

Humanities Center

AT CARLETON

Student Research Partners

2020-2021

Lei Yang
Clara Hardy
Lori Pearson
Jenna Conklin
Emma Ismail
Catherine Fortin
Natalie Marsh
Beck Woollen
Susannah Ottaway
Louisa Ballinger
Saraswati Vadnais
Adam Smart
Kaeden Berg
Mihaela Czobor-Lupp
Alec Morrissey
Henry Koelling
Cecilia Cornejo
Noah Rosenfield
Anna Grove
James Ryan
Cherlon Ussery
Michael Schultz
Lizbeth Ramirez Gaytán
Melanie Freeze

Mute Stop Video Security Participants 22 Chat Share Screen Polling Record Live Transcript Breakout Rooms Reactions End

“Student Research Partners
gain valuable experience
that enhances their academic
life at Carleton and prepares
them for both careers and
graduate school.”

SUSANNAH OTTAWAY

Professor of History

Former Director of the Humanities Center

2020-2021 STUDENT RESEARCH PARTNERSHIPS

Summer Break 2020

Naomi Brim '21 | *Professor Clara Hardy*
Emma Diers '21 | *Visiting Assistant Professor Melanie Freeze*
Anna Grove '21 | *Associate Professor Cherlon Ussery*
Emma Ismail '21 | *Associate Professor Catherine Fortin*
Marcella Jurotich '21 | *Associate Professor Cherlon Ussery*
Michael Schultz '22 | *Professor Susannah Ottaway*
Adam Smart '22 | *Professor Susannah Ottaway*
Beck Woolen '23 | *Professor Barbara Allen*

Winter Break 2020

Kaeden Berg '21 | *Visiting Assistant Professor James Ryan*
Lizbeth Ramírez Gaytán '21 | *Assistant Professor Jenna Conklin*
Henry Koelling '22 | *Visiting Assistant Professor James Ryan*
Natalie Marsh '21 | *Professor Lori Pearson*
Noah Rosenfield '21 | *Associate Professor Mihaela Czobor-Lupp*
Saraswati Vadnais '22 | *Assistant Professor Lei Yang*

INTRODUCTION FROM THE DIRECTOR

I am delighted and humbled to introduce this booklet that showcases the inspiring work done by our Student Research Partners (SRPs) during the unprecedented conditions of 2020's summer and winter breaks. These awards enable students to work closely with faculty members on substantive research projects for their mutual benefit.

SKILLS GAINED:

In their work as SRPs, students engage in traditional research methods, such as:

- reading and editing scholarly work: interpreting primary sources; and establishing bibliographic materials
- formulating ideas and hypotheses
- translating foreign languages
- exploring archival materials
- designing and implementing surveys
- coding and analyzing transcript data
- participating in ethnographic interviews
- doing digital mapping, film editing, and website design and construction

HUMANISTIC PERSPECTIVES GAINED:

The research projects highlighted in this book tell stories about the deeper significance of the humanities at Carleton and beyond, including:

- grappling with profound ethical questions
- struggling to interpret complicated histories and narratives
- telling stories with empathy and attention to context

- analyzing institutions and their diverse effects on people, and
- imagining past worlds for the sake of present understanding.

CAREER PATHS EXPLORED:

These skills and insights are crucial for distinguished success in graduate school, and for fields such as healthcare, law, education, public policy, nonprofit community service, and corporate leadership.

SRPs are the centerpiece of the Humanities Center's commitment to engaging students in the practice of humanistic research. Through this program, the Center has been able to fund 218 students since its inception in 2009. Thanks to the generosity of Alison von Klemperer '82, who first funded SRPs in 2013 and who has continued to support the program up to today, along with other alumni donors, Carleton's Humanities Center has a truly distinguished program of undergraduate research training in the humanities.

Please enjoy the following selected in-depth portraits of student research from summer 2020 and winter break 2020. Thank you for your support and interest!

