

## **2008 Institute on the Public Humanities for Doctoral Students**

### **PARTICIPANTS' BIOGRAPHICAL STATEMENTS**

#### **2008 Graduate Mentor Fellows**

##### **Tim Jones (Political Science)**

Tim Jones is a doctoral candidate in the Political Science department at the University of Washington Seattle, where he studies comparative politics and international relations, with an interdisciplinary concentration in political communication. He has served as a teaching assistant and taught his own courses in political science and communication at the University of Washington Seattle and Bellevue Community College. He was first a fellow for the Institute on the Public Humanities in 2005. For the past year, he has worked with a group of faculty, students, and community members to develop a curriculum on the US economy and other developed world economies and their connections (or disconnections) with quality of life, sustainability and social justice: the title of the project is "What's the Economy for, Anyway?" Next year he will be serving as a teaching fellow as part of the Project for Interdisciplinary Pedagogy at the University of Washington Bothell.

##### **Amanda C. Soto (Music Education)**

My name is Amanda C. Soto and I am currently a Ph.D. candidate in Music Education with an emphasis in ethnomusicology. My primary research interests surround world music pedagogy and multicultural education practices in the K-12 classroom. I am currently program coordinator of the "Music Alive! in the Yakima Valley" partnership between a rural elementary school in Toppenish and the music education department in the UW School of Music. This partnership allows music education students to gain valuable teaching experiences as well as allowing them to learn about the Mexican American community that surrounds the elementary school through local homestays and discussions with teachers, administrators, and community members. In addition to facilitating this partnership, I have collaborated with Smithsonian Global Sound and the Experience Music Project Museum to create lessons and workshops that allow educators to utilize museum resources in the classroom. I would like to discuss how we can create pathways allowing university students to reach the surrounding community as well as discussing how to work through obstacles that may arise when doing so.

#### **2008 Fellows**

##### **Amelia Abreu (Information Science)**

Having previously worked as an archivist and academic librarian, my interest in coming to the I School at UW is in having a hand in developing and improving tools, standards and systems for community institutions such as libraries, archives, and museums. I approach Knowledge Organization with hope for a wider range of social context by studying information and culture in everyday processes as well as in objects. In a recent research project, I conducted comprehensive framework analysis for ontological systems including bibliographic systems, archival description, and social tagging. I am a first-

generation Cuban-American, working class, a feminist, and grew up in Texas; for these and other reasons, I am interested in analyses of race, class, gender and community in Information Science. I have a B.A. in American Studies from the Evergreen State College and an M.S. in Information Studies from the University of Texas at Austin. I am honored to join the Institute, and look forward to collaborating and developing new methods for working with communities.

**Cheryll Alipio (Anthropology)**

Cheryll Alipio is a doctoral candidate in the Department of Anthropology currently writing her dissertation on children and the circulation of different forms of capital in Philippine migrant families. In January, she returned from 15 months of fieldwork in Laguna province, south of Manila, where she collaborated with and volunteered at a children's program of a local non-profit organization. Her project examines how children become empowered as self-governing, knowledge- and decision-making subjects through activities that emphasize the strengthening of their abilities as artists, leaders, workers and entrepreneurs. In these activities, she investigates how the children's program deploys a particular regime of aesthetics and affect to ameliorate some of the debilitating consequences of migration by allowing children a creative way of seeing and experiencing the world around them. Through the Institute on the Public Humanities, Cheryll hopes to further explore how an ethic of active citizenship and community engagement can reach across and bind together both academic and non-academic realms, and how community-based service learning can be sustained beyond a single volunteer act or a one-time collaborative project.

**Suzanne Beal (Art History)**

Suzanne Beal is a freelance writer and curator. Her writings on art, theatre and dance have been published locally and nationally in *Artdish*, *Seattle Weekly*, *Art in America*, *Art on Paper*, *Fiber Arts*, *American Craft*, *Art Ltd.* and *Sculpture*. Curatorial projects include "Help Me, I'm Hurt" (Kirkland Arts Center, 2007), and the forthcoming *GIMME: the art of appropriation* at Cornish College of the Arts. Past work experience includes collection assistance at the Henry Art Gallery, specifically with the Monsen Collection of Photography, and as a curatorial intern to Susan Rosenberg, curator of Modern and Contemporary Art at the Seattle Art Museum. Past academic studies in art history at the University of Washington has focused on issues of feminine identity and class structures -- specifically the role of domestic servants in art. She will re-enter the program as a PhD student in the fall.

