



## Generating New Scholarship

by Bruce M. Knauft  
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How can our understanding of world areas and regions be expanded by comparative and interdisciplinary study? Conversely, how can scholarship that is wide-ranging and international be enriched by place-based knowledge? More generally, how can an Institute like ICIS generate new scholarship that both reflects and augments our understanding of individual world regions? During the 2005–2006 academic year, we inaugurate a series of linked initiatives to address these issues. These programs bridge a wide range of academic levels.

At the heart of this programming are ICIS theme seminars that combine public lectures with special training for graduate students and support for faculty research. During 2005–2006, three such seminars will be held in relation to the general theme of “Globalization and Empire.”

Why this particular theme? During the 1990s, it was commonly held that a new era of global connection, commerce, and understanding was at hand. Globalization was often held to break down if not make obsolete oppositions between nations. But since the turn of the century, and especially since September 11, the tide of international relations seems to many to have turned. National and religious opposition, military intervention, and what has been called a “clash of civilizations”—or, alternatively, a “clash of fundamentalisms”—has become a major theme in international politics. And yet, this perception is shaped by our own time and place. These include our position within the United States as a global superpower.

The United States has been attacked in a major terrorist incident and has chosen, based on this incident, to invade and militarily occupy Afghanistan and Iraq thousands of miles away. Many suggest that this is merely a brazen and misguided attempt by the United States to assert imperial control over other countries—and to secure key resources

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## Ken MacLean: ICIS Postdoctoral Fellow, 2005–2007

We are pleased to announce the appointment of Kenneth MacLean, from the University of Michigan, as the ICIS postdoctoral fellow for the 2005–2006 and 2006–2007 academic years. A specialist of Southeast Asia, MacLean’s thesis is titled “The Art of Partial Disclosure: Peasant-Bureaucrats and State Socialism in Viet Nam.” MacLean’s work draws upon a broad range of ethnographic and historical sources to reconfigure Vietnamese socialist history from a postcolonial perspective. His professional background includes program direction and consulting with Earth Rights International, particularly in relation to Burma, and he has also been engaged with poverty reduction programs in Viet Nam. MacLean speaks Vietnamese, Thai, Northern Thai, and has intermediate knowledge of Lao and Spanish. This past spring, he defended his doctoral thesis in anthropology at the University of Michigan, Ann Arbor. MacLean received his BA in anthropology from Princeton University and two master’s degrees from the University of Michigan—an MA in anthropology and an MS in resource policy and behavior.

While at Emory, MacLean will teach one course per semester, will be a member of the ICIS Steering Committee, and will be integrally involved in the development of



seminars and related activities in the ICIS Globalization and Empire Program. He comes to us from Michigan with his wife Juliet Feibel and their son Ascher. Feibel is the associate director of Imagining America, a national consortium of colleges and universities committed to public scholarship in the arts and humanities. We welcome the MacLeans to Atlanta and to Emory.

# Generating New Scholarship

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such as mid-Eastern oil. Others argue that these incursions are an appropriate way to stamp out terrorism and to liberate foreign lands.

From a scholarly viewpoint, it is important to put such claims and counter claims in comparative and historical perspective. What is the relationship between globalization and empire? How have previous world powers and empires developed and operated? What are the comparisons and the contrasts between empires of the past and powers such as the United States, in the present?

At ICIS we have attempted to pose these questions in ways that cross both academic fields and different world areas. One approach is to examine the history of empires past and present. Another is to examine how empires have been presented and re-presented in fiction and in theory. A third is to examine how forces and practitioners of globalization impact social action and cultural differences in the present.

These three perspectives correspond with our three ICIS graduate seminars for 2005–2006. One of these is Empires Past and Present, which will be cotaught by professors of history Clifton Crais and Mark Ravina during spring 2006. The second is the fall 2005 seminar taught by Professor of English Deepika Bahri, *Empire: Fiction and Theory*. The third perspective is developed in the seminar that Sam Cherribi and I are teaching this fall semester, *Globalization in Practicum*. Each of the three seminars is a regular graduate-level course. But unlike most courses, both the faculty who teach these courses and core seminar students who have applied and been accepted in the program are provided research funding by ICIS. Further, these seminars are supported to bring outside speakers to campus. These speakers, whose research is being examined in the seminars, will present major public lectures to which everyone in the Emory community is invited and will also discuss their work with students in one of the seminars.

To enrich and complement these programs, we have conducted a national search for a postdoctoral fellow whose work and background provide interdisciplinary perspective on issues of globalization and empire. We are delighted that the top choice of our review committee, Ken MacLean has become our ICIS postdoctoral fellow for 2005–2007. MacLean will teach one undergraduate course each semester, will be a member of the program steering committee, and

will participate in one of the seminars. Of special note is the undergraduate training course that MacLean will teach. This course will help provide undergraduate students the methods and the research background to conduct their own independent research in foreign countries.

A deep thanks goes to the faculty members of the ICIS Seminar Steering Committee: Deepika Bahri, Sam Cherribi, Clifton Crais, Frank Lechner, Mark Ravina, Richard Rubinson, and Marina Rustow. Special thanks also goes to the Emory College Office and to the Graduate School of Arts and Sciences, which have partnered financially with ICIS to make this program possible.

Beyond the faculty, postdoctoral, graduate, and student dimensions of our ICIS seminar program, new international scholarship is being generated in three additional ways this year. First, we are exceptionally pleased that Emory College is adding eight new faculty members who will be affiliated with our area studies programs (see listing further below). These faculty bring new research and teaching expertise concerning a wide variety of world regions, including South Asia, Central Asia, Northern Asia, the Middle East, Latin America, and Africa. Our special thanks to Dean Robert Paul for having championed and enabled these key faculty appointments.