CLARA HARDY

Professor of Classics

*David and Marian Adams Bryn-Jones
Distinguished Teaching Professor
of the Humanities*

NATALIE MARSH '20

with Professor Lori Pearson

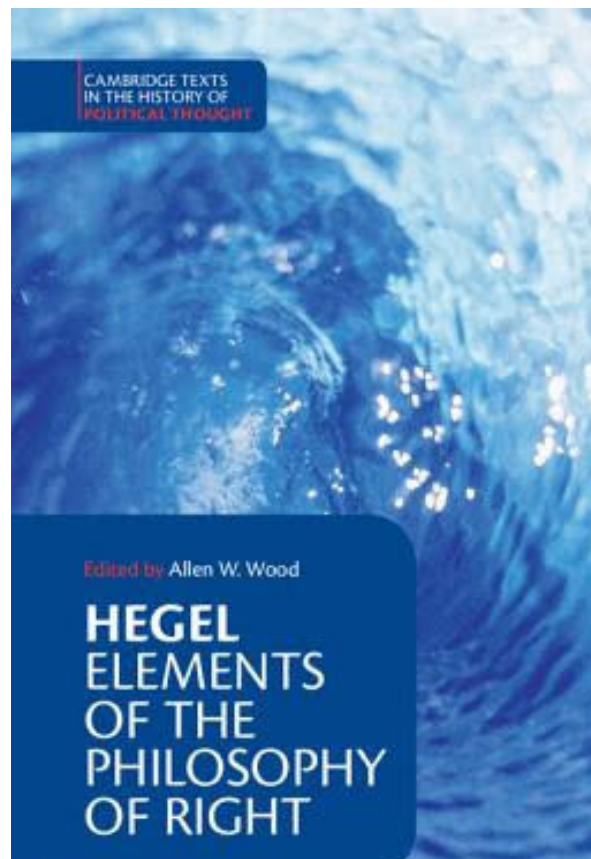
Hegel's *Philosophy of Right*: Gender and the Nature of Human Freedom

Working alongside Lori Pearson, I conducted a close reading of Hegel's *Elements of the Philosophy of Right*. We considered how Hegel's understanding of religion and its relationship to gender could enter into dialogue with the theories of Marianne Weber, a sociologist and women's rights activist a century later. In order to track this work, I conducted background research on Hegel's view of gender and the family and synthesized this with annotations from *Philosophy of Right*. Throughout this process, I focused on the categories of gender, family, and marriage, but also human freedom, the nature of the will, and subjectivity.

The most rewarding parts of the research I did this summer were my weekly conversations with Lori about the work we were reading. With the goal of developing an approach to Hegel's views on gender and the family that would fit into Lori's book, we read *Philosophy of Right* for Hegel's views on religion, gender, and the family—and it was particularly interesting to compare our own interpretations of the text with the secondary scholarly accounts we had read. Along with this, working with Lori also afforded me the opportunity to translate a sociological book review from French to English.

I developed my skills in translation (French to English), as well as organizational skills. In particular, I improved my ability to coherently represent ongoing research notes, so that they were easily accessible and told a clear story about the research. I also practiced my time management skills, typically making my own daily schedule.

I always looked forward to debriefing on our reading over Zoom with Lori. Our conversations would often bring me to unexpected places, pushing me to reread or rethink a passage of Hegel. I think it was especially gratifying to work through a text together that neither of us has read. I felt continually grateful to be able to work so closely with such a valuable mentor on a difficult text.



BECK WOOLEN '23

with Professor Barbara Allen

Televised News Ownership and Election Coverage in the Upper Midwest

News platforms are becoming increasingly diverse, but televised news is still dominant. The differing agendas of national television stations have contributed to increased polarization seen in the 2016 election cycle. This research examines the potential of local televised news channels to have a similar impact.

Based on roughly 1,000 annotated news transcripts, this project highlights trends discovered within the 2008 and 2016 election seasons and differences between them. Our research analyzes the channels' candidate portrayals, framing, and issue and advertisement coverage. We will continue this research in an independent studies course this fall.

This summer, our analysis focused primarily on 2016, and the two of us looked at news spanning from September to November. Examining how the content and tone of news coverage changed as election day neared was instructive; it was particularly interesting to compare story coverage across six Upper Midwest news stations. Three of these stations are FOX-owned, and four stations are Minnesota-based. Finally, it was a pleasure to work alongside a team of rising sophomore, junior and senior students, a recent Carleton graduate, and Professor Allen.



We all contributed unique ideas throughout the summer, creating a collaborative and constructive environment.

Over the summer, we developed several skills that will be incredibly useful throughout the rest of college and during our careers. Annotating transcripts sharpened our analytical reading skills. This project called for self-reflection, necessitating that we recognize and overcome our own biases while coding data. We also improved our abilities to be concise and consistent throughout the coding

process when entering and sorting data. Furthermore, we resolved many questions by consulting supporting literature, which helped us grow as researchers. Lastly, the SRP experience allowed us beneficial insight into the general political science research process.

