



## \_\_LFP Update\_\_ 6.2

May, 2011

Welcome to the **LFP Update**, an e-publication from the Lilly Fellows Program in Humanities and the Arts to keep LFP representatives and others informed about the activities of 1) LFP National Network institutions, 2) present and former Lilly Fellows and, 3) the LFP office at Valparaiso University.

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### \_\_The 2011 LFP National Conference\_\_

The Lilly Fellows Program National Network holds its annual conference each fall on one of the Network. Official representatives of all the Network colleges and universities meet to consider a significant issue of faith and learning, exchange ideas and practices regarding their mission, and foster the whole range of Network programs and activities. The 21<sup>st</sup> Annual LFP National Conference, *Reconciliation in History, Music, and Literature*, will take place October 21 through 23 at Samford University, in Birmingham, Alabama. Built on Birmingham's history in civil rights, religion and industry, the program will explore the concept of reconciliation through history, literature and the arts. The speaker line-up will inspire, encourage, and motivate you. The three speakers are: Charles R. Marsh, Professor of Religious Studies, the University of Virginia; Trudier Harris, J. Carlyle Sitterson Professor Emerita of English, University of North Carolina; and Rosephanye Dunn Powell, Professor of Voice and Coordinator of Voice Studies, Auburn University. The National Conference also will introduce you to some of Birmingham's premier attractions, including the world-

renowned Birmingham Museum of Art, the Birmingham Civil Rights Institute, the historic Sixteenth Street Baptist Church, and the Vulcan Park and Museum. Registration for this conference opens on **May 16, 2011**, and the **deadline for registration is September 15, 2011**. For more information and to register, [click here](#).

### \_\_Workshop for Senior Administrators\_\_

Immediately preceding the National Conference will be the Twelfth Annual Workshop for Senior Administrators on the topic, *Leadership, Mission, and Meaning: Engaging the Curriculum*. The Workshop will be held at Samford University, in Birmingham, Alabama, **October 20 and 21, 2011**, and will address the connection of church-related mission to the curriculum with a focus on general education. The conference aims (1) to frame questions and approaches for connecting church-related mission to specific goals for student learning and for connecting those learning goals, in turn, to the curriculum and (2) to offer guidance in curriculum review and revision at church-related schools. Anticipated outcomes include gaining a better understanding of how mission and the curriculum can authentically connect, gaining strategies for enhancing connections between curriculum and mission, and gaining insight in how to overcome institutional challenges to curriculum review and revision at church-related schools.

Addressing the workshop will be Paul H. Benson, Dean of the College of Arts and Sciences at the University of Dayton in Dayton, Ohio, and Mary Strey, Vice President for Academic Affairs, Dean of the Faculty, and Professor of Chemistry and Biology at Central College in Pella, Iowa. The Workshop is offered at no cost to senior administrators at Lilly Fellows Program National Network member institutions. The first participant from each school will be reimbursed for travel costs up to \$600. Meals and hotel accommodations will also be paid for by the Lilly Fellows Program in Humanities and the Arts. Additional participants from member schools will be wait-listed until September 15 and will be enrolled as slots become available. **Registration for this conference opens on May 16, 2011, and the deadline for registration is September 15, 2011**. For more information and to register, [click here](#).

### \_\_New Lilly Fellows Selected\_\_

This year the Program received 144 complete applications from prospective candidates in humanities and arts disciplines vying for one of three Postdoctoral Fellowships the Program awarded this year. A selection committee of six Valparaiso University faculty, with Program Director Joe Creech, winnowed the number of candidates to twenty-four semi-finalists and then to six finalists who visited the Valparaiso University campus. We are now extremely pleased to announce that the committee's three choices have each accepted the Lilly Fellowship offer.

The 2011-2013 Lilly Fellows are **Katherine Calloway, Robert Elder, and Charles Strauss**.

**Katherine Calloway** received her BA in University Scholars and MA in English from Baylor University, and her PhD in English from the University of British Columbia in 2010. She is

interested in the interaction between poetry and theology in seventeenth-century England and particularly in the poetry of John Milton. Her dissertation, "God's Scientists: the Renovation of Natural Theology in England, 1653-1692," demonstrates how scientists and philosophers dealt with the challenges to Christian faith posed by the Scientific Revolution. Currently she is investigating the ways these natural theologians incorporated (or pointedly did not incorporate) poetry into their projects, as well as studying *Paradise Lost* as an example of narrative, or "poesy," that can function as natural theology.