Second, we are delighted that a new initiative is underway to allow undergraduates to study abroad for a semester and get full Emory credit in a host of developing countries in Africa, Asia, and Latin America. Under the leadership of CIPA staff administrator Cornelia Lindenau, these new programs have now been approved. Undergraduates will be eligible to apply in spring 2006 for a range of these exciting new study abroad opportunities. (See related article on next page.)

Third, a number of us have been actively involved at both the college and the University level in developing the strategic plan for internationalization at Emory. A bold and ambitious plan has been proposed that will greatly expand international scholarship at Emory. We hope and anticipate that this exciting plan will have a dramatic impact in promoting and enriching international scholarship on campus and abroad for many years to come.

I thank you for your interest in and support of international scholarship, and I urge you all to participate in our new initiatives as well as in our existing programs. In our era of global challenge and change, expanding our scholarly range and depth is crucial.

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## ICIS is Pleased to Announce the Following Faculty Research Grant Recipients

Name	Department(s)	Project Name
William Brown/Mary Odem	Art History/History	Living Across Borders: Maya Migrants in the New South
Clifton Crais	History	The Productions of Public Memory: The Return of Sarah Bartman, the "Hottentot Venus"
Bianca Premo	History	Taking Tyrants to Court: Civil Litigation in the Spanish Empire during the Age of Enlightenment
Marina Rustow	History	Toward a History of Jewish Heresy: Rabbanities and Karaites in Medieval Egypt and Syria
Julie Shayne	Sociology/Women's Studies	Culture, Gender, and Resistance in the Chilean Diaspora
Rebecca Stone-Miller	Art History	Contemporary Ecuadorian Shamanic Practice
Deborah White	English	Anniversaries: Exile and the Memory of 1848

## ICIS Welcomes Cheryl Treacy-Lenda as Program Coordinator for Interareal Studies

We welcome Cheryl Treacy-Lenda as the new program coordinator for Interareal Studies for ICIS. Treacy-Lenda earned BAs with honors in Spanish and French from the Pennsylvania State University with minors in Italian and International Studies. During her undergraduate career, Cheryl studied abroad in Salamanca, Spain, and Besançon and Strasbourg, both in France.

In 1999 Treacy-Lenda moved to Baltimore, where she was program coordinator in the Africa Office at JHPIEGO, a nonprofit affiliate of the Johns Hopkins University. There she provided home-office support for international public health development programs, including managing education supplies, travel, and consultants for in-country programs, monitoring project finances, strategy development, and report editing and writing. Her work at JHPIEGO included programs in Benin, Guinea, Burkina Faso Togo, Egypt, Madagascar, and Pakistan, which were structured toward improving every level of the training and development of medical personnel, from policy to practice. Program objectives included leading local stakeholders in the

development and standardization of national policies for medical practice, the improvement of education practices at medical and nursing schools, and the training of practicing doctors, nurses, and midwives in specific service-delivery areas such as infection prevention, IUD insertion, and counseling.

At ICIS Treacy-Lenda will begin work by supporting the Globalization and Empire Program Seminar series, ensuring the smooth coordination of events related to the seminars and supporting newly appointed postdoctoral fellow Ken MacLean in his research.



## New Opportunities for Undergraduates

### Exciting New Study Abroad Programs in the Developing World

The Department of Anthropology, in conjunction with a number of other Emory Departments, CIPA, and ICIS, has launched twelve new experiential study abroad programs in Mali, Morocco, Ghana, Uganda, Tanzania\*, Nicaragua, Panama\*, Jamaica, Bali, Vietnam, Mongolia, and the Mekong Delta\* (\*environmentally focused). The programs are administered by the School of International Training (SIT), a pioneer of experiential, field-based study. With guidance from local academics, policymakers, and field professionals, students discover the day-to-day reality of critical regional issues from the role of social movements in Nicaragua to the effect of global economic changes on Mongolia's nomads.

Intensive language classes; small seminars with a focus on culture, history, society, and the educational system (taught by university professors, researchers, and other local professionals); a field studies class; and an Independent Study Project (ISP) form the academic basis. Living with families, often in both urban and rural settings, close contact to NGOs and locals, and organized excursions extend the student's understanding of the issues that affect the community, the region, and the world—and her or himself.

Students build upon their on-campus education and develop skills in the field as they engage with regional experts, use academic resources, and work with local organizations.

The Independent Study Project (ISP) gives the students essential in-country research experience. With guidance from their Emory University academic adviser, the onsite academic director, and local faculty, they develop their focus on a critical issue throughout the semester. This may lead to a basis for an honor's thesis, successful grant proposals, graduate-level research, and fellowships.

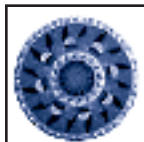
Each student who embarks on a developing world program will receive a \$500 travel grant and is additionally eligible to apply for a CIPA travel grant, which includes airfare allowance plus \$1,500.

### Two Scholarships Merge

The former SIRE Grant (Scholarly Inquiry and Research at Emory) and the ICIS Scholarship, both designed to support independent research and scholarly projects by undergraduate students, have merged. These grants provide research support for projects related to students' academic work, whether for a course, an honors project, or independent work under the supervision of a faculty mentor. The grant is designed

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## New Area Studies Affiliated Faculty



**John Dunne**, assistant professor, Department of Religion; area studies affiliation: Emory-Tibet Partnership, Asian Studies.

Dunne was educated at Amherst College and Harvard University, where he received a PhD from the Committee on the Study of Religion. Before joining the Emory community, he served on the faculty of the University of Wisconsin-Madison and previously conducted research at the University of Lausanne (Switzerland). Dunne's work focuses on Buddhist philosophy and practice, including questions of epistemology, philosophy of language, and contemplative practice. His research, supported by a Collaborative Research Grant from the National Endowment for the Humanities, includes a study of the Buddhist metaphysics of "Emptiness."