Over the course of the summer, Professor Allen was very thoughtful and responsive. She offered great recommendations for sources and topics to further explore when we were brainstorming ideas for research papers and conference presentations. The project always felt organized, despite the

large amounts of data that we were working with and the changing circumstances of the project due to the pandemic. Professor Allen was compassionate and understanding throughout the project, making herself readily available for questions that we had, and Zoom meetings helped to keep all of us on track. It was a fantastic experience.

NAOMI BRIM '21

with Professor Clara Hardy

Aristophanes' *Frogs* in Context

This summer, I conducted bibliographic research to assist Dr. Clara Hardy with her upcoming book on the year 404 BC in Athens. During this year, Athens lost the Peloponnesian war, Athenian democracy dissolved, and a brief but violent oligarchy of "The Thirty Tyrants" raged for 11 months -- until democracy was eventually restored. I studied secondary literature on *Frogs*, a comedy by Aristophanes first performed in 405 BC. Dr. Hardy and I were particularly interested in secondary literature that places *Frogs* in its historical context or explores the play's themes of community memory, emotions, and the role of art in politics.

One thing I learned that was of particular interest to me was that, during the re-democratization process in Athens, every citizen had to take an oath that translates to "I will not remember evil". During a history round-table about the COVID-19 pandemic, I remember a professor arguing that during times of collective trauma, memory is not ensured, so we should be journaling and documenting COVID. In short, making a history of the present. Learning this historical detail helped me de-naturalize the contemporary notion that, in order to cope with community trauma, we need to put into place mechanisms of remembering (from private journaling to large-scale historical preservation projects.) In Athens, they did just the opposite -- they put into place a mechanism of mass forgetting instead. This historical contrast allowed me to think critically about and not take for granted contemporary methods of processing the trauma of COVID and police brutality.

In broad terms, this project gave me valuable experience working on a long-term research project. I practiced setting weekly goals, immersing myself in particular scholarly arguments while keeping

our larger project in mind, and tracing similarities and differences between a wide range of complex texts. As I am interested in heading to law or graduate school after I graduate, this practice will be infinitely valuable. In more specific terms, I learned how to

use Zotero (a life changer!) Zotero is the research software that Dr. Hardy uses on her projects and introduced me to this summer. It allows you to create a library of secondary articles, take notes on and organize those articles based on themes, and ultimately export an annotated bibliography. This software has already helped me with my upcoming Comps project. I started research for Comps this summer, and have my proposal due in a few weeks. Zotero has been extremely useful in keeping organized. I feel more confident going into Comps about my ability to stay focused and organized on a larger research project.

Once a week, I would show up at Clara's house with the articles I read for the week, along with my notes. We would sit 6 feet apart on her front porch and talk through each of the articles, summarizing them and relating them to our project. We often would get swept away talking about interesting takeaways from the literature. Because of the themes we were working with -- disruption to democracy, community memory and emotions, arts and politics, our discussions would inevitably connect to and shed light on the moment we are living in now, in 2020. In this way, our work together was not only productive for me professionally and academically, but also personally, carving out space to think critically about the difficult cultural contemporary issues we are all living.



LINGUISTICS

MARCELLA JUROTICH '21 AND ANNA GROVE '21

with Associate Professor Cherlon Ussery

Ditransitives in Insular Scandinavian

The goal of this project is to investigate ditransitive verbs, verbs that take both a direct object and an indirect object, in Icelandic and Faroese. This project addresses three research questions that examine the relationship between word formation, sentence

structure, and meaning. First, we designed a survey in English, Icelandic, and Faroese to determine the acceptability, interpretation, and underlying structures of different types of ditransitives. Second, we seek to determine if these structures are independently generated or if one is derived from the other. Finally, we examine how different words interact with ditransitive structures in Icelandic and Faroese. In preparing for future rounds of the

