Institute for Advanced Studies in Culture

Strategic Report
2013–2014
# Table of Contents

I. Letter from the Executive Director ........................................ pg 1
II. The Institute in Brief ......................................................... pg 2
III. Year in Review ................................................................. pg 5
IV. Research Overview ......................................................... pg 15
V. Intellectual Leadership ..................................................... pg 16
VI. The Program on Culture and Formation ................................ pg 19
VII. The Program on Culture and Democracy .............................. pg 25
VIII. The Program on Culture, Capitalism, and Global Change ...... pg 29
IX. The Program on Religion and Late Modernity ........................ pg 37
X. The Human Person Working Group ...................................... pg 41
XI. Academic Advisory Board Colloquium .................................. pg 43
XII. The Fellows Program ........................................................ pg 45
XIII. *The Hedgehog Review* ..................................................... pg 49
XIV. Administration ................................................................. pg 53
XV. Financials ........................................................................... pg 54
Dear Friends,

In the third essay of *The Genealogy of Morals* (1887), Nietzsche makes some observations about the scholarship of his time. He writes,

> [S]cholarship today has neither faith in itself nor an ideal beyond itself…. There are plenty of decent, modest, hard-working scholars amongst us, who seem perfectly content with their little niche and for this reason proclaim, rather immodestly, that everyone should be content with things as they are these days… I quite agree. I would be the last to want to spoil the pleasure that these honest workers take in their work, for I like what they are doing. And yet the fact that people work very hard at their disciplines and are content in their work in no way proves that learning as a whole today has an aim, an ideal, a passionate belief. [T]he reverse is true. …[L]earning today is a hiding place for all manner of maladjustment, lukewarmness, self-depreciation, [and] guilty conscience. Its restless activity thinly veils a lack of ideals, the want of a great love, dissatisfaction with a continence imposed on it from without.

Nietzsche's description is probably more apt today than it was when he wrote it. Clearly part of the crisis of legitimacy in the humanities and in higher education more broadly is the absence of, or at least the failure to convincingly articulate, “an ideal beyond itself,” “the want of a great love.”

Yet, if you were to ask me what most distinguishes the Institute for Advanced Studies in Culture and its work it would be its passions and its ideals.

First, the Institute is drawn together over a passion to understand the complexity of the modern and late modern world and its consequences for human life. For all of its undeniable accomplishments in science, technology, health, and the expansion of democratic freedoms, which are improving the material and social conditions of life for many, our time is marked by contradiction, ambiguity, and confusion. We simply do not possess the cultural resources to make sense of it, much less lead a way out of it.

In this light, we believe passionately that the dominant intellectual and political frameworks for making sense of our times are inadequate for the task. We need new and innovative ways of thinking about the world we live in. We need new conceptual paradigms for thinking about and addressing particular intellectual and societal conundrums that perplex us and that challenge human flourishing in our time. In short, we are passionate about building a new school of thought, or at least the conditions conducive to the development of a new school of thought, and to do so in ways that translate to larger publics and practical problems.

Thirdly, we are passionately committed to fostering interdisciplinarity at the intersection of the humanities and the social sciences. As I often say, the humanities need the grounding that the social sciences can provide and the social sciences need the integrating capacities that the humanities provide. In that interdisciplinary space, we are looking for a vernacular that can integrate our questions and our search for answers, but in ways that do not undermine the integrity of method and practice in particular disciplines. In this light, we are passionate about intellectual community for we recognize that it will require the insight of many fields together to do the innovative work that is necessary.

Fourthly, we are passionate about creating the time and space for scholars to be scholars. Universities have an infinite number of ways of keeping scholars from doing what they love to do. The true world of ideas will not yield to the bureaucratization of time. It can’t be forced into a half-hour time slot between classes and committee work. One must have time and solitude to do anything of significance. It is a tragedy of intellectual life today that such space is so difficult to find; that such quietness of mind is so difficult to achieve.

These are just four of our core passions, and they are in service to an ideal that scholarship, free from the taint of political pressure and economic expedience, can make a unique and constructive contribution to the common good.

These are the ideals that animate, direct, and give coherence to our scholarship. And while our pursuit of them is a work in progress, these passions define our individual and common life, making the Institute for Advanced Studies in Culture a truly special place.

None of this happens, of course, without you as your passions and ideals align with ours. Thank you for being a part of this.

Yours truly,

James Davison Hunter
LaBrosse-Levinson Distinguished Professor
Executive Director
The Institute in Brief

The changes taking place in the world today leave us in profound confusion. Is it possible to raise good, well-educated, and healthy children in an age of technological saturation? In what ways does political polarization threaten democracy and undermine democratic ideals? How can we begin to tackle the massive global problems all around us when solutions to local problems elude us? Is it possible to proclaim religious adherence meaningfully and constructively in a secular age or does religion only intensify the problems we face?

The central task of the Institute for Advanced Studies in Culture is to tackle these and other questions that are fundamental to the thriving of individuals and communities in the twenty-first century. The reality is that these questions address changes that are, in many ways, unprecedented in history.

The Need for a New School of Thought

The Institute for Advanced Studies in Culture at the University of Virginia is the premier research institute in the world committed to understanding the nature, direction, and implications of the unprecedented changes happening in our time—changes that underwrite the massive challenges we face. While these challenges are widely acknowledged and deeply felt, the abundant good will that exists to address them is not enough.

Indeed, those who are in positions of leadership often operate within paradigms of understanding that are either deeply flawed or simply inadequate to the challenges they face. As a consequence, the strategies they devise to tackle these problems are incapable of doing so effectively. Flawed understanding—whether because it is incomplete, misdirected, or biased—can only lead to failed strategies of action.

Unfortunately, the academic world, all too often, contributes to the problem. The world of scholarship tends to be philosophically shallow, politically partisan, and detached from the concerns of the common good; its leading paradigms for deciphering the times also miss the mark. Here, the Institute for Advanced Studies in Culture stands apart.

The Institute takes a different approach to these issues by looking at the fundamental dynamics—the deep structures—of contemporary culture. Our approach, in other words, examines the mostly implicit frameworks of meaning and moral order that define reality in our society—what is good and evil, right and wrong, important and unimportant; character and cowardice; the ideals we should embrace, and the practices that we reject. The new school of thought taking shape at the Institute not only addresses these most basic and hidden dynamics of human experience, but also seeks to understand how cultures themselves change and, in fact, when and how they thrive.

It is in attending to these foundational elements of civilization critically and carefully, through sustained academic reflection, that the Institute is able to provide intellectual insight and understanding to all who seek to address these issues constructively. Indeed, the Institute’s most ambitious goal is to reintroduce basic questions of human flourishing into the academy with the hope that future generations will have the resources to address their own challenges with wisdom and courage.
IN PRACTICE

The central objectives of the Institute for Advanced Studies in Culture are threefold: 1) to develop first-tier, innovative scholarship that contributes to a new school of thought in the social sciences and humanities, 2) to form a new generation of young scholars within this new school of thought, and 3) to creatively serve the common good out of this school of thought. It exists, then, to challenge the scholasticism, nihilism, and politicization that mark so much of the academic world and to contribute to a school of thought that affirms the possibility of a humane alternative to the dominant cultural currents of our historical moment.

1. RESEARCH

The Institute exists to study the radical changes taking place in our world that are leading to seemingly intractable problems. Towards this end, the Institute nurtures innovative and, indeed, paradigm-shifting thinking on the most critical issues of our generation. The scholars at the Institute understand that unless solutions to our problems are founded on proper understanding they have no hope of success.

The Institute’s intellectual work centers around four critical areas of contemporary culture. These are: Culture and Formation; Culture and Democracy; Culture, Capitalism, and Global Change; and Religion and Late Modernity.

2. FORMATION

The problems we face today are multi-generational, and the strategies in place to address them must be as well. This is why a central objective of the Institute is to train, mentor, credential, and place—in colleges, universities, foundations, and think tanks—a generation of young scholars who will carry this new school of thought into the future. By encouraging fellows to pursue scholarship that will creatively engage current debates while taking into account the deepest questions of meaning and moral order that bear on these debates, the Institute forms young scholars uniquely equipped to tackle the tough issues of our time.