**Hernan Feldman**, assistant professor, Department of Spanish and Portuguese; area studies affiliation: Latin American and Caribbean Studies. Born in Buenos Aires, Argentina, Feldman received his

teaching certificate at the Escuela Normal de Profesores Mariano Acosta, a law degree at the Facultad de Derecho (UBA), and a master's degree in comparative law at Indiana University. After practicing law for several years, he obtained an MA and a PhD in Spanish literature at Indiana University. His research interests include nineteenth- and twentieth-century Río de la Plata literature, critical legal studies, deconstruction and political theory, comics and film, tango, blues, and heavy metal music. Feldman has published articles in journals such as *Latin American Theatre Review* and *Revista Iberoamericana*, and is working on a book project devoted to the political maneuvers through which the Argentine state produced multiple enemies in the period between 1876 and 1930.



**Ruby Lal**, assistant professor, Department of Middle Eastern and South Asian Studies; area studies affiliation: Asian Studies. Lal received a DPhil from the University of Oxford in 2001, and an

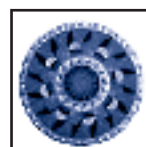
MA and MPhil in history from the University of Delhi. Lal comes to Emory from the Department of Anthropology at the Johns Hopkins University, where she taught Gender, Sexuality and Modern Islam, *Family and Court: Orientalist Constructions of "the harem," Women and Islam in Modern World, The Imperial Harem: Women, Household, and Family in Sixteenth- and Seventeenth-Century Islamic States, and Introduction to Indian History and Civilization*. Lal's research interests are concerned particularly with issues of gender in Islamic societies in the precolonial world.

She has investigated questions of private and public, the nature of domestic life and the importance of these in the making of precolonial Muslim polities in South Asia. She situates her research in a wider enquiry into the diverse conditions and character of different Muslim empires in different times and places. Her recent book is *Domesticity and Power in the Early Mughal World*, Cambridge University Press, 2005.



**Julia Mikhailova**, lecturer in Russian, Department of Russian and East Asian Languages and Cultures (REALC); area studies affiliation: Russian and East European Studies. A native Russian,

Mikhailova grew up and lived in Siberia, where she received her BA from Krasnoyarsk State Pedagogical University. Before coming to Emory, Mikhailova earned an MA in linguistics in 1999 from Syracuse University and a PhD in Slavic Linguistics in 2005 from the Ohio State University. As a specialist in language pedagogy, she spends her summers teaching Russian at the Intensive Summer Program at Middlebury College. Her research interests include methods of teaching Slavic languages, acquisition of Russian, Russian humor, Slavic formal syntax, and history of the Russian language.



**Gyanendra Pandey**, Asa Griggs Candler Professor, Department of History; area studies affiliation: Asian Studies. Pandey comes to Emory from the Department of History and Anthropology at the Johns

Hopkins University. He was a founder member of the Subaltern Studies Group, a fellow in history at the Centre for the Study of Social Science, Calcutta (1980–1985), and professor of modern history at the University of New Delhi (1986–1998). His first major book dealt with questions of nationalism, political mobilization, and peasant movements and was based on detailed archival research and fieldwork among peasant and artisanal communities in northern India. More recent writings have focused on the making of communal identities, Hindu-Muslim conflict, and violence in colonial and post-colonial India. Pandey is particularly interested in thinking through the relationship between official and non-official reconstructions of the past, the way in which violence is conceptualized and related to community and civilization, and (by extension) the relationship between statist "everyday" and "extraordinary" constructions of community and history. He is the author of numerous publications, including his most recent book, *Routine Violence: Nations, Fragments, Histories*, which considers how violence is classified in contemporary political usage and argues that violence should be recognized not only in its "spectacular, explosive, visible moments, but also in its more disguised forms."



**Dierdra Reber**, assistant professor, Department of Spanish and Portuguese; area studies affiliation: Latin American and Caribbean Studies. Reber has a PhD in Hispanic studies from the University of Pennsylvania. Her dissertation concerns representations of affect and the market in Latin American literature and film. Reber grew up in Boston before attending college in New York. In 1995 she spent six months in Santiago, Chile, on the State University of New York, Plattsburgh's Latin American Southern Cone Program. After receiving a BA from Columbia University in 1996, Reber went on to study Latin American literature at Emory University and then at the University of Pennsylvania (PhD 2005). Her time in Chile inspired the publication of *"Lumpérica: el ars teorica de Diamela Eltit"* (*Revista Iberoamericana*). Reber's research interests have since led to travel in Mexico, Spain, and Cuba. Her area of specialization includes twentieth- and twenty-first-century Latin American novels, short stories, poetry, and film, as well as literary and cultural theory; particular interests include Cuba since the "período especial" and the impact of globalization on the sense of self in the Americas. Her dissertation, "Affect and the Critique of the Market in Latin American Literature and Film," studies the elaboration of a globalized subjectivity based on affect rather than reason, and will serve as the basis for her first book-length project.

## Area Studies Joint Appointments

### New Scholar in Indian and Tibetan Buddhism



ICIS is pleased to welcome the appointment of **Sara L. McClintock**, senior lecturer joint appointment between the Department of Religion and Asian Studies. McClintock is a scholar of South Asian religions

who specializes in Indian and Tibetan Buddhism. Her appointment comes in the wake of Dean Robert Paul's recent meeting with the Dalai Lama in Dharamsala, India, and is part of the larger initiative of the Emory-Tibet partnership. As a member of Asian Studies, McClintock will usher in the first Tibetan language class in Emory's history and will offer a Tibetan conversation course for students returning from Emory's Tibetan studies abroad program in Dharamsala. Her teaching will also include offerings for the Department of Religion, including a course on Buddhist narrative to be taught this spring.

