

The Simpson Center for the Humanities is dedicated to fostering innovative crossdisciplinary research and teaching in the humanities and to stimulating exchange and debate on cultural and intellectual issues among University of Washington scholars and citizens of the greater Seattle community. We are committed to a broad conception of the humanities that includes the humanistic social sciences and the arts, as well as the sciences and the professions. To meet these goals, we sponsor a diverse and ever expanding range of programs and research projects designed to inspire cross-pollination of ideas, to encourage emerging knowledge and ways of knowing, and to spark meaningful campus-community engagement.



Photography: Tania Westby



“The Simpson Professorship will serve to develop new models of what public scholarship is, what it can be, and what it can do both for the University and the community.”—Kathleen Woodward, Director, Simpson Center for the Humanities

Katharyne Mitchell (Geography) has been awarded the first-ever Simpson Professorship in the Public Humanities, a newly created term professorship made possible through the generosity of the Simpson PSB Fund. Mitchell intends to write a book for a broad audience entitled *Stealing Childhood* as well as make a documentary. She will engage K-12 teachers and students in her research and organize public forums on the subject.

The first of its kind in the nation, the Simpson Professorship honors a senior faculty member whose research over the three-year term has at its core a key dimension in the public humanities, one that links the University of Washington with the greater Puget Sound community. The award carries released time from teaching to pursue research and work with institutions and publics in the Seattle area. It also provides substantial resources for developing programs in the community. Asked about the purposes of this important initiative, Director Kathleen Woodward said, “It is my every expectation that the Simpson Professorship will serve to develop new models of what public scholarship is, what it can be, and what it can do both for the University and the community. We believe that this remarkable commitment of resources to the Professorship will provide a model nationwide, inspiring other universities to undertake similar investments in public scholarship.”

“Importantly,” Woodward continued, “the Simpson Professorship also departs from the model of the traditional sabbatical—a one-shot injection of time—as the major way to support research in the humanities. We need to develop models of support that provide time over a period of years and keep our faculty on campus and engaged with students. The Simpson Professorship does precisely that.”

A geographer by training, Katharyne Mitchell has a national and international reputation in the interdisciplinary fields of transnational migration, urban development, and educational philosophy. In her tenure as Simpson Professor, Mitchell will be exploring what she sees as a far-reaching transformation of childhood in the United States today. As a geographer she will be looking at the spaces and sites through which childhood is experienced, with a particular focus on schools. She will be investigating how global competition, public divestment, and heightened fears of domestic and foreign violence are affecting institutions and individuals. Her plans include collaborations with faculty from other disciplines as well as with K-12 teachers and students.

“The Simpson Professorship will allow me to look at how everything from the current testing culture in the public schools to the loss of public parks is affecting how young people experience childhood,” says Mitchell. She views it as an unparalleled opportunity to integrate knowledge from many different domains and to write for an audience beyond the academy. It will free her up to do things she’s always wanted to do, but never had the time or resources. “Most fellowships ask you to go someplace far away from your home institution and to focus your research narrowly. The Simpson Professorship offers the chance to do the work ‘in-house’ and in my community. It will let me study more broadly and reach a wider audience. It encourages the types of connections between intellectual, political, and public life that I believe are critical today.”

Simpson Professorship in the Public Humanities

New Center Initiative for UW Faculty

Come Together Washington, October 15

The Office of Development and Alumni Relations has selected the Simpson Center for the Humanities as one of the units to be showcased at *Come Together Washington*, the inaugural gala event launching "Campaign UW: Creating Futures." The event will highlight the mutual benefits of university-community partnerships for Washington's economy, civic and cultural life, education, and health. It is expected to bring more than 5,000 alumni, citizens, and university members to the Hec Edmundson Pavilion in the Bank of America Arena. In addition to showcasing innovative programs on campus, the evening's program will feature a welcome from new UW President, Mark Emmert, and a keynote address from Bill Gates III, founder of Microsoft and the Bill and Melinda Gates Foundation.

"The Simpson Center has undoubtedly been a leader in taking the academic humanities public."
—Lawrence Rothfield and David Karraker, *Mapping State Cultural Policy: The State of Washington*



Above: Images from *Children of War*, courtesy of the San Francisco International Children's Museum

2004-2005 KATZ LECTURES

October 28, 2004

Herbert Blau

Byron W. & Alice L. Lockwood
Professor in the Humanities
English, Comparative Literature, Drama
University of Washington

November 7, 2004

Santiago Calatrava

Architect, Artist, Engineer

May 5, 2005

Ziauddin Sardar

Writer, Critic, Islamicist
Visiting Professor, Postcolonial Studies
City University, London

April 19, 2005

Sir Christopher Frayling

Rector and Professor of Cultural History
Royal College of Art, London

May 25, 2005

Romila Thapar*

Professor Emeritus, Ancient Indian History
Jawaharlal Nehru University, New Delhi
Solomon Katz Distinguished Professor

*The Simpson Center looks forward to welcoming Professor Romila Thapar Spring Quarter 2005 as the Katz Distinguished Professor in the Humanities. Romila Thapar is Emeritus Professor of History at Jawaharlal Nehru University in New Delhi where she helped found the Center for Historical Studies. One of the foremost experts on ancient Indian history, her work has provoked fundamental rethinking of the history of India. She will be coming to the UW from the Library of Congress, where she was named as the first holder of the Kluge Chair in Countries and Cultures of the South. In addition to being in residence at the UW, Professor Thapar will give a public lecture and will teach a graduate seminar.

The Project for Critical Asian Studies Welcomes New Rockefeller Resident Fellows for 2004-2005

A generous grant from the **Rockefeller Foundation** is supporting three visiting scholars in residence at the Simpson Center during 2004-2005 as part of the "Forum on Trauma, History, and 'Asia'" organized by the *Project for Critical Asian Studies*, directed by **Tani E. Barlow** (History and Women Studies) and **Madeleine Yue Dong** (History and Jackson School of International Studies). Central to the research of the Forum is the investigation of local and global conditions that have underwritten mass social suffering, violence, and injustice in modern Asian history even as contemporary forces are remaking "Asia" as a region and Asian area studies as a topic of study.

This year's fellows—**Boreth J. Ly** (Asian Art and Visual Culture, University of Utah), **Ramnarayan S. Rawat** (History, University of Delhi), and **Fadjar I. Thufail** (Research Fellow, Indonesian Institute of Sciences)—will help shape the *Critical Asian Studies* conference on *War, Capital, Trauma* organized by Tani Barlow and scheduled for May 9-10, 2005. Representing different regions and different disciplines, these three fellows promise multi-faceted perspectives and approaches to Asia's traumatic legacies as well as all-important dialogue across geographical boundaries.

Fadjar Thufail began his residency at the Simpson Center last spring. Trained as an anthropologist and an historian, Thufail is writing about recent ethnic, religious, and political violence in Indonesia. The Jakarta riots he witnessed in May 1998 awakened him, he says, to the ways that fear, terror, and suffering constitute everyday realities in Indonesia and to the ways

in which violence is either mediated or mobilized through culture. Listening to victims, perpetrators, and witnesses traumatized by recent and past violence, Thufail is particularly interested in the cultural processes that either enable or silence particular stories in the public sphere. "These concerns are not merely academic," he emphasizes. "They help to give voices to those who have been manipulated and discriminated against by Soeharto and his military regime."