Verb Category	Structure	Language	Sentence
GIVE	NP-NP	English	The salesperson gave the young farmer the grain mixture.
		Icelandic	Sölumaðurinn gaf unga bóndanum kornblönduna.
		Faroese	Sølumaðurin gav tí unga bóndanum kraftfóðrið.
	NP-PP	English	The salesperson gave the grain mixture to the young farmer.
		Icelandic	*Sölumaðurinn gaf kornblönduna til unga bóndans.
		Faroese	Sølumaðurin gav kraftfóðrið til tann unga bóndan.
FUTURE HAVING	NP-NP	English	The clown offered the lively child a colorful balloon.
		Icelandic	Trúðurinn bauð fjöruga barninu litríka blöðru.
		Faroese	Klovnurin bjóðaði tí lívliga barninum eina litríka ballón.
	NP-PP	English	The clown offered a colorful balloon to the lively child.
		Icelandic	*Trúðurinn bauð litríka blöðru til fjöruga barnsins
		Faroese	Klovnurin bjóðaði eina litríka ballón til tað lívliga barnið.
COMMUNICATION	NP-NP	English	The grandmother taught her grandchildren the family traditions.
		Icelandic	Amman kenndi barnabörnum sínum gamlar fjölskylduhefðir.
		Faroese	Skúlastjórín lærði teir ófriðarligu tannáringarnar tær nýggju reglurnar.
	NP-PP	English	The grandmother taught the family traditions to her grandchildren.
		Icelandic	*Amman kenndi gamlar fjölskylduhefðir til barnabarnanna.
		Faroese	??Skúlastjórín lærði tær nýggju reglurnar til teir ófriðarligu tannáringarnar.
SENDING/MOTION	NP-NP	English	The criminal sent his new business partners the latest shipment of cocaine.
		Icelandic	Glæpamaðurinn sendi nýjum kollegum sínum reglulega kókaínsendingu.
		Faroese	Brotsmaðurin sendi nýggju samstarvsfeløgum sínum eina sending av kokaini.
	NP-PP	English	The criminal sent the latest shipment of cocaine to his new business partners.
		Icelandic	Glæpamaðurinn sendi reglulega kókaínsendingu til nýrra kollega sinna.
		Faroese	Brotsmaðurin sendi eina sending av kokaini til nýggju samstarvsfelagar sínar.
INSTRUMENT OF COMMUNICATION	NP-NP	English	The woman emailed her old friend the chicken soup recipe.
		Icelandic	Konan emailaði gömlum vini sínum súpuuppskriftina.
		Faroese	Konan mailaði gamla vini sínum høsrunaruppskriftina.
	NP-PP	English	The woman emailed the chicken soup recipe to her old friend.
		Icelandic	Konan emailaði súpuuppskriftina til gamals vinar síns.
		Faroese	Konan mailaði høsrunaruppskriftina til gamla vin sín.

project, we are researching the interpretations of sentences with quantifiers.

Cherlon invited us to the Annual Project Meeting, which was a two-day, six-hour total Zoom seminar with everyone who is affiliated with the project held in the beginning of August. It started with a budget update, then each person/group gave a presentation to update the others on their progress. We presented as a part of Cherlon's presentation. Specifically, Marcella presented on previous experimental work on ditransitives in English and German. Two of the papers provided data and suggested accounts for the interaction between sentence meaning to different ditransitive structures. Anna gave an update on the preliminary results of the English survey, explaining some of the points of interest so far. Anna also talked about the obstacles that our project has faced thus far, and methods we used to overcome them.

Some skills we both gained during the summer included hands-on experience in linguistic research (reading primary literature, developing experimental items, preliminary testing), presenting research and project updates, coordinating work remotely, organizing work as a team, and time management.

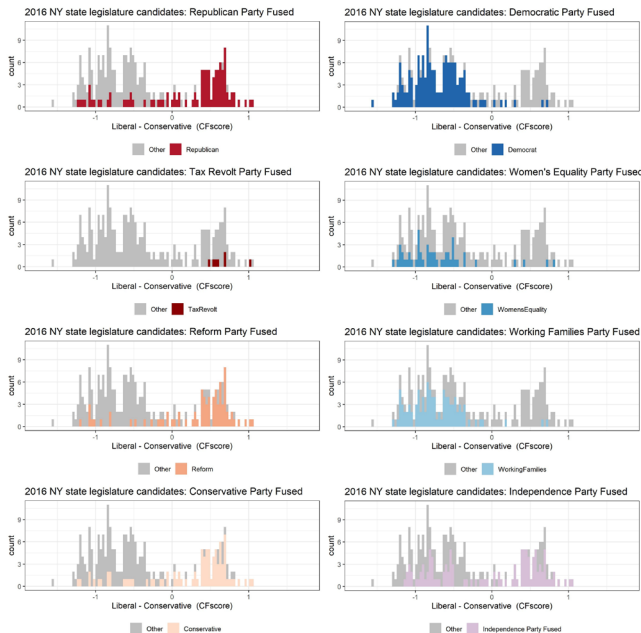
Over the summer, we met with Cherlon once weekly. Our meetings would often include discussing a paper, updating each other on our progress, working together on developing experimental items, and talking about next steps for the project. We also met with the Icelandic and Faroese students, Uni Johanessen, Annika Simonsen, and Oddur Snorasson, quite often. This was helpful to coordinate all three sides/languages of the project.