McClintock received a PhD in religion from Harvard University in 2002. Her doctoral thesis, "Omniscience and the Rhetoric of Reason in the *Tattvasamgraha* and the *Tattvasamgrahapanjika*" (2002), is an examination of the arguments for omniscience found in two eighteenth-century Indian Buddhist philosophical texts. Her claim is that the authors she studies embrace a rhetorical conception of reason that allows them to argue for multiple, and apparently contradictory, models of the

Buddha's omniscience. This procedure is justified by the fact that the rational standards by which arguments are judged are shaped by intersubjective processes. Emptiness, or the notion that all things are intrinsically devoid of any fixed identity, is the metaphysical principle that allows for the multiplicity of rational standards.

The process of establishing rational standards in the absence of fixed identities, however, has been and remains controversial among Buddhist philosophers. Many Tibetan Buddhists, in particular, have objected to the use of even multiple rational standards on the part of some Indian Buddhists, seeing in it a latent form of realism incompatible with emptiness. In 2002 McClintock coedited a book of collected essays on the debates arising from this charge. Her contribution in this volume employs Wilfrid Sellars' conception of the "myth of the given" as a tool to evaluate one Tibetan Buddhist philosopher's critique of two prominent Indian Buddhist thinkers.

McClintock comes to us most recently from the University of Wisconsin-Madison. Her past research and teaching affiliations also include the Central Institute of Higher Tibetan Studies (Sarnath, India); the University of Lausanne (Switzerland); and Carleton College (Minnesota).

In addition to revising her doctoral thesis for publication (under contract in the academic series at Wisdom Publications), McClintock is working on an article in which she reads Belgian philosopher Chaim Perelman's *New Rhetoric* in light of Buddhist philosophy. Together with John Dunne, her colleague in the Department of Religion and her husband, she is completing a National Endowment for the Humanities-funded translation of a seventh-century Indian Buddhist philosophical treatise on emptiness. She is also working on a project to develop web-based pedagogical tools for teaching Tibetan. This year she will serve on the executive committee of the Emory College Language Center as the first representative of Tibetan language instruction at Emory.

### New Visiting Lecturer in African Studies

By Jeremy Pool



The Institute of African Studies is proud to welcome Professor **Jean-Hervé Jezequel** as a visiting lecturer in the History of Contemporary Africa. This three-year appointment complements Emory's existing strengths in the fields of African history, culture, and politics and further improves our teaching and programming in the making of contemporary Africa.

Jezequel received a PhD in 2002 from the Ecole des Hautes Etudes en Sciences Sociales (EHESS) (Paris), based on his thesis, "The Chalk-Eaters: Social History of a Literate Category in French-Speaking West Africa—The Schoolteachers from the Ecole Normal

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William-Ponty (c.1900–c.1960).” This thesis, which Jezequel is in the process of revising for publication, examines the creation of a literate elite in colonial French West Africa, from the perspectives of both the colonial administration, in their policies on African education and employment, and more importantly, from the perspective of the school teachers themselves, who, in the wake of independence, became the first generation of African rulers in French-speaking West Africa. The dissertation emphasizes both the capacity of their shared educational experience to produce a feeling of common identity and values in William-Ponty graduates, and its inability to resolve its own contradictions as new identities came up against colonial racism and local disdain. Moreover William Ponty solidarity failed to forestall the political fragmentation that followed independence. Drawing on archival and published sources and on interviews conducted in five African nations, Jezequel’s work emphasizes the dynamic and uneven nature of group formation for colonial elites over simplistic models of “Westernization,” and thus improves our understanding of this historically significant social grouping.

Jezequel has published several articles based on his dissertation research including two articles about the colonial experiences of William-Ponty graduates in the journals *Cahiers d’Etudes Africaines* and *Cahier de la recherche sur l’éducation et les saviors*. Additionally, he has coauthored, with Catherine Atlan, a chapter on defenses of empire by the colonized for an anthology edited by Tony Chafer and Amanda Sackur, *Promoting the Colonial Ideal: Propaganda and Visions of Empire*

*in France*, and will contribute a chapter on educated Africans and the formation of customary law to the forthcoming collection, *Intermediaries, Interpreters and Clerks: African Employees in the Making of Colonial Africa*, edited by Richard Roberts.

Before coming to Emory, Professor Jezequel taught both undergraduate and graduate course at EHESS and the Institut d’Etudes Politiques in Paris, and served last year as a visiting assistant professor at the University of Michigan in Ann Arbor. In addition to his academic research, Jezequel has done consulting and coordinating work with international NGOs, such as Doctors without Borders (*Medecins sans Frontières*) and the International Crisis Group. His work for these groups has translated into both reports and academic publications on the contemporary problems of violence and instability in West Africa.

It is from this last work that Jezequel has drawn inspiration for his current project on the history of violence in West Africa. Focusing specifically on the historical experiences of what are now Liberia, Guinea, and the Ivory Coast, Jezequel is investigating the continuities and changes in the form and meanings of violence for West African peoples. This fall Jezequel will teach the undergraduate seminar *Deconstructing the Doomed Continent: the History of Violence and Conflict in Modern Africa*. This course will ask students to examine the history of violence and conflict in Africa, from the precolonial and colonial periods through contemporary events, and to consider the ways that violence can reflect the specific experiences of the African continent as well as the common experiences of humanity.