3. OUTREACH

Given the scale of the problems we face, scholarship for its own sake is a luxury the world can hardly afford. For this reason, all members of the Institute community are committed to the highest ideals of scholarship in service to the public good. All the scholars of the Institute aspire to engage the world as “public intellectuals.” The same kind of commitment is reflected in Institute-level activities. For fifteen years we have published an award-winning journal, *The Hedgehog Review*, which serves as a publishing platform for the new school of thought. The Institute also hosts public lectures and private salons around the country and pursues public relations initiatives and strategic institutional partnerships towards the end of offering intellectual leadership in service to those who work tirelessly for the good of our communities.
2013-2014 in Review

Research | Formation | Outreach

> INSTITUTE PUBLICATIONS

The Hedgehog Review, Summer 2013, “The American Dream”

The Hedgehog Review, Fall 2013, “Parenting in America”

The Hedgehog Review, Spring 2014, “Europe in Search of Europeans”

> SELECTED FACULTY & FELLOW PUBLICATIONS:

James Davison Hunter and John M. Owen IV, foreword to The Trouble With History: Morality, Revolution, and Counterrevolution, by Adam Michnik, Yale University Press

Nicholas P. Wolterstorff, Journey Toward Justice: Personal Encounters in the Global South, Baker Academic


Charles T. Mathewes, “What’s God Got to Do with Religion?” in American Interest, Vacation (July/August) 2014

John M. Owen IV and Michael Poznansky, “When Does America Drop Dictators?” in European Journal of International Relations, published online January 9, 2014


Alon Confino, A World Without Jews: The Nazi Imagination from Persecution to Genocide, Yale University Press


William Hasselberger, “Human Agency, Reasons, and Inter-subjective Understanding,” in Philosophy, Volume 89, Issue 1


Stephen Macekura, “The World’s Most Dangerous Political Issue,” in Solutions, Volume 4, Number 6

Murray Milner, “Postmodernism and Sociology: Can Solidarity Be a Substitute for Objectivity?” in Postmodernism in a Global Perspective, edited by Samir Dasgupta and Peter Kivisto, Sage


James Mumford, “‘To arrive where we started, and know the place for the first time’: Heidegger, Phenomenology, the Way Human Beings First Appear in the World, and Fresh Perspectives on the Abortion Debate,” in The New Bioethics, Volume 19, Number 2


> SELECTED FACULTY & FELLOW ACCOMPLISHMENTS:

James Davison Hunter gave a lecture entitled “Extremism and Moral Order” sponsored by the Peace Research Institute of Oslo in Vienna, Austria.
Faculty Joseph E. Davis presented at the Edmond J. Safra Center for Ethics at Tel Aviv University, Israel around the theme “The Ends of Life: Deepening Reflection on the Ethical Issues at the Beginning and End of Life.”

Faculty Joshua J. Yates presented “Cosmopolitanism and Culture” at the Institute of the Humanities & Global Culture’s “Cosmopolitanism” conference, which invited scholars from Latin America to engage global citizenship from the standpoint of their distinctive history and contemporary conditions.

Faculty Joshua J. Yates delivered “Thriving Communities: Toward a New Model of Assessment” at the Philanthropy Roundtable Annual Meeting.

Senior fellow Nicholas Wolterstorff delivered the 2013 Kantzer Lectures in Revealed Theology at Trinity Evangelical Divinity School.

Senior fellow Nicholas Wolterstorff wrote the foreword for Allan Boesak’s recently published Dare We Speak of Hope?: Searching for a Language of Life in Faith and Politics. Boesak, theologian, humanitarian, and anti-apartheid activist, spoke about politics and hope at the Institute in Spring 2013.

Senior scholar Matthew B. Crawford gave the keynote address at the International Summit of Business Think Thanks, Institut de l’entreprise, Paris, France.

Faculty Charles Mathewes’ book The Republic of Grace: Augustinian Thought for Dark Times (2010) was nominated for the Grawemeyer Award for 2013 and was shortlisted for the American Academy of Religion’s Best Book Award in the “Constructive-Reflective” category.

Faculty Charles T. Mathewes was invited to deliver the Finch Lecture Series at High Point University.
Doctoral fellow Matthew Puffer received the Teaching Fellowship at the Institute for Practical Ethics and Public Life and the Teaching Award for Outstanding Graduate Teaching Assistant. He also became a Junior Fellow at the University of Virginia Society of Fellows.


Associate fellow Anna Marazuela Kim presented the invited lecture “Real Space, Imagined Place: Reinventing Icon and Vision from Byzantium to Rome” at the 2014 Boardman Lecture & Symposium, sponsored by the University of Pennsylvania’s Religious Studies Department.

> SOCIETY OF FELLOWS PLACEMENTS:

Alumni fellow Felicia Wu Song started a new position as professor and chair of the Department of Sociology and Anthropology at Westmont University.

Postdoctoral fellow Stephen Macekura received the Dean of the Faculty Postdoctoral Fellowship in International Security and US Foreign Policy at the Dickey Center for International Understanding at Dartmouth College.

Postdoctoral fellow Ethan Schrum was appointed to assistant professor of history at Azusa Pacific University starting fall of 2014.

Postdoctoral fellow Christina Simko was awarded a two-year appointment as Kenneth P. Dietrich School of Arts and Sciences Postdoctoral Fellow at the University of Pittsburgh.

Doctoral fellow Molly Scudder received a tenure-track position as assistant professor of political science at Texas Christian University.

Doctoral fellow Lauren Turek won the Dissertation Completion Fellowship from the John C. Danforth Center at Washington University, St. Louis.

Associate fellow Brent Cebul was designated a visiting scholar at the American Academy of Arts and Sciences in Cambridge, Massachusetts.

Associate fellow Tim Hartman was appointed assistant professor of theology (tenure-track) at Columbia Theological Seminary.
Associate fellow Anna Marazuela Kim became a member of the research forum for early career scholars on religion, art, and conflict at Courtauld Institute of Art in London. She also participated as a fellow for the Summer Institute for Advanced Study, gathering in Wissenschaftskolleg zu Berlin in July 2014.

Associate fellow Edward Gitre was appointed to visiting assistant professor in history at Virginia Tech, a position that will convert to tenure track by 2017.

Associate fellow Benjamin Snyder became lecturer in sociology at the School for Social and Cultural Studies, Victoria University of Wellington, New Zealand.

> SELECTED INSTITUTE EVENTS:

*Fall Fellows Colloquium* with papers presented by Jeff Guhin, Stephen Macekura, James Mumford, and Paul Nedelisky (September 2013)

Abigail Saguy Public Lecture and Seminar on “What’s Wrong with Fat?” (September 2013) in collaboration with the U.Va. Sociology Department (September 2013)

Fellows Workshop led by Joshua J. Yates on “Culture as Meaning and Moral Order” (September 2013)

Jonathan Rieder Public Lecture and Seminar on “The Prophet Unbound: From Diplomacy to ‘Telling the Man’ in Martin Luther King, Jr.’s ‘Letter From Birmingham Jail’” (October 2013) in collaboration with the Institute of the Humanities & Global Cultures, Carter G. Woodson Institute and U.Va. Sociology Department (October 2013)

Will Walldorf Seminar on “To Shape Our World for Good” (October 2013)

Carl Desportes Bowman Seminar on “Family Culture” (November 2013)
Mark Edmundson and Chad Wellmon Seminar on “Liberal Learning and the Research University: A Conversation with Mark Edmundson” (November 2014)

Fellows Workshop led by Chad Wellmon on “Cultural Critique and its Limits” (November 2013)


Philip Gorski Public Lecture on “Prophetic Republicanism: The Civil Religious Tradition in American History” (February 2014)

Philip Gorski Seminar on “Critical Realism” (February 2014)

Thomas Pfau Public Lecture on “Plenitude: Harvesting Images in Tolstoy and Hopkins” (February 2014) in collaboration with the Institute of the Humanities & Global Cultures, U.Va. English Department, and U.Va. Philosophy Department

Thomas Pfau Seminar on “Minding the Modern” (February 2014)

Richard Sennett Public Lecture on “The Open City” (February 2014) in collaboration with the Institute of the Humanities & Global Cultures

Richard Sennett Seminar on “The Culture of New Capitalism” (February 2014)

Martha Bayles Public Lecture and Seminar on “Through a Screen Darkly: Popular Culture, Public Diplomacy, and America’s Image Abroad” (March 2014)

Academic Advisory Board Colloquium (March 2014)

Stephen Vaisey Seminar on “Sociology of Morality” (March 2014)

Fellows Workshop led by Joshua J. Yates on “School of Thought in Practice: IASC Research Agenda” (March 2014)


Spring Fellows Colloquium with papers presented by Christina McRorie, Lauren Turek, Molly Scudder, and Julia Ticona (April 2014)
Institute Alumni fellow Kevin Schultz spoke with Institute Faculty fellow Brian Balogh on BackStory with the American History Guys about the controversy surrounding a proposed question on religious affiliation for the 1960 Census, and why it sparked very different reactions within Catholic and Jewish communities (July 2013).