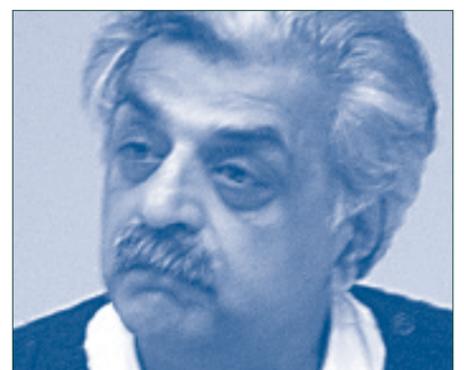
Ramnarayan Rawat recently completed a dissertation in which he examines how colonial and nationalist elites represented the caste identity of the Chamar ("untouchable") of the Uttar Pradesh between 1881-1956 and how Chamar organizations and narratives contested those representations to describe their own political identity as Dalit, or oppressed. His work was born out of interactions with Dalit activists in Delhi, who pointed out that while they were frequently the objects of sociological and anthropological study, they were never the subjects of Indian history. Rawat credits his Dalit friends with giving him a perspective from which to question Indian historiography. "I say with all humility that I have learned much more about Indian society, especially caste Hindu society, from my Dalit friends than from libraries and universities," he declares.

Born in Cambodia, Boreth Ly received his doctorate from the University of California, Berkeley. He is working on a book entitled *Mekong and Memory*, an interdisciplinary exploration of trauma and memory in the post-Vietnam war period in the contemporary arts

of Southeast Asia and its diasporas. This project stems in part from Ly's experience as a child under the Khmer Rouge regime from 1975 to 1979. It is shaped by his realization—formed by literature from Vietnam and by Southeast Asians in diaspora—that not only Cambodia but all of mainland Southeast Asia suffered from the devastation of war. The physical remnants of war in Southeast Asia also inform his work. "My travels in Southeast Asia a few years ago, especially to central Laos where I saw the remnants of shell casings and craters," he says, "contribute centrally to ideas in this book."

We invite you to learn more about their research and activities—reading groups, film series, and more—by visiting the *Critical Asian Studies* website at <http://depts.washington.edu/critasia> or contacting **Brian Hammer**, who is Project Coordinator and a doctoral student in Geography working on the production of new cultural spaces in contemporary Shanghai.

The Advisory Board for the Project for Critical Asian Studies is: Tani E. Barlow, Director, *Project for Critical Asian Studies*, 2002-03, 2004-05 (History and Women Studies), **Davinder Bhowmik** (Asian Languages & Literature), **Mary Callahan** (Jackson School of International Studies), **Madeleine Yue Dong**, Director, *Project for Critical Asian Studies*, 2003-04, 2005-06 (Jackson School of International Studies and History), **Christoph Giebel** (Jackson School of International Studies; History), **Celia Lowe** (Anthropology), **Vicente Rafael** (History), **Laurie Sears** (History), and **Kathleen Woodward**, Director, Simpson Center for the Humanities (English).



Above, from left to right, speakers from the *Project for Critical Asian Studies*: Fadjar Thufail (Research Fellow, Indonesian Institute of Sciences), Charu Gupta, (History, University of Delhi) and Tariq Ali (Editor, *New Left Review*)

Lectures / 04-05 Projects

The following are just four of the many projects that received support from the Simpson Center for 2004-2005. Many of the interdisciplinary projects that receive funding combine research and teaching with events open to the public in order to share humanistic learning broadly and extend the mission of the University of Washington outside the campus to the community. For more information on these and other events, please visit www.simpsoncenter.org.

Children of War

In 1998 **Anthony Geist** (Spanish Studies and Comparative Literature) was teaching the art and literature of the Spanish Civil War at the University of California, San Diego, when a special collections librarian presented him with a document case. He opened it to find over 600 children's drawings made in the *colonias infantiles*, refugee camps for children outside the War's zones of acute conflict. "I was stunned," he recounts. "The pictures spoke to me with a vibrancy and emotional power that spanned the more than sixty years that had lapsed since they were drawn."

For Geist the power of the documents lay in his awareness that these images did not simply represent the suffering of the past. Spanish civilians and their children might have been the first to experience the terrors of urban aerial bombardments, as Picasso's *Guernica* famously depicted. They were not the last, as generations of children's drawings from across the globe testify. Children suffer enormously from war. Yet their experiences are unrepresented in historical and political accounts of war.

What reflection might arise from attending to their renderings of that experience? What change? Geist went on to co-curate an exhibit of children's drawings made in the 20th-century's many war zones. Entitled *They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo*, the exhibit was first displayed at AXA Gallery in New York.

This winter the Simpson Center brings this acclaimed exhibit to the University of Washington's Jacob Lawrence Gallery as part of Geist's project on *Children of War*. Geist will curate a film series, offer an undergraduate course on poetry and politics in the Spanish Civil War, and mount a public symposium.

Convening survivors and historians, literary scholars and psychologists, artists and children's advocates, the symposium promises the kinds of interdisciplinary exchange among scholars and community members that is central to the Center's mission. As it explores the children's drawings as documents, as art, and as therapy, the symposium will contribute to thinking about issues central to the humanities: questions about memory and the construction of identity, about history and lived experience, and about the transformation of trauma into artistic expression.

Broadview University

When residents of Seattle's Broadview Shelter, which provides transitional housing to homeless women, were recently asked their thoughts about reading, one woman replied, "Reading educates, reading opens doors, reading comforts."

Organized by doctoral student **Amy Reddinger** (English), Broadview University will offer residents of Broadview Shelter the opportunity to participate in four literature seminars taught at the shelter by faculty and graduate students from English this fall. In addition to Reddinger, **Stacy Grooters**, **Caroline Simpson**, and **Alys Weinbaum** will lead the seminars. Selected texts include *Bailey's Café*, by Gloria Naylor, *Passing*, by Nella Larsen, and *Ceremony*, by Leslie Marmon Silko. Reddinger believes that making time and space for these women to read and discuss literature will allow them to re-establish—or find for the first time—their own intellectual skills. She is guided by the conviction that women who have been disenfranchised and

disempowered through a variety of life experiences will greatly benefit from the structured opportunity to exercise their intellect and imagination. Participants will be provided with texts, materials, childcare, and assistance in preparing college application materials.

The Broadview Shelter and Transitional Housing Program provides housing to women who are homeless due to domestic violence, addiction, job loss, and chronic poverty. It houses thirty families at a time, making it the largest shelter for women and kids in the city of Seattle. Broadview University is part of the Simpson Center's initiative of "Engaging the Community."

Islam, Asia, Modernity

A large majority of the world's Muslims live in Asia. Yet contemporary popular and political discussion of Islam tends to assume the centrality of the Middle East as the origin and purveyor of authentic "Islam." In embarking upon a multi-year project on the practices, politics, and representations of Islam in Asia, **Steve Hanson** (Political Science), **Cabeiri Robinson** (Jackson School of International Studies), **Laurie Sears** (History), **K. Sivaramakrishnan** (Anthropology), **Keith Snodgrass** (South Asia Center), and **Sara Van Fleet** (Southeast Asia Center) hope to displace that assumption.

