

Institute on the Public Humanities for Doctoral Students
Simpson Center for the Humanities, University of Washington
September 10-14, 2007
Institute Readings and Writing Prompts

Note: The readings listed below are designed to provide 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.

Monday, September 10

PUBLIC SCHOLARSHIP AND/AS CULTURE WORK

Writing Prompt:

This first set of readings picks up on several overlapping conversations about the future of culture work and public scholarship in and across the boundaries of the research university.

We will begin the Institute by using four keyword entries (Community, Culture, Participation, Public) as an introduction and access point. From the collection of readings for Monday, please select one particularly live, engaging, and/or insightful passage for each of the four keywords. You will share these passages with others in your working group on Monday.

As you read and journal for this opening session, please also consider the following:

1) What questions, themes, and problems cut across and motivate these critical reflections on the future of public work and scholarship in or beyond “the humanities”?

2) What types of collaboration do the readings 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?

1) “Community” (Miranda Joseph), “Culture” (George Yúdice), and “Public” (Bruce Robbins). *Keywords for American Cultural Studies*, co-edited by Bruce Burgett and Glenn Hendler (New York: NYU Press, 2007). “Participation” (Cindy Patton). *New Keywords: A Revised Vocabulary of Culture and Society*, edited by Tony Bennett, Lawrence Grossberg, and Meaghan Morris (Malden, Massachusetts: Blackwell, 2005).

3) American Council of Learned Societies Occasional Paper No. 11: *National Task Force on Scholarship and the Public Humanities* (1990).

2) Ernest L. Boyer, “Enlarging the Perspective.” *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990: 15-25.

- 4) Michael Warner, “Styles of Intellectual Publics.” *Publics and Counterpublics* (New York: Zone, 2002): 125-158.
- 5) Michael Denning, “The Socioanalysis of Culture: Rethinking the Cultural Turn.” *Culture in the Age of Three Worlds* (New York: Verso, 2002): 75-96.
- 6) Ien Ang, “Who Needs Cultural Research?” *CHCI Working Papers* (1999): 1-10.
- 7) Bruce Burgett, “Mixed Genealogies: Between Cultural Studies and American Studies,” talk delivered at the *Futures of American Studies Institute*, Dartmouth, N.H. (June 2006).
- 8) Miriam Bartha, “Cultural Studies and...Public Humanities,” talk delivered at the *Cultural Studies Now* conference, University of East London, Docklands (July 2007).
- 9) Pam Korza, Andrea Assaf, and Barbara Schaffer Bacon, “Inroads: the Intersection of Art and Civic Dialogue.” *Community Arts Network Reading Room*, http://www.americansforthearts.org/animatingdemocracy/programs/programs_010.asp.

Tuesday, September 11	Digital Junctions
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Writing Prompt:

The humanities are typically conceived and institutionalized as indexing disinterested and universalist forms of knowledge, in direct opposition to technological, instrumental, and applied knowledges. As a consequence, humanities scholars (those housed in the academic humanities and those who traffic in humanistic modes of inquiry) tend to distance themselves from the practical questions, discussions, and investments organizing new digital technologies—technologies that are rapidly changing the nature of the social world as well as the ways in which knowledge is made and communicated. For those alert to the power of these new technologies to shape future social practice, this historical juncture raises several pressing questions: How can and should we engage—critically and productively—with current and emerging technologies? What must be learned to do so effectively?

As the Warschauer et al. article suggests, questions of the digital divide concern not only technological infrastructure, but also human infrastructure. Technology, like pedagogy, is always socially embedded, but not always socially aware. As you read through the selections for today, what questions do the readings raise for you about your own teaching, research, and engagement practices, including the forms in which you have been and are being schooled? How do these articles ask you to think differently about those practices? To what extent do the research and teaching projects being proposed refigure questions and relations of expertise in and through collaboration?