Paul Cantor’s article for the Summer 2013 issue of The Hedgehog Review, “The Apocalyptic Strain in Popular Culture: The American Nightmare Becomes the American Dream,” was featured in The American Conservative (July 2013).


Paul Cantor’s article for the Summer 2013 issue of The Hedgehog Review, “The Apocalyptic Strain in Popular Culture: The American Nightmare Becomes the American Dream,” was featured in The American Conservative (July 2013).

The September 2013 issue of Comment included an interview with Institute Executive Director James Davison Hunter and a piece by doctoral fellow Emily Rose Gum, “Recovering an Institutional Imagination.”

Executive Director James Davison Hunter’s To Change the World is noted as a prime example of the University of Virginia’s cultural accomplishments in a Richmond Times-Dispatch op-ed (August 2013).


At The Kern Family Foundation’s character conference in June 2013, Institute Executive Director James Davison Hunter interviewed New York Times columnist David Brooks on character formation (October 2013).

Faculty Matthew Crawford exchanged thoughts with philosopher Pascal Chabot, author of Global Burnout (2013), in the November issue of Philosophie Magazine.

Faculty and Research Scholar Tony Tian-Ren Lin was quoted on NPR’s Latino USA and WNYT News in two separate stories on the idea of prosperity gospel.


The September 2013 issue of Comment included an interview with Institute Executive Director James Davison Hunter and a piece by doctoral fellow Emily Rose Gum, “Recovering an Institutional Imagination.”

Executive Director James Davison Hunter’s To Change the World is noted as a prime example of the University of Virginia’s cultural accomplishments in a Richmond Times-Dispatch op-ed (August 2013).

Faculty Matthew Crawford exchanged thoughts with philosopher Pascal Chabot, author of Global Burnout (2013), in the November issue of Philosophie Magazine.

The Hedgehog Review was regularly featured in The Chronicle of Higher Education’s Arts & Letters Daily.

Faculty Matthew Crawford was interviewed by Phillipppe Gruca in L’Ecologiste and Jean-Baptiste Jacquin of Le Monde. He dialogued with French philosopher Cynthia Fleurty, arranged by Madame Figaro.

Institute Research Scholar Tony Lin’s letter to the editor appears in The American Scholar’s Spring 2014 issue.

Milwaukee Public Radio, WUWM, featured the Thriving Cities Project and its work in Milwaukee, a pilot city for the project, in two different segments.

WINTER 2014

Culture of American Families Director of Interviews and alumni fellow Jeffrey Dill contributed to the blog Family Studies with findings from the project.

Richard Sennett’s public lecture was featured on Charlottesville NBC 29 and in UVAToday.

First Things and Andrew Sullivan’s The Dish featured posts from The Infernal Machine.

SPRING 2014

Data from Culture of American Families was cited by the Harvard Graduate School of Education’s Making Caring Common Project in their report, “The Children We Mean to Raise: The Real Messages Adults Are Sending About Values.”

Data from Culture of American Families was cited by the Harvard Graduate School of Education’s Making Caring Common Project in their report, “The Children We Mean to Raise: The Real Messages Adults Are Sending About Values.”
Research Overview

The common thread of concern within the Institute is the problem of the “good” or of “human flourishing.” Why? Implicit assumptions of “the good” define the terms of meaning and moral order; tacit conceptions about “human flourishing,” and the institutional arrangements that give them expression, form the deep structures of culture. Given this, our core concern is to provide better accounts of human flourishing under the conditions of late Western modernity: how it has been and is being undermined, on the one hand, and how it has been and is being sustained and enhanced, on the other.

Inquiry into the deep structures of contemporary culture requires an approach that transcends conventional disciplinary theories, methods, and practices, and an open space where such inquiry can go forward. Therefore, our intellectual labor is divided not along disciplinary lines or according to institutional spheres but around three areas in which questions of the good are most critical: the person, the community, and the constitutive elements of meaning itself. Within these broad conceptual categories, the Institute’s research agenda takes shape through a focused constellation of research programs and initiatives.

SELECTED RESEARCH PROGRAMS

» The Program on Culture and Formation
» The Program on Culture and Democracy
» The Program on Culture, Capitalism, and Global Change
» The Program on Religion and Late Modernity

FEATURED INITIATIVES

» The Human Person Working Group
» Academic Advisory Board Colloquium, On the Once and Future Possibility of Social Critique
> INTELLECTUAL LEADERSHIP

**FACULTY**

Carl Desportes Bowman  
*Director of Survey Research*

Matthew Crawford  
*Senior Fellow*

Joseph E. Davis  
*Director of Research and Editor, The Hedgehog Review*  
*Research Associate Professor of Sociology*

James Davison Hunter  
*Executive Director*  
*LaBrosse-Levinson Distinguished Professor of Religion, Culture, and Social Theory*

Tony Tian-Ren Lin  
*Research Scholar*

Charles T. Mathewes  
*U.Va. Faculty Fellow*  
*Carolyn M. Barbour Professor of Religious Studies*

John Owen  
*U.Va. Faculty Fellow*  
*Ambassador Henry J. Taylor and Mrs. Marion R. Taylor Professor of Politics*

Andrew Sharp  
*Research Scholar*

Jay Tolson  
*Executive Editor, The Hedgehog Review*

Chad Wellmon  
*U.Va. Faculty Fellow*  
*Associate Professor of German Studies*

Nicholas Wolterstorff  
*Senior Fellow*  
*Noah Porter Professor of Philosophical Theology Emeritus, Yale University*

Joshua J. Yates  
*Managing Director*  
*Research Assistant Professor of Sociology*

**ACADEMIC ADVISORY BOARD**

Albert Borgmann  
*Regents Professor of Philosophy, University of Montana*

Craig Calhoun  
*Director, London School of Economics and Political Science*

William Galston  
*Ezra K. Zilkha Chair in Governance Studies, Brookings Institution*

Hans Joas  
*Professor of Sociology and Social Thought, University of Chicago*  
*Permanent Fellow, Freiburg Institute for Advanced Studies, University of Freiburg, Germany*

Elisabeth Lasch-Quinn  
*Professor of History, Maxwell School, Syracuse University*

T. J. Jackson Lears  
*Board of Governors Professor of History, Rutgers University*  
*Editor-in-Chief, Raritan: a Quarterly Review*

Christian Smith  
*William R. Kenan, Jr. Professor of Sociology, University of Notre Dame*  
*Director, Center for the Study of Religion and Society*

Jeremy Waldron  
*University Professor, New York University School of Law*  
*Chichele Professor of Social and Political Theory, All Souls College, Oxford University*

Nicholas Wolterstorff  
*Noah Porter Professor of Philosophical Theology Emeritus, Yale University*  
*Senior Fellow, Institute of Advanced Studies in Culture*
The Program on Culture and Formation

Social transformations in the late modern world have radically changed the experience of growing up and the circumstances under which children are socialized and develop self-identities. The transformations are familiar: from the vast expansion of communications media to the spread of economic and commercial forces into virtually every aspect of life, from the decline of family and community groupings to the increasing interconnectedness and employment changes brought by globalization. While certainly not affecting everyone equally, these changes have resulted in a far more fluid and unpredictable social environment. In this environment of flux and simulation, personal identity and formation are de-coupled from stable, role-based social relations. Children grow up in a more mobile and individualized world, structured by fewer and weaker external authorities. As a consequence, identity experimentation and exploration have become the norm; choices are made and assessed against a background of contingency, uncertainty, and risk.

Moreover, cultural changes have produced a new normative environment. To give but one important example: new rules of competition in a globalized world have emerged embodying powerful norms of individual success. This is especially so in the middle and upper-middle classes, but it ripples throughout society. In this world, people are expected to make an “enterprise” of their lives and conduct their activities with energy, initiative, and calculation. They must seek to maximize their own human capital, project a future, and act upon themselves in order to better achieve their goals. These requirements of adequate personhood have been progressively translated downward toward younger and younger children. Educational benchmarks, developmental stages, standardized trajectories of success, even the “discovery” of new mental disorders—all pressure children and adults to conform to expectations of autonomous actorhood and “rational” choice-making.

