

Richard Westerman

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Education

- 2002-2006** **Ph.D. (History of Ideas), Christ's College, Cambridge University, UK.**
Thesis Title: *The Concept of the Conscious Self in Western Marxism.*
Supervisor: Prof. Raymond Geuss
- 2001-2002** **M.Phil. (History of Ideas), Christ's College, Cambridge University, UK.**
Thesis: *Georg Lukács's Aesthetics and Theory of Revolution.*
Supervisor: Dr. Martin Ruehl.
- 2001** **Goethe Institut, Budapest.**
Zentrale Mittelstufenprüfung (equivalent to ALTE Level 4): 'Sehr Gut' (top grade).
- 1997-2000** **BA Hons (History), Christ's College, Cambridge University, UK.**
Class: Double First.
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Academic Positions

- 2011-present** **Associate Professor, Dept. of Sociology, University of Alberta**
- Appointed to teach social theory.
 - 2-2 teaching load over two semesters.
- 2006-2011** **Harper-Schmidt Teaching Fellow & Lecturer in Social Sciences, University of Chicago**
- Teaching fellowship, with 2-2-2 teaching load over three quarters.
 - Interdisciplinary liberal arts curriculum, drawing on social and political theory, philosophy, literature, and cultural studies.
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Book

- Aug 2018** *The Phenomenology of Capitalism: Lukács's Reification, Revalued*, (New York: Palgrave Macmillan) in series 'Political Philosophy and Public Purpose' series. (115,000 words.)

Peer-reviewed Articles

- Sept 2018** 'Intentionality and the Aesthetic Attitude': *British Journal of Aesthetics*. Volume 58, Issue 3, 7 September 2018, Pages 287–302 doi: 10.1093/aesthj/ayy010. (7,000 words.)
- Sept 2017** 'From Myshkin to Marxism: the Role of Dostoevsky in Lukács's Revolutionary Ethics': *Modern Intellectual History*. doi: 10.1017/S1479244317000373. (15,000 words; online 5 Sept 2017.)
- Sept 2016** 'Meaning, Memory & Identity: The Western Marxists' Hermeneutic Subject,' *Continental Philosophy Review* Vol. 49, Issue 3, pp.325–348; doi: 10.1007/s11007-015-9331-7. (10,700 words.)
- Dec 2015** 'The Irrational Act: Traces of Kierkegaard in Lukács's Revolutionary Subject,': *Studies in East European Thought* Vol. 67, Issue 3, pp.229-47; doi: 10.1007/s11212-015-9240-7 (10,200 words.)
- Fall 2010** 'The Reification of Consciousness: Husserl's Phenomenology in Lukács's Subject-Object': *New German Critique* 111 Vol. 37, No.3, pp.97-130. doi: 10.1215/0094033X-2010-016. (11,942 words.) Translated as 意識的物化——盧卡奇同一性主客體中的胡塞爾現象學 in 新馬克思主義評論, ed. Yi Jun Qing (Beijing: Central Compilation & Translation Press, 2012.)

Forthcoming Peer-reviewed Articles

- Nov 2018** 'Spectator and Society: Lukács, Riegl, and the Phenomenology of the Individual Subject': *New German Critique* vol. 135. (12,803 words).

Invited Book Chapters & Articles

- 2018** 'Populism and the Logic of Commodity Fetishism: Lukács's Theory of Reification and Authoritarian Leaders': for inclusion in *Confronting Reification: The Revitalization of a Concept in Late Capitalism*, ed. Gregory Zucker, forthcoming from Brill. (12,900 words)
- Dec 2013** 'Weber's Social Space of Reasons': *Society* Vol 50, Issue 6, pp.581-6. doi: 10.1007/s12115-013-9714-5 (4,135 words.)

Presentations & Conference Papers

- May 2018** 'Rationality and Society,' invited talk at Czech Academy of Sciences, Prague.
- May 2018** 'Reason and Social Relations in Lukács' Antinomy of Nature and Society,' 11th Annual Critical Theory of Rome Conference, Rome, Italy.

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- May 2017** ‘The phenomenological, ontic, and ontological levels of Lukács’s theory of reification,’ 10th Annual Critical Theory of Rome Conference, Rome, Italy.
- April 2017** ‘Populism and the Logic of Commodity Fetishism: Lukács’s Theory of Reification and Authoritarian Leaders,’ International Conference on the Legacy of Georg Lukács, Budapest, Hungary.
- May 2016** ‘Validity without value: Habermas’s reified discourse ethics,’ 9th Annual Critical Theory of Rome Conference, Rome, Italy.
- June 2011** ‘Lukács’s Party & Social Praxis,’ Third Platypus International Convention, Plenary Session; School of the Art Institute of Chicago, Chicago IL.
- June 2011** ‘Reification: epistemic error or phenomenological stance?’ Weissbourd Conference, University of Chicago, Chicago IL.
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Book reviews

