



Walter Chapin Simpson Center for the Humanities

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DEMOCRATIZING SCIENCE

What do contemporary debates about genetically modified crops, mad cow disease, and factory farming have in common with debates about food regulation in the 19th century? How did the ambitions of colonial powers shape the growth of botany and astronomy into modern scientific disciplines? How do digital media technologies—from databases to dynamic modeling—affect scientific communication?

How might these cases instruct more accountable research for cancer treatment or HIV/AIDS prevention? Or integrate women and minorities more fully into science/technology disciplines?

These questions throw into sharp relief the synergies and the tensions between the goals and the cultures of science, and the ideals that animate democracies. They give concrete form to a loosely knit family of issues captured by the theme “Democratizing Science”—the framework for a year-long *Science Studies Network* (SSNet) faculty and graduate student seminar sponsored by the Simpson Center.

There are many points of connection between the sciences and the democracies in which they have flourished. Democracies have long sought to harness the power of scientific inquiry for the public good. The green revolution, the commons created by cyberspace, and citizen access to scientific databases and technologies have all been embraced as critical resources for a thriving democracy. The sciences are often invoked as a cornerstone of democracies, not just because of the tangible benefits they afford but because they are, ideally, exemplars of rational, evidence-based deliberation.

Nonetheless, alongside faith in science, and an emulation of ideals embodied in science, there is deep-seated suspicion that narrow scientific research agendas do not necessarily serve the social good. They may directly contravene public interests, particularly the interests of the least powerful. Historical and cultural studies of science show how deeply partisan the goals and norms of scientific research traditions can be. On this view, good science, even the best science, often seems to owe its success not

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to a dispassionate rationality that sets it apart from the interests of the day, but to a highly pragmatic negotiation of the possibilities afforded by colonial expansion, commercial enterprise, the renegotiation of gender conventions, and any number of other local and global conditions of practice.

The 2008-2009 *Science Studies Network* seminar on “Democratizing Science” will explore these conflicting ideals as they arise in connection with three distinct but overlapping concerns: science in democracy, diversity in science and the democratization of knowledge production, and normative claims for a democratic science. At stake are concrete implications for research practice, public engagement, and science policy.

Science Studies Network organizers—**S. Malia Fullerton** (Medical History & Ethics), **Celia Lowe** (Anthropology), **Phillip Thurtle** (Comparative History of Ideas), **Simon Werrett** (History), and **Alison Wylie** (Philosophy and Anthropology)—do not take the terms of this project uncritically. They aim to interrogate the conceptions of “science” and “democracy” at work in both public and scholarly debate about the problems posed by the ambition to “democratize science.”

Key questions include: In what respects does scientific inquiry embody democratic ideals? How can the power of scientific thought and practice be effectively mobilized without ceding authority to scientific experts? In what ways should scientists be accountable to the range of public stakeholders affected by the

practice, authority, products, and applications of various sciences? How can collaborative, interdisciplinary forms of practice be extended to engage the insights, energies, and epistemic resources of communities which have a stake in the practice and the results of scientific inquiry?

Plans are also moving forward for a graduate certificate in Science Studies, as well as a July 2009 Northwest Summer Institute for faculty and doctoral students from British Columbia, Washington, and Oregon. Conversations continue online at the SSNet blog, which features news, upcoming events, and podcasts of lectures and colloquia. The *Science Studies Network* also has a Facebook presence that numbers some 300 members. For more information about SSNet activities and links to the blog and Facebook pages, visit www.simpsoncenter.org/science.

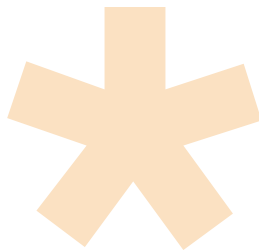
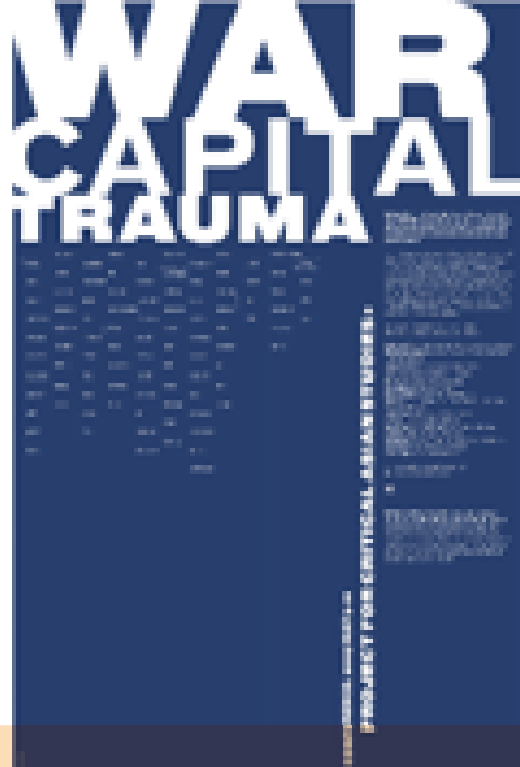
“When I first came to the UW two years ago, I kept discovering science studies scholars everywhere I turned—in the medical school and in Anthropology, connected to the History and Philosophy of Science program, and involved in activist research on the status of women and minorities in science, technology, engineering, and mathematics,” says Wylie, a driving force in the SSNet. “There is a tremendous depth of strength in science studies at the UW, but right now it is widely dispersed—across departments and colleges, and all three campuses.” The organizing idea of “Democratizing Science” was developed to draw together the intellectual energies specific to the University of Washington.

The Walter Chapin Simpson Center for the Humanities promotes innovative crossdisciplinary research and teaching in the humanities and fosters exchange and debate on cultural and intellectual issues among University of Washington scholars and the Seattle community. The role of the Simpson Center is to support initiatives in the humanities at the leading edge of change, to encourage interdisciplinary research and learning among UW faculty and students, to establish programs in the humanities that engage the public, and to support inventive crossdisciplinary courses for undergraduates and graduates.