"We want to highlight the global encounters, exchanges, and dialogues through which Muslim societies variously constitute themselves as 'Islamic,'" Sears says. "We are interested in shaping dialogues among faculty, students, community members, and scholars from Asian societies about how the changing practices and politics of Islam are documented, represented, studied, and taught in the academy and the media." This requires a rethinking of Asian area studies in the context of the post-9/11 global environment. As Robinson says, "The newly emerging paradigms of the post-Cold War era don't necessarily accord with the renewed emphasis on regional security and the War on Terror."

The major project for this inaugural year is a conference on *Islam, Asia, Modernity* to be held May 5-8, 2005. The keynote address will be given May 5 by **Ziauddin Sardar**, Visiting Professor of Postcolonial Studies at City University in London and a pioneering writer on Islamic science and the future of Islam. *Islam, Asia, Modernity* is being planned in tandem with the *Critical Asian Studies* conference on *War, Capital, Trauma* on May 9-10.

In addition to the Simpson Center, many campus units are contributing critical support to *Islam, Asia, Modernity*, including the Undergraduate Asian Studies Initiative and the Jackson School of International Studies' Southeast Asia Center, South Asia Center, and Russian, East Europe, and Central Asian Studies Center.

The organizers of *Islam, Asia, Modernity* plan to build on this year's events with advanced seminars and a volume of essays that will emerge from the conference.

Feminist Epistemologies

The *Feminist Epistemologies, Methodologies, Metaphysics, and Science Studies* (FEMMSS) Conference will be held at the University of Washington, November 5-7, 2004. Organized by **Lynn Hankinson Nelson** (Philosophy), the conference will assess the dramatic growth of a field that investigates how the sciences and other academic disciplines produce knowledge, and how the methods, questions, and frameworks involved are inflected by gendered values and assumptions.

Plenary speakers will include **Linda Martin Alcoff** (Philosophy and Women's Studies, Syracuse University), **Sandra Harding** (Center for the Study of Women, University of California, Los Angeles), **Elizabeth Potter** (Women's Studies, Mills College), **Nancy Tuana** (Philosophy, Penn State University), **France Winddance Twine** (Sociology, University of

California, Santa Barbara), and **Alison Wylie** (Women's Studies, Barnard College, and Philosophy, Columbia University).

Since the mid-1990s when the last major conference devoted to these issues was held, feminists have moved beyond critiques of embedded sexism to reimagine and reconstruct the sciences, social sciences, and humanities. This conference comes at an important juncture, and will serve to extend these projects and pursue the most promising lines of feminist inquiry and practice emerging from them.

The Simpson Center is supporting two research clusters in 2004-2005 that have related conversations between the sciences and the humanities at their core: the research cluster for *Critical Medical Humanities*, directed by **Janelle S. Taylor** (Anthropology), **Kelly Fryer-Edwards** (Medical History and Ethics), **Kari Tupper** (Women Studies and Comparative History of Ideas), **Lorna Rhodes** (Anthropology), and **Sara Goering** (Philosophy), and the research cluster on *Science Studies*, organized by **Arthur Fine** (Philosophy) and **Simon Werrett** (History).

NEW SIMPSON CENTER SCHOLARS BOLLES & ENDO FUND 2004-2005

With funds generated by the **Robert Bolles and Yasuko Endo Endowed Fund** and from the College of Arts & Sciences' 2003 pledge-match program for graduate student support, the Simpson Center granted awards to incoming doctoral students in the humanities who have demonstrated interest and promise in crossdisciplinary scholarship. The purpose of the awards is to support their research. The awards are made available to different departments in alternate years with eligible departments designating one incoming doctoral student each. This year's Simpson Center Scholars are:

Jeremy Fischer, Philosophy
Amy Golden, History
Thomas K. Johnson, Scandinavian Studies
Mariana Markova, Anthropology
Irene McManman, Slavic Languages & Literatures
Will Sumits, Near Eastern Languages & Civilization
Michael Tepper, Linguistics

Society of Scholars 2004-2005

The Society of Scholars is an intellectual community in which humanists of diverse generations, academic ranks, and departmental affiliations contribute to and learn from one another's work. Members are selected competitively and are awarded research fellowships from the Simpson Center in order to pursue individual projects. Meeting biweekly throughout the year to discuss research in progress, the Society of Scholars is composed of faculty, graduate students, and postdoctoral fellows.

Shuli Chen
Dissertator, Comparative Literature
Third World Filmmaking and the City

Donald Gilbert-Santamaría
Assistant Professor,
Spanish & Portuguese Studies
Among Friends: Narrating Private Space in Early Modern Spain

Gillian Harkins
Assistant Professor, English
Legal Fantasies: Domestic Belonging and the American Incest Scene

Dalton Anthony Jones
Postdoctoral Fellow, American Ethnic Studies
Black Market: The Reification of Louis Armstrong

Alissa Karl
Dissertator, English
Modernism and the Marketplace: Anglo-American Literature and Consumer Ideologies

Jamie Mayerfeld
Associate Professor, Political Science
The Dream of Justice

Jackie Murray
Alvord Graduate Fellow in the Humanities
The Polyphonic Argo: Similes, Text, and Intertext

Michael Oishi
Dissertator, English
Writing the Usable Past: Colonial Containments and Postcolonial Ruptures in Hawaii's Literary Histories, 1945-Present

Vicente Rafael
Professor, History
The Promise of the Foreign: Nationalism and the Technics of Translation in the Spanish Philippines

Sonnet Retman
Assistant Professor, American Ethnic Studies
"How Was It We Were Caught?": Race, Nation, and the Real in 1930s Documentary and Satire

David Silver
Assistant Professor, Communication
Dot.mil

Vinay Swamy
Assistant Professor, French & Italian Studies
Identification Clusters: Resisting Marginalization in Francophone and Anglophone Novels and Films

Simon Werrett
Assistant Professor, History
The Flames of Enlightenment: Fireworks and the Sciences in Early Modern Europe

“I think libraries are the cornerstone of democracy. They are the last ‘small-d’ democratic institution in our country. And as such, anything they can do to foster discussion about the issues facing our country and our world today is great.”

—Nancy Pearl, Former Executive Director, Washington Center for the Book

faculty research:

New Initiative: Full Professor Crossdisciplinary Conversation Awards

The Simpson Center announces its latest effort to extend research support to faculty across the span of their careers. The Full Professor Crossdisciplinary Conversation Award encourages faculty at the rank of full professor to propose research projects that would be enhanced through cross-disciplinary consultations with a faculty member in another field.

Descriptions of the project should be accompanied by a supporting letter from a faculty counterpart who agrees to provide regular intellectual guidance. The collaborating faculty member may be of any rank and may belong to any department, discipline, or field other than the applicant's own. The faculty member initiating the project receives no recompense beyond the intellectual support of their consulting counterpart and the intrinsic reward of crossdisciplinary collegiality and knowledge. Instead the research award of \$1500 will serve to reward the generosity of the faculty counterpart who gives time and expertise. Executive Board member **Ruby Blondell**, who proposed the initiative, gave her own project as an example. As a classicist, she is interested in exploring how contemporary popular culture uses the images of mythological women and would benefit enormously from engaging the intellectual energies of a faculty member in film theory and criticism. Applications for Full Professor Crossdisciplinary Conversation Awards will be considered in the November funding round. For additional details, see the Simpson Center website at www.simpsoncenter.org.