EMMA DIERS '21

with Visiting Assistant Professor Melanie Freeze

Third Parties and Major Party Ideological Sub-Branding: A Case of Fusion Voting in New York State Legislative Elections

We began our project asking how major-party ideological polarization influences third-party entry in state legislative elections. Over the summer, we refocused our attention to third parties in New York. NY uses fusion voting, a system whereby candidates can be nominated by multiple parties in a single election. Analyzing third party elite statements and platforms, we found evidence that major parties in New York may use the fusion voting system as a way to appeal to voters and demonstrate, on the ballot, specific information about their values and issue stances. Figure 1 displays the ideological intraparty factions signaled by fused candidacies.



Going into this project, I knew little about the specifics of state politics. Third parties, especially at the state-level, are very diverse and often have local focuses that were fascinating to learn about. For example, the Blue Enigma Party in Delaware, was founded by a bartender focused on increasing school funding. Or Connecticut for Lieberman, which, shortly after being formed by then-Senator Joe Lieberman, was coopted by politicians opposed to him. It was interesting to see how these parties, which may not be considered “important” in terms of vote counts, are formed and able to make real changes in their communities.

I learned a lot about research methods – how to approach the analysis of data and move through the process of data exploration. I have learned how to be flexible and adapt as a project develops. Additionally, I spent time working with Excel and R (a programming language for statistics) and became comfortable using them to analyze and visualize data.

Working with Melanie, my faculty sponsor, has been wonderful – Melanie and I met frequently (over Zoom). In conversations and daily research notes, we dealt with all the complexities and challenges of the project and reflected on the exciting aspects of it. Neither of us had studied this topic in depth before, so we’ve both been learning a lot in our own work and by sharing our discoveries with each other. She has also helped me work through problems I encountered while still encouraging me to be independent and explore my own ideas.

EMMA ISMAIL '21

with Associate Professor Catherine Fortin

An Investigation of Indonesian Comparative Constructions

The main part of my project this summer investigated the syntactic structure of Indonesian comparatives (e.g. Charlie is taller than Lucy). By using predictions from work on related languages and gathering data from a native speaker, we were able to start testing the grammaticality of different syntactic structures. The second project was an initial investigation into the available corpus materials for Indonesian. Corpora research is a rapidly growing subset of linguistic research and by doing a primary investigation of the state of the corpus research in Indonesian I was able to lay the groundwork for a future project.

This summer I was able to have the great experience of working with a native speaker in elicitation sessions. I worked on building a questionnaire for the elicitation sessions, which on its own is a cool experience, but the most rewarding part was the elicitation sessions themselves. New data from these sessions would lead to new questions or predictions and working quickly in these instances has helped me develop as a stronger linguist. These sessions really felt like the culmination of everything I had been working towards for a few weeks so it was a really rewarding experience.

I gained invaluable skills in project management this summer, which I believe will help me in any avenue of life, regardless of my career path after Carleton. More specifically, I think I learned really positive research skills for the field of linguistics, such as learning how to elicit data productively and also how to use cross-linguistic research to your advantage when little has been said about your specific

research question. These skills will certainly help me with my comps project, but also if I continue to do linguistics research after Carleton.

Cati was a tremendous sponsor and I thoroughly enjoyed working with her. She was extremely helpful in providing insight to what linguistic research and the publication process looks like in the “real world.” She was also wonderful in allowing me to work independently on some aspects of the project while being a guiding presence and helpful hand. By being able to watch her in action during the elicitation sessions we had, I learned a lot about how a good linguist works quickly and thinks on their toes. I’m really grateful for the opportunity to have worked with her this summer.

