

Institute on the Public Humanities for Doctoral Students
Simpson Center for the Humanities, University of Washington
September 8-14, 2006
Institute Readings and Writing Prompts

Note: The readings listed below are designed to provide essential background information and, to the degree possible, a common vocabulary and set of problematics for our discussions, site visits, and workshops during the Institute. The writing prompts for each session will give you a sense of how we will focus our attention on that day. Please prepare by writing informally in response to these prompts, and be warned that we will be drawing on your responses from time to time during the Institute. For your writing pleasure, we have included a journal. Please bring this journal with you to each session.

Friday, September 8

PUBLIC SCHOLARSHIP AND/AS CULTURE WORK

Writing Prompt: This first set of readings maps several overlapping conversations about the future of culture work and public scholarship in and across the boundaries of the research university. As you read through them, please focus on three questions: 1) What are the central questions, themes, and problems that cut across and unify these readings and their critical reflections on the future of the public work of the humanities? 2) What types of collaboration do they model and encourage, and how do these collaborative practices resemble or differ from your current academic (or non-academic) activities? 3) What questions do the readings raise for you as you think about your past experiences and future ambitions as scholars, researchers, and teachers who want to work in and across the boundaries of the university? This is where we will start on Friday afternoon.

- 1) American Council of Learned Societies Occasional Paper No. 11: "National Task Force on Scholarship and the Public Humanities" (1990).
- 2) Nancy Cantor and Steven Lavine, "Taking Public Scholarship Seriously," *Chronicle of Higher Education*, 9 June 2006
- 3) "Community" (Miranda Joseph), "Culture" (George Yúdice), and "Public" (Bruce Robbins), *Keywords of American Cultural Studies*, co-edited by Bruce Burgett and Glenn Hendler (NYU Press, forthcoming).
- 4) Ien Ang, "Who Needs Cultural Research?" *CHCI Working Papers* (1999): 1-10.
- 5) Cultural Studies Praxis Collective, "The Affirmative Character of Cultural Studies," talk delivered at St. John's University, New York (April 2006) and the International Association for Cultural Studies meeting, Istanbul (July 2006).
- 6) Cultural Studies Praxis Collective CV.
- 7) Imagining America Newsletter (Spring 2006).
- 8) The HASTAC Vision, excerpted statement. (Full text at http://www.hastac.org/files/HASTAC_Vision_April_7.pdf)

Monday, September 11

WRITING ACROSS COMMUNITIES

Writing Prompt: This first site visit follows up on the readings for Friday by focusing on writing and publication as cultural practices that build diverse communities, construct different publics, and bridge differences among them. As you read these articles, think about their relation to our discussions on Friday of culture work and public scholarship and, specifically, about the different ways in which the readings imagine and talk about practices of writing and publication inside and outside the immediate context of the university – what Michael Warner refers to as “styles of intellectual publics.” Think also about the various forms writing takes in your life. How do these forms supplement your (written or non-written) work as a scholar, researcher, and teacher? How might you use any or all of these forms to engage with and facilitate further projects?

1) 826 Seattle materials and website: <http://www.826seattle.org>

2) *It's Not Always Happily Ever After: Lessons in Family Life from the Students of John Marshall and American Indian Heritage Schools*. Seattle: 826 Seattle (2006). Read Sherman Alexie's "Forward" and Teri Hein's "Introduction"; read a sampling of the collected writings as you please.

3) Michael Hoechsmann, "Reading Youth Writing: Grazing in the Pastures of Cultural Studies and Education," *Review of Education, Pedagogy, and Cultural Studies* 26 (2004): 193-210.

4) Michael Warner, "Styles of Intellectual Publics," *Publics and Counterpublics* (New York: Zone, 2002): 125-158.

Optional reading:

Michel Foucault, *Ethics: Subjectivity and Truth*, ed. Paul Rabinow "Polemics, Politics, and Problematizations: An Interview with Michel Foucault." New York: New Press, 1997: 111-120.