Update: Associate Professor Initiative 2004-2005 and 2003-2004

Entering its third year, the Simpson Center's Associate Professor Initiative supports the research of associate professors in a crossdisciplinary context. Released from two courses, the faculty who are awarded these fellowships devote themselves to a project that will benefit from expertise in another area, choosing a faculty counterpart—in any department, discipline, or school other than their own—with whom they would value ongoing conversation and guidance. The faculty counterpart receives a research stipend.

Three teams were awarded the Associate Professor fellowships for 2004-2005. **Kathie Friedman** (Jackson School of International Studies) will consult with **Sarah Stein** (History) on the subject of Bosnian refugees and the transmission of historical memory. Working with **Matthew Sparke** (Geography), an expert on globalization, **Mark Patterson** (English) will develop his research on theories of the everyday and their prototypes in 19th-century American literature and culture. **Albert Sbragia** (Italian Studies) will continue his research on modernism and modernity in Rome in collaboration with **Katrina Deines** (College of Architecture and Urban Planning). All three pairs will work together throughout the year and will present their research at the Simpson Center during Winter Quarter.

In 2003-2004 **Ellen Garvens** (Art) was the recipient of an Associate Professor fellowship. Interested in exploring the blurred line between the biological and the mechanical, Garvens consulted with **John Ferguson**, Director of Prosthetics-Orthotics at the UW Medical Center. Garvens spent time with Ferguson and lab technicians learning about prosthetic design and photographing prosthetic devices. As Garvens explains, the resulting photographs highlight the aesthetic value of these objects and “become metaphors for the desire to go beyond physical and psychological limitations. They tell the hidden stories of people who have done just that.” Garvens' photographs were exhibited in 2004 at Solomon Fine Art Gallery in Seattle and were also included in a retrospective of her work at Kenyon College in 2003. Garvens notes, “This project has opened a dialogue between the disciplines of art and science that I hope to continue.”

Faculty at the Associate Professor level are encouraged to consider what interdisciplinary collaborations might benefit their research and to submit an application in November for 2005-2006. Faculty must have been tenured for at least one year before applying.



Left: *Index* by Ellen Garvens



NEW BOOKS IN PRINT

The Simpson Center's *New Books in Print* series provides an opportunity for UW faculty to discuss their recently published books. Books selected for 2004-2005 include the following:

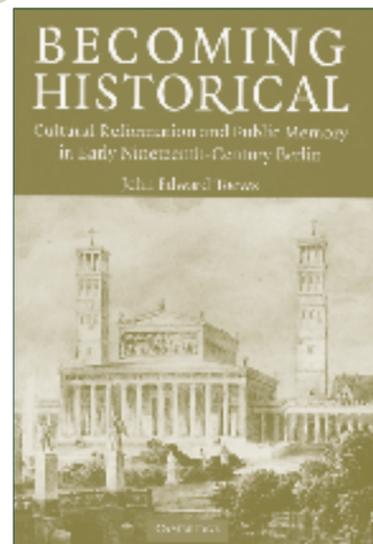
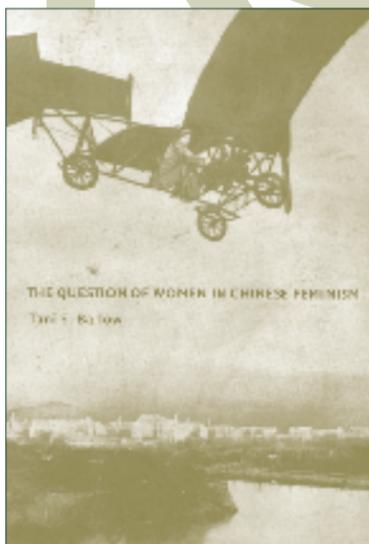
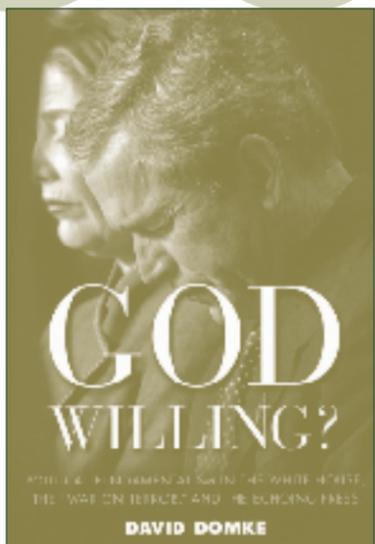
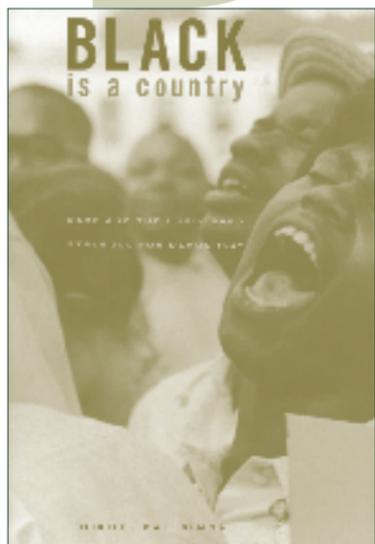
Nikhil Singh (History), *Black Is A Country: Race and the Unfinished Struggle for Democracy* (Harvard University Press, 2004)

Tani Barlow (History and Women Studies), *The Question of Women in Chinese Feminism* (Duke University Press, 2004)

John Toews (History and Comparative History of Ideas), *Becoming Historical: Cultural Reformation and Public Memory in Early Nineteenth-Century Berlin* (Cambridge University Press, 2004)

David Domke (Communication), *God Willing: Political Fundamentalism in the White House, the “War on Terror,” and the Echoing Press* (Pluto Press, 2004)

BOOKS



THE SEPT PROJ

On Saturday, September 11, thousands of people came together in libraries and other civic spaces across the United States and in nine other countries to exchange ideas about democracy, citizenship, and patriotism. Facilitated and networked through *The September Project*, founded and co-directed by **David Silver**, Assistant Professor of Communication at UW, and **Sarah Washburn**, formerly with the Gates Foundation's U.S. Library Program, hundreds of local libraries organized a broad variety of events for their communities.

At the Ballard branch of the Seattle Public Library activist Ian Spiers, who was interrogated by police for taking photos at the Ballard Locks, and Doug Honig, a representative from the American Civil Liberties Union, led discussion on civil rights in a post-9/11 world.

In Utah, at the Sandy Library of Salt Lake County, participants reflected on September 11, 2001 and attended events on understanding Islam. University faculty led community discussions on the history of terrorism, U.S. foreign policy issues, and Islamic culture and thought. Librarians also worked with the Imam from a local mosque to develop displays in conjunction with the project.