## China at Home, China Away

By Bruce Knauft

This spring Cristina Lopez-Gottardi Chao and I were fortunate to take our entire class to the Far East. We were exhorted by our guide to the Great Wall of China, walked through beautiful Chinese gardens, and saw the largest outlet of Chinese publications in the entire southeast of the country. We were especially struck by the seamless blending of cultural monuments to traditional Chinese culture and modern commercial establishments—fast food courts, video shops, markets, and the like. Our guide explained that Chinese experience life through the lens of their deep history. Though modern aspirations lead them to look toward the future, their beliefs and commitments—to family, nation, and their ancestors—are deeply rooted in the past.

One thing was especially remarkable: how fast we crossed the cultural divide. It took us just fifteen minutes to leave Emory, travel up Clairmont Road, cross Buford Highway, and take a right onto New Peachtree. If Chinatown is a world away, it is also just around the corner.



*Emory first-year students with Bruce Knauft and Cristina Lopez-Gottardi Chao in Chinatown.*

## Economic Development Seminar in Mali, West Africa

Last spring, Sam Cherribi's course, Economic Development in Africa, took students to the African country of Mali. This course comprised students from Goizueta Business School, Emory University Law School, Emory University School of Medicine, and Emory College and was aimed at developing research and creating a general framework to improve Mali's prospects for development and the country's ability to attract and stimulate responsible domestic and foreign investment.

Prior to their trip, Emory students worked to formulate specific development scenarios for Mali that allowed them to engage meaningfully and realistically with the opportunities and constraints of socioeconomic development during their trip. Student projects included pilot assessment plans for (a) value-added processing of raw cotton (of which Mali is presently the world's leading supplier), (b) establishing a tourist support infrastructure and/or private company to expand niche marketing of Mali tourism and increase the influx of tourist dollars into the Malian economy, (c) facilitating low cost privatization of water treatment, and (d) government and private initiatives to increase the access of Malians to digital technology, including new and used computer donations from Western organizations and expansion of cost-effective cyber-cafes in Malian cities and towns. Student projects benefited from prior feedback from The Carter Center staff as well as from progressive and responsible private sector analysis.

As a member of Emory's internationalization task force and executive director of ICIS, Bruce Knauft was privileged to join the group in the Malian capital of Bamako. His stay included substantive meetings with a senior assistant to the Malian President, Amadou Toumani Touré, and with The Carter Center attaché in Bamako; staff at the United States Embassy in Mali; senior staff of the Dutch Embassy in Mali; the Malian Minister of Tourism; senior members of the World Bank in Mali; as well as tours of a water treatment plant and a packaging manufacturing plant, which epitomize the potentials for infrastructural and private sector success in Mali. In all meetings, Emory students on the trip were prime participants and took the lead in asking insightful questions and engaging important discussions.

The trip articulates with Emory priorities and initiatives on several fronts, including President Jimmy Carter's

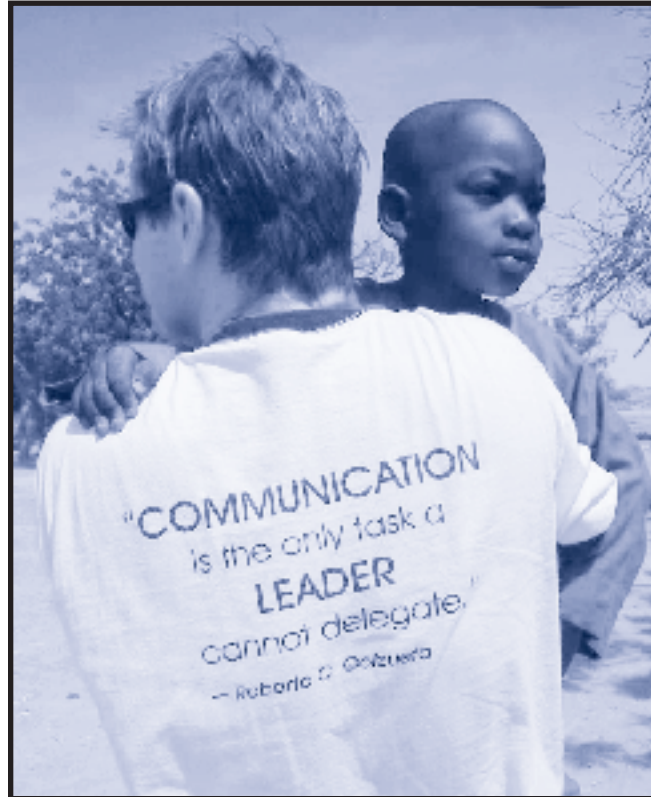
promotion of sustainable development in developing countries, Emory University President Jim Wagner's recent trip to Africa, the emergent emphasis in Emory's internationalization task force on global scholarship for informed action, the emphasis on comparative and international studies in the strategic plan of Emory College, and the strategic mission of the college's Institute for Comparative and International Studies (ICIS) to promote global citizenship.

The meetings and experiences of the trip to Mali were pivotal for assessing collaboration between educational and private sector initiatives—and between the initiatives of Emory students and faculty—in the context of Mali in particular and developing countries more generally. The trip was effectively targeted insofar as Mali is one of the poorest countries in the world while also being a stable democratic nation within which travel and professional activities pose relatively low safety or security risk.

During his stay in Bamako, Knauft was also able to explore concrete possibilities for an Emory undergraduate study abroad program in Mali in articulation with the School of International Training (SIT).

(See related article in this issue, page 1.) He conducted a site visit of the Mali SIT program in Bamako attending classes, accompanying students on a field trip meeting with the director of the Malian government's Program for Women, Children, and Families; and interviewed the SIT Mali Program director, Coulibaly Modibo, and the eleven undergraduates from various universities in the United States who were participating in the Mali SIT program. In the wake of this visit, CIPA and ICIS staff have been working through financial, pedagogical, and practical issues to see how Emory may link with SIT programs in Mali and other developing countries.