MICHAEL SCHULTZ '22
with Professor Susannah Ottaway

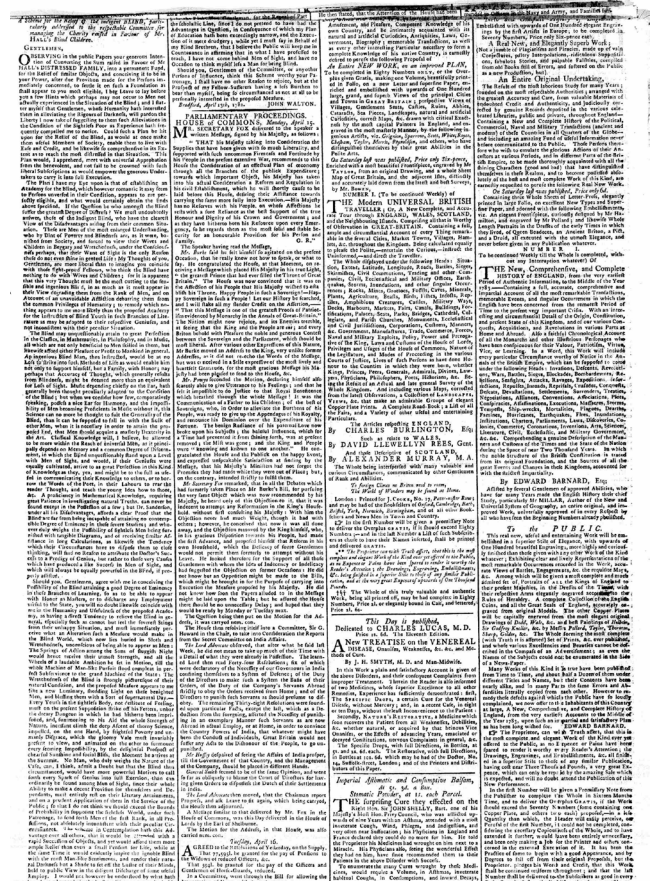
Blindness in Britain, c. 1500-1850

Professor Ottaway, Adam, and I spent the summer researching the Norwich Asylum for the Blind as well as the broader cultural, economic, and intellectual history of blindness in the early modern British institutions and charitable organizations. My research focused on what cultural perceptions of blindness were predominant during the period and how the rise of charitable groups served to facilitate moral action, established a network which expanded across Britain, and allowed for diffusion of ideas and people to expand the initiative. I also examined how blind institutions incorporated religion into the work and schooling of the blind.

One interesting experience involved me digging through old newspaper sources and encountering stories from the perspective of blind individuals. As I read through the articles, I began to notice a network of blind institutions, charitable organizations, and individuals that all seemed to be intertwined together in England and Scotland. I enjoyed finding the same names of individuals and their references to other individuals whom I encountered. The personal stories of the blind captured this network through their descriptions of how they lived in 19th century England and both the successes and difficulties they faced in the institutions.

This research project taught me how to organize and start a long term academic project. Over the course of the summer, I learned how to refine my searches, which helped me encounter a greater variety of texts that I would not have previously been able to find. Additionally, the source management skills proved helpful by allowing me to quickly reference texts that I had previously read. This project has inspired and given me the necessary tools I require to conduct my own research on people with disabilities in the Early Modern Period.

Halfway through summer, I encountered a newspaper article composed by a blind man named Walton. I spent several hours each week attempting to discover more about Walton, but to no avail. Professor Ottaway and I organized a meeting where we discussed how to move forward with my search. At this point I was frustrated with my lack of success, however, when I met with Professor Ottaway, she reassured me and told me I had conducted a thorough search. Her words encouraged me, but I still have a desire to learn more about these blind institutes and to find Walton.

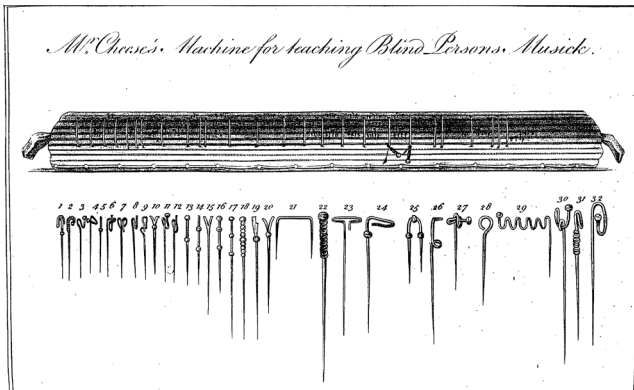


ADAM SMART '22

with Professor Susannah Ottaway

Blindness in Britain, c. 1500-1850

We investigated connections between cultural perceptions of blindness in early modern British and European society and the practices and policies of British institutions that provided education, work, or general support for blind people during the Georgian period. Institutions provided musical education, and individuals wrote on the subject or developed educational tools and inventions, connecting Enlightenment discussions of the education of the blind with the priorities of these institutions. Archival documentation of the general working environment and vocational education provided at the blind institution in Norwich showed dynamics of control and the influence of economic and social ideas on institutional policy.