On the other side of the world, a librarian at the Marine Corps Air Station in Iwakuni, Japan read the *Declaration of Independence* aloud at an information fair for Marine Corps personnel and their families. The library also distributed disposable cameras to twenty-five people on the base, including children, as part of the project, *A Day in the Life of Iwakuni*.

These are only a few examples from the 484 libraries in 50 states and 9 countries that helped to make the inaugural year of *The September Project* a tremendous success. As an on-going and evolving project, *The September Project* has the goal of transforming September 11 into a day of public reflection, debate, and discussion. Although the project links the participating institutions with each other, Silver and Washburn are careful to stress that this is no one-size-fits-all project. Local participants gathered ideas, exchanged information, and talked to each other through the project's website and listserv. But each participating institution designed activities tailored to their local communities.

According to Silver and Washburn, creating and facilitating communication networks among institutions of differing scales is a key part of promoting and maintaining a healthy democracy. "It is a simple idea," points out Silver, "but one with profound consequences. By finding new and creative ways to utilize all the forms of communication at our disposal—from face to face conversations to advanced telecommunications networking—we are helping libraries and other local institutions fulfill their vital roles as disseminators of information and as open sites for the free exchange of ideas. Then using digital technologies, we make it possible for local conversations to become part of national and international exchanges—both in real time on a single day and in the future."

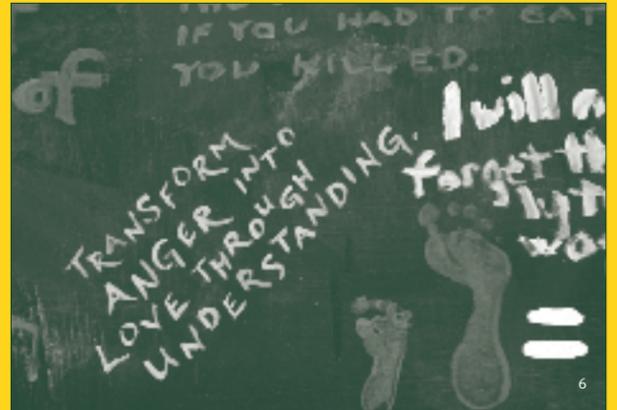
"Our initial focus has been on libraries, because they are not only one of the few free, public, and widely accessible institutions available to people from all walks of life, but also because in this post-9/11 world they have become a part of larger political debates over freedom and access to information," says Washburn.

While libraries are the cornerstone of the project, *The September Project* is growing to include other institutions and sites. Since September 11 falls on a Sunday next year, Silver and Washburn anticipate that many religious and spiritual groups will host events. In future years they would also like to see schools across the educational spectrum—from grade-school classrooms to large state universities—become involved.

"As a part of the university community, I want to open up the question of what academic practice should look like. I see *The September Project* as an opportunity for academics, public servants, activists, and citizens to forge an open dialogue across institutional boundaries about issues that matter," says Silver. "That is one reason why working with the Simpson Center has been such an integral part of the project. The Center takes seriously its mission to forge campus-community connections and as a result, gave us the support we needed to not only get this project off the ground, but to make it a tremendous success in its very first year."

The September Project is funded by the University of Washington's Walter Chapin Simpson Center for the Humanities, UW Dean's Office of the College of Arts & Sciences, Humanities Washington, and Washington Medical Librarians Association. For more information or to get involved, please visit the website at www.theseptemberproject.org.

"As a part of the university community, I want to open up the question of what academic practice should look like. I see *The September Project* as an opportunity for academics, public servants, activists, and citizens to forge an open dialogue across institutional boundaries about issues that matter."
—David Silver, Communication



1, 5 and 6: Expressions Sessions at the Seattle Central Library
2 and 8: Ian Spiers and Doug Honig at the Ballard Library presenting "9/11 and Your Civil Rights"
3: Sarah Washburn at the Simpson Center for the Humanities
4: David Silver and Sarah Washburn, *September Project* organizers
7: Map of United States, with 484 participating libraries

All photos (except #7) by Bryan Mamaril



Danz Courses

Designed especially for first year students, the Danz Courses in the Humanities are team-taught by talented faculty from diverse disciplines, engaging students in challenging, cross-disciplinary work that promotes active and creative learning.

Coordinated by **Kari Tupper** (Women Studies and Comparative History of Ideas), the Danz Courses for 2004-2005 promise to be as exciting as the courses last year. **David Domke** (Communication) and Kari Tupper will offer their thought-provoking course on “Religious Fundamentalisms, Politics, and Media in America” in Autumn Quarter. In Winter 2005 **Phillip Thurtle** (Comparative History of Ideas) and **Elizabeth Rutledge** (Diabetes Research Center Molecular and Genetics Core) will teach “Eye and Mind: Art, Science, and Perception,” a course that encourages students to consider the commonality in human observation and understanding through the theme of “emergence.” **Mary O’Neil** (History) and **Donna Yowell** (Italian Studies) will offer “Dante: Medieval Man in the New Millennium” in Spring 2005. By reading Dante’s *Comedy* as both a compendium of medieval thought and as a paradoxically modern poem, students will explore the ways in which the medieval and the modern converge rather than oppose one another.

Last year each of the three Danz Courses challenged students to examine social and cultural practices comparatively, through different disciplinary and historical perspectives. Discussing a Danz course, one student noted, “The content of work presented and lectured on was excellent. The value and high level of thinking challenged and stimulated strict conceptual boundaries I had and allowed me to think outside the box. I enjoyed the collaboration of the two professors with different lecture styles and the amount of knowledge and organization.”

Now in their third full year, the Danz Courses in the Humanities are made possible by the generous financial support of **Fredric Danz**, a College of Arts & Sciences alumnus ('40) and longtime benefactor of the humanities at the University of Washington. We are deeply grateful for his important gift.

Wednesday University

Have you ever dreamed of returning to school and taking only the courses you liked? For Puget Sound residents, Wednesday University makes that dream possible in the domain of the humanities. Co-sponsored by the Simpson Center for the Humanities and Seattle Arts & Lectures, Wednesday University offers one non-credit course each quarter taught by University of Washington faculty in the beautiful auditorium of the Henry Art Gallery.

In 2004-2005 three new courses will bring the intrigues of Renaissance Italy, the accomplishments of great film directors, and contemporary debates in the art world to Seattle residents. In Autumn 2004 **Mary O’Neil** (History) will offer “Renaissance Italy: Merchants, Artists, and Princes,” exploring how the brilliant artistic and cultural achievements of the Renaissance emerged from the unique social and political circumstances of Italian city states. Through the films of Godard, Bertolucci, and Scorsese, **Albert Sbragia** (Italian Studies and Comparative Literature) will examine the influence of these directors as both auteurs and cinephiles of modern global cinema in Winter 2005. Rounding out the year in Spring 2005, **Ronald Moore** (Philosophy) will make a philosophical case for the “rights” of artworks to retain their aesthetic and moral integrity, even as the line between art and commerce becomes increasingly blurred.