- Aug 2017** Peter Gordon, *Adorno & Existence*, Harvard University Press, 2016, for *Symposium: The Canadian Journal of Continental Philosophy* (2229 words).
- Aug 2011** David Ingram (ed.), *Critical Theory to Structuralism: Philosophy, Politics, and the Human Sciences*, 343pp., vol. 5 of Alan D. Schrift (ed.), *The History of Continental Philosophy* (8 vols.), University of Chicago Press, 2010, for *Notre Dame Philosophical Reviews*.
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Grants and Awards

- October 2018** *Learn German in Germany Scholarship, DAAD*
- Funding to cover one month’s intensive language course and accommodation in Berlin.
- May 2018** *Support for the Advancement of Scholarship fund, University of Alberta*
- \$2432.18 grant to travel to and present at International Critical Theory of Rome Conference 2018.
- May 2017** *Support for the Advancement of Scholarship fund, University of Alberta*
- \$2969.17 grant to travel to and present at two conferences, ‘The Legacy of Georg Lukács’ (Budapest), and International Critical Theory 2017 (Rome).
- April 2016** *Killam Research Fund, University of Alberta*
- \$2022.15 grant to travel to and present at International Critical Theory 2016 (Rome) conference.

March 2013 ***Teaching & Learning Enhancement Fund, University of Alberta***

- \$56,500 award to support development of structured four-year Honours College program, including curriculum development and investigation of best practices.
- One of three principal investigators, along with Mikael Adolphson (Arts) and Glenn Loppnow (Science).

June 2000 ***Robert Owen Bishop Scholarship, Christ's College, Cambridge***

- £8,000 award to fund independent pre-PhD research in any historical field; open to any applicants (inside and outside the university).
 - Funded research at the Lukács Archive in Budapest.
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Teaching Interests

- Social theory and social thought
- Sociology of art.
- Liberal arts and 'Great Books' courses.
- Continental philosophy and philosophy of society.

My teaching aims to develop students' independent thought, critical thinking, and ability to express themselves clearly and persuasively. I see the role of a professor as facilitator, preparing students to be equal interlocutors, through student-centred, problem-oriented learning and Socratic methods.

Undergraduate Teaching

2011-present **Assistant Professor, Department of Sociology, University of Alberta**

- *Soc 100 Introductory Sociology*: large lecture class of 200-300 students.
- *Soc 212 Classical Social Theory*: Mid-sized class of 60 students, including a combination of lecture and seminar in closely-supervised small groups.
- *Soc 260 Inequality & Social Stratification*: Mid-sized class of 60-80 students.
- *Soc 335 Contemporary Social Theory*: Mid-sized class of 60 students, combining lecture and seminar in examination of interdisciplinary theoretical problems.
- *Soc 461 Sociology of Art*: 25-student seminar; interdisciplinary focus on relation of art and society.

2006-2011 **Harper-Schmidt Fellow & Lecturer in Social Sciences, University of Chicago**

- Responsible for two year-long classes in Chicago's Core Curriculum, teaching 'Power, Identity, & Resistance' course. (Students of all majors must choose one such Social Sciences courses.)
- Readings vary between social theory, political theory, philosophy, psychology, history, and more. Classes structured around small-group discussion, closely monitored by instructor.
- Additional responsibilities included training graduate student interns to teach a course themselves, as well as progressive redesign of course as part of a steering committee.

2010 Instructor, Mellon-Mays Undergraduate Fellowship Program, based at University of Chicago

- Summer program, targeting promising undergraduates from underrepresented and diverse backgrounds, to prepare them for graduate studies.
- Responsible for design, teaching, and assessment of course in ‘Engaged Scholarship: Culture, History, Race, Ethnicity & Class,’ for which syllabus is attached, to class of twenty.

2007 Instructor, Ronald B. McNair Postbaccalaureate Achievement Program, based at University of Chicago

- Summer program preparing students from disadvantaged background for postgraduate studies.
- Responsible for design, teaching, and assessment of broad survey course introducing students with little background to texts in modern philosophical, social, political, and literary theory.

2003-2005 Supervisor, Social & Political Sciences Faculty, University of Cambridge

- Supervised a selection of courses, including ‘History of Political Thought 1700-1890,’ ‘History of Political Thought since 1890 and Political Philosophy,’ and ‘Historical Argument and Practice.’
- Responsibilities centred round individual tuition sessions, including setting and grading of essays.
- Clarified philosophical approaches to political thought for historians and sociologists.

Graduate Teaching and Mentoring

Students supervised

- Mahmood Exiri Fard, Dept of Sociology, University of Alberta, 2014-present: ‘Marx between Adorno and Derrida.’
- Burcu Özdemir, Dept of Sociology, University of Alberta, 2016-present: ‘Philosophical Suicide.’
- Charles Stubblefield, Dept of Sociology, University of Alberta, 2017-present.