**Robert Elder** received his BA *summa cum laude* in history and English from Clemson University, where he also received his MA. He expects to receive his PhD in history from Emory University in May 2011. His doctoral dissertation, "Southern Saints and Sacred Honor: Evangelicalism, Honor, Community, and the Self in South Carolina and Georgia, 1784-1860," examines the influence of honor culture on the rise of evangelical religion in the American South in the eighteenth and nineteenth centuries. His interests center on American cultural and religious history, including the American South, evangelicalism, slavery, gender, violence, and the influence of the sacred in historical experience.

**Charles Strauss** received his BA in History and Peace and Conflict Studies at the College of the Holy Cross. He received graduate degrees in history at the University of Cape Town and the University; he expects to receive his PhD in history at Notre Dame in spring, 2011. Strauss is interested in transnational approaches to the study of U.S. history. His undergraduate thesis analyzed the impact of the South African War on Irish-American nationalism. His doctoral dissertation focuses on the role of Catholic and Protestant missionaries in debates on U.S.-Latin American policy during the Cold War. Strauss looks forward to revising his dissertation into a book and continuing to explore U.S. history within international contexts, particularly in regard to religion and politics, in his research and teaching.

### \_\_The Online Directory of Postdoctoral Teaching Fellowship Applicants\_\_

Each year, the Program receives many more applications from highly qualified post-doctoral students than can possibly move to the on-campus interview stage. When the committee composes a cohort of Fellows it applies a complicated calculus of factors that includes discipline, Christian denomination, and gender. It is inevitable that highly qualified candidates who have indicated their desire to teach in church-related institutions will not be interviewed. In order to provide Lilly Fellows National Network representatives with access to this rich pool of post-doctoral scholar-teachers we have created an on-line directory of applicants categorized by discipline.

### \_\_News from Former Lilly Postdoctoral Fellows\_\_

This year has been an exciting and productive one for publications among the former Postdoc Fellows.

**Darren T. Dochuk** (04-05), Associate Professor in History at Purdue University has published two books, one of which he co-edited. The first, *From Bible Belt to Sunbelt: Plain-folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism* was published in December 2010 from

WW Norton & Co. Darren co-edited *Sunbelt Rising: The Politics of Space, Place, and Region*, with Michelle Nickerson Thomas, published this March 2011 by the University of Pennsylvania Press. Darren has recently begun a new project on religion and oil.

**John Fea** (00-02) who is now chair of the Department of History at Messiah College, published in late 2010 a co-edited volume, *Confessing History: Explorations in Christian Faith and the Historian's Vocation* from Notre Dame University Press. In February 2011, Westminster/John Knox Press published his *Was America Founded as a Christian Nation: A Historical Introduction*.

**Paul Harvey** (94-96) Professor of History at the University of Colorado Silver Springs recently published a new book, *Through the Storm, Through the Night: A History of African American Christianity*, in The African American Series at Rowan & Littlefield Publishers. He has also co-edited a book with Edward J. Blum, *The Columbia Guide to Religion in America*, from Columbia University Press.

**Thomas "Tal" Howard** (97-99) Associate Professor of History and Director of the Jerusalem and Athens Forum at Gordon College has a new book as well, *God and the Atlantic: America, Europe, and the Religious Divide*, published March 2011.

**Stephanie L. Johnson** (06-08) Assistant Professor of English at the College of St. Scholastica has a quite recently published journal article this spring. "'Home one and all': Redeeming the Whore of Babylon in Christina Rossetti's Religious Poetry," *Victorian Poetry* 49:1 (Spring 2011), 105-25.

**Kari Kloos**, Associate Professor, Religious Studies at Regis University reports that her new book, *Christ, Creation, and the Vision of God: Augustine's Transformation of Early Christian Theophany Interpretation in the Bible in Ancient Christianity* series edited by Jeffrey Bingham was published by Brill in January 2011.

**Joanne Myers** (05-07) Assistant Professor of English at Gettysburg College has two forthcoming publications to note. The first is a chapter entitled "Defoe and the Empirical Self" in *Individualism: The Cultural Logic of Modernity*, edited by Zubin Meer published by Rowman & Littlefield (July 2011). The second is an essay entitled "Defoe and the Project of Neighborliness" which will appear in the November issue of the journal *Restoration: Studies in English Literary Culture, 1660-1700*.