Meeting on Wednesday evenings, each course offers UW faculty a chance to share their expertise and intellectual passion with local residents, and gives participants the opportunity to immerse themselves in the humanities. Building closer connections between the University of Washington and the Puget Sound community is at the core of Wednesday University. “Thank you for making this program possible. I feel so fortunate to have the opportunity to tap into the University of Washington’s wonderful resources and professors. I am keeping a list of Wednesday University professors and hope to be able to audit some of their regular classes,” said one regular participant. To register, visit the Seattle Arts & Lectures website at www.lectures.org or call 206-621-2230.

Letters | Writing | Novels

This past Spring **Dianah Jackson** (French Studies) and **Thomas Lockwood** (English) co-taught a graduate humanities seminar on the emergence of the epistolary novel entitled “Letters Writing Novels.” The 17th and 18th centuries were a great age of letter writing, and this culture of correspondence had a vivid impact on the development of the modern novel, which began almost literally by adopting the form of the letter as a way of telling fictional stories. Samuel Richardson’s *Clarissa* and Rousseau’s *Julie, or the New Héloïse* are just two premier examples of a genre that gripped the early modern reading public.

Jackson and Lockwood chose a “novel” approach to this material and asked their students not just to read novels, but to write letters, in addition to writing critical papers. “The idea was for them to replicate the creative process of fictionalized letter-writing as a way of understanding the novels from the inside out, as it were, rather than the outside in,” Jackson and Lockwood explained. Students responded by writing continuations of novels, by re-composing them in imitative pastiches, and by materially reproducing the 18th-century letter in ink, paper, and penmanship, right down to the wax seal. One group of students staged a reading of their letters that captured the overlap, competition, and confusion among points-of-view characteristic of these narratives. Clearly these forms of engagement offered important insights into the inner workings of the genre. “I really can’t say how wonderful and important it has been to study the novels in the way that we did,” one student stated.

For their part Jackson and Lockwood also found the experience of co-teaching to be revelatory. “Because we taught everything together, rather than dividing the material up by our own specializations in French or English literature, we found ourselves often feeling less certain of our bearings—less the professorial ‘authority,’” they said. They described the seminar as a free-wheeling process of shared inquiry and discovery—more responsive, more experimental, and more extemporaneous than the norm, and, in that way, rather like the open-ended letter-novel itself.

Teachers as Scholars

“Learning is a form of renewal that gives me more energy for better teaching,” reflected **Dina Wilson**, a Seattle School District teacher and a participant in last year’s Teachers as Scholars (TAS) program. While professional development is a well-established enterprise in schools, it often focuses almost exclusively on teaching strategies and/or curriculum reform. Teachers as Scholars allows teachers to become students again and to immerse themselves in substantive content on a variety of humanities topics. By participating in small seminars led by outstanding UW professors in the humanities, K-12 teachers are reconnected to the world of scholarship. Teachers can thus simultaneously pursue their intellectual interests and attain their professional development goals.

Sponsored jointly by the Simpson Center and Seattle Arts & Lectures (SAL), Teachers as Scholars was launched in Seattle five years ago with funding from the Woodrow Wilson National Fellowship Foundation. **Margit Dementi Rankin**, formerly Associate Director of the Simpson Center and now Executive Director of SAL, shaped the development of the Seattle program, which has distinguished itself by forging links with local cultural organizations as well as between schools and the University. Twelve seminars will be offered in 2004-2005, all in conjunction with local cultural events. Subjects of the seminars include Irish literature and history, Chinese painting, science and religion, and the Blues.

The program also provides a learning opportunity for University of Washington faculty. **Michelle Habell-Pallan** (American Ethnic Studies) led a 2003-2004 seminar on U.S. Latina writers and loved connecting with the K-12 teaching community. She says, “The participants possess much more life experience than the average undergraduate. Their ‘worldliness’ shapes their interpretation in very grounded and compelling terms. I felt that they brought an element of free-spiritedness that made the seminar both serious and, dare I say, fun.”

Teachers as Scholars is coordinated by **Maura Danforth**, a doctoral student in English who is excited to coordinate the program she enjoyed as a high school English teacher.

Third Annual Summer Institute in the Arts & Humanities

Eighteen undergraduates were selected to participate in the third annual interdisciplinary Summer Institute in the Arts & Humanities. This innovative eight-week intensive program devoted to research affords undergraduates the opportunity to work closely with faculty from diverse disciplines. All of the students were awarded Mary Gates Scholarships and received ten course credits.

Summer Institute 2004 explored the relationship between traumatic events and human memory. Taught by historian of science and technology **Phillip Thurtle** (Comparative History of Ideas), feminist literary scholar **Kari Tupper** (Women Studies and Comparative History of Ideas), and intermedia artists **Claudia X. Valdes** and **Lisa Darms** (both from the Center for Digital Arts and Experimental Media), the Institute provided an interdisciplinary approach to understanding trauma and its connections to time, memory, narrative, embodiment, visual arts, and social relationships. Working individually with faculty members and in small groups, students developed their own research on the subject of trauma, time, and memory. The Institute culminated with a series of presentations and the publication of an anthology of student research. In her remarks before the presentations, Kari Tupper lauded this remarkable group of students: “They have fused passion with discipline, emotion with reason, and tears with incisive, detailed, scholarly analysis. The binary distinctions between the personal and the academic have exploded, revealing unimaginable possibilities.”

The Third Annual Summer Institute in the Arts & Humanities was sponsored by the Office of Undergraduate Education, the Mary Gates Endowment for Students, the Office of Research, the Simpson Center for the Humanities, the College of Arts & Sciences, the Office of Educational Outreach, and the Undergraduate Research Program.

Second Annual Institute on the Public Humanities for Doctoral Students

The Simpson Center for the Humanities and the Graduate School co-sponsored the second annual Institute on the Public Humanities for doctoral students this past September. The first of its kind in the nation, the week-long Institute, known as “Connecting with the Community,” introduced twenty-five competitively-selected doctoral fellows to various modes of public scholarship. This fall’s program included presentations from leading figures across the nation—**Julie Ellison** (American Culture, Imagining America, University of Michigan), **Cornel West** (Religion, Princeton University), and **Vincent Wimbush** (Religion, Institute for Signifying Scriptures, Claremont Graduate University)—as well as off-campus site visits, and examples of local faculty-community partnerships. The Institute focused on how future faculty might forge meaningful connections with non-academic communities and encouraged participants to consider public scholarship as a “fourth portfolio,” one augmenting research, teaching, and campus service.

“Connecting with the Community” has been named one of the “Best Practices in Graduate Education” by the Woodrow Wilson National Fellowship Foundation.