The Simpson Center is a member of the Consortium of Humanities Centers and Institutes (CHCI); the Humanities, Arts, Sciences, and Technology Advanced Collaboratory (HASTAC); the National Humanities Alliance (NHA); the Western Humanities Alliance (WHA); and Imagining America, a national consortium of colleges and universities committed to public scholarship in the humanities.

... ❖ www.simpsoncenter.org

“Reassembling and sharing a series of fragmented images from the minds of survivors contributes to the collective memory of the massacre and violence that took place under the Khmer Rouge.”
— Boreth Ly



WAR CAPITAL TRAUMA

Positions: East Asia Culture Critique

“The time and space of the battlefield are every-where and nowhere, and the fractal time of trauma exceeds notions that memory is contiguous or simple. In its century-old belief in the psy-chical roots of accidental or unjust suffering lies something that can help us to think again about endless warfare, predatory capitalisms, political malice, and unremitting, unmourned, and con-sequently, perhaps, otherwise incomprehensible violence,” write **Tani Barlow** and **Brian Hammer** in their introduction to *War Capital Trauma*, a special issue of the journal *positions: east asia culture critique* that appeared in Spring 2008.

The issue emerged from the Simpson Center’s conference on “War Capital Trauma,” organized in 2005 by Barlow, professor of History and Women Studies and co-director of the UW’s *Project for Critical Asian Studies*, and now found-ing director of the Chao Center of Asian Studies at

Rice University. The conference was coordinated by Hammer, a doctoral student in Geography and now director of Shanghai Programs at the Alliance for Global Education. With a 2002-2006 fellowship residency grant from the Rockefeller Foundation, the *Project for Critical Asian Studies*, co-directed by **Madeleine Yue Dong** (History and International Studies), focused on trauma in rela-tion to Asian histories of regional, national, colo-nial, and postcolonial violence.

War Capital Trauma features the work of **Pheng Cheah** (Rhetoric, University of California, Berkeley), **Veena Das** (Anthropology, Johns Hopkins University), **Rosalind Morris** (Anthro-pology, Columbia University), **Ranjana Khanna** (Literature, Duke University), **Kenneth Surin** (Literature and Religion & Critical Theory, Duke University), and **Hyunah Yang** (Law, Seoul National University), among others. As Barlow and Hammer note, “all the essays have either made an explicit argument about the relation of war or trauma to disaster capital, globalized capital accumulation, or imperial capitalism, or proposed the postwar developmental state as the foundational underlying episteme.”

Boreth Ly (Art & Visual Culture, University of California, Santa Cruz), a 2004-2005 Rockefeller

Resident Fellow, contributed “Of Performance and the Persistent Temporality of Trauma: Memory, Art, and Visions.” Composed in four movements corresponding to Gustav Mahler’s *Symphony No. 4*, it is a haunting and harrowing meditation on the poetics of documentary, artwork, and memory-work. Born in Cambodia in 1967, Ly was eight years old when the Khmer Rouge came to power. In 1979 when the genocidal regime fell, he and his grandmother were the only surviving members of their family. “My grandmother and I looked in vain for photographs of our relatives,” he writes, “but they had all vanished.” Returning to Cambodia, Ly took his own photographs, among them photographs of a memorial pagoda.

“There is a memorial pagoda located at the Killing Field of Cheung Ek,” he writes. “Housed inside this transparent glass pagoda is a series of skulls of victims, many of whom were blindfolded before they were decapitated and had their heads and bodies thrown into shallow mass graves. The skulls are arranged so that they face outward, their empty eye sockets looking out into the four cardinal directions. The dead stare hauntingly and obdurately back at both the survivors and the killers, reminding us all of this violent chapter in Cambodian history and memory.”



Above: Boreth Ly (center) and his two older siblings, Independence Monument, Phnom Penh, Cambodia, circa 1970-71. Photo: Boreth Ly. **Top Left:** A skull, still blindfolded, newly dug up from the Killing Field of Choeung Ek, 1981. Photo: Boreth Ly. **Top Right:** War Capital Trauma conference poster.



Alison Wylie

HYPATIA

at the University of Washington

Hypatia, a leading journal in feminist philosophy, has moved from Michigan State University to the University of Washington. The quarterly will be based at the Simpson Center through 2013.

Feminist philosophy arises out of diverse traditions and methods, and is fundamentally interdisciplinary in orientation. As co-editor **Alison Wylie** (Philosophy and Anthropology) explains, “We construe feminist philosophy broadly to include topics such as epistemology, value theory, aesthetics, and the philosophy of science. We are committed to publishing articles that represent diverse topics and traditions, while ensuring that *Hypatia* remains accessible to a broad scholarly audience.” This blend of disci-plinary focus and accessibility makes *Hypatia* a resource for the wider women studies community, for philosophers generally, and for all those inter-ested in philosophical issues raised by feminism.

Building on the success of two decades, *Hypatia* will continue to publish open sub-missions as well as two thematic issues per year. In the past, special issues have included *Feminist Science Studies*, *Maternal Bodies*, and *Indigenous Women in the Americas*. Proposed special topics for future issues include the gen-dered implications of climate change; feminist philosophy on the Web; genes, gender, and society; and globalization, trafficking, and im-migration. Plans for expanding *Hypatia*’s online presence and expanding journal-based special publications are also underway.

Named in honor of the 4th-century Egyptian woman philosopher, mathematician, astrono-mer, and teacher, *Hypatia* provides a forum for cutting-edge work in feminist philosophy. The editors welcome submissions to *Hypatia* at <http://depts.washington.edu/hypatia>.

Hypatia Editorial Board

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Publications

SCIENCE, JUSTICE, KNOWLEDGE



Above, Left to Right: Vladimir Chaloupka (Physics), Maynard Olson (Medicine and Genome Science), Neil Banas (Oceanography), Woody Sullivan (Astronomy).