**Michael Bowman (Education)**

After working for several years with educators from public schools and cultural and arts organizations to develop, fund, and implement curriculum that engages participants in hands-on historical research and creative literary production, I returned to the University of Washington to pursue a doctorate in Social and Cultural Foundations of Education. My academic and research focus is 20<sup>th</sup> century, Pacific Northwest narrativizations of the intersection of 'community' and 'education'. What stories have we invoked to delimit our community and how have we considered educational spaces as locations to transmit and

transform these stories? What have been the political consequences of such community constructions?

I come to the Institute with a curiosity for the ways in which we might, in collaboration, develop and promote a ‘public’ (rather than a ‘community’) through narrative and political action that recognizes, questions, and counters ossified habits of difference and distrust.

**Sara J. Breslow (Anthropology)**

Two overarching concerns guide my work: the deteriorating condition of the living world on which we depend, and the inability of our dominant systems of knowledge to adequately address this massive problem. Therefore, a formative question I bring to the Institute is: what will it take to re-organize research into transdisciplinary teams that will harness the power of multiple ways of knowing inherent in scholarship, the arts, and locally affected communities in order to grapple effectively with complex social and environmental problems? With this question in mind, last year I led nine IGERT students from engineering to archaeology in an exploration of the epistemological and ethical challenges involved in crossing disciplinary, community, and national boundaries in environmental research. Currently, I am writing my dissertation in environmental anthropology on the politics of salmon habitat restoration, and collaborating with a local actor and playwright on a theatrical documentary based on this work.

**Elisabeth Cnobloch (Germanics)**

I received my MA in Sociology and Cultural Studies from the University of Bremen, Germany. After teaching Multicultural Communication and Human Behavior at Cascadia Community College, I enrolled in the Ph.D. program in the Germanics Department where I have been teaching 100- and 200-level German language classes as well as designing and teaching a trailer class “Jewish-German Writers.” I am planning to take the preliminary Ph.D. exams in Winter Quarter 2009. My dissertation will be on Refugee Literature. One of the problems I have encountered is how to write about a philosophical language issue without losing sight of the plight of refugees. Therefore, issues of cross- and interdisciplinarity as well as community engagement are two topics I am especially interested in. As I am new to the U.S. and the UW, the first questions I bring to the seminar revolve around the state of community engagement and cross-sectoral collaboration today, their traditions here in the U.S. and the possibilities for the future.

**Thérèse Dugan (Education)**

Thérèse Dugan is a prospective PhD candidate in the UW College of Education Learning Sciences program. Dugan is also a research assistant and teacher with the Teacher Education Program (TEP), for which she creates community- and arts-based projects, as well as induction programs for first-year teachers. Dugan’s PhD work focuses on how young people learn outside of formal learning environments, and how educational stereotypes influence students’ career motivations and values. This work is shaped by the idea that the arts are the key to unlocking young people’s creative potential in the classroom and beyond. Her academic background in cinema, visual anthropology, and photography, as well as her professional background in documentary filmmaking and TV production for the Public Broadcasting Service (PBS) have given Dugan a unique

perspective on childhood education pedagogy and practice. In particular, the response to her documentaries exploring domestic violence and Native American heritage piqued her interest in understanding how people learn from the media. As a 2008 Fellow of the Institute, she hopes to continue exploring the possibilities that the arts possess as a tool for instructing young people in technically challenging subjects.

**Julie Anne Homchick (Communication)**

As a third year PhD student in the Department of Communication, I am currently completing my dissertation prospectus. Generally, I am interested in how public audiences come to believe or disbelieve in scientific information. For my dissertation, I am analyzing how evolutionary theory museum exhibits and creation science museum exhibits around the United States respond to, reject or appropriate aspects of creation science and how their rhetorical choices affect the public's understanding of the ongoing controversy between creationists and evolutionists. To conduct this research, I am performing close readings of a variety of past and present museum exhibits and am drawing upon work done in the areas of the rhetoric of science, visual rhetoric and the history of science.