- 1) Paul Teske, Introduction to the Technology Access Foundation
- 2) Technology Access Foundation Web site: <http://techaccess.org>

- 3) “Telling the TechStart Story”
- 4) “Project-based Learning,” from *Project-based Learning Handbook*, Buck Institute for Education (2003). (Skim)
- 5) Debra DeRuyver and Jennifer Evans, “Digital Junction.” *American Quarterly* 58:3 (September 2006): 943-989
- 6) The HASTAC Vision, excerpted statement. (Full text at http://www.hastac.org/files/HASTAC_Vision_April_7.pdf)
- 7) M. Warschauer, M. Knobel, and L. Stone, “Technology and equity in schooling: Deconstructing the digital divide,” *Educational Policy* 18.4 (2004): 562-588.

Wednesday, September 12	Cultivating Collaboration
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Writing Prompt:

In her keyword entry, Miranda Joseph identifies community as the creature of capitalist modernity, the defining other that is internal and supplemental to its logics. Thus, she argues that “community is performatively constituted in capitalism, in the processes of production and consumption, through discourses of pluralism, multiculturalism, and diversity, through niche marketing, niche productions, and divisions of labor by race, gender, and nation.”

These readings present and discuss various relationships between community development and capitalist economic development. How do their examples accord with, revise, or complicate Joseph’s thesis? What questions do they raise about the potential contribution of humanistic practices and forms of inquiry to these emerging social forms? In what ways are these questions similar to and different from those raised on Tuesday about technology and community?

The articles also individually and collectively raise a set of questions about resources for imagining and realizing just and sustainable forms of development. What kinds of resources do the authors identify and attend to— what do they miss? Think about where your interests pull you in this set of readings. What knowledge and experience (disciplinary and non-disciplinary, academic or non-academic) might you bring to projects of alternative development?

- 1) Teresa Mares, Introduction to Seattle Tilth
- 2) Seattle Tilth Website www.seattletilth.org
- 3) Seattle Tilth Summer newsletter, especially the information on the organization’s strategic plan
- 4) Seattle Tilth 2007-2008 Strategic Plan, summary

5) Scott Peters, "Changing the Story about Higher Education's Public Purposes and Work: Land-Grants, Liberty, and the Little Country Theater." *Foreseeable Futures #6: Position Papers from Imagining America: Artists and Scholars in Public Life*. (Fall 2007): 1-29.

6) Laura B. DeLind, "Close encounters with a CSA: The reflections of a bruised and somewhat wiser anthropologist." *Agriculture and Human Values* 16 (1999): 3-9.

7) Rebecca Solnit, "Detroit Arcadia: Exploring the post-American landscape." *Harper's Magazine* (July 2007): 65-73.

Thursday, 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?*

In preparation for our morning session, please read the first two articles and isolate one passage that you find particularly resonant after our initial discussions on Monday and our site visits on Tuesday and Wednesday. After you have done this, read through the remaining materials related to four ongoing projects at the UW: , the Latinos in U.S. Popular Music project, the Reclaiming Childhood project, the Summer Institute in the Arts & Humanities, and the Urban Archives project. How might these activities provide or develop into new models for public and/or community-based research and pedagogy? Where do you think they could or should go next? (Later in the morning session, we will ask you to affiliate with one of those four projects)

1) J. Coates, M. Dodds, J. Jensen, "Isn't Just Being Here Political Enough? Feminist Action-Oriented Research as a Challenge to Graduate Women's Studies." *Feminist Studies* 24.2 (Summer 1998): 333-346.

2) "Art Gave Permission to Agitate: An Interview with Pam Korza." *New Formations of Cultural Studies: Collaboration, Practice, Research*, co-edited by Burgett and Kanta Kochhar-Lindgren (In Progress).

3) *American Sabor: Latinos in U.S. Popular Music*, summary and selection from NEH grant proposal (2006), catalog copy from upcoming exhibit, and exhibit website at: <http://www.emplive.org/exhibits/index.asp?categoryID=177&ccID=198>

4) The 2007 Summer Institute in the Arts & Humanities: New Directions in Cultural Research: <http://www.washington.edu/research/urp/sinst/2007index.html> and the Cultural Studies Praxis Collective c.v.

