engagement of faculty and students, and establishment of new programs have confirmed the power of the idea. It was that kind of power that also led to a successful NEH Challenge Grant and the naming of the center in honor of Bill and Carol Fox, longtime members of the Emory community devoted to reading thoughtfully, thinking critically, and forming scholarly networks.

The FCHI serves as a microcosm for all that is good and true about Emory. At our core, we are curious, passionate about knowledge, and committed to sharing with one another. The center also serves as a reminder that time is indeed one of our most important resources, especially for the development of good ideas that prove to be strong, provocative, and enduring—such as the FCHI itself.

—Rosemary M. Magee
Jennifer Ayres is associate professor of religious education at Candler School of Theology and the Graduate Division of Religion. She is the author of two books: Waiting for a Glacier to Move: Practicing Social Witness and Good Food: Grounded Practical Theology. Her current research interests are environmental education as well as critical pedagogical theory and practice. While in residence at the FCHI, she will be completing a book on the ecological conception of the human being as inhabitant, and the theological and educational practices required to cultivate this way of being.

Julia Bullock is associate professor of Japanese Studies in the Department of Russian and East Asian Languages and Cultures. She has just completed a book manuscript titled "Coeds Ruining the Nation: Women, Education, and Social Change in Postwar Japanese Media" and is excited finally to (return) her attention to a book project on "Beauvoir’s Japanese Daughters: Postwar Japanese Feminism and The Second Sex," which she will be researching during her year at the FCHI.

Jim Morey is professor of English at Emory, where he has taught courses in Old and Middle English literature, including Chaucer, since 1994. He is the author of Book and Verse: A Guide to Middle English Biblical Literature and has edited the Prik of Conscience for the Middle English Texts Series. His major research area is known as vernacular theology, with an emphasis on the transmission of biblical material in English from the 12th through the 15th centuries. At the FCHI, he will finish an edition of Latin and Middle English versions of Jerome’s Abbreviated Psalter.

Mark Ravina is professor of history, specializing in Japanese history, especially 18th- and 19th-century politics, with a broader interest in the transnational and international dimension of state-building. He recently completed a history of the Meiji Restoration. His current research project explores the transformation of Japanese politics in the 1860s and 1870s, focusing on the emergence of new forms of discourse and how neologisms for new Western concepts, such as “freedom of religion,” were combined with an older and local Chinese and Japanese language of political dissent.

Dianne Marie Stewart is associate professor of religion and African American studies at Emory. A scholar of African heritage religious cultures in the African diaspora, he coauthored second book, Religious Vocabularies of Africa: Obeah, Orisa, and Identity in Trinidad, will be published next year. Stewart is also coeditor, with Jacob Olupona and Terrence Johnson, of the Religious Cultures of African and African Diaspora People series. While at the FCHI, she will complete her book manuscript, “Local and Transnational Legacies of African Christianity in West-Central Africa and the Black Atlantic World.”

Walter Wilson is professor of New Testament at Candler School of Theology. He is the author of several books about the New Testament and its world—most recently, Healing in the Gospel of Matthew: Reflections on Method and Ministry. In addition to his work on the Gospel of Matthew, he is preparing an introduction to ancient wisdom literature that focuses on how anthologies of gnomic sayings functioned in different historical and cultural settings.

Kiera Allison (PhD, English, University of Virginia) specializes in 19th-century literature, poetics, and medical history. At the FCHI, she will be working on her book project, “The Clinical Ear: Literature and Sound in the Age of the Stethoscope,” which follows the coevolution of Victorian poetics and medical diagnostics in their shared attention to bodily rhythm and sound. By reading the poets and novelists alongside their contemporaries in cardiology, neurology, and stethoscopy, this project reveals the gradual shaping of rhythm as the dominant language of Victorian interiority.

Christopher Willoughby (PhD, History, Tulane University) is a historian of race, slavery, and medicine in the United States and Atlantic world. At the FCHI, he will complete his book manuscript, “The Medical Chattel Principle: Racial Science and Slavery in American Medical Schools, 1765–1861.” This project explores the braided histories of the rise of medical schools and scientific constructions of race in early America. Specifically, Willoughby examines how students cultivated a white, male medical identity rooted in their ability to define racial difference and exploit black bodies.

Corey Goergen is a doctoral candidate in the Department of English. His dissertation, “Chronic Habit,” reveals how “dissipation” emerges as a complex moral and medical diagnosis in the literature of the long 18th
century. Writers from Samuel Johnson to John Keats deployed dissipation in ways that variously contest and anticipate the components of modern medical diagnoses of addiction. In illuminating the moral and social origin points of addiction, this work reveals the shaky foundation on which applied medicine sometimes too confidently stands and shows that the history of addiction and dissipation can deepen our understanding of 18th-century literature.

Brett Maiden is a doctoral candidate in the Graduate Division of Religion specializing in the Hebrew Bible. At the FCHI, he will be completing his dissertation, “Cognitive Aspects of Ancient Israelite Religion.” This project utilizes tools from the cognitive and brain sciences to examine how pan-cultural cognitive proclivities shaped local expressions of religion, art, and culture in ancient Israel. Through this work, Maiden aims to foster an interdisciplinary dialogue among humanists, religion scholars, and cognitive researchers.

Sumita Chakraborty is a doctoral candidate in the Department of English with a certificate from the Department of Women’s, Gender, and Sexuality Studies. Her research interests include transatlantic lyric poetry and poetics, particularly of the 20th century, as well as critical theory, especially in relation to ecology studies and posthumanism. Her dissertation, “Signs of Feeling Everywhere: The Posthuman Ethics of Lyric Emotion,” argues that lyric is uniquely equipped to help us imagine and forge ecological ethics for the anthropocene.

Stephanie Iasiello is a doctoral candidate in the Department of English. She is completing her dissertation, “Slavery and Its Afterlives: Contemporary (Re)imaginings of the Zong Massacre.” If the past is prologue, she asks in her dissertation, how should we respond to the implicitly neoabolitionist gesture of the repeated return to the Zong in a range of 21st-century works across multiple genres?
Strength in Numbers

According to Academic Analytics, Emory’s faculty of humanists compares with the very best anywhere.

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Please clip this form and mail it to Colette Barlow at the FCHI or email cbarlow@emory.edu.

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