Danz Courses in the Humanities 2008-2009

“Science, Justice, Knowledge,” the theme that frames this year’s three Danz Courses in the Humanities, recalls Enlightenment ideals even as it engages 21st-century realities. As **Maynard Olson** (Professor Emeritus, Medicine and Genome Science) suggests, “science and technology are enormously powerful forces that largely account for the major differences between the human experience today and that of a few short centuries—or even decades—ago. For better and for worse, science and technology are certain to play a dominant role in shaping the world in which today’s students will build their lives. We want to engage our students in a critical assess-ment of these potent influences on the world we share.” Olson is also a key member of the *Science Studies Network*.

Team-taught by faculty with common research interests and different disciplinary back-grounds, Danz Courses in the Humanities are “big idea” courses with a maximum enrollment of 150 students each. Three graduate students are assigned to each course, providing them with

unique opportunities, as well. This year’s courses explore the interplay between the values, beliefs, and approaches that inform scientific and human-istic inquiry as social practices.

Winter Quarter 2009 will feature “Science and its Critics,” taught by Olson and **Phillip Thurtell** (Comparative History of Ideas). Guided by diverse perspectives including philosophy, religion, politics, and environmentalism, students will use case studies to examine the basic claims of science and the ways in which these claims are most commonly contested.

Two courses are slated for Spring Quarter 2009. “Ethics and Climate Change,” taught by **Stephen Gardiner** (Philosophy) and **Mike Wallace** (Atmospheric Sciences), will explore philosophical questions surrounding the seriousness and long-term impact of climate change. Also in the spring, **Matthew Sparke** (Geography) and **Janelle Taylor** (Anthropology) will teach “Justice and Global Health,” encouraging students to consider how patterns of power and inequality lead to dis-parities in health care around the world.

Now in their eighth year, the Danz Courses in the Humanities are made possible by the generous financial support of Fredric Danz, who attended the College of Arts and Sciences and is a longtime benefactor of the humanities at the University of Washington.

Community-Based Participatory Research

On the White Mountain Apache Indian Reservation, youth enact tradi-tional Apache values as they analyze environmental changes and restore a local watershed together with tribal elders and academic scientists. Minneapolis residents in a low-income neighborhood partner with university researchers to design research and preven-tion trials that address toxic risks from deteriorated housing, high-ways, and industry. And in the Pacific Northwest, ecologists partner with independent harvesters of local greens to develop a more sustainable approach to forest management.

These collaborations between “civil scientists” (laypeople versed in local knowledge traditions) and conventional scientists (academic researchers)—exemplify efforts to democratize science through community-based participatory research. These and other cases studies drawn from natural resource management, public health, international development, and indigenous archaeology were featured in a two-day Simpson Center conference, *Expanding Interdisciplinarity from Campus to Communities*, this past June.

Organized by **Kelly Fryer-Edwards** (Medical History & Ethics) and **Alison Wylie** (Philosophy and Anthropology), the conference featured keynote panelists **Louise Fortmann** (Forestry and Sustain-able Development, University of California, Berkeley), who offered the concept of the “civil scientist,” together with **Cathy Jordan** (Neurology and Pediatrics, University of Minnesota), **Richa Nagar** (Gender, Women, & Sexuality Studies, University of Minnesota), and **George Nicholas** (Archaeology, Simon Fraser University). Project-based conference panels and discussions amplified the various ways community-based research can improve and trans-form more academically-centered practices.

Community-based participatory research (CBPR) generally refers to action-oriented and problem-based research carried out in partnership between academic researchers and community participants. In its ideal construction, academic and community participants collaborate in all phases of the research process: from identifying the research problem, designing, and implementing the inquiry, to interpreting, disseminating, and acting upon the results. In practice, CBPR might be understood as an ethics committed to equality, reciprocity, reflexivity, and return to communities engaged in the research process.

CBPR emerged in response to postcolonial challenges to social scientific methods and international development. Its central premises—that all people produce knowledge, that effective inquiry depends upon engaging multiple methods and diverse perspectives, and that power relations are implicated in the ways knowledge is made and shared—align CBPR with liberatory popular education. Both emphasize ongoing cycles of inquiry, action, and reflection.

In essence, CBPR grapples with a complex, contemporary question: how should knowledge be made and knowledge-making resources and capacities be distributed? Community members often rely on local knowledge and experience rather than formal academic research training. Making room for their particular ways of knowing and involving them as co-partners in research transforms traditional disciplinary practices.

While CBPR grows out of the natural and social sciences, the desire to address pressing social and political problems res-onates strongly with many in the arts and humanities. Its ethics are humanistic in the largest sense, and these disciplines have considerable critical and creative resources to contribute, includ-ing cross-cultural and historical understandings of the processes that produce and define communities in the first place.

Each of the key terms of CBPR—“community,” “parti-cipation,” and “research”—carry historical complexities. Each remains subject to interpretation and contestation. Much humanities scholarship complicates the question of who is and who is not recognized within any construct of “community,” and illuminates the differences in power and privilege internal to various communities. Critiques from within the field of CBPR note the potential social costs of “participation” to overworked and under-resourced communities. “Research” itself may index a very university-based value of academic productivity, with com-munities paying tribute to other values, such as education, activ-ism, or organizational development.

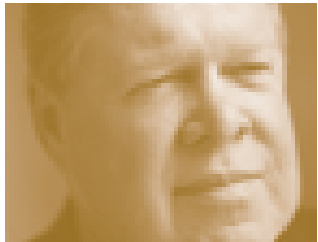
Norm Dicks Receives Sidney R. Yates Award Kathleen Woodward Honored For Leadership

In March 2008, Representative **Norm Dicks** (D-WA) was honored by the National Humanities Alliance with the Sidney R. Yates Award for Distinguished Public Service to the Humanities. Dicks represents the 6th District of Washington State in the U.S. Congress, and has been a longtime advocate for the humanities and the arts.