Tuesday, September 12

THE CULTURAL POLITICS OF COMMUNITY PRACTICE

Writing Prompt: This second site visit also follows up on the readings for Friday, this time by exploring the relations among community activism, community building, and the diverse political and institutional structures, both ethical and material, within which this work takes shape. As you read these materials, consider three questions in particular: 1) In their planning and publicity documents, how do the LGBT and Q Centers represent their relationships to the communities they serve? 2) How are the similarities and differences between the two centers negotiated through their respective institutional structures, and how do they complicate what Miranda Joseph refers to as the "romance of community?" 3) What skills and competencies does the culture work performed at these centers require and promote? As at the 826 Seattle site visit, you should also think about how you, as scholars, researchers, teachers, and stakeholders, can engage with and facilitate related or similar projects.

- 1) Q Center materials and website: <http://depts.washington.edu/qcenter/>
- 2) LGBT Center materials and website: <http://www.seattlelgbt.org/>
- 3) Miranda Joseph, “Not for Profit? Voluntary Associations and the Willing Subject” and “Epilogue: What is to be Done?,” from *Against the Romance of Community*. Minneapolis: University of Minnesota Press, 2002: 69-118 and 170-174.

Optional browsing:

Seattle Commission for Sexual Minorities: <http://www.seattle.gov/scsm/>

Wednesday, September 13

COLLABORATION THROUGH RESEARCH: THE UNIVERSITY’S FUTURES

Writing Prompt (Morning Session): These readings are intended to raise three sets of questions: 1) What do we mean when we call something research, theory, and/or practice? 2) How can we theorize, implement, and document participatory, action-based research oriented toward ethical engagement and social justice? 3) How can educational institutions better support this type of research in and across diverse communities and constituencies? As you read the first two articles, think about how the research strategies outlined and exemplified in them accord with and/or challenge your understanding of what academic research involves and requires, including what you can do with and learn from what does not work out as you planned. As you read through the remaining materials related to four ongoing projects at the UW (Broadview University for Teens, the Latinos in U.S. Popular Music Project, the Seattle Civil Rights and Labor History Project, and the Urban Archives Project), think about how these activities provide or could develop into new models for public and/or community-based research and pedagogy. (During the morning session, we will ask you to affiliate with one of those four projects.)

- 1) Peter Reason and Hilary Bradbury, “Introduction: Inquiry and Participation in Search of a World Worthy of Human Aspiration.” *Handbook for Action Research: Participative Inquiry and Practice*, ed. Peter Reason and Hilary Bradbury (London: Sage, 2001): 1-12.
- 2) Keyan Tomaselli, “Stories to Tell, Stories to Sell: Resisting Textualization,” *Cultural Studies* 17.6 (2003): 856-875.
- 3) *American Sabor: Latinos in U.S. Popular Music*, summary and selection from NEH grant proposal (2006)
- 4) *Broadview University for Teens*, Simpson Center funding proposal (2006)
- 5) *Seattle Civil Rights and Labor History Project*, Simpson Center funding proposal (2006) and website: www.civilrights.washington.edu
- 6) *Urban Archives* website: <http://www.urbanarchives.org/>; also, <http://content.lib.washington.edu/uaweb/index.html>

Writing Prompt (Afternoon Session): As you read the Sanchez and Tchen essays (which will provide the starting point for the afternoon sessions), think about what a university would look like that placed collaborative, action-oriented research and teaching at the center of its institutional mission. When viewed from your current position within the university, how do you see yourself as working “with” and “against” the institution as it currently exists? What would you need to change about your own work – conceptually and methodologically – to engage more fully in public forms of scholarship? What large and/or small changes would you ask administrators at the UW and across its various subunits to make to enable and encourage this sort of engaged cultural work and public scholarship?

1) George J. Sánchez, “Crossing Figueroa: The Tangled Web of Diversity and Democracy.” *Foreseeable Futures*, Working Papers from Imagining America. (Fall 2005).

2) John Kuo Wei Tchen, “Homeland Insecurities: Teaching and Intercultural Work Amidst Chronic Crisis.” Forthcoming in *Foreseeable Futures*, Working Papers from Imagining America.

Thursday, September 14

THE PUBLIC WORK OF STUDYING CULTURE: WHAT NEXT?