5) Reclaiming Childhood: Simpson Center 2006 and 2007 newsletter articles and website: <http://nalu.geog.washington.edu/rchild/> (See also http://depts.washington.edu/uwch/research_childhood.html for recent event downloads.)

6) *Urban Archives* website: <http://www.urbanarchives.org/>; and also Urban Archives database: <http://content.lib.washington.edu/uaweb/index.html>

Writing Prompt (Afternoon Session): As you read George Sánchez's essay, 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?

7) George J. Sánchez, "Crossing Figueroa: The Tangled Web of Diversity and Democracy." *Foreseeable Futures #4*, Working Papers from *Imagining America*. (Fall 2005).

Friday, 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. As these documents index different kinds of interdisciplinary and intersectoral labor, they suggest ways in which 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 do they identify for such work? How would you assess their proposals for change? What additional spaces, resources, skills, and career pathways will need developing? How will our pedagogical practices (either in or outside the classroom) need to change to enable our students to hone the skills and knowledge 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 May. Casting yourself forward imaginatively to 2012, 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*, <http://imaginingamerica.syr.edu/specifying-scholarship.html>
- 3) Miriam Bartha and Bruce Burgett, “Specifying the Scholarship Engagement: Using the IA Document to Teach Collaboration Practice and Institutional Development.” *Imagining America Newsletter* (May 2007): 10-11.
- 4) J. Graybill, S. Dooling, V. Shandas, J. Withey, A. Greve, and G. Simon, “A Rough Guide to Interdisciplinarity: Graduate Student Perspectives.” *BioScience* 56.9 (September 2006): 757-763.
- 5) Nancy Cantor and Steven Lavine, "Taking Public Scholarship Seriously," *Chronicle of Higher Education*, 9 June 2006
- 6) 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).

See also Cultural Studies Praxis Collective c.v., under “Collaboration through Research,” Summer Institute, above.

RECOMMENDED READINGS AND RESOURCES

We had some difficult decisions to make as we assembled this reader. Listed below are materials that we wound up cutting from individual days. We include them here for your reference.

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.

PUBLIC SCHOLARSHIP AND/AS CULTURE WORK

Bruce Burgett and Glenn Hendler, "Introduction," *Keywords for American Cultural Studies*, eds. Burgett and Hendler (New York: NYU Press, 2007).

Stuart Hall, "The Emergence of Cultural Studies and the Crisis of the Humanities." *October* 53 (Summer 1990):11-23.

Ien Ang, "From Cultural Studies to Cultural Research: Engaged Scholarship in the Twenty-first Century." *Cultural Studies Review* 12:2 (September 2006): 183-197.

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

CULTIVATING COLLABORATION

M. Alberti, J. Marzluff, E. Shulenberg, G. Bradley, C. Ryan, and C. Zumbrunnen, "Integrating Humans into Ecology: Opportunities and Challenges for Studying Urban Ecosystems." *BioScience* 53.12 (December 2003): 1169-1179.

COLLABORATION THROUGH RESEARCH

P. Reason and H. Bradbury, "Introduction: Inquiry and Participation in Search of a World Worthy of Human Aspiration." *Handbook for Action Research: Participative Inquiry and Practice*, ed. Reason and Bradbury (London: Sage, 2001): 1-12.

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

THE PUBLIC WORK OF STUDYING CULTURE

Imagining America website, www.imaginingamerica.org. See especially Tenure Team Initiative weblinks and resources: <http://www.imaginingamerica.org/tenure-team.html>

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

Campus Compact website: <http://www.compact.org/>

ASA Community Partnership Grant Program, Call for Proposals.

Ernest L. Boyer, "Scholarship and Community," from *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990: 75-81.