FEATURED PROGRAM INITIATIVES

» School Cultures and Student Formation Project
School Cultures and Student Formation Project

The School Cultures and Student Formation Project is a national study of character and citizenship education in ten different school sectors. It is the largest project of its kind in over eighty years. Designed and conducted by the University of Virginia’s Institute for Advanced Studies in Culture, the study examines the state of moral and civic education for high school students in America. This research seeks to understand the distinctive approaches to moral formation across a variety of pedagogical worldviews and the factors that make the critical difference in the lives of students. By doing so, this project seeks to interrogate some of the reigning assumptions about the moral formation of the young.

This project explores a variety of complex questions: What is it about a school that is most germane to character and citizenship formation? Is such a vision of character formation formally articulated in particular beliefs or moral commitments? How does formation occur in the social ecology of a child’s life?

These questions are pursued in ten school sectors, including urban public, rural public, elite independent, charter, Catholic, Protestant Evangelical, Jewish, Muslim, Pedagogical, and home schooling.

The investigation for each sector will include quantitative and qualitative research from at least six schools across the nation and insights from a nationally representative survey of American students, parents, and teachers. A book series will be published to summarize the findings for each sector and for the project as a whole.

This project aims to shed light into the competing institutional settings and the ways that these settings form personal and public virtue in school aged-children, as well as fill a void in scholarship on the relationship between schooling and the formation of moral sensibilities and habits among the young.

PROJECT MANAGEMENT

- James Davison Hunter, Principal Investigator, Executive Director, Institute for Advanced Studies in Culture and LaBrosse-Levinson Distinguished Professor of Religion, Culture, and Social Theory, University of Virginia
- David Sikkink, Research Director, Associate Professor of Sociology, University of Notre Dame
- Carl Desportes Bowman, Director of Survey Research, Director of Survey Research, Institute for Advanced Studies in Culture
- Tony Tian-Ren Lin, Grant Manager, Research Scholar, Institute for Advanced Studies in Culture
- Kari Christoffersen, Assistant Research Director, PhD Candidate in Sociology, University of Notre Dame
PROJECT SCHOLARS

URBAN PUBLIC SCHOOLS
Jeffrey Guhin, Abd el-Kader Postdoctoral Fellow, Institute for Advanced Studies in Culture

RURAL PUBLIC SCHOOLS
Richard Fournier, PhD Candidate, Boston University School of Education

ELITE INDEPENDENT SCHOOLS
Kathryn Wiens, Director of Academic Advancement, Council on Educational Standards and Accountability

CHARTER SCHOOLS
Patricia A. Maloney, Assistant Professor of Sociology, Texas Tech University

CATHOLIC SCHOOLS
Carol Ann MacGregor, Assistant Professor of Sociology, Loyola University New Orleans

PROTESTANT EVANGELICAL SCHOOLS
David Sikkink, Research Director, School Cultures and Student Formation Project and Associate Professor of Sociology, University of Notre Dame

JEWSH SCHOOLS
Jack Wertheimer, The Joseph and Martha Mendelson Professor of American Jewish History, The Jewish Theological Seminary
MUSLIM SCHOOLS
Charles L. Glenn, Professor of Educational Leadership and Policy Studies, Boston University

PEDAGOGICAL SCHOOLS
Kari Christoffersen, Assistant Research Director, School Cultures and Student Formation Project and PhD Candidate, University of Notre Dame

HOME SCHOOLS
Jeffrey Dill, Research Assistant Professor of Social Thought, Templeton Honors College and Research Director, Agora Institute for Civic Virtue and the Common Good, Eastern University

NOTABLE PROJECT ACCOMPLISHMENTS
Over the past year, the School Cultures and Student Formation Project has:

• Completed first year of in-school research.
• Secured funding for a national survey in order to supplement the findings of the study. This will be an in-depth, nationally-representative survey of the moral culture and practices of American parents and children.
• Secured funding for an additional school sector—rural public schools.
• Formed partnership with the Woodrow Wilson National Fellowship Foundation’s MBA Fellowship in Education Leadership to help school leaders understand and create the moral ecologies that are conducive to the character development of students.
• Began to develop a Thriving Schools Audit to help educational leaders identify the context and environment in which children’s character is formed and the stakeholders who influence those environments.
• Began to work with school leaders to develop a practical workbook for school leaders who are concerned about the character development of their students.
At The Kern Family Foundation’s character conference in June 2013, Institute Executive Director James Davison Hunter interviewed New York Times columnist David Brooks on character formation.
The Program on Culture and Democracy

Scholars agree that democracy depends upon some shared vision of the common good and the practices that sustain it. Such a vision or public philosophy defines a nation’s collective identity and common purposes; it lays out the standards by which a people judge good and evil, character and cowardice; it provides the overriding framework through which a people mediate contending interests; it establishes the collective ideals to which a nation socializes its young. In their net effect, democratic “first principles” comprise the moral glue by which collective life in a democracy is ordered and sustained even against the challenges of both internal factional disintegration and external threat. The quandary is that politics alone cannot provide what democratic vitality requires. Where, then, do democratic first principles come from and how are they renewed? What are the moral and institutional dynamics capable of generating and sustaining democratic life against the disintegrating tendencies of the early twenty-first century?

These questions are critically important within the American and Western context, but they play out with as much urgency today around the globe. Globalization can be a force for democratization and prosperity, but also dislocation and inequality. Globalization tends to corrode traditional norms wherever it finds them and replace them with norms of market efficiency, individualism, and experimentation. As a consequence, people in many parts of the world resist it, sometimes to the point of great violence. How are we to think about and address the relations between culture, democracy, and globalization? Are there the cultural resources available to have a world that is simultaneously liberal, democratic, respectful of cultural and religious difference, and prosperous? How and on what terms might this be possible?

The Program on Culture and Democracy seeks to understand the complex factors that are currently challenging and transforming the normative foundations of democracy and to grapple with the human consequences of these changes.

FEATURED PROGRAM INITIATIVES

» Democracy and its Discontents, A Yale University Press Book Series
Democracy and its Discontents

A YALE UNIVERSITY PRESS BOOK SERIES

The challenges to modern liberal democracy are multiple, to be sure. Some scholars attend to the economic aspects of these challenges, treating the problem as fundamentally about material prosperity or the distribution of wealth. Still others focus on the power struggles involved; that is who dominates whom, within and among countries. The distinctive approach offered here attends primarily to the cultural roots of these challenges. For more than and prior to a political system, liberal democracy is also a public culture originally defined by a cluster of Enlightenment ideals and propositions about liberty, justice, and the common good as they are embedded within relational and discursive practices and norms for public engagement.

The questions that drive this series, then, are questions of political culture. If, in shorthand, political theory attends to the ideals by which democratic polities are ordered, and if political science addresses the attitudes, institutions, and practices of a democratic polity, political culture addresses the symbolic environment within which political institutions are embedded and political action occurs.

So, what are the complex factors that are challenging and transforming the normative foundations of democracy and the democratic impulse in the late modern world? In effect, this is the problem of legitimacy and it points to the questions that are among the most important of our time. In the case of established modern democracies, can this Enlightenment-era institution survive in an increasingly post-Enlightenment culture? If so, how and on what terms? In the case of emerging democracies, what cultural endowments will underwrite liberal democratic institutions and practices against the temptations of authoritarianism in its various expressions?

Book Series Topics

Cosmopolitanism and respect for particularity
International order in a post-American world
Religion and politics in a secular age
Challenges and possibilities of global civil society
American political and economic model and its alternatives
Nations and the future of the European project
Liberalism as dialogical pluralism
Pluralism and the fate of Europe
Cultural and political polarization
Politics and the literati
Liberal and illiberal democracy
Neo-liberalism and empire
Nationalism, cosmopolitanism, and the changing world order
Liberalism, republicanism, and markets
These broad meta-questions find historical expression in particular settings—national and global. In these different settings, they take shape both in the changing contours of pluralism and in the changing dynamics of cultural solidarity, all magnified by the paradoxical force of religion. This series, then, is aiming for a certain breadth in empirical focus, but with the common theme of exploring the changing normative dynamics that underwrite modern and emerging democracies and global democratic institutions; how these dynamics strengthen, weaken, threaten, or inhibit the realization of liberal democratic ideals in the late modern world.