Committee service

- Marie Leduc, Dept. of Sociology and Dept of Art & Design, University of Alberta, Dec 2015: PhD thesis ‘Transition and Transformation: Chinese Contemporary Art in the Global Market.’
- Sohrab Shiravand, Dept. of Sociology, University of Alberta, May 2015: PhD thesis ‘Sovereignty without Nationalism, Islam without God: A Critical Study of the Works of Jalal Al-e Ahmad.’
- Heidi Bickis, Dept. of Sociology, University of Alberta, Aug 2014: PhD thesis ‘Social Theory Encounters Lines and Bodies: Engaging the Visual Art of Betty Goodwin, Julie Mehretu, Guillermo Kuitca and Juan Muñoz.’
- Clayton Bench, Dept. of Religious Studies, University of Alberta, Jun 2014: PhD thesis ‘The Coup of Jehoiada and the Fall of ‘Athaliah: The Discourses and Textual Production of 2 Kings 11.’

Teaching

- *Soc 503 Sociology of Art*: 25-student seminar; interdisciplinary focus on relation of art and society (cross-listed with undergraduate course Soc 461, listed above).

Mentoring

- Worked with several graduate Teaching Assistants, including Niamh Mulcahy, Will Silver, Ajay Sandhu, Ariane Hanemaayer, Randi Nixon, Bozhin Traykov, Mahmood Exiri Fard, Burcu Ozdemir, and Charles Stubblefield.
 - Randi Nixon and Ariane Hanemaayer went on to win university awards for teaching themselves.
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Affiliations & Professional Memberships

- *American Historical Association*, member.
 - *American Philosophical Association*,
 - *American Political Science Association*
 - *American Sociological Association*, including section memberships for Theory, Culture, and Social Thought.
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Professional Service

- Committee Member, 2013 Shils-Coleman Award Graduate Student Theory Prize (American Sociological Association).
 - August 2012 Panel chair, 'Beyond The Fact/Value Distinction,' American Sociological Association annual meeting; Denver CO.
 - Reviewer for *American Journal of Sociology* (2017), *Symposium: Canadian Journal of Continental Philosophy* (2017), *Journal of Communication Inquiry* (2011), *Canadian Journal of Sociology* (2012), *International Critical Thought* (2016-17), and *Philosophy of the Social Sciences* (2015-17).
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University Service

2012-4 Honours Academy: Task Force Coordinator, Faculty of Arts

- I played a leading role in a volunteer committee set up to design a program for a possible liberal arts and honours college at the University of Alberta. Drawing on my experience in the Core Curriculum at Chicago, I advocated for the creation of such a program to provide an opportunity for students across the province to gain the benefits of a broad-based, interdisciplinary education.
- After my extensive work in the early stages of the project, I was placed in charge of day-to-day operations, and coordinated a team of around twenty faculty members responsible for developing the project into a full proposal. My responsibilities included coordinating research and design of a comprehensive four-year academic program for the college. Following several months of research into best practice in teaching, we developed a program designed to develop students' reasoning, critical thinking, social engagement, communicative, and leadership abilities.
- I was part of a four-person team coordinating collaboration between the Faculties of Arts and Science in developing this program.

Departmental Service

2015-18 Sociology Department Communications Committee

- I helped redesign the department website, including creating content for several sections.
- I helped write and edit the departmental newsletter.

2015-6 Sociology Department Theory Hire Screening Committee

- I sat on the six-person committee tasked with selecting a shortlist for hiring a new tenure-stream colleague in Social Theory.

2014-15 Sociology Department Graduate Admissions & Awards Committee

- I screened and helped select candidates for admission to PhD and MA programs.
- I helped select candidates to put forward for university and national scholarships.

2013-14 Sociology Department Graduate Program & Policy Committee

- I participated in a review of the department's Masters-level offerings, as well as of the option for PhD students to submit a thesis consisting of three publishable papers.

2011-12 Social Theory Program Review Committee

- Along with two colleagues, responsible for review and redesign of department's core social theory courses, resulting in greater focus on direct engagement with texts and emphasis on critical reasoning, reading, and writing.
- Additional departmental duties included service on Undergraduate Teaching Committee, Graduate Program Committee, and Graduate Admissions & Awards Committee.

2011-13 Departmental Undergraduate Teaching Committee

- I helped review proposals for undergraduate courses.

References

Research

Prof. Raymond Geuss
Faculty of Philosophy
University of Cambridge
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Prof. Andrew Feenberg
School of Communication
Simon Fraser University
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Teaching

Prof. Harvey Krahn
Dept. of Sociology
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Prof. Gary Herrigel,
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Service

Prof. Mikael Adolphson
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