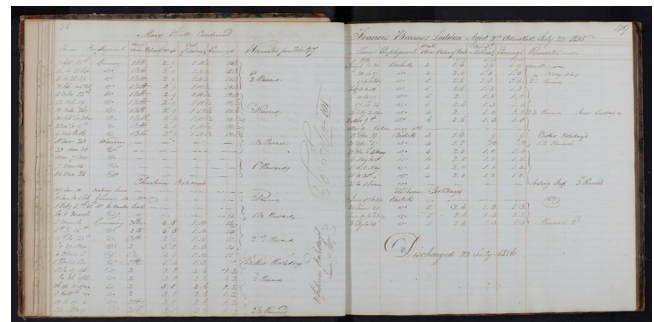


One of the most interesting experiences of my research involved the investigation of obscure individuals, whose lives I tried to sketch out using a collection of sources. Whether an author of an obscure journal article on blindness, or a specific educator or philanthropist, I found the process of tracking down ordinary individuals to be a rewarding experience, with even trifling references in a newspaper yielding new information and satisfaction. I also enjoyed the more steady-paced tasks involved in database work, which often

revealed information and questions for which I did not even know I was looking.

This project provided me with experience in using the various online databases and archival directories useful for historical research. Throughout this project I learned to access databases specialized towards the specific time periods, regions, or questions I was investigating, suggesting a greater depth of research materials for use in future academic endeavors. Working on this project also helped develop more general career skills, such as the effective use of time, the communication of my ideas and most relevant discoveries, and the sustained kind of effort and attention required for any long-term projects.

Professor Ottaway, my faculty sponsor, directed Michael and me towards many of the tools used in our research, often pointing to some uninvestigated database or archival source which opened up a new set of sources to be considered. She also shared in our engagement with various secondary sources, prompting engaging discussions over video conferencing and through asynchronous means. This collaborative work benefited my research, driving me to find further sources of interest to share, and allowing me to better formulate my own interpretations by communicating them as my understanding was still developing.



A typical page from the workbook from the Norwich institution, which records the work occupation, productivity, and various health conditions of the blind pupils and workers.

WINTER BREAK 2020 SRP PROJECT DESCRIPTIONS

Kaeden Berg '21 (Computer Science), Henry Koelling '22 (Computer Science) and *Visiting Assistant Professor James Ryan* (Computer Science) worked together to translate and reformat John Peters' *Artificial Versifying*, a generative Latin poem generator first published in 1677. First they recreated the original digitally. They reverse engineered the method Peters used to scramble the words, and wrote a program to automate that process, so they could scramble their own translations in the same way. Then they made various translation attempts, one where they focused solely on meaning, a few based around meter, and finally one that compromises between meter and meaning. They also read a few papers on the subject of E-lit translation to understand the existing theory and methodology.

Kaeden says, "We hope to present a paper at the ELO conference this spring about our process, specifically the challenges we faced and various trade-offs we had to make to create a "faithful" translation of a paper based generator. Over this research period I learned a lot about translation studies and linguistics in general, as we based some of our metrical stresses for English on IPA. I learned a lot about the publishing process for research papers, and I learned to focus not just on the meaning of a translation, but on different mediums and the experience of the reader. We could have easily made a program that generates poems with the same words, but we focused on recreating the paper word tables, so readers would have the same generative experience, and doing so changed the entire process and outcome of our translation."

Lizbeth Ramírez Gaytán '21 (Linguistics) and *Assistant Professor Jenna Conklin* (Linguistics) elicited listener's judgments on the accentedness and intelligibility of Spanish-accented English. To fully model the impact of minute differences in vowel reduction, they made minor acoustic adjustments to recordings to produce sets of otherwise identical sound files differing only in the degree of reduction of unstressed vowels.

Lizbeth says "I learned about the different kinds of vowel characteristics that different languages can carry which in turn can have an impact on a speaker's ability to learn a new English. In this case, vowel reduction is not very common in Spanish, but a Spanish speaker must be able to develop vowel reduction in order to develop more fluent-like English. Not only does it have a phonological impact on the speaker's ability, but it also has an impact on their credibility and the way that a native English speaker will view the Spanish speaking English learner. By needing to manipulate the audio data, it was necessary for me to learn how to read the WAV files on Praat as well as learn how to run scripts in order to isolate specific parts of recordings. In addition, I learned how to use platforms such as Gorilla and Zello. Gorilla is a platform that can be used to make online surveys or tasks for studies such as this one. Zello on the other hand is a literature resource that can be used by groups or classrooms to collect literature that may pertain to the topic and make collaborative lists."

Natalie Marsh '21 (Religion) and *Professor Lori Pearson* (Religion) explored gender-related material on Émile Durkheim necessary for several chapters of Lori Pearson's book project, *Sexuality and Secularization*, which uses the work of Marianne Weber (today remembered as Max Weber's wife) to explore how debates about women's rights informed early 20th-century theories of religion and modernity.