2004 Fellows of the Institute included: **Irene Alexander** (English), **Scott Barr** (English), **Laura Black** (Communication), **Allison Waggener Boyd** (Political Science), **Kari Ceaicovschi** (Classics), **Jim Chin** (English), **Thomas Cramer** (History), **Natalie Debray** (Communication), **Kristofer Erickson** (Geography), **Keith Feldman** (English), **Dokubo Goodhead** (English), **Stacy Grooters** (English), **Duong Bich Hanh** (Anthropology), **Alissa Karl** (English), **Morgan Koerner** (Germanics), **Jennifer Lavy** (Drama), **Jason Lillis** (English), **Serena Maurer** (Women Studies), **Gergana May** (Scandinavian Studies), **Tema Milstein** (Communication), **Dipika Nath** (Women Studies), **Kara Reilly** (Drama), **Georgia Roberts** (English), **Karen Rosenberg** (Women Studies), **Nathaniel Trumbull** (Geography)

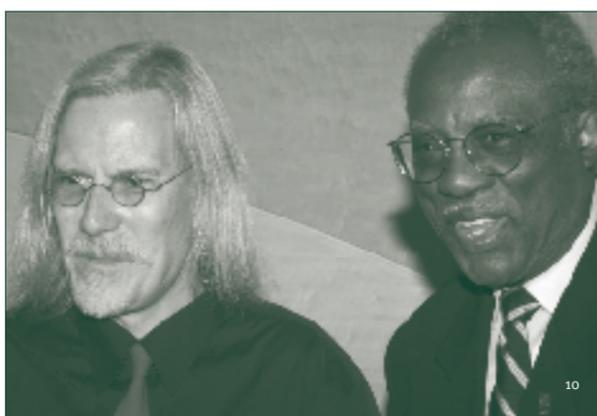
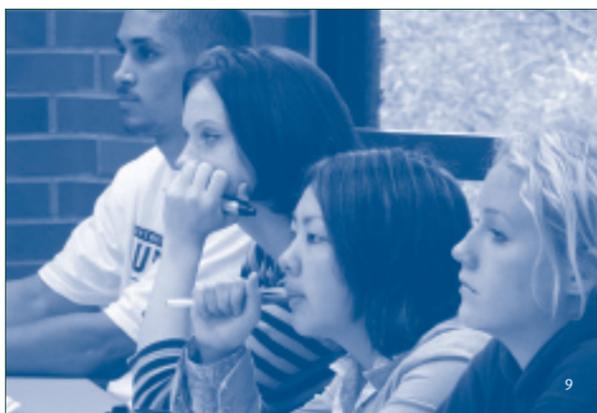


annual institutes

Right: Artwork by **Sarah Sarchin** (Interdisciplinary Visual Arts and Community & Environmental Planning), from the 2004 Summer Institute in the Arts & Humanities.

“I think a ‘bottom-up’ perspective means trying harder to understand the views, preoccupations, worries, recommendations, and strategies of those people whom the human rights movement is intended to help.”

—Jamie Mayerfeld, Political Science



2003-04

Practical Pedagogy Colloquium 2003-2004 and 2004-2005

Four years ago English graduate students desiring to bridge the gaps between social theory and classroom practice convened a discussion group called *The Practical Pedagogy Colloquium*. Its success and growth prompted project organizers **Stacy Grooters** (English) and **Brooke Stafford** (English) to launch a speaker series in 2003-2004 entitled *Engaging the Culture of Power In and Out of the Classroom*. Sponsored by the Simpson Center and the Graduate School Fund for Excellence and Innovation, the series addressed the “cultures of power” that often operate unseen in the classroom. Additional support was provided by the Departments of English, Comparative Literature, and Women Studies.

In 2003-2004 **Victor Villanueva** (English, Washington State University), **Paula Moya** (English, Stanford University), and **Peter McLaren** (Graduate School of Education and Information Studies, University of California, Los Angeles) gave public lectures and led workshops. All of them drew enthusiastic audiences from throughout the University of Washington and surrounding universities and colleges.

With the continued support of the Simpson Center and the Departments of English and Women Studies, Stacy Grooters and **Riki Thompson** (English), the project organizers for this year, are organizing a speaker series on the theme of *Liberating Pedagogies: Locating Freedom in the Classroom* and will continue to hold regular roundtable discussions throughout the year. To learn more about the colloquium and to get the latest news on the speaker series, please visit the Simpson Center website or register for their listserv at http://mailman.u.washington.edu/mailman/listinfo/prac_ped.

Human Rights from the Bottom Up

What is the relation between the humanities and human rights? How might the concept and practice of each enrich the other? This past year **Angelina Godoy** (Jackson School of International Studies/Law, Societies, and Justice) and **Michael McCann** (Political Science), with **Arzoo Osanloo** (Anthropology/LSJ), **Jamie Mayerfeld** (Political Science), and **Rachel Cichowski** (Political Science/LSJ) of the UW Comparative Law and Society Studies Center (CLASS) organized an enormously successful speaker series and conference on the theme of *Human Rights from the Bottom Up*. Grappling with the deepest and most consequential of human values, from multiple points of view and in complex cultural, social, and political contexts, speakers modeled what the humanities in action might look like.

Speakers included **Molly Melching**, Director of Tostan, a Senegalese NGO that encourages women’s participation in local decision making, **Li Qiang**, head of China Labor Watch, **Marc Van Der Hout**, a U.S. immigration lawyer, **Mehrangiz Kar**, Iranian attorney, writer, and activist, and **Radhika Coomaraswamy**, Chair of the Sri Lankan Human Rights Commission. The series culminated in a two-day capstone conference on April 2-3, 2003 that featured **June Nash** (Anthropology, City College of New York) as keynote speaker.

By inviting both academic scholars and grassroots practitioners of human rights, organizers sought to promote varied understandings of human rights challenges and to foster connections amongst faculty, activists, and students. According to conference organizer Jamie Mayerfeld, the call for a “bottom up” perspective was intended as a counterweight to the “top-down” perspectives of legal and political institutions where authority is most often vested. “I think a ‘bottom-up’ perspective means trying harder to understand the views, preoccupations, worries, recommendations, and strategies of those people whom the human rights movement is intended to help,” he suggests. “Such a perspective may reveal the unacknowledged limits but also the unappreciated strengths of the human rights movement.”

Information and the Quality of Life

Who can doubt that today’s information technologies have had a profound influence on our lives? Instant communication via e-mail, instant messaging, cell phones, and ubiquitous information access via the Web have changed the face of business, research, entertainment and leisure, scholarship, and personal interaction. To take collective measure of the moment and to ask what kinds of ethics, practices, and institutions will help us live with our technologies, **David Levy** (Information School) organized a public forum on “Information and the Quality of Life” that was held at Town Hall Seattle on May 10, 2004, with the support of the Simpson Center.

Seattle residents turned out for the event in large numbers. The evening featured **Bill McKibben**, author of *The Age of Missing Information*, who stressed that silence, solitude, and darkness have become the rarest of contemporary commodities. The hyper-individualism that follows from our immersion in the continuous stream of consumer information, he insisted, has serious consequences. On social and political levels we have difficulty enacting solutions that work for the greater good. On a personal level we experience a pervasive sense of overwork, overload, and burnout.

Panelists **John Seely Brown**, former Director of Xerox Palo Alto Research Center and author of *The Social Life of Information*, and **Carla Pryne**, Associate Rector of Emmanuel Episcopal Church and Earth Ministry founder, offered two different remedies. Brown argued that information overload was a symptom of poorly designed technologies and that design improvements could yield many benefits. Pryne proposed that the ancient institution of the Sabbath could provide respite from fragmentation and overload. Panelist **Kirsten Foot** (Communication) offered summary comments to conclude the evening. Levy himself envisions a Center for Information and the Quality of Life at the University of Washington, where contemplative approaches to work and technology design are explored and promulgated.