We continue to benefit from the contributions, connections, and discoveries that this trip additionally generated, that is, as it breached the limits of the crowded capital city and embraced the physical challenges, natural beauty, and human resilience of the vast rural country that stretches along the Niger River to the Sahara Desert. We applaud Cherribi's vision and success in articulating this unique course. These and other venues provide educational, humanitarian, and economically viable results that articulate Emory's resources and strengths with the challenges and opportunities of people and programs in developing countries.



# Empire in Fiction and Theory

## The Empire in Fiction and Theory

By Deepika Bahri

director, Asian studies; associate professor, English; comparative literature

The publication of Michael Hardt and Antonio Negri's book *Empire* in 2000 galvanized renewed interest in the eponymous term, one that had been supplanted in the academic and popular imagination by its loose cognate, "postcolonial" for at least a couple of decades. The appearance of *Empire* (coauthored by a professor of literature and an Italian philosopher then in jail for inciting violence in the 1970s) quickly became an academic event, slaking the academy's periodic thirst for novelty. It was touted as the "next big idea" to succeed structuralism, deconstruction, psychoanalysis, postcolonialism, and New Historicism, as Emily Eakin would report in her *New York Times* review of the book. But why would the academy get excited about empire at a millennial juncture when the proverbial sun had set even on that most expansive and enduring of empires, *Rule Britannia*? Because Hardt and Negri's is not your father's empire. Theirs is the empire with the sovereignty of the nation-state, except that empire now is a nation-state the size of the world. Effectively coupling the twin notions of "globalization" and "empire," the focus of the 2004–2005 ICIS seminar, Hardt and Negri's recoinage of "empire" furnishes a meaningful occasion for us to revisit the older idea of imperium and to seek the continuities and divergences in the idea of empire in its modern incarnations.

Neither term—"postcolonial" or "empire"—has proved particularly susceptible to ready understanding. Each term hints both at the complexity of phenomena it seeks to describe as well as demonstrating a postmodern tolerance for ambiguity. In the last twenty odd years, much scholarly ink has been spilled in an attempt to explain whether the adjective postcolonial refers to a specific period following the end of colonization or whether it is appropriate to use for spaces marked by the experience of colonialism during different periods. Or indeed if it refers by now to a global condition. Articles titled "What Is the Postcolonial?," (Vijay Mishra and Bob Hodge, 1991), "Once More with Feeling: What is Postcolonialism?" (Deepika Bahri, 1995), "When Was the Postcolonial?" (Stuart Hall, 1996), and the frequent appearance of questions such as "When exactly . . . does the 'post-colonial' begin?" (Ella Shohat, 1992), "How long does this

'condition' last?" (Deepika Bahri, 1996), "Is South Africa 'post-colonial'? East Timor? Australia?" (Anne McClintock, 1992) suggest that the parameters and boundaries of the postcolonial are hardly assumed to be self evident. Postcolonial critic Gauri Viswanathan concedes that while postcolonial can be broadly defined "as a study of the cultural interaction between colonizing powers and the societies they colonized, and the traces that this interaction left on the literature, arts, and human sciences of both societies," its more popular usage is "to signify more or less an attitude or position from which the decentering of Eurocentrism may ensue." The very lack of clear definition might be one reason for the potency of the postcolonial in the theoretical articulations of the last quarter of the last century. Hardt and Negri's empire too is a mostly liquid notion. It has no emperor, no center, no boundaries. But it contains a multitude (also the title of their sequel to *Empire*), a potential force that will rise up against empire and tend toward what they call, equally ambiguously, "democracy."

Postcolonial. Empire. Democracy. *Quodlibet* [Whatever]. These are theoretical attempts to capture and name elusive historical forces. They may only be words but we know that they have the power to shape millions of lives and to unleash forces beyond the control of any single or even collective entity. Hardt and Negri's *Empire* and subsequent discussions furnish the occasion to examine the grand narratives of modernity in theory: empire, nationalism, decolonization, progress, socialism, capitalism, democracy narratives that unspool like so many plots once they have become the chosen stories of the time. And then there is that other narrative, literature, which is the world of fiction, of small things and small worlds caught in the throes of historical plots: the woman, the untouchable, the hero, the loser, the villain, the winner, the survivor.

To study the two plots together is the objective of Empire: Fiction and Theory (ENG 789R/CPLT 751//ILA 790; W 1:00–4:00 p.m. and Th 4:00–7:00 p.m.).

### Visiting Scholars

October 2, 2005: Vinay Lal, associate professor of history, UCLA

October 26–27: Bruce Robbins, professor of English and comparative literature, Columbia University

November 13–20: Ritu Menon, feminist scholar, publisher and founder of Kali for Women Press

## ICIS Graduate Fellows, Fall 2005

Name	Department	Seminar	Research Interests
Paula Cook	English	Empire Fiction and Theory	New World colonialism and cultural production
Sarah Davis	Anthropology	Empire Fiction and Theory	Corsican Nationalism and identity
Cameron Howard	Theology	Empire Fiction and Theory	Postcolonial theory and Persian Empire
Lucie Knight	French and Italian	Empire Fiction and Theory	Post-colonial literature of Tunisia, Morocco, and Algeria

# Globalization in Practicum

By Sam Cherribi, senior lecturer, Department of Sociology; Bruce Knauft, executive director, ICIS; Samuel C. Dobbs Professor of Anthropology; and Ken MacLean, ICIS postdoctoral fellow

How can we humanize globalization while also gaining larger purchase on it? How can we create dialogue or at least a critically engaged conversation between theorists of globalization and its practitioners? How can we be critically aware of global dynamics while acting as subjects and not merely as objects of global processes? How can we apply an awareness of globalization both practically and professionally?