This book series focuses on the fundamental questions surrounding contemporary political culture. They address the most important questions surrounding the viability of liberal democracy today. The scope ranges from the national to the global. In particular, the books address, in various ways, what some have called democracy’s crisis of legitimacy—a crisis that is, in fact, multiple in source and manifestation, but that tends to trace back in different ways to a failing confidence in the normative authority of the Enlightenment ideals upon which modern liberal democracies are based.

The books in the series are written by prominent scholars and public intellectuals and edited by:

- Institute Executive Director James Davison Hunter, Labrosse-Levinson Distinguished Professor of Religion, Culture and Social Theory, University of Virginia
- Institute Faculty John M. Owen IV, Ambassador Henry J. and Mrs. Marion R. Taylor Professor of Politics, University of Virginia

The first book in the series was published in 2014. *The Trouble With History: Morality, Revolution, and Counterrevolution*, written by Adam Michnik, critiques the fundamentalist thought underpinning emerging democracies, drawing from the French Revolution as well as pre- and post democracy Poland. Michnik is editor-in-chief of Poland’s largest newspaper, *Gazeta Wyborcza*, which he founded. As one of Europe’s leading public intellectuals, he is uniquely positioned to address this topic from an intellectual and personal perspective, having been jailed for more than six years by the communist regime in Poland for dissident activities. Michnik has been an outspoken voice for democracy in the world divided by the Iron Curtain and remains so today.
We live during a time of epochal social transformation that is at once faster paced, more far-reaching in its scope and scale, and greater in impact than any previous period in human history. No two forces are more integral to this transformation than those of capitalism and globalization. No two forces are, as a result, more consequential for the prospects of human flourishing in our moment.

The Program on Culture, Capitalism, and Global Change seeks to critically engage these two forces of macro-level social change. As such, it is principally interested in examining and assessing: (a) the changing moral ecology of economic life in light of the structural transformations of global capitalism—what we are calling the new “spirits” of capitalism; (b) the rise and significance of the world’s first global culture; and (c) the conflicts and dilemmas (but also opportunities) both developments are generating at home and abroad.

FEATURED PROGRAM INITIATIVES

» The New “Spirits” of Capitalism Working Group

» Thriving Cities Project
Capitalism Working Group

Capitalism has been animated by and subject to various particular moral orders. While capitalism has always possessed, in Marx and Engels’ famous formulation, “a cosmopolitan character,” the connections between economic life of individuals, on the one hand, and the given moral orders of particular national societies, on the other, has transformed radically over the past hundred years. Today, global capitalism is creatively and destructively reworking local, regional, and national cultures, just as it binds human societies together into a single overarching material order.

The New “Spirits” of Capitalism Working Group seeks to engage and understand questions around the changing moral ecology of economic life, pursuing them through interdisciplinary study. Studying the history and present of economic life and global culture enriches our collective understanding and presents the opportunity for meaningful reflection on how economic knowledge is produced, how economic life shapes cultural change, how ethical formation occurs, and how economic culture shapes our understanding of work and everyday life.

By focusing our attention on the study of economic culture in the past and present, the New “Spirits” of Capitalism Working Group will elucidate both the challenges of and opportunities for thriving in the contemporary world.

CO-DIRECTORS

- Stephen Macekura, Postdoctoral Fellow, Institute for Advanced Studies in Culture
- Joshua J. Yates, Managing Director, Institute for Advanced Studies in Culture and Research Assistant Professor of Sociology, University of Virginia

PARTICIPATING SCHOLARS

- Brent Cebul, Fellow, Miller Center of Public Affairs
- Allison Elias, Darden School of Business, University of Virginia
- Claire Maiers, Associate Fellow, Institute for Advanced Studies in Culture
- Christina McRorie, Doctoral Fellow, Institute for Advanced Studies in Culture
- Jonathan O’Connor, Darden School of Business, University of Virginia
- Ethan Schrum, Postdoctoral Fellow, Institute for Advanced Studies in Culture
- Ben Snyder, Associate Fellow, Institute for Advanced Studies in Culture and Lecturer in Sociology, School for Social and Cultural Studies, Victoria University of Wellington, New Zealand
- Julia Ticona, Doctoral Fellow, Institute for Advanced Studies in Culture
Thriving Cities Project

So many well-intended projects in cities aim to help people, places, and institutions thrive—but many civic leaders, community organizations, and residents are bedeviled by the question of what that thriving looks like and whether their efforts are actually making it happen.

The University of Virginia’s Institute of Advanced Studies in Culture is forwarding a new concept in assessment called the Thriving Cities Project, which will offer important insights about how to evaluate success. Through the framework of “human ecology” key stakeholders—including foundations, city officials, city planners, religious leaders, politicians, educators, business people, academics, non-profits, and residents—will be better able to ask and answer the question: What does it mean and take to thrive in today’s cities?

Central to the Thriving Cities Project approach is the creation of a Thriving Communities Assessment Tool Kit, intended to offer a unique diagnostic, strategic, and catalytic resource for everyone interested in promoting thriving in their cities. By focusing on how a city’s “endowments” in the realms of human knowledge, social mores and ethics, aesthetics, economic life, political and civic life, and the natural environment interact with each other to empower or constrain the ways of life and life chances of their residents, the Thriving Cities Project differs from existing models of community assessment. More than any of the other local, regional, or national models, it will show how stakeholders can employ their city’s cultural, historical, economic, political, and social elements to shape a thriving community.

PILOT CITIES

Portland, Oregon
Milwaukee, Wisconsin
Columbus, Ohio
Richmond, Virginia
Orlando, Florida
ENDOWMENTS

The Thriving Cities Project examines six endowments, or realms of human activity and engagement, which in combination determine a community’s ability to thrive.

The realm of knowledge production and learning

_Resources and Practices:_ Research, experimentation, innovation, teaching, mentoring, etc.

_Institutions:_ Universities, research centers, primary and secondary schools, educational associations (e.g. book clubs), etc.

The realm of ethics and moral formation

_Resources and Practices:_ Parenting, character formation, moral education, forms of ethical training, social dysfunction, etc.

_Institutions:_ Families, religious organizations, charities and foundations, schools, media, etc.

The realm of aesthetics and design

_Resources and Practices:_ Engineering and design of the built environment, community planning, public art, etc.

_Institutions:_ Architectural and engineering firms, community planning boards, artists and patrons of the arts, etc.

The realm of natural and physical health

_Resources and Practices:_ Management of energy and land, air quality, foodsheds and watersheds, emission and waste, public health, etc.

_Institutions:_ Regulations and zoning, sanitation, hospitals, clinics, community gardens, farm-to-table initiatives, etc.

The realm of political and civic life

_Resources and Practices:_ Political deliberation, community organization, law and order, civic engagement, etc.

_Institutions:_ Local government, police and emergency services, tax base, neighborhood associations, interest groups, local activists, etc.

The realm of economic life

_Resources and Practices:_ Work, innovation, investment, saving and debt, housing, consumption, technology and infrastructure, etc.