Together, they read Durkheim's *On Suicide*. They conducted close readings of key passages on marriage, gender, and family, and discussed these passages in relation to the Hegel they had read over the summer, as well as other prominent theories in the emerging field of religious studies at the time. Natalie also translated several untranslated works for Lori (from French to English), including a review that Durkheim wrote about Westermarck's theory of divorce, a dialogue between Durkheim and other scholars on marriage and divorce, and an article about Durkheim's theories of integration and regulation written by a contemporary French scholar, Philippe Steiner. Natalie says, "It was not only satisfying to continue and build upon the work I had

done with Lori this summer, but reading and discussing *Suicide* also contributed to my thinking about my comps project, which also addresses questions of social health and illness, and how we measure such states. Working with Lori was a joy as always, and I'm very grateful to have had the opportunity!"

Noah Rosenfield '21 (Political Science) and **Associate Professor Mihaela Czobor-Lupp** (Political Science) embarked on a research project that brings together the thought of the Jewish German thinker Hannah Arendt with that of the Jewish Romanian writer and journalist, Mihail Sebastian. Introducing these two into conversation with one another, by pairing Sebastian's (semi-autobiographical) novel *For Two Thousand Years* with Arendt's work on thinking and judging, helps to better reveal the thought and lives of each, and ultimately, to illustrate non-ideological thinking, a form of thought that resists ideology, prejudices, cliches, and remains humbly committed to the factuality/particularity of reality (especially in times of crisis, when tempestuous darkness descends upon society, and one finds oneself in the eye of the storm).

They met several times a week to discuss the work read throughout December. They began with Arendt's *The Life of the Mind*, moved onto her *Lectures on Kant's Political Philosophy* and *Men in Dark Times*, and concluded by re-reading Sebastian's *For Two Thousand Years*. In between sessions, they wrote responsive essays to what each had read and discussed, answering and building upon each other's pieces. They now have a framework of research for the project, collaborative written work to continue with, and they hope to complete a paper in the coming months.

Noah says "We began this project fresh out of two courses that explored the thought of both Arendt and Sebastian. This experience allowed me to explore further each thinker - which was particularly fruitful given that both are monumental figures in the Comps that I am currently working on. It is safe to say that these two thinkers have rarely - if ever - been brought together so explicitly in any academic study before. Given the state of our contemporary socio-political fabric, the relevance and urgency of pairing these two together can not be overstated. Thus, the thought of being granted the opportunity to begin this endeavour, and of pursuing it until its completion fills me with both exhilaration and gratitude."

Saraswati Vadnais '22 (English) and **Assistant Professor Lei Yang** (Asian Languages and Literature) did research regarding Sima Qian's *Shiji*, considered to be one of the foundational works on ancient Chinese history. Professor Yang's research focuses in particular on Sima Qian's use of detailed characterization and biography to develop character-driven, chronological narratives in his retelling of historical events. Because much of the scholarship on the *Shiji* has been written in French, Saraswati conducted translations of previously written materials from French into English. Additionally she read and analyzed background writing on the *Shiji*, and proofread some of Professor Yang's book chapters.

Saraswati says "Over the course of the break, I reviewed writings by Paul R. Goldin and Burton Watson, which provided me more background information on the term "early Chinese history" and on Sima Qian himself, allowing me to better pinpoint the time frame that Professor Yang is studying. I additionally took a deeper look into Goldin's work, and identified key words and phrases relating to the author's reliability as a historian, and the ways in which he ties his main topic into his introduction, which helped Professor Yang with her organization of her own works, and was an interesting exercise for my own research writing.

In terms of translation work, I translated into English the introduction to *Les Mémoires historiques de Se-ma Ts'ien* (Sima Qian's *Records of the Historian*) by Édouard Chavannes, and the first couple of pages of a book review of *Written on Bamboo and Silk*. Through the latter translation, I got a feel for translation work, and figured out some good ways to avoid translating word-for-word and instead grasp the larger meaning of a sentence or paragraph. When translating the introduction to *Les Mémoires historiques*, I had by then become comfortable with the process of translation, and learned a lot about the style of writing of Sima Qian, the Chinese conception of history, and the Chinese method of writing history. Through this process, I was also able to see the value of being fluent in another language in terms of having access to even more resources!"

CELEBRATING THE HUMANITIES

In fall of 2018 the Humanities Center marked its 10th anniversary at a festive event featuring a panel discussion on the importance of the humanities at this intellectual, cultural, and political moment. Today the Center continues to serve as an intellectual catalyst for the campus, through its faculty research seminars, student research partnerships, digital humanities projects, and events on humanistic dimensions of art, ethics, politics, the sciences, and more.