The Dutch Surinamese Indian writer and journalist Anil Ramdas said that the three thousand articles written each year in academic journals, plus the nine hundred international seminars, and the five hundred books about globalization make it a “monster” that we need to deconstruct. Globalization In Practicum attempts to make sense of both the theory and the practice of globalization, to reconsider received assumptions, and to construct fresh perspectives across alternative political-economic and cultural-historical vantage points.

Our seminar complements theoretically informed critiques and case studies with the work of specific practitioners of both globalization and global intervention. Logistically we combine sessions led by seminar leaders with presentations by visiting scholars (see schedule below) and those who work in the third sector, government, and business. Graduate students are core interlocutors both with visitors and for engaging the course readings.

As it progresses, the seminar will address the following topics relating to globalization:

- the impact of radical ideas
- world history before European hegemony
- standards for governments and businesses
- United Nations development goals
- diasporic marginality
- gender empowerment
- CARE International
- the development of underdevelopment
- the globalization of technology
- the new imperialism

-the global reach of poverty

Building upon each other, these perspectives create both greater depth of field and a more human understanding of globalization, global potentials, and global discontents. Viewed in this light, our own global position becomes relevant to our actions as well as to our understandings—as academics, as students of the world, and as people located in specific countries, cultures, politics, and windows of time.

The individual goal of the seminar is for each participant to develop her or his professional and personal project that critically draws upon and refracts the perspectives engaged. The collective goal is for students, professional scholars, public intellectuals, and global practitioners to contribute experience, reflections, and analysis to help illuminate the presumptions, the pitfalls, and the possibilities of a “*passe-partout*” world.

## Visiting Scholars

October 6: Marshall Sahlins, Charles F. Grey Professor of Anthropology Emeritus, University of Chicago

\*October 18: Gayatri Spivak, Avalon Foundation Professor in the Humanities at Columbia University

October 25 : Angelique Haugerud, associate professor of anthropology at Rutgers University

November 1: Kent Glenzer, CARE International

\*November 15: Michel Laguerre, professor of African American studies at the University of California, Berkeley

\*Starred events are cosponsored by ICIS and the Center for the Study of Public Scholarship (CSPS).

Event dates and times are subject to change. Check the ICIS website for updated information.

## ICIS Graduate Fellows, Fall 2005

Name	Department	Seminar	Research Interests
Matthew Braley	Religion	Globalization Practicum	Lutheran networks in Tanganyika
Svea Closser	Anthropology	Globalization Practicum	USAID health development in Pakistan
Girija Sankaranarayanan	Sociology	Globalization Practicum	NGOs and public policy in India
Shruthi Vissa	Women's Studies	Globalization Practicum	The “new” Indian female body

# We Must Move On

(originally published in the July 18, 2005, *Emory Report*)

By Ginger Wickline, doctoral student in clinical psychology and a teaching assistant with Emory's study abroad program at University College London

Friday, 8 July, 12:22 p.m. GMT

At 9:45 yesterday morning, we began gathering for breakfast before our last class together in the Psychology Building of the University College, London. Except for the professors, who had separate lodging, we walked each morning from our dorm to the psych building by Tavistock Square, a greenspace caddy corner (kitty corner for those of you in the South) from us. We noted a few stragglers, suffering from fatigue or late nights previous.

Marshall Duke and Steve Nowicki were yet to arrive by tube (Underground) train from their lodging in Notting Hill. I remember students talking that they heard the tube stations had been shut down earlier in the morning because of "power surges."

At 9:51 we heard a blast close by, and shockwaves hit the building. We ran to the window and observed people running from Tavistock Square across the street. A few had fainted at the outskirts. We instructed the students to stay put and stay calm. We knew now, not being close to a tube station, that power surges were not responsible for the blast we heard outside. A double-decker bus sat in ruins in sight from our building.

We immediately began taking roll to see who had yet to arrive. CNN and BBC were reporting first power surges, then a handful of unexplained explosions across the city. Several students showed up in tears, having been close enough to the blast to see smoke and fire.

One of my students called moments later asking what to do.

"Get here!" I replied. She said that she could not, as police had told her to leave the area. I responded to either get here or back to the dorm—we knew nothing more at that point except that we had heard an explosion several minutes earlier. She hung up, and it took hours to reach her again, as the mobile network instantaneously jammed with people trying to reach loved ones as news spread.

My husband Adam happened to be online, so I was able to tell him of the incidents and let him know I was unhurt. What a strange, darkly ironic greeting that was—telling my combat engineer husband who looks for car bombs in Iraq that I was the one facing the aftermath of someone's "presents." Adam commented that I was probably the only wife in the company with a firsthand knowledge of what their husbands' job is sometimes like. We now know there were four terrorist attacks in London yesterday, three on subway trains, and one on the double-decker bus outside our window.

At the point when I reached Adam, Duke and Nowicki were unaccounted for. We later learned they had been ushered off a tube train before the Edgware Station, three trains behind one that was bombed. Over the next two hours, we learned more of the situation about the same time as everyone else did, thanks to modern media.

We managed to make contact with all in our group, none of whom was injured, and began reaching concerned friends and family members to let them know we were alright. There were many sighs of relief, tears and hugs shared among the group throughout the day until we began dispersing around 2 p.m. We were thankful for our good fortune, and we mourned the mindless, needless pain that many people had experienced in the tragedies of the morning.

What was a ten-minute walk in the morning became a two-hour journey for some of us trying to get "home" around the vast police barricades that rapidly sprung up around our lodging area. A handful of students opted to leave for airports almost immediately, wanting some distance from the area to increase their sense of safety.