_Institutions:_ Industries, industrial parks and zones, locally-owned business, tax base, banks, philanthropy, etc.
> PROJECT PARTICIPANTS

PRINCIPAL INVESTIGATOR TEAM

• Joshua J. Yates, Project Director, Managing Director, Institute for Advanced Studies in Culture and Research Assistant Professor of Sociology, University of Virginia
• Andrew Sharp, Project Manager, Research Scholar, Institute for Advanced Studies in Culture
• Brent Cebul, Fellow, Miller Center of Public Affairs
• Stephen Macekura, Postdoctoral Fellow, Institute for Advanced Studies in Culture
• Christina McRorie, Doctoral Fellow, Institute for Advanced Studies in Culture

STEERING COMMITTEE

• Tim Beatley, Teresa Heinz Professor of Sustainable Communities, Department of Urban and Environmental Planning, University of Virginia
• Nisha Botchwey, Associate Professor of Urban Planning and Public Health, Georgia Institute of Technology
• Greg Fairchild, E. Thayer Bigelow Associate Professor of Business Administration, Darden School of Business, University of Virginia
• Margaret O’Mara, Professor of History, University of Washington
• William Sherman, Associate Professor of Architecture, University of Virginia
• Noah Toly, Associate Professor of Urban Studies and Politics & International Relations and Director of Urban Studies, Wheaton College
• Nicholas Wolterstorff, Noah Porter Professor of Philosophy Emeritus, Yale University and Senior Fellow, Institute for Advanced Studies in Culture

ENDOWMENT RESEARCHERS

THE TRUE

• Ansley Erickson, Assistant Professor of History and Education, Columbia University

THE GOOD

• William Hasselberger, Postdoctoral Fellow, Institute for Advanced Studies in Culture

THE BEAUTIFUL

• Anna Marazuela Kim, Jefferson Fellow and PhD candidate in History of Art and Architecture, University of Virginia
• Christopher Miller, Professor of Architecture, Judson University
• Christopher Yates, Assistant Professor of Philosophy and Art Theory, Institute for Doctoral Studies in the Visual Arts
• Libby Merrill, PhD candidate in History of Art and Architecture, University of Virginia

THE SUSTAINABLE
• Eric Zeemering, Assistant Professor of Public Administration, Northern Illinois University

THE JUST & WELL-ORDERED
• Guian McKee, Associate Professor of Public Policy, Miller Center of Public Affairs, University of Virginia

THE PROSPEROUS
• Greg Fairchild, E. Thayer Bigelow Associate Professor of Business Administration, Darden School of Business, University of Virginia
• Sean Carr, Director of Intellectual Capital and Research, Batten Institute and Lecturer, Darden School of Business, University of Virginia
• Allison Elias, Darden School of Business, University of Virginia
• Gosia Glinska, Senior Researcher, Batten Institute, Darden School of Business, University of Virginia
• Michael Lenox, Samuel L. Slover Professor of Business and Associate Dean and Executive Director of the Batten Institute, Darden School of Business, University of Virginia
• Jonathan O’Connor, Darden School of Business, University of Virginia

CITY PROFILE RESEARCHERS

MILWAUKEE, WISCONSIN
• David Flowers, Adjunct Professor of Education Policy and Community Studies, University of Wisconsin-Milwaukee

ORLANDO, FLORIDA
• Phil Hissom, President, Polis Institute

PORTLAND, OREGON
• Tom Krattenmaker, Lewis & Clark College, Columnist for USA Today

RICHMOND, VIRGINIA
• Julian Hayter, Assistant Professor of History, Jepson School of Leadership, University of Richmond

INDICATOR CATALOG ASSESSMENT TEAM
• Callum Ingram, PhD Candidate in Politics, University of Virginia
SELECTED PROJECT ACCOMPLISHMENTS

During its first two years, the *Thriving Cities Project* has:

- Secured three years of funding for the project and laid the foundation for two further years of funding, as well as the expansion of funding partners.
- Presented the project at the Philanthropy Roundtable in Rancho Palos Verdes, California.
- Sent a representative to the Community Indicators Consortium Summit in Chicago, Illinois, and the RVA Collaborates Annual Forum in Richmond, Virginia.
- Drafted comprehensive research and implementation plans for the duration of the five-year project.
- Established an initial project webpage at www.thrivingcitiesproject.com.
- Sponsored, in partnership with the Frank Zeidler Center for Public Discussion, a six-week discussion series on the thriving assets of Milwaukee.
- Negotiated the addition of Columbus, Ohio as a fifth pilot city.
- Scouted locations and made contacts for several other potential pilot cities.
- Conducted a citywide consultation about the *Thriving Cities Project* in Portland, Oregon with a group of over 35 leaders representing municipal and state government, local philanthropy, academia, business, religious communities, and arts and media.
- Produced initial research drafts on six endowment briefs and four city profiles.
- Compiled a *Catalog of Global Trends in Measuring Community Thriving and Well-Being*, which tells the story of measuring thriving over the last century on the international, national, regional, and local levels.
- Begun filming video shorts for potential documentary project with Academy Award winning film maker, Paul Wagner, to highlight aspects of thriving in the *Thriving Cities Project*’s pilot cities and other locations across the country.
- Hosted a Thriving Cities Conference in June 2014 on the theme “How Do We Measure Thriving Communities?” at which researchers presented on preliminary results of the endowment briefs, city profiles, and the catalog of assessments, metrics, and indicators.
The Program on Religion and Late Modernity

The epochal revolution of the last five hundred years in the West was not political, but rather the totalizing reconfiguration of social, economic, technological, political, and, thus, cultural life called modernity. Ideas as well as economic and political structures, consciousness as well as behavior, and relationships in everyday life have all been fundamentally transformed. As modernity evolves, they are still transforming.

The place, role, meaning, and identity of religion have changed accordingly. All of the assumptions of traditional worldviews and the cultures they spawn have been profoundly, thoroughly, and irreversibly challenged and altered. As a result, so have the moral sources people have historically relied upon to guide their moral and ethical intuitions and reasoning.

The first goal of the Program on Religion and Late Modernity is to understand the changing nature of the moral sources people depend upon for grounding and empowering their daily lives and governing institutions today. The second goal of the Program on Religion and Late Modernity is to understand the dynamics and impact of late modern culture on the beliefs and practices of religious believers in the leading monotheisms—Christianity, Judaism, and Islam.

SELECTED PROGRAM INITIATIVE

» Vocation and the Common Good Project

What moral sources do we need for creating good people and thriving communities, and where are we to find them?
Vocation and the Common Good Working Group

The need to make sense of the demands of faith in everyday life among laity and religious leaders has increased in the late modern world as all aspects of public life have been disenchanted. Work, family, identity, and piety are especially tenuous to the pressures toward dis-integration. How do the competing and all-too-often contradictory demands of public and private life achieve a measure of coherence in today’s world? If religious teachings speak to a restoration of human flourishing, what are the implications of that for our labor, for the love of neighbor, and for all the places where people are called to practice their vocations? What does this look like in the late modern world—a time that fosters a restlessness and yearning for intelligibility, coherence, and integration? To affirm the religious significance of all of life is not enough. Without the combination of biblical and theological imagination and clear, critical, and grounded reflection, it will be difficult for pastors and the laity alike to go beyond the prevailing dualisms that separate faith from work.

The objective of the Vocations and the Common Good Project is to conduct theological, historical, and sociological research on specific vocations. The heart of the project will consist of multiple vocational specific working groups, each comprised of a theologian, a historian or social scientist, three to four reflective practitioners from different generations within

Vocational Spheres

- Medicine
- Faith
- Philanthropy
- Education
- Art
- Business
- Politics
- Law
a particular vocation, and a member of the clergy familiar with the vocation. The goal of the group will be to provide a review of the history and social science of their vocation, examine the influences of modernity and late modernity in their field, elaborate and engage some of the critical ethical tensions in each vocation, and address the possibilities of human flourishing and service to the common good in each vocation. At the end of this multi-year project there will be a series of books for laity, clergy, and scholars as they seek to understand the role of vocation in the late modern world.

PROJECT LEADERSHIP

• James Davison Hunter, Executive Director, Institute for Advanced Studies in Culture and LaBrosse-Levinson Distinguished Professor of Religion, Culture, and Social Theory
• Greg Thompson, Associate Fellow, Institute for Advanced Studies in Culture
• Tony Lin, Research Scholar, Institute for Advanced Studies in Culture
• Emily Rose Gum, Doctoral Fellow, Institute for Advanced Studies in Culture
The Human Person Working Group

An understanding of the human person, of the essential nature and distinctive capacities of human beings, is always part of the architecture of any moral, political, or social theory. Whether explicitly articulated or tacitly presupposed, fundamental ideas about what it means to be “human”—including ideas of human dignity, reason, emotion, selfhood, and the good life for humans—shape accounts of morality, politics, and social and cultural life generally.

The Human Person Working Group is devoted to the study of fundamental, morally significant views of personhood and human nature, and how they shape social life. This includes the study of human agency, moral reasoning and ethical experience, character and virtue, health, desire, pleasure, suffering, happiness, technology and scientific understanding, narrative understanding, and the role of social practices and relations in the good life. The working group explores three broad areas of investigation: (1) Philosophical Anthropology, (2) Technology and the Self, and (3) Science and Human Nature.