The award was presented at Humanities Advocacy Day by **Raymond Jonas** (History), who received a National Endowment for the Humanities Research Fellowship in 2004-2005. The National Humanities Alliance organizes this event annually, calling upon uni-versities, societies, and state councils to advocate for humanities education, research, preservation, and public programs. Jonas, par-ticipating together with graduate student **Jentery Sayers** (English), visited Capitol Hill to urge Washington State congressional repre-sentatives to support funding increases for the humanities.

Kathleen Woodward (Simpson Center and English) was named the 2008 faculty recipient of the David B. Thorud Leadership Award. Established in 2006, this annual award honors one faculty member and one staff member who have demonstrated excep-tional abilities to lead, serve, inspire, and collaborate with broad impact. The award is named in recognition of **David B. Thorud**, who served the University in leadership positions for 25 years.

In nominating Woodward for this honor, colleagues cited her success in building a rich, diverse, and generative intellectual com-munity. **Crispin Thurlow** (Communication) noted that “‘interdisci-plinary’ is a notion too often rendered hollow by the pressures of disciplinary professionalism and by the limited resources of central administration. However, Woodward’s leadership of the Simpson Center for the Humanities makes interdisciplinarity real.”





No Dice, Nature Theater of Oklahoma. Photo: Peter Nigrini.



BIG, 3rd episode (happy/end), Superamas. Photo: Wolfgang Kircher.



BIG, 3rd episode (happy/end), Superamas. Photo: Wolfgang Kircher.

Podcasting Scholarship with On the Boards

The Simpson Center has teamed up with On the Boards, a contemporary performing arts center in Seattle, to produce podcast lectures by University of Washington faculty and graduate students. The podcasts provide aesthetic, social, historical, political, and cultural context for approaching the challenging avant-garde and international performances showcased at On the Boards.

One-third of the podcast visits come from Washington State residents, but fifteen percent come from other countries: China, Mexico, Latvia, the Netherlands and elsewhere. Here the digital humanities and the public humanities come together to link local and global publics.

Podcasts are available at www.ontheboards.org. Look for the series again in 2008-2009, with talks to accompany performers and performances from Australia, Tokyo, New York, Montreal, and Paris.

Founded in Seattle in 1978, On the Boards introduces Northwest audiences to contemporary dance, theater, and music. Under the leadership of Artistic Director Lane Czaplinski and Managing Director Sarah Wilke, On the Boards presents 70 to 80 performance nights each year, commissions new work, advocates for Northwest artists, and organizes collaborative projects among local, national, and international partners.

2007-2008

Gatz Podcast | Graduate students **Zhenya Lavy** (Drama) and **Matthew Levay** (English), on F. Scott Fitzgerald's *The Great Gatsby* and its theatrical adaptations.

Festival of Lies Podcast | **Danny Hoffman** (Anthropology) "From Drops of Water Mighty Rivers Flow: Approaches to African Political Performance," in conjunction with choreographer Faustín Linkeyula's *Festival of Lies*.

Hey Girl! Podcast | **Ruby Blondell** (Classics) "Where Do Girls Come From? The Creation of the Feminine in the Matrix of Greek Myth," in conjunction with Societas Raffaello Sanzio's visual theater.

Songs of the Dragons Podcast | Graduate student **Ji-Young Um** (English), on identity politics, Orientalism, and the Asian American experience, in conjunction with Young Jean Lee's theatrical performance.

2008-2009

BIG, 3rd episode (happy/end) Podcast | **Gillian Harkins** (English), in conjunction with a multimedia theater performance by Superamas, September 18-20, 2008

Orpheus and Eurydice Podcast | **Andrea Woody** (Philosophy) "Knees to Neck: How and What Bodies Can Represent," in conjunction with choreography and dance by Compagnie Marie Chouinard, October 16-19, 2008

JERK Podcast | **Joe Milutis** (Interdisciplinary Arts & Sciences, UW Bothell) "Of Puppets and Serial Killers," in conjunction with a theatrical performance by Gisèle Vienne and Dennis Cooper, November 5-9, 2008

Five Days in March Podcast | **Katherine Mezur** (Drama), in conjunction with a theatrical performance by chelfitsch, January 28-February 1, 2009

No Dice Podcast | Graduate student **Jentery Sayers** (English) "Invisible Technologies," in conjunction with a performance by Nature Theater of Oklahoma, March 5-8, 2009

THE ELECTRONIC PIERS PLOWMAN PROJECT: Re-Capturing Content

More than six hundred years have passed since the writing of *Piers Plowman*, yet many modern readers first encounter the poem in book form—a medium essentially unchanged since William Langland put pen to paper in 14th-century England. Thanks to the efforts of **Míceál Vaughan** (English and Comparative Literature) and **Terrence Brooks** (Information School), students of the poem are now hovering, scrolling, and clicking rather than turning pages. Vaughan and Brooks are co-creators of the *Electronic Piers Plowman Project*, which brings this work into the 21st century through a combination of literary scholarship and sophisticated computer programming.

Piers Plowman exists in many different versions, including a new adaptation of what is known as the A-text, with modernized spelling and syntax developed by Vaughan. Vaughan and Brooks

saw the need to bring these variations into one place so that scholars at all levels—from undergraduates to specialists—can engage with the poem. Vaughan provided textual editing and annotations, while Brooks created flexible XML code that recaptured content from static HTML, enabling readers to hover over a word to view a definition or click the page for an explanatory note.

The project website will eventually include five different versions of *Piers Plowman*, as well as side-by-side viewing of the original Middle English with a modern version of the reader's choice. "Our guiding principle was to architect the text in a manner that creates maximum flexibility in the final product," explains Brooks. "The *Electronic Piers Plowman* provides different versions of the same text, hand-tailored for different readers." When complete, the project will serve as an entryway—a virtual library—to

later medieval English language, literature, and culture. This collaboration was made possible by the Associate Professor Cross-Disciplinary Research Initiative, a Simpson Center grant program that commits resources to mid-career faculty. Award recipients devote a quarter of the academic year to a research project that benefits from expertise in another area. Each chooses a faculty counterpart (in any department, discipline, or school other than the applicant's own) with whom they would value regular conversation and guidance. Brooks and Vaughan share a complementary interest in textuality—with manuscripts on the one hand, and hypertext web pages on the other—that flourished with collaboration. For information about the *Electronic Piers Plowman Project*, visit <http://faculty.washington.edu/miceal/PiersA/PiersA.html>.

Scholarly Communication and Cyberinfrastructure

"We are in a transformative moment of the co-evolution of scholarship in the humanities and cyberinfrastructure. Centers, which have long provided a space for innovation in the humanities, are playing a crucial role in the profound and accelerating change in the humanities at all levels," says Kathleen Woodward (Simpson Center and English), who participated in the sixth Scholarly Communication Institute at the University of Virginia in July 2008.

Scholarly Communication Institute 6

Central to the intense discussions about the digital humanities were aspirations for the future, including how the transition to collaborative modes of scholarly practice as an intrinsic good might be supported and how the network of the production of knowledge might be radically diversified and expanded beyond the academy with the ultimate goal of making our work accessible and socially useful in the broadest possible ways. **Richard Lucier**, director of the Institute, and **Abby Smith**, consultant to the Institute, led the three-day meeting, which was funded by the Andrew W. Mellon Foundation. Discussion focused on the institutional model of the center itself as a mechanism to help to achieve these goals. Digital humanities projects are being launched by humanities centers, including the Simpson Center which announced a full-scale initiative in the digital humanities in 2005. Centers devoted exclusively to the digital humanities are springing up, and the National Endowment for the Humanities has established a special category of challenge grants for them. How might these different kinds of centers collaborate? What networks might be constellated? How can practice, theory, and criticism engage with each other and not be separated? For the next three years the Scholarly Communication Institute will address these questions through the involvement of different kinds of centers, including centers that belong to the Consortium of Humanities Centers and Institutes (CHCI) and digital humanities centers (centerNET).

Project Bamboo

In this rapidly evolving digital landscape, other key mechanisms are being explored that draw on the deep changes we have witnessed in the networked information environment over the last fifteen years. How can we create a common cyberinfrastructure—a commons—that exists outside the dominant proprietary, market-based framework, as Yochai Benkler envisions in *The Wealth of Networks* (2006)? How can we advance research in the humanities and the arts through the development of shared technological services? This is at the heart of *Project Bamboo*, an ambitious multi-institutional, interdisciplinary effort also funded by the Andrew W. Mellon Foundation that is bringing together researchers in the arts and humanities, computer scientists, information scientists, librarians, and campus information technologists to craft a road-map of goals to pursue, tools to provide, platforms to run, and architecture to use.

The first of five workshops for the eighteen-month initial phase of Project Bamboo took place in April 2008 at the University of California, Berkeley. Participating from the University of Washington were **Ann Ferguson** (Digital Initiatives Librarian), **Robert Mason** (Information School), **Axel Roesler** (Interaction Design), **Oren Sreebny** (UW Technology), **Phillip Thurtle** (Comparative History of Ideas), and **Kathleen Woodward** (Simpson Center and English).

HASTAC SCHOLARS 2008-09

Six outstanding UW graduate students are representing the Simpson Center in the newly-created Humanities, Arts, Sciences and Technology Advanced Laboratory (HASTAC) Scholars Program. Among HASTAC's multiple missions is the development of digital tools and projects for teaching, archiving, and social interaction. As students and teachers leading the way in participatory learning, HASTAC Scholars receive scholarships to encourage innovative uses of technology in their work.

Deborah Kimmey (English) administers the online interactive "keyword collaboratories" that extend the work of *Keywords for American Cultural Studies* to classes and working groups. (See <http://keywords.nyuupress.org>).

Eric Meyers (Information School) investigates how children from ages 6 to 12 interact in shared virtual environments online.

Angela Rounsaville (English) studies technological literacy and media access from a social justice perspective.

Jentery Sayers (English) examines sound reproduction technologies in the context of Anglo-American literature of the 19th and 20th centuries.

Ramsey Tesdell (Technical Communications and International Studies) studies the role of technology in social movements in the Middle East, and runs www.7iber.com, a media website from Jordan.

Matthew Wilson (Geography) explores how geographic information technologies enable neighborhood assessment endeavors.

Led by Sayers, the HASTAC Scholars will meet throughout the year at the Simpson Center. In Spring 2009, Sayers and Wilson will team-teach a class called "Mapping the University," which will involve undergraduates in using mobile technologies to collaboratively compose an interactive digital map of the University of Washington's Seattle campus. Students will then write essays that reflect on the role of technology in the production of the map's social dimensions.

To learn more about HASTAC, visit www.hastac.org.

The Indus Script, Machine Learning, and Data Mining

Four and a half millennia ago, the Indus civilization flourished in what is now Pakistan and northwestern India. Although little is known about this ancient culture, archaeologists have uncovered some 4,000 samples of the Indus writing system on stamp seals, amulets, and small tablets. The script on these objects remains undeciphered, despite a vast number of attempts and claimed decodings over the past 80 years.

Rajesh Rao (Computer Science & Engineering) and his colleagues in India—**Mayank Vahia** and **Nisha Yadav** of the Tata Institute of Fundamental Research and **Ronojoy Adhikari** of the Institute of Mathematical Sciences—are approaching the scholarly mysteries of the scripts using quantitative methods from computer science. "To our knowledge, this project represents the first application of core computer science techniques involving machine learning and data mining to the problem of analyzing an ancient script," says Rao.

An autumn symposium on the Indus Script at the University of Washington will convene these researchers, who will conduct a one-credit graduate seminar on October 21-24, 2008. The course is designed to engage students from across disciplines, including anthropology, applied mathematics, archaeology, computer science, history, linguistics, literature, South Asian languages, and statistics.

Adhikari, Rao, Vahia, and Yadav will offer a panel presentation on the Indus Script project on Wednesday, October 22, 2008, in Kane Hall on the UW Seattle campus. The lecture is free and open to the public.



Indus seal

KATZ LECTURES 2008-2009

November 06, 2008
WHO WILL BUILD THE ARK? THE ARCHITECTURAL IMAGINATION IN AN AGE OF CATASTROPHIC CONVERGENCE
Mike Davis
Creative Writing, University of California, Riverside

A writer, academic, activist, and public intellectual, Mike Davis is the author of numerous books, including *Buda's Wagon: A Brief History of the Car Bomb* (2008), *In Praise of Barbarians: Essays Against Empire* (2007), *Planet of Slums* (2006), and *City of Quartz: Excavating the Future in Los Angeles* (1990).

January 29, 2009
MAKING WAVES: DOCUMENTARY FILM IN CONTEXT
Steven Ungar
French and Comparative Literature, University of Iowa

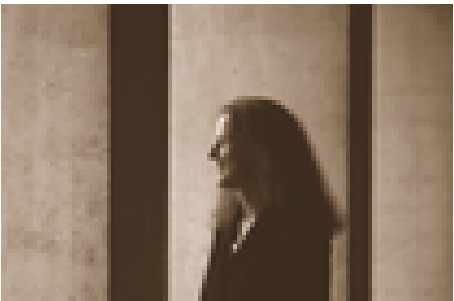
A distinguished scholar of 20th-century French literature, intellectual history, and film, Steven Ungar is the author of six books on French culture and theory, including *Scandal and Aftereffect: Blanchot and France Since 1930* (1995), and *Popular Front Paris and the Poetics of Culture*, co-authored with Dudley Andrew (2005).

April 28, 2009
HOW TO VIEW A MOUNTAIN IN MEDIEVAL CHINA
David R. Knechtges
Asian Languages & Literature, University of Washington

One of the leading scholars of classical and medieval Chinese literature and a fellow of the American Academy of Arts and Sciences, David R. Knechtges is best known as the translator of the *Wen-xuan*, the most influential anthology of classical Chinese poetry. His recent work includes *Rhetoric and the Discourses of Power in Court Culture, East and West*, co-edited with Eugene Vance (Professor Emeritus, French & Italian Studies) and published in 2005.

POROUS SOVEREIGNTY, WALLED DEMOCRACY

Wendy Brown in Residence



Nearly two decades ago, the fall of the Berlin Wall tore a hole in the Iron Curtain and marked the beginning of a new historical era in Europe and the world. Yet even as the sledgehammers shattered blocks of concrete in Berlin, other walls were rising at the borders of nation-states. In “Porous Sovereignty, Walled Democracy,” the Spring 2008 Distinguished Katz Lecture, **Wendy Brown** (Political Science, University of California, Berkeley) focused attention on this phenomenon of wall-building in an ostensibly open and globalized world.

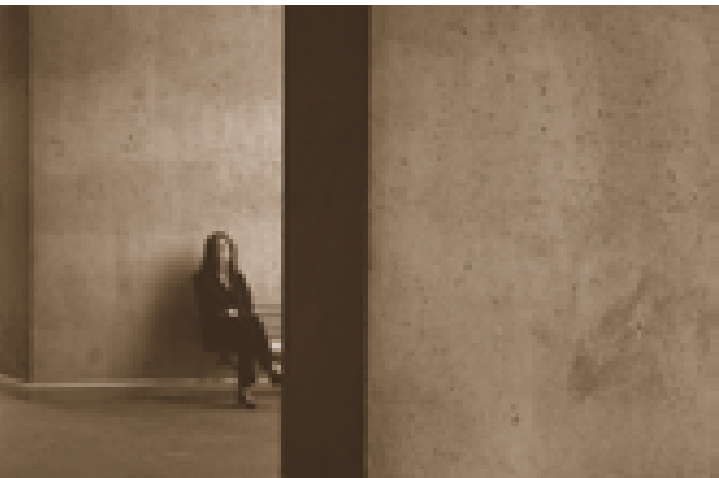
Brown outlined the contradictory historical forces that materialize in these border fortifications: “What we have come to call globalization harbors fundamental tensions between opening and barricading, between fusion and partition, between erasure and reinscription,” she explained. “Globalization also features a host of related tensions between global networks and local nationalisms, between virtual power and physical power, between private appropriation and open sourcing, secrecy and transparency, territorialization and deterritorialization. One place that these tensions nest is in the new walls striating the globe.”

For Brown, these liminal walls—such as those at the U.S.-Mexico border or in regions of Arab-Israeli conflict—suggest political uncertainty and new ways of managing, through awe-invoking spectacle, the threatened sovereignty of nation-states. She concluded that walls, far from guaranteeing safety and security, instead demonstrate the deep-seated anxieties of governments seeking to regulate the flow of goods and persons across national borders.

As a scholar-in-residence at the Simpson Center, Brown led a week-long, one-credit graduate student seminar—“What is Critique for Marx?”—in which students considered Karl Marx’s articulations of the relation between critique and humanism, science, objectivity, religion, materialism, fetishism, and human desire. Brown also led a colloquium based on her recent research, titled “Idealism, Materialism, Secularism: Charles Taylor and Karl Marx.” Drawing on an analysis framed by the recent world-wide intensification of politicized religious identity and expression, Brown considered the force called “profanation” by Marx to reflect on the character of the encounter between neoliberalism and religion today.

Graduate students seeking a grounding in Brown’s work before her visit participated in a one-credit seminar taught by **Gillian Harkins** (English) that surveyed selections from Brown’s most influential works, including *States of Injury* (1995), *Regulating Aversion: Tolerance in the Age of Identity and Empire* (2006), *Edgework: Critical Essays on Knowledge and Politics* (2005), and *Politics Out of History* (2001). Graduate student **Ta Trang** (Anthropology), who participated in both courses, called the experience “amazing.” “We need these opportunities for cross-disciplinary dialogue,” she said, “and these seminars gave graduate students from across the social sciences and humanities a space to engage in an extended conversation on a body of work critical to each of our research projects.”

Audio and video of selected Katz lectures, including Brown’s “Porous Sovereignty, Walled Democracy,” are available online at www.simpsoncenter.org/katz.



Graduate students at the Wing Luke Asian Museum, Seattle.

Launching MACS: Community-Engaged Cultural Work

This fall the Interdisciplinary Arts and Sciences program at the University of Washington, Bothell, launches its much-anticipated Master of Arts in Cultural Studies (MACS) and welcomes its first cohort of twenty students.

A two-year program, MACS links the interdisciplinary study of culture to an extensive learning network of community partnerships. Through collaborative, project-based inquiry, students will develop creative and critical capacities for doing innovative cultural work across academic and non-academic sites. The program’s focus on project design and development—together with portfolio-based documentation and assessment—integrates theory with practice. It also supports students in charting their own professional pathways.

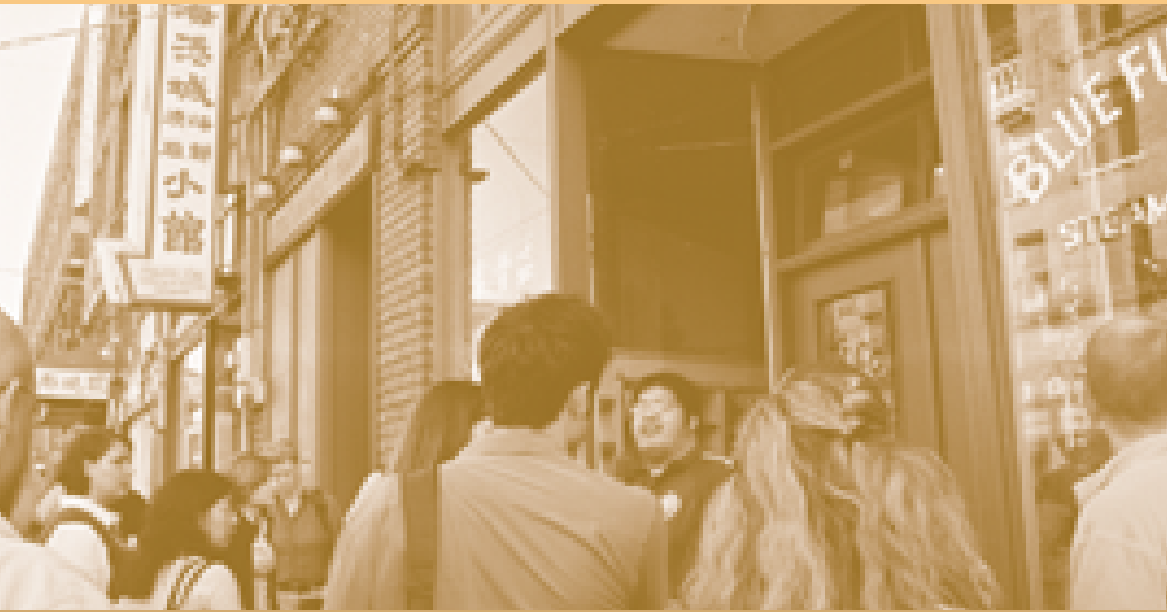
Entering MACS students bring a diversity of professional, educational, and experiential backgrounds to the program. A sampling includes an activist whose research in international studies grows out of formative experience with South American dictatorships; a writer studying orality and audience reception in public radio broadcasting, performance poetry, and theater improvisation; and a media producer using film to document, understand, and support social justice movements.

Bruce Burgett, Professor and Interim Director of Interdisciplinary Arts and Sciences (IAS) and a key architect of the program, says: “In many ways, MACS can be conceptualized as a post-professional graduate degree. In contrast to professional degrees, including Ph.D.s that focus exclusively on preparing future faculty for work in an academic discipline, we want to facilitate the mobility of students across a complex, contemporary knowledge geography and enable them to do collaborative, generative work

across cultural sectors, communities, and disciplines. Students will be prepared for careers in social, cultural, and arts fields or for further interdisciplinary graduate education across the arts, humanities, and social and natural sciences.”

Several Simpson Center-supported initiatives have helped build the foundations for the MACS program. The *Placing the Humanities* series, the *Cultural Studies Praxis Collective*, the *New Formations of Cultural Studies* series, the *Institute on the Public Humanities for Doctoral Students*, and the undergraduate *Summer Institute in the Arts & Humanities* have all contributed to developing the projects, practices, and networks that will support the program’s regional collaborations in engaged research and teaching.

Toby Miller (Media & Cultural Studies, University of California, Riverside) will inaugurate the MACS program with a keynote address and seminar on “Green Cultural Citizenship” at UW Bothell



Practising Public Scholarship

As Simpson Professor of the Public Humanities from 2004 to 2007, **Katharyne Mitchell** (Geography) undertook an ambitious program of engaged research and democratic dialogue titled *Reclaiming Childhood*. Together with scholars, K-12 educators, parents, and youth, Mitchell investigated the changing experience of children under conditions of global speed-up, competition, and privatization.

The Simpson Professorship provided an alternative model for research leave, one that involves faculty more deeply in local communities over an extended period of time. Through public events, op-ed pieces, and multi-media installations, the project has spurred many new public conversations. The Simpson Professorship has also energized new conversations among faculty at the University of Washington and far beyond. As editor of *Practising Public Scholarship: Experiences and*

Possibilities Beyond the Academy (published as a special issue of *Antipode* in June 2008, and as an edited volume by Wiley-Blackwell Publishing in September 2008), Mitchell presents the work of engaged scholars.

Practising Public Scholarship collects twenty personal accounts by academics that include **David Domke** (Communication), **Terry Eagleton** (English, University of Manchester), **Julie Ellison** (English, University of Michigan), **Patricia Limerick** (History, University of Colorado, Boulder), **Doreen Massey** (Geography, Open University, UK) and **Howard Zinn** (Professor Emeritus, Boston University). These accounts take form as intellectual biographies, field notes, confessions, and open letters.

Henry Giroux (English and Cultural Studies, McMaster University) writes that “*Practising Public Scholarship* is an extraordinary testimony not only to the courage of engaged

intellectuals, but also to the importance of education as a crucial democratic public sphere. Everyone should read this book in order to get a glimpse of the promise of not only public scholarship and civic courage, but of democracy itself.”

Katherine Beckett (Sociology), whose contribution to the collection is excerpted below, also collaborated with Mitchell as a recipient of the Associate Professor Cross-disciplinary Initiative Award for her research exploring the regulation of public space in Seattle. Beckett is the author of *The Politics of Injustice: Crime and Punishment in America*, co-authored with Theodore Sasson (2000), and *Making Crime Pay: Law and Order in Contemporary American Politics* (1997).

From Drugs, Data, Race, and Reaction: A Field Report

Katherine Beckett

My foray into public scholarship began in 2003, when attorneys from Seattle’s Racial Disparity Project asked me to conduct research on Seattle drug markets and drug arrests. Prior to this time, my research focused on the politics of crime, law, and punishment, mostly at the national level. Although I wrote about controversial political and institutional dynamics, I remained at some remove from my subject matter, as well as from affected and concerned publics. My collaboration with the Racial Disparity Project, however, fundamentally altered my work—and my perspective on the academic mission.

Seattle’s Racial Disparity Project is housed in *The Defender Association*, one of several non-profit agencies in King County, Washington that provide legal representation to indigent criminal defendants. It has also received funding from the Justice Department, the Open Society Institute, the Racial Justice Collaborative, the JEHT Foundation, and others to conduct research and advocacy on issues that disproportionately affect Seattle’s communities of color. On the basis of discussions with organizations working in such communities, judges, and others, attorneys from the Racial Disparity Project identified the drug war as a key issue....

In my experience, those who design and implement institutional practices that have racially disparate consequences are extremely reluctant to engage in a meaningful and substantive discussion of the issue, insisting instead on the “bias” of those who raise questions and concerns about the practices that produce those disparities. In many settings, such allegations effectively

deflect attention from the substantive issues at stake.

Sadly, such allegations of “bias” may also deter academics from involving themselves in public issues and debate. Scholars working in fields in which a naive positivism that conflates objectivity with a lack of public engagement prevails may be especially sensitive to such allegations. In my own case, I was also constrained by my inherited belief that advocacy and sound scholarship are incompatible. Certainly, there can be tension between the two, as the ready availability of “hired guns” and the controversy over industry-sponsored pharmaceutical research suggests.

Over time, however, I have become convinced that systematic and thorough research is a key component of effective advocacy. It is simply not in the Racial Disparity Project’s interest for me to ignore key data, unexpected findings, or alternative explanations. Moreover, research on an issue such as racial disparities in drug law enforcement is subject to many ruthless and exhaustive cross-examinations. In the course of sharing my findings regarding Seattle’s drug arrests and drug markets with prosecutors, officials, and members of the public, I have had to account for nearly every coding, measurement, and analytic decision I and my colleagues made. Any errors or omissions will be detected—and emphasized by those seeking to discredit both the message and the messenger.

Through these encounters, I have come to think of objectivity more as a process rather than a state of mind. Objectivity, I have come to believe, entails the systematic consideration and evaluation of multiple perspectives, explanations, and sources of evidence. It does not require a refusal to ask difficult and unpopu-

lar questions, to draw conclusions based on evidence, or to share those conclusions, and the processes through which they were reached, with the public. Making, and insisting upon, this distinction is, I believe, of crucial importance if academia is to have any relevance to the public.

In the end, I have come to believe that the juxtaposition of objectivity and public engagement is largely illusory. Although it is true that I have taken a stand, I work hard to ensure that my positions and conclusions are based on a systematic examination of all of the available data and consideration of alternative explanations of key findings. Doing so is not only good social science, I believe, but a key component of effective advocacy.

Moreover, the opportunity to work with the Racial Disparity Project has allowed me to more deeply appreciate the limitations of the ivory tower ideal. Academic freedom is essential to scholars’ ability and willingness to ask any and all questions, and to draw conclusions without consideration of their political popularity. In this sense, academia provides an important institutional basis for public and political scholarship. And yet I have learned more about drug markets, drug policy, legal efforts to remedy racial inequalities, cause lawyering, addiction, social inequality, local politics, and the many complex processes by which race comes to matter, through my involvement with the Racial Disparity Project than I could ever have imagined sitting in the confines of my office. In the end, objectivity—if understood to include depth and breadth of understanding—may necessitate greater political engagement on the part of academics.

ENGAGING COMMUNITIES

Seeing What Queer Youth Know

Popular culture and academic scholarship have recognized visual modes of being and visual ways of knowing as central to modern sexual subcultures. Yet young people who self-identify as lesbian, gay, bisexual, transgender, or queer are frequently marginalized in visual representations. For this reason, graduate student **Calla Chancellor** (Women Studies) is posing the question, “How might LGBTQ young people visualize themselves and their communities, if given the tools?”

Through *Seeing What Queer Youth Know*, a project of publicly-engaged research, Chancellor plans to give them those critical tools. In the process she hopes to learn more about how visual culture informs lived experiences of racial, sexual, gender, and class difference.

Using Photovoice, an arts-based participatory action research method, Chancellor is working with a small, diverse group of young adults ages fourteen to twenty. Drawing on traditions of consciousness-raising and documentary photography, Photovoice projects put cameras in the hands of community participants, enlisting them as co-investigators and co-interpreters of key issues. The method’s accessibility and flexibility allows those excluded by barriers of age, education, or privilege to engage in public discourse on terms they develop themselves.

Over a six-month period, Chancellor is meeting with participants as they learn basic photography skills, identify themes arising from the photographs, and elaborate their meaning. Together the youth will curate an exhibit of their photos and written comments to be mounted at Kaladi Brothers Coffee, located in the LGBTQ Health Center in Seattle’s Capitol Hill neighborhood. At the opening, participants will present their project and perspectives, inviting and enlarging the dialogue around questions regarding the relationship of participants to their community and how that relationship is affected by practices of visibility and invisibility, of seeing and being seen.