**Caryn D. Riswold**, Associate Professor of Religion, Chair of Gender and Women's Studies, and Director of Faculty Mentoring (2010-2011) at Illinois College had two articles published in 2010. The first is "Coram Meipso: Presence, Privilege, and Vocations in Lutheran and Feminist Languages" *Dialog* (Fall 2010), and the other is "Annoying the Student with Her Rights: Human Life Coram Hominibus, Reflections on Vocation, Hope, and Politics," *Intersections* (Spring 2010). She also contributed two chapters to a book edited by fellow LFP alum **Mary Streufert**(04-06) entitled, *Transformative Lutheran Theologies: Feminist, Womanist, and Mujerista Perspectives*, (Fortress, 2010). The first chapter, "Historical and Theological Legacies of Feminism and Lutheranism," is co-authored with L. DeAne Lagerquist from St. Olaf College. The second chapter is "Inhabiting Paradox: God and Feminist Theology in the Third Wave." **Mary Streufert** continues as the Director for Justice for Women, Church in Society Program Unit of the Evangelical Lutheran Church in America. Caryn also presented

a paper the *Faith and Feminism Conference* at Ebenezer/er Church ELCA in San Francisco, California, on "Sustaining Relationships with Feminism & Christianity: Because Some of the Master's Tools Weren't His to Begin With." She also presented at the Midwest American Academy of Religion conference on "Women's Bodies, Men's Lives: Muslims and Mormons Inscribing Gender." Finally, she returned to her alma mater, Augustana College, to talk about my book on *Feminism and Christianity*, giving the paper, "Feminism and Christianity: Living at the Intersections."

In other news, **J. Michael Utzinger** (99-00) was named Associate Dean of the Faculty at Hampden-Sydney College starting July 1, 2011. He also is the Secretary of the Historical Society of the Episcopal Church and serves on the executive board and Chair of the Program Committee for the R. R. Moton Museum for Civil Rights in Education.

### \_\_Notable Events of the LFP National Network Board Spring Meeting\_\_

The National Network Board of the Lilly Fellows Program met for its semi-annual meeting April 2-3, 2011 in Chicago. The Board considered proposals for Summer Seminars and the Small Grant pilot program. The Board selected from six proposals Aquinas College for a Summer Seminar on "Peace and Reconciliation in Northern Ireland: Theory and Practice," directed by John C. Pinheiro, Associate Professor of History.

The new Small Grant program attracted much attention from Network Schools and the Board considered twenty-one proposals. They selected eight programs: Azusa Pacific University, "Creating a Sustainable Faith Integration training Program for Adjunct Faculty at APU"; Hope College, "Cultivating Hope and Other Virtues"; Loyola Marymount University, Faculty Colloquium on Catholic Mission and Identity; St. Olaf College, "Faculty Life at St. Olaf College: More Than Livelihood"; Saint Xavier University, Mercy Book Club; Thiel College, "Orientation to Lutheran Higher Education at Thiel College"; Whitworth University, "Growing the Next Generation of Christian Intellectuals"; and Xavier University, "Xavier Mission Academy."

The National Network Board also approved membership into the LFP National Network for Seton Hall University in South Orange, New Jersey and University of St. Francis in Joliet, Illinois. There are now ninety-six colleges in the National Network.

In other news, the Board commissioned the creation of a **Facebook** page for the Lilly Fellows Program. The new Lilly Fellows Program in Humanities and the Arts Facebook page will act as supplement to program's website and a source for news and updates. Check out the new page and "like" it, if you would like to receive LFP news on your Facebook News Feed.

### \_\_Update on the Lilly Graduate Fellows Program\_\_

This year the LFP received seventy nominations from thirty-seven network schools. Of the seventy nominees, sixty-one applied. In the beginning of April, twenty-four candidates for the Lilly Graduate Fellows Program were interviewed by a selection committee in Indianapolis,

Indiana. Over the course of the two-day interview process, we got to know the remarkable individuals who made it to this final stage of evaluation. We will be announcing shortly the composition of Cohort Four, who will be mentored by Caroline Simon of Hope College and Thomas S. Hibbs of Baylor University. Cohort Four will gather for its Inaugural Conference again in Indianapolis in August 2011.

### \_\_Network Exchange\_\_

**Save the Date** for the upcoming Network Exchange at Sacred Heart University, April 15-18, 2012, entitled *The Human Journey Core: Integrating A Faith-based Education for the 21st Century: Challenges and Responses*. Network Exchange Programs allow Network institutions to showcase distinctive projects, institutes, or curricula that highlight the Christian or church-related characteristics of their schools. They provide for an extended visitation by faculty and leaders from other Network colleges, allowing close observation and study of the pertinent program, so that other institutions might learn from the host institution's experience and perspectives.

Consistent with and reflective of Sacred Heart University's Mission, which is rooted in the liberal arts and Catholic intellectual tradition, the University has in place a Common Core, The Human Journey. This Common Core engages students in an integrative, multi-disciplinary understanding of the arts and sciences and the Catholic intellectual tradition framed by four BIG enduring questions of human meaning and value. The courses that constitute The Human Journey are history, literature, a choice between a social science (psychology, political science, anthropology, sociology), or a natural science (physics, biology, chemistry) and a capstone in religious studies, theology, or philosophy. The four enduring questions frame the syllabus of each course and each course engages the Catholic intellectual tradition from the perspective of its discipline.