DIRECTOR

• Joseph E. Davis, Director of Research, Institute for Advanced Studies in Culture and Research Associate Professor of Sociology, University of Virginia

PARTICIPATING SCHOLARS

• Laura Alexander, Associate Fellow, Institute for Advanced Studies in Culture
• Talbot Brewer, Associate Professor of Philosophy, University of Virginia
• Matthew Crawford, Senior Fellow, Institute for Advanced Studies in Culture
• William Hasselberger, Postdoctoral Fellow, Institute for Advanced Studies in Culture
• Anna Marazuela Kim, Associate Fellow, Institute for Advanced Studies in Culture
• Philip Lorish, Doctoral Fellow, Institute for Advanced Studies in Culture
• Claire Maiers, Associate Fellow, Institute for Advanced Studies in Culture
• James Mumford, Wolterstorff Postdoctoral Fellow, Institute for Advanced Studies in Culture
• Paul Nedelisky, Postdoctoral Fellow, Institute for Advanced Studies in Culture
• Travis Pickell, Associate Fellow, Institute for Advanced Studies in Culture
• Matthew Puffer, Doctoral Fellow, Institute for Advanced Studies in Culture
• Christina Simko, Postdoctoral Fellow, Institute for Advanced Studies in Culture
• Julia Ticona, Doctoral Fellow, Institute for Advanced Studies in Culture
• Lauren Turek, Doctoral Fellow, Institute for Advanced Studies in Culture
• Chad Wellmon, Associate Professor of German Studies, University of Virginia
Academic Advisory Board Colloquium

ON THE ONCE AND FUTURE POSSIBILITY OF SOCIAL CRITIQUE

The Institute’s Academic Advisory Board plays an integral role in helping the Institute formulate its research agenda, recommend graduate students who should apply to its Fellows Program, and guide its award-winning publication, The Hedgehog Review.

The Academic Advisory Board moves the mission of the Institute forward in several ways. First, the intellectual depth and interdisciplinary nature of the Academic Advisory Board incarnates the Institute’s commitment to pursuing the most pressing concerns of the late modern world: questions of human dignity, the just community, and meaning and purpose in a world that feels increasingly “thin”. Second, the wide-ranging talent represented on the Academic Advisory Board offers real wisdom in both large, conceptual ways (how should we look at this problem?) and intensely practical ones (whom could we ask to write on this subject for The Hedgehog Review?). Finally, the Academic Advisory Board’s commitment to the Institute’s community deepens and extends the Institute’s influence across the country and the world.

The Institute’s Academic Advisory Board held its third annual meeting March 18-19, 2014 to discuss the status of cultural criticism in contemporary American society—or the “climate of critique.”

Institute faculty Joseph Davis’ white paper, “On the Once and Future Possibility of Social Critique” was the foundation for a rich discussion among the Academic Advisory Board. This discussion helped the Institute sharpen the critical edge of its work, providing an examination of the larger and timely role of the status of cultural criticism, especially in the university setting. Are we, for instance, living during a cultural moment when forms of critique are harder to hear, locate, or generate? Are there publicly available languages or modes of criticism that are more possible or prevalent than others, or that don’t immediately lead into ideological echo chambers? Universities have long been institutions open to and productive of various forms of criticism. Beyond being objects of much critique today, what might we say about the possibility of critique within the university of the present?
The Fellows Program

The scholarly aspirations of the Institute will not be achieved overnight, nor will they be accomplished by one or two great minds. The most pressing intellectual challenges of our time can only be met by building a critical mass of scholarship on a number of distinct, but related fronts, over a long period of time. Indeed, scholars have argued that intellectual change never happens outside of dense networks of senior scholars and their students over a minimum period of a generation.

Unlike most think tanks or institutes for advanced study, the Institute for Advanced Studies in Culture takes this charge very seriously. The problems we face today are multi-generational, and the strategies in place to address them must be as well. This is why a central objective of the Institute is to train, mentor, credential, and place—in colleges, universities, foundations, and think thanks—a generation of young scholars who will carry this new school of thought into the future.

TRAINING THE NEXT GENERATION OF SCHOLARS IN THE NEW SCHOOL OF THOUGHT

Young scholars are important because they are still forming the core questions that will animate their careers, and the Institute is particularly interested in getting these questions right, not just the answers to the questions. By encouraging fellows to pursue scholarship that will creatively engage current debates while taking into account the deepest questions of meaning and moral order that bear on these debates, the Institute forms young scholars uniquely equipped to tackle the tough issues of our time.

The first task, of course, is to identify the most talented of the younger generation. There is a competition for talent even at this level, which is why it is essential to have a fellows program that is financially competitive with the best departments and institutes in the world.

“The Institute has offered a thoughtful, warm, and invigorating intellectual community for me. From the opportunity to engage scholars from other disciplines to attending the various seminars and talks, the Institute has provided me the opportunity both to broaden and deepen my work. And all the while, I’ve been thrilled to interact with so many scholars committed to producing scholarship that contributes to the common good.”

STEPHEN MACEKURA, Postdoctoral Fellow
The Institute supports not only young scholars through its Fellows Program, but also Faculty and Senior Fellows, some selectively drawn from the faculty of the University of Virginia. These are mid-career and senior scholars with national and international reputations, charged with building the key programs that constitute the central dimensions of the Institute’s school of thought. It is the permanent or semi-permanent nature of these positions that permits continuity over time. The Institute also hosts Visiting Fellows who are invited for a period of six month to two years, or longer in some cases, to work on aspects of different research program priorities.
2013-2014 Fellows

In 2013-2014, the Institute was proud to have 53 fellows from across the humanities and social sciences:

**POSTDOCTORAL FELLOWS:**
- Jeff Guhin, Abd el-Kader Postdoctoral Fellow, Sociology
- William Hasselberger, Philosophy
- James Mumford, Wolterstorff Postdoctoral Fellow, Philosophy
- Ethan Schrum, History
- Christina Simko, Sociology
- Paul Nedelisky, Philosophy
- Stephen Macekura, History

**ASSOCIATE FELLOWS:**
- Laura Alexander, Religious Studies
- Brent Cebul, History
- Neslihan Cevik, Sociology
- Kendell Cox, Religious Studies
- Daniel Doneson, Religious Studies
- Yuliya Dudaronak, Sociology
- Corinne T. Field, History
- Edward J.K. Gitre, History
- Paul Gleason, Religious Studies
- Timothy Hartman, Religious Studies
- Slavica Jakelić, Sociology
- Megan Juelfs-Swanson, Sociology
- Anna Marazuela Kim, Art History
- Steve Knepper, English
- Andrew Lynn, Sociology
- Claire Maiers, Sociology
- Stephanie Muravchik, History
- Kristopher Norris, Religious Studies
- Travis Pickell, Religious Studies
- Benjamin Snyder, Sociology
- Mark Storslee, Religious Studies
- Dan Turello, Literature
- Gregory Thompson, Religious Studies
- William Walldorf, Politics
- A.J. Walton, Religious Studies
- Kathryn L. Wiens, Education

**DOCTORAL FELLOWS:**
- Emily Rose Gum, Theology
- Philip Lorish, Religious Studies
- Christina McRorie, Religious Studies
- Matthew Puffer, Religious Studies
- Julia Ticona, Sociology
- Molly Scudder, Politics
- Lauren Turek, History

**FACULTY FELLOWS:**
- Brian Balogh, Professor of History
- Asher Biermann, Associate Professor of Religious Studies
- Talbot Brewer, Associate Professor of Philosophy
- Alon Confino, Professor of History
- Jennifer Geddes, Research Associate Professor of Religious Studies
- Charles A. Kromkowski, Lecturer in Politics
- Krishan Kumar, University Professor and Department Chair of Sociology
- Ekaterina Makarova, Associate Professor of Sociology
- Allan Megill, Professor of History
- Murray Milner, Professor Emeritus of Sociology
- Jeffrey K. Olick, Professor of Sociology and History
- Stephen White, James Hart Professor of Politics
- Olivier Zunz, Commonwealth Professor of History
The HEDGEHOG REVIEW
Critical Reflections on Contemporary Culture

Holding Them Closer
Carl Desportes Bowman

The Family that Shoulds Together
Wilfred McClay

Raising the Awesome Child
Diane M. Hoffman

Picturing Childhood
Gary Cross

PARENTING IN AMERICA

WWW.HEDGEHOGREVIEW.COM
The Hedgehog Review

The Hedgehog Review is published three times a year in print and digital format by the Institute for Advanced Studies in Culture. In keeping with the Institute’s mission and vision, the journal is focused on inquiries into contemporary cultural change and its far-reaching consequences.