**Lisa Jackson-Schebetta (Drama)**

Currently enrolled in the PhD program in Drama at UW Seattle, my research interests include the psycho-somatic relationships between performer, performance, and audience in historical and contemporary theatre forms, both professional and community-based, that use the figure of the clown to resist war and heal communities marked by violence, trauma and displacement. I am currently investigating performances surrounding the Spanish Civil War within Spanish speaking immigrant and migrant communities of the United States. After completing my BA in Drama and Women's Studies from Duke University, I worked in NYC as a director and performer in radical circus, devised performance and feminist theatre. I earned my MFA in Theatre Pedagogy, with an emphasis on voice and movement training, from Virginia Commonwealth University. I am interested in collaborating with clown-based organizations, movement therapists, fellow academics and theatre practitioners in creating models for long-term research and activist relationships with vulnerable communities.

**Miriam (Mimi) Kammer (Drama)**

Mimi is a third-year Ph.D. student of Theatre History, Theory, and Criticism in the UW School of Drama. She has taught English and drama and has performed in theater and dance pieces both in America and abroad. Her main areas of interest include the relationship between heritage, performance, and memorialization; the pursuit of socio-environmental justice through eco-dramatic art; and the use of art as a transformative tool in struggles for social justice and women's rights. Two relevant projects she has undertaken include volunteering with Planned Parenthood of California-St. Kitts/Nevis Family Life Services as a youth theater director, and assisting with and performing in the inaugural Earth Matters On-Stage: Eco-Drama Play Festival in Humboldt County, CA. Much of her work is cross-disciplinary; recent conference presentations include "Aura, Performance, and the Dead Sea Scrolls," which investigates the intersections of museum exhibition and theatrical performance, and "Holding Heritage: The Anthracite People

and Virtual Tourism,” an imagistic study of media representation set against “authentic” life.

### **Jean-Marie Kent (Music)**

Jean-Marie Kent is currently studying Choral Conducting in the doctoral music program. She conducts the University of Washington Women’s Choir and serves as assistant conductor of the Chamber Singers. Upon graduating with her Master’s degree in music from McGill University in Montreal, Jean-Marie served as Director of the Nanaimo Symphony, the Cowichan Consort Orchestra and Choir, and the Victoria Civic Orchestra. She taught music in the public schools in Canada and the United States, working to establish unique programs for gifted learners.

A primary focus in her work has been reaching out to new listeners. In her recent graduate recital, Jean-Marie worked with a media visual artist and a jam poet to connect the writing and art of Vincent Van Gogh with choral music, and in turn with our current thought. Because music making is inherently collaborative, Jean-Marie is interested in exploring relationships that exist within ensembles. She believes that music holds a unique power that connects people to deep emotions, guiding them to be compassionate and passionate.

### **Christine) Michelle Kleisath (Anthropology)**

I graduated with a BA in Spanish and Gender Studies from the University of California, Davis, in 2003. From 2003-2007, I taught Sociology at Qinghai Normal University in Xining, China, where I co-founded and directed Shem Women's Group ([www.shemgroup.org](http://www.shemgroup.org)), the first Non Governmental Organization in China run by and for Tibetan women. Shem focuses on increasing the well-being of people in impoverished communities by providing access to basic needs such as water, fuel, electricity, health care, and basic education. The organization fulfills its mission by training educated Tibetan women to design, implement, and manage sustainable grassroots development projects that will successfully alleviate the problems that their communities face. I am currently pursuing a PhD in Sociocultural Anthropology. I am interested in using critical race theory to explore Caucasian/white privilege and identity among expatriates living and working in China.

### **Sarah Mountz (Social Welfare)**

I am a Doctoral student in Social Welfare at the UW School of Social Work. Prior to returning to school, I was a community activist and practicing social worker in various areas of the public and private child welfare systems in New York City, where I worked with queer and trans youth in the foster care system and with birthparents and families in private, infant adoption. As a clinician, I used creative writing, visual media, and performing arts to work with young people. Creative arts proved to be the among the most powerful means of engaging in empowering acts of storytelling and meaning making with youth whose voices have frequently been marginalized and silenced, and I hope to integrate various forms of visual media into my research looking at the experiences of queer and trans young people who are transitioning out of the foster care system. Additional interests include bringing a critical, transnational lens to Social Work pedagogy and practice, and intergroup dialogue and conflict resolution within educational

settings. As an activist scholar, I am strongly committed to dissolving barriers between communities, practice settings, and the academic world through public scholarship and participatory action research.