- 1: Julie Ellison at the Institute on the Public Humanities
- 2: Students from Letters | Writing | Novels
- 3: Raimonda Modiano (English & Comparative Literature), Danz Course 103
- 4: Student participants at *Human Rights from the Bottom Up*
- 5: Bill McKibben, “Information and the Quality of Life”
- 6: Brooke Stafford, organizer, *Practical Pedagogy*
- 7: Radhika Coomaraswamy and Arzoo Osanloo, *Human Rights from the Bottom Up*
- 8: Students at the Institute on the Public Humanities
- 9: Students in Danz Course 101
- 10: Peter McLaren and James Banks (Director, Center for Multicultural Education) at *Practical Pedagogy*

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 Kathleen Woodward, Simpson Center and English



Welcome to Miriam Bartha

The Simpson Center is pleased to welcome our new Assistant Director, Miriam Bartha, who earned her Ph.D. from Rutgers University in English in 2002. Her research focuses on 20th-century American literature and cultural history through the interdisciplinary perspectives of feminist and performance studies. Bartha has taught a broad range of literary, cultural, and feminist studies courses at both Rutgers and San Francisco State University. She has worked to extend intellectual community and inquiry beyond the classroom through various cultural organizations and initiatives.

As Executive Assistant at P.E.N. American Center, an international non-profit writers' advocacy organization in New York, she coordinated the American Center's participation in international congresses and produced reading series and other public events. At Rutgers she organized "Poetry and the Public Sphere", a year-long series of roundtables and performances that featured noted poets and scholars in conversation with teachers, students, and activists. As project and production manager for the electronic archiving of *HOW(ever)*, she helped convert an historic journal of feminist experimental writing into an accessible scholarly resource. Long involvement in women's and gender studies has nurtured her commitment to interdisciplinary work in theory and practice.

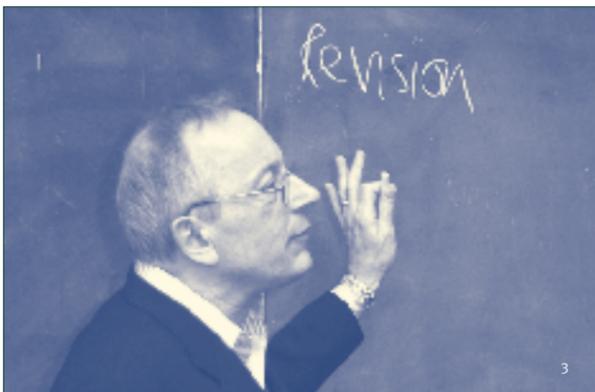
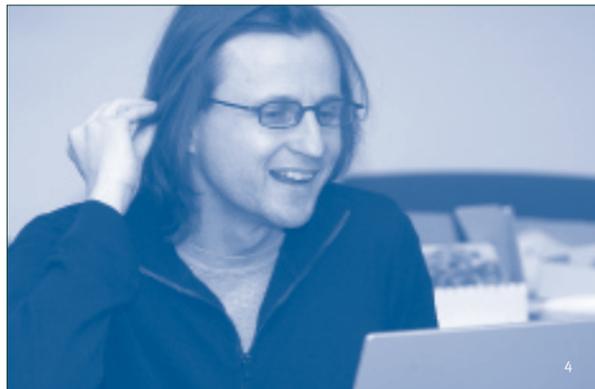
Newsletter photography courtesy of Bryan Mamril, Tania Westby, and Gavin Sisk. Design by **Karen Cheng** (Visual Communication Design).

APPLY FOR SUPPORT

DEADLINES: AUTUMN: NOVEMBER 10, 2004 AND SPRING: APRIL 20, 2005

If you are a faculty member or a graduate student with an interest in crossdisciplinary research, teaching, programs, or the public humanities, the Simpson Center offers a number of opportunities for funding and intellectual support.

Each year there are two submission deadlines for proposals for funding in the following academic year (July 1 to June 30). Proposals requiring major funding, including applications for Research Fellowships (Society of Scholars), the Associate Professor Initiative, the Full Professor Crossdisciplinary Conversation Award, and Graduate Seminars, must be submitted in Autumn. Please visit our website, www.simpsoncenter.org for information on funding categories and for detailed proposal guidelines.



1: Lauren Berlant (English, University of Chicago), 2: Katharyne Mitchell (Geography) and Kathleen Woodward (Director, Simpson Center for the Humanities, English), 3: William Germano (Publishing Director, Routledge), 4: Mackenzie Wark (Media and Communication, New School University), 5: Tom Conley (Romance Languages and Literatures, Harvard University), 6: Louis Menand (English, Harvard University) and Michael Halleran (Divisional Dean, Arts & Humanities).

SELECTED 2003-2004 SPEAKERS: **Tariq Ali**, Editor, *New Left Review* | **Leonard Barkan**, Comparative Literature, Princeton University | **Lauren Berlant**, English, University of Chicago | **Judith Butler**, Rhetoric and Comparative Literature, University of California, Berkeley | **Tom Conley**, Romance Languages and Literatures, Harvard University | **Brent Hayes Edwards**, English, Rutgers University | **David Eng**, English, Rutgers University | **Martin Espada**, English, University of Massachusetts-Amherst | **William Germano**, Publishing Director, Routledge | **Charu Gupta**, History, University of Delhi | **Mette Hjort**, Comparative Literature, University of Hong Kong | **Adam Jaworski**, Language and Communication, Cardiff University, Wales | **Naomi Klein**, journalist and author | **Bruce Lincoln**, History of Religions, University of Chicago | **Emily Martin**, Anthropology, New York University | **Arvind Krishna Mehrotra**, English, University of Allahabad | **Louis Menand**, English, Harvard University | **Tatsuya Mori**, film director | **Rukmini Nair**, English, Indian Institute of Technology, Delhi | **Donald Pease**, English, Dartmouth College | **Ato Quayson**, African Studies Center, University of Cambridge | **Londa Schiebinger**, History of Science, Pennsylvania State University | **Mackenzie Wark**, Media and Communication, New School University **SELECTED 2004-2005 SPEAKERS:** **Janet Abu-Lughod**, Sociology, New School University | **Suresh Canagarajah**, English, Baruch College, CUNY | **Nikolas Coupland**, Centre for Language and Communication Research, Cardiff University, Wales | **Justine Coupland**, Centre for Language and Communication Research, Cardiff University, Wales | **David Damrosch**, English and Comparative Literature, Columbia University | **Susan Fiske**, Psychology, Princeton University | **Jan Golinski**, History, University of New Hampshire | **David Halperin**, English, University of Michigan | **Lawrence Kramer**, English and Music, Fordham University | **Tony Kushner**, Playwright, Dramatic Writing Program, New York University | **Walton Look Lai**, History, University of the West Indies | **Jonathan Lear**, Philosophy, University of Chicago | **Annemarie Mol**, Political Philosophy, University of Twente, The Netherlands | **Sally Munt**, Media and Cultural Studies, University of Sussex | **Dylan Penningroth**, African American History, Northwestern University | **Rayna Rapp**, Anthropology, New York University | **Haun Saussy**, Asian Languages and Comparative Literature, Stanford University