What does it mean to be human? How do we live with our deepest differences? What is the good life, the good community, the good world? These are just some of the questions that make The Hedgehog Review crucial reading for those who are trying to make sense of the dramatic social shifts taking place in modern society. In a time when civil, informed analysis and discussion is increasingly rare, we strive to publish scholarly essays accessible to thoughtful readers from within and beyond the academy.

Our contributing writers include historians, philosophers, social scientists, literary critics, religion scholars, and public intellectuals. They all bring a nonpartisan commitment to humane inquiry and pursuit of truth in support of the common good.

THE HEDGEHOG REVIEW LEADERSHIP

Joseph E. Davis  
Editor | Director of Research | Research Associate Professor of Sociology

Jay Tolson  
Executive Editor

Brianne Warner Alcala  
Managing Editor

Monica Brooks  
Circulation Manager

DISTRIBUTION

The Hedgehog Review has a growing readership, reaching several thousand subscribers in print and online. The website, www.hedgehogreview.com, along with three blogs—THR Blog, The Infernal Machine, and Common Place—draw attention to the publication as does a vibrant presence on social media, including Twitter, Facebook, and Pinterest. Our print edition is available at select Barnes & Noble stores, independent bookstores in the United States and Canada, and bookstores on the grounds of the University of Virginia. Each issue is also available in the ePub digital format for e-reader devices.
RECENT ISSUES

EUROPE IN SEARCH OF EUROPEANS Spring 2014 (16.1)

Europe arose as a cultural entity from Latin Christian civilization, but secularism and pluralism dominate today. The European quandary—unemployment, immigration, economic concerns, social welfare, fears over loss of national identity—affects us all. What we as non-Europeans can learn from the contested questions of “European values” is the subject of the Spring 2014 issue.

PARENTING IN AMERICA Fall 2013 (15.3)

Where common cultural parenting patterns once prevailed, new ethical standards and responsibilities have entered. The intensified scrutiny of parenting has led to more competitiveness among families and greater state intervention. While public debates focus on the proper means of parenting, the Fall 2013 issue considers the ends.

THE AMERICAN DREAM Summer 2013 (15.2)

Traditionally, the American Dream has meant equal opportunity, upward mobility, home ownership, personal fulfillment—a myth, perhaps, whose realization seems increasingly unlikely. Even if old versions of the Dream have grown thin, its basic ideals have not. The Summer 2013 issue explores the need for a new articulation of those ideals.

SELECTED ACCOMPLISHMENTS:

- Subscriptions and single-issue sales grew due to outstanding content, increased online visibility, and vigorous marketing efforts.
- Three blogs launched in 2014 drew key contributors and readers: The Hedgehog Review's highest web traffic has been generated by posts at THR Blog, The Infernal Machine, and Common Place.
- The Hedgehog Review is regularly featured in The Chronicle of Higher Education’s Arts & Letters Daily, an extensive online humanities aggregator that always results in high traffic to the journal’s website.
- Thirty-five percent of THR web traffic comes from Arts & Letters Daily references—through article links or advertising. More than 70 percent are first-time visitors.
- Traffic to the website has grown 42 percent on average over the past year.
BLOGS

The Institute is home to several blogs. *The Hedgehog Review* hosts three: the *THR Blog*, designed to sustain the conversation about cultural change between the journal’s three issues; *The Infernal Machine*, which delves into the intersection of technology, knowledge, and the human person; and *Common Place*, which questions what it takes for a community to thrive. *IASC News Blog* curates the work of the Institute.

**THR BLOG**

Drawing on the disciplinary approaches of cultural sociology and anthropology, history, philosophy, and religious studies and the work of public intellectuals as well as academy-based scholars, *THR*, like *The Hedgehog Review*, seeks to make sense of the institutions and forces that shape us. Writers include *The Hedgehog Review* editors, Institute fellows and faculty, and an ever-growing network of thinkers who share our interests.

**THE INFERNAL MACHINE**

*The Infernal Machine* attempts to get a hold of our world’s rapid technological changes and consider them in terms of questions about what it means to know and be human in the twenty-first century. Drawing on the approaches of history, philosophy, anthropology, sociology, media studies, and religious studies to make sense of the historical and contemporary relationships among technology, ethics, and being human, *The Infernal Machine* is edited by Institute Faculty Chad Wellmon, as well as associate editors Andrew Piper, McGill University, and Ned O’Gorman, University of Illinois, Urbana-Champaign.

**COMMON PLACE**

*Common Place* addresses a single but multifaceted question: What does it mean and take for a community and its residents to thrive? *Common Place* explores the possibilities of working across differences of class, race and ethnicity, religion, and politics in order to create unusual coalitions and new possibilities for human flourishing. *Common Place* is edited by Institute Managing Director Josh Yates, along with members of the *Thriving Cities Project* team.

**IASC NEWS BLOG**

Curating the work of the Institute, *IASC News Blog* shares news and information about the Institute’s research, fellows, events, and media.
POPPULAR BLOG POSTS

THR BLOG

Just Deserts
Just what do you deserve? Quite a lot according to today’s marketers and ad copywriters. From healthcare to fast food, you deserve choices, you deserve the best, and—most hyperbolically—you deserve it all.

Portrait of America’s Young Adults: Wary but Optimistic
Generational snapshots sometimes confound us in the ways actual photographs do.

There is Hope in Africa
A recent global survey shows that high numbers of Africans believe that brighter days are ahead. One potential explanation: the influence of Prosperity Gospel Pentecostalism.

THE INFERNAL MACHINE

“Open” is Not Public
Making something openly accessible does not make it public. To make something accessible or “open” in the way we talk about it today does not assume, on the level of norms, making it legible, debatable, or let alone useful to non-specialists. There are millions of studies, papers, and data sets that are openly accessible but that, nevertheless, do not have a public life.

You Must Change Your Graduate Program!
We can either change in substantive ways or pretend to do something else while actually continuing to do the same things we’ve always done. The Modern Language Association (MLA) report looks a lot like the latter and no doubt so will most of the responses to it.

The New Heresy
Literary theories from the radically deconstructive to the deeply historicist have long interrupted our reading experiences, but they have done so within the bounds of close-reading liturgies. Digital humanities violates this consummate exhortation of the practice of Literature. It is the new heresy.

COMMON PLACE

California’s Flyover Country
Though one of the most productive agricultural regions in the world, the San Joaquin Valley is now one of the poorest and poorly educated places in the country. Why California’s flyover country’s best hope may be to invest in the education of its children.

Nashville and the Future of Civic Engagement
Transportation debates, like the famed battle between Jane Jacobs and Robert Moses over a proposed expressway through Manhattan, have historically been a local affair. This may be changing. Recent events in Tennessee show that even a local transportation project with widespread support from citizens across the political spectrum is not immune to the ideological politicization that has gripped our national discourse.

Faith in the City, Parts 1, 2, 3
There is a movement afoot among evangelical Christians that may not only surprise you but might also signal one of the biggest shifts in their orientation for at least a generation. Evangelicals are coming back to the city.
Administration

DIRECTORS:

James Davison Hunter
Executive Director
LaBrone-Levinson Distinguished Professor of Religion, Culture, and Social Theory

Joshua J. Yates
Managing Director
Research Assistant Professor of Sociology

Joseph E. Davis
Director of Research and Editor, The Hedgehog Review
Research Associate Professor of Sociology

Jay Tolson
Executive Editor, The Hedgehog Review

Carl Desportes Bowman
Director of Survey Research

Sarah Gauche Pickell
Director of Communications and Development

STAFF

Brianne Alcala
Managing Editor, The Hedgehog Review

Stephen Assink
Research Assistant Curator, Common Place

Monica Brooks
Circulation Manager, The Hedgehog Review

Mark Gruetzmacher
Events Coordinator

Samantha Jordan
Office Manager

Tony Tian-Ren Lin
Research Scholar

Maegan Moore
Program Associate

Andrew Sharp
Research Scholar

Brooks Wellmon
Communications and Development Associate

Susan Witzel
Accounts Manager
Financials FY 2013-2014

BACKGROUND

The Institute for Advanced Studies in Culture operates on a July 1st to June 30th fiscal year. The Institute, a unit of the University of Virginia, has financial assets held by the University. The Institute’s support comes primarily through funds raised directly by the institute and by the In Medias Res Educational Foundation, a Section 501(c) (3) nonprofit organization and supporting foundation for the Institute.