Using The Human Journey Core as one way of responding to the challenges we face today, this Network Exchange aims to bring together faculty and administrators from all Christian denominations to address how best to integrate the meaning and values of their faith-based missions across the curriculum, and how best to educate and prepare students for a contemporary and global world. Showcasing the components of The Human Journey Common Core will give an opportunity to all of us to discuss and share how our various programs, curricula, pedagogies, and assessment methodologies may best serve our students, our institutions, and our society.

We will hear from leaders of distinguished programs: Thomas S. Hibbs from University and Thomas A. Howard from Gordon College as well as from renowned theologian and leading thinker about the Catholic intellectual tradition, Fr. David Tracy from the University of Chicago.

For more information contact: Michelle Loris, Sacred Heart University; 203-396-8020; [Lorism@sacredheart.edu](mailto:Lorism@sacredheart.edu), and keep checking the Lilly Fellows Program website for further updates about this program.

## Other Dates and Deadlines for Your Calendar

The next series of programs that will receive funding are: Mentoring Programs and Regional Conferences. Proposals are due **September 15, 2011**.

The deadline for nominations for the Lilly Graduate Fellows Program is **November 19, 2011**.

The deadline for registration for the National Conference and the Workshop for Senior Administrators is **September 15, 2011**.

For more information, visit the LFP website.

## From the Colloquium

Over this past year, the weekly colloquium of Postdoctoral Fellows at Valparaiso University has examined two questions. In the fall, we considered: what are the place and relevance of Christian faith in the contemporary academy, how did this situation come to be, and for what do we hope? In the spring, we considered: how do Christian faith and tradition inform my teaching and my understanding of teaching's various and changing institutional contexts? (You can find a list of the readings here.) We have had wonderful conversation about a number of issues: the role of interdisciplinarity in the curriculum at church-related schools; how to balance the inherent power relationships expressed in "education as moral formation" with, for lack of a better term, the democratization of higher education, and we have been wrestling with the strengths and limitations of seeing Christian higher education as learning rooted in a particular worldview (a topic the some of the Graduate Fellows have also been working through with James K.A. Smith's *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*).

At our final meeting, as we reflected on texts that had been especially meaningful to us, two short stories emerged as especially important (and, interestingly, several of the Graduate Fellows cohorts have read these, too): Tobias Wolff's "In the Garden of the North American Martyrs," which appears in *Our Story Begins*, and Flannery O'Connor's "The Enduring Chill," which appears in *The Complete Stories*. Wolff's story recounts a series of events at an on-campus interview for an academic job; O'Connor recounts the travails of a young and failed New York City playwright who must return to his rural home because of a terminal illness. Both involve scholar/artists in vocational crisis who learn about themselves and their place in the world through, perhaps, divine intervention (I don't want to give away too much). Put another way, both stories feature, loosely put, a narrative of redemption in which educators gain wisdom through self-understanding. In reflecting on these stories, we kept coming back to two questions. First, to what extent—in our course syllabi or our curriculum—should the story of our teaching be a narrative of redemption? Here I do not imply that the primary end of our teaching should be to produce Christian converts; rather, the question remains, to what extent should our teaching promote an awareness of one's limitations and capacities so that one might, at the end of a term or at graduation, gain something like the wisdom to discern one's place in the world. Second, to what extent is the life of the mind dangerous to our moral lives? Both stories feature moral lives distorted by intellectual and

artistic pursuits; even though, in both stories, the agents of distortion are to a large extent social and institutional, they also result from personal weaknesses and, perhaps more troubling, they seem inherent to the pursuits themselves. Combined, these two questions probe the extent to which, in our own educations, we should learn about ourselves and our social location within the academy in a way that might bring to light wisdom to discern how to avoid moral distortion in our own lives. In our conversation on this last question, we considered the sort of moral distortion that might arise in response to everything from teaching evaluations to the protection of intellectual property to the pressures of the job market. It so happens that a number of us here and in the graduate fellows cohorts have been reading yet another recent work that, although perhaps not answering these questions definitively, sheds light on the way the church has wrestled with such matters in distinguishing *curiositas* from *studiositas*: [Paul J. Griffiths' \*Intellectual Appetite: A Theological Grammar\*](#). I commend this work to you.

Here's to a productive and meaningful summer for ourselves and our schools.  
Joe Creech