Reading Prompt: These readings are intended to close our discussions by returning us to pressing questions of institutionalization, research, and pedagogy. Though they are oriented in seemingly different directions (American Studies, university tenure requirements, curriculum development, and assessment and evaluation practices), all are focused on how departments, disciplines, and institutions will need to change in order to facilitate the types of engaged culture work and public scholarship we have explored during the Institute. What spaces and resources, they collectively ask, currently exist for such work? What new spaces, resources, skills, and career pathways will need to be developed? How will our pedagogical practices (either in or outside the classroom) need to change to enable our students to hone the skills required for this type of work?

Rather than responding directly to these questions, please prepare for this concluding discussion by revisiting the brief biographical statement you submitted in June. Casting yourself forward imaginatively to 2011, write three different ideal career profiles for yourself (one paragraph for each). You can refer to the professional biographies for the Institute’s co-directors and resource people in the reader as models. The three sample job letters included in this section of the reader may also give you ideas about how you can recast your interests and experiences toward different ends.

After you complete this exercise, consider the following related questions: 1) What institutional changes in higher education or elsewhere have facilitated your success? 2) What have you done to initiate and/or secure these changes? 3) How has your understanding (and practice) of research and pedagogy, conceived broadly, shifted in the intervening years?

- 1) Miriam Bartha, three letters in search of a job.
- 2) "Specifying the Scholarship of Engagement: Skills for Community-based Projects in the Arts, Humanities, and Design." *Imagining America: Artists and Scholars in Public Life*, www.ia.umich.edu.
- 3) Julie Ellison, "Tenure: A Public Matter," *Imagining America Newsletter* (2004).
- 4) Valuing Public Scholarship in the Cultural Disciplines," The Tenure Team Initiative. Working session of the Imagining America conference, Rutgers University, New Brunswick, New Jersey (September 2005).
- 5) "Excellence in Campus-Community Partnerships in the Arts, Humanities, and Design." Report presented by Imagining America, A Consortium of Colleges and Universities (Fall 2005): www.ia.umich.edu.
- 5) Bruce Burgett, "Mixed Genealogies: Between Cultural Studies and American Studies," talk delivered at the *Futures of American Studies Institute*, Dartmouth, N.H. (June 2006).

RECOMMENDED READINGS AND RESOURCES

Some of the following materials are available on-line through e-reserves. Where indicated, follow these instructions to access them:

Go to <http://eres.uwb.edu/eres/default.aspx> to connect to Electronic Reserves and Reserve Pages. You will be asked to enter your UW NetID and password. (Or, through the University of Washington main page, click on "Bothell", then "Library", then under Resources, "Reserves/Course Readings," then "Connect to Electronic Reserves (E-Res).")

Click on Electronic Reserves and Reserve Pages. Choose "Instructor," type "Burgett," and hit "Enter."

Choose the folder "Cultural Studies" by clicking on it or on "UWB" at the left. Most of the materials not already included in your reader are contained in the folder "Cultural Studies Bibliography."

A few of these pieces which are harder to access through the libraries or on-line are included in hard copy here.

WRITING ACROSS COMMUNITIES

Glynda Hall and Katherine Schlutz, eds., *School's Out! Bridging Out-of-School Literacies with Classroom Practices*. New York: Teachers College Press, 2002. (Available through e-res under Cultural Studies Bibliography)

Carolyn Steedman, *The Tidy House: Little Girls Writing*. London: Virago, 1982.

Humanities Out There (HOT) website: <http://www.humanities.uci.edu/hot/>

Richard Hugo House website: www.hugohouse.org

COLLABORATION THROUGH RESEACH: THE UNIVERSITY'S FUTURES

George J. Sánchez, "What's Good for Boyle Heights Is Good for the Jews": Creating Multiculturalism on the Eastside during the 1950s." *American Quarterly* (September 2004): 633-661

ASA Community Partnership Grant Program, Call for Proposals.

Carlson Leadership and Public Service Center, University of Washington, 120 Mary Gates Hall: <http://depts.washington.edu/leader/>

THE PUBLIC WORK OF STUDYING CULTURE: WHAT NEXT?

Imagining America, Tenure Team Initiative weblinks and resources:
<http://www.ia.umich.edu/tenure-team.html>

Julie Thompson Klein, "Prospects for Transdisciplinarity." *Futures* 36 (2004): 515-526. (Available on e-res under Project for Interdisciplinary Pedagogy)