**Stephanie Scopelitis (Education)**

Stephanie Scopelitis has broad experience in both dance and education. She was formerly Youth Education and Community Programs Director for Pacific Northwest Ballet. Stephanie has danced professionally as well as taught in the dance departments of numerous universities. She is currently on the teaching faculty for both the Interdisciplinary Art and Science Program at the University of Washington at Bothell and the Dance Program at UW Seattle. Stephanie is also part of research group at the LIFE Center at UW (Learning in Informal and Formal Environments). Actively involved in the arts community, Stephanie continues to partner with organizations to develop arts infused educational/community programs as she also serves on organizational boards and advisory committees. She is currently pursuing a doctorate in Education from the University of Washington. Stephanie has two children, Emmanuel and Savas.

**Leah Sprain (Communication)**

Leah Sprain is a Ph.D. candidate in the Department of Communication. Her dissertation research is an ethnography of communication of "democratic" meetings of a Nicaraguan fair trade coffee cooperative. Her research interests cut across communication and culture, political communication, environmental communication, and rhetoric of social protest. Leah is a co-editor (with Danielle Endres and Tarla Rai Peterson) of a book, *Building a movement in the 21<sup>st</sup> century: The Step It Up campaign for action on climate change* [tentative title], that stems from a national, interdisciplinary research project and is written to be accessible to academics, the public, and future movement-builders.

**Andrea Sullivan-Clarke (Philosophy)** Heres che! I am a Native American graduate student in the Philosophy Department. My research interests include the issue of race, especially as it affects two areas: Native American Identity and Tribal Sovereignty. Research in both topics requires interchange between academic and non-academic fields. The questions I bring to the Institute center on the negotiation between these fields: of course, these communities do not always see eye-to-eye. For example, in response to a paper on the preservation of cultural diversity, tribal members expressed concerns of potential exploitation. If collaborative progress is to be made, a resolution to the issues of trust must be found. Although having everyday experience in both realms, I lack the experience to teach and collaborate with those outside of academia. Handling outside communities in a culturally responsible manner seems to me to be of great importance.

**Tim Wright (History)**

Tim studies the revitalization of California Indians following their near-genocide during California Gold Rush in the nineteenth century. A doctoral candidate in history, he is examining how Christian missionaries may have created the cultural space that allowed the remnants of the Indians to rebuild their sense of indigenous identity. He also has a deep interest in teaching and public history and how both can be used to incorporate academic narratives of the past into the everyday discourses of national, state, and local communities.

Tim earned his bachelor's degree in journalism from Humboldt State University (Calif.) and a master's in history from California State University, Sacramento. Before returning to graduate school, he worked in community newspapers as a reporter and editor and later in various capacities in the insurance industry. In addition to working on his dissertation, he teaches U.S. history part-time at Shoreline Community College.

### **Co-Directors**

**Miriam Bartha** is Assistant Director of the Simpson Center for the Humanities at the University of Washington, Seattle, where she helps develop and support collaborative research projects and the Simpson Center's public programs. She received her Ph.D. in English from Rutgers University; her dissertation focused on strategies of witnessing in American post-war literature and drama. She has taught women studies, cultural studies, literature and composition at Rutgers and San Francisco State University. She also worked previously as an arts administrator for PEN, the international non-profit writers' advocacy organization, as coordinator of the Poetry and the Public Sphere series, and as project manager for the electronic archiving and digital relaunching of HOW(ever), a historic journal of feminist experimental writing. She is a member of Cultural Studies Praxis Collective, a multi-campus regional network of faculty and staff engaged in community-based research and teaching projects. Current research and teaching interests include the public and semi-public pedagogical uses of various performance techniques.

**Bruce Burgett** is Professor and Interim Director of Interdisciplinary Arts and Sciences at the University of Washington Bothell, and adjunct faculty in the Department of English at the University of Washington Seattle. Author of *Sentimental Bodies: Sex, Gender, and Citizenship in the Early Republic* (1998) and co-editor (with Glenn Hendler) of *Keywords for American Cultural Studies* (2007), he has researched, taught, and published widely on cultural studies, American studies, and queer studies and is currently working on two book projects: *American Sex: Cultures of Sexual Reform in and beyond the Antebellum United States* (University of Chicago Press) and a co-edited volume, *New Formations of Cultural Studies: Collaboration, Practice, Research*. He is the co-director the regional Cultural Studies Praxis Collective and a key architect of a new community-based Master of Arts in Cultural Studies at UW Bothell. He serves on the editorial boards of *American Quarterly* and *American Literary History*, as well as the executive boards of the U.S. Cultural Studies Association and *Imagining America: Artists and Scholars in Public Life*.