Last evening, many of the students gathered in groups to prepare meals together. We broke out bottles of wine and Baileys (remembering that drinking under twenty-one is legal here) and cartons of ice cream. Enjoying the comfort of each other's company, we chatted and played games, adhering to some sort of bizarre normalcy despite the constant drone of sirens throughout the day and night.

Central London was a ghost town yesterday. Eerily, mobs of people moved in silence, slowly plodding to wherever they needed to go because other transportation was not an option. What most impresses me is the stalwartness the British people have exhibited throughout this ordeal. There was no huge wave of panic; there were no riots. People were out and moving about shortly after the series of incidences in the morning. A very clear and insistent message of "we must move on" was palpable, seeming to be on the heart and mind of every British citizen and foreign tourist alike.

Unlike the fear of flying that happened in the United States after 9/11, I watched today as the trains and buses reopened, people proudly stepped back onto public transportation, insistent that the terrorists would not succeed in causing them to live (no, hide) in fear from their daily activities.

I returned to Tavistock Square in the evening, needing to say goodbye to this place and these incidents as a way of closure. I stood at the police tape for fifteen minutes and wept with anger and grief for the senseless of it. We had so looked forward in the morning to our group pictures and our group goodbyes; they had been marred by chaos and grief.

I left a piece of folded origami at the barrier along with a piece of butterfly confetti I had happened upon during my walk to the site. The metaphor of the butterfly was painfully

salient to me. There would be a rebirth from the death of the day.

I remembered a question one of my students had asked me just two nights before, "If you had to describe the world in two words, what would you choose?"

I answered almost instantaneously: "Chaotic and bittersweet."

The words repeated themselves as a mantra in my brain; of course, I had not realized at the time just how true and loudly those words would soon ring in my ears.

With many tears and hugs, the students have been saying goodbye to their professors in class as well as to each other and to us, the TAs, last night and throughout the day today. I will see the last batch off in a few short hours.

In each painful moment in life, there are lessons to learn, chances to grow. While I would not have chosen this as one of my life's learning experiences by any extent of imagination, I knew my job was to take care of those I had been privileged enough to be given the responsibility to look out for.

I know having talked to them that all of the professors and TAs, as well as some of the students, felt the same way. My only hope is that those involved in the tragedies will not lose hope or feel afraid but will take this moment with them as one they will remember and grow from throughout their lives. The story of what happened must be told. We must move on. There is no other choice.

## ICIS Celebrated Student and Faculty Achievements at its Annual Spring Awards Reception

On April 6, 2005, ICIS hosted the forth-annual ICIS awards reception bringing together faculty, staff, and students from the various ICIS units including CIPA, Outreach, ECLC, and the various area studies programs. The evening featured a special video presentation, Summer in China 2004: Media Postcards, and tribute to Hong Li (recipient of both the Faculty Outreach and Excellence in Language Teaching awards) prepared by Johnny Waggener, ECLC Senior Multimedia Developer. Outstanding students and faculty were recognized for their various achievements and contributions to ICIS.

### Faculty Achievement in Study Abroad

Sheila Tefft

### Area Studies Student Awards

African Studies	David Grist
Asian Studies	Praveen Rao
East Asian Studies	Stephanie Spangler
Irish Studies	Katherine Dunning
Latin American and Caribbean Studies	Monique V. Robinson
Middle Eastern Studies	Glen Abedi
Russian and East European Studies	William Evans

### International Community Connections

Student Award	Kimchi V. Nguyen
Faculty Award	Hong Li

### Emory College Language Center (ECLC) Excellence Awards In Language Learning (Students)

Arabic	Lauren Torbett
Chinese	Sarah Lee, Francesca Celestre
ESL	Camila Corvalan
French	Thuy Thanh Thi Tran
German	Ryan Plocher
Greek	Sarah Powers
Hebrew	Joshua Nathan Langer, Joshua Ross Goodman
Hindi	Neelum Huqqani
Italian	Juliana Weinstein
Japanese	Chang Hun Kwack
Latin	Sarah Landis
Persian	Adam Jan Berry
Portuguese	Ethan Watson
Russian	William Evans, Gallagher Dalton-Flinn
Sanskrit	Rashmi Ponnala
Spanish	Rachel Kotler

### Excellence in Language Teaching Hong Li

ICIS Faculty Award for Outstanding Accomplishment in  
Comparative and International Studies  
Jeffrey Lesser

# New Opportunities for Undergraduates

*Continued from page 3*

for research on campus, in the United States, or abroad. Grants are available to students in any field, and students may receive up to \$4,000 for international research. This research could emerge from a study abroad program, an on-campus course, or a service-learning experience in Atlanta or abroad. Students receiving grants will be required to present their research and creative projects, and the research may lead into an honor's thesis on campus. The grant provides opportunities for students to present research in progress to their peers through research symposia on campus and nationally.

## **UPGRADE: Undergraduate Program in Global Research and Development**

We have developed a new undergraduate grant opportunity wherein students can engage in a combination of service learning in developing countries with academic inquiry over the summer months. This new, noncredit-bearing program is

called UPGRADE. It allows students to approach their time abroad from a different angle, one that emphasizes volunteer work. The student will independently contact and apply to a reputable international volunteer organization such as Cross Cultural Solutions or Peace Work, and after successfully applying to UPGRADE as well, he or she will be awarded funding (\$2,100 maximum) to participate in a summer program that integrates academic learning with giving back to the host community.

For more information about the prerequisites and eligibility requirements, call CIPA at 404.727.2240 or email Cornelia Lindenau at [cornelia.lindenau@emory.edu](mailto:cornelia.lindenau@emory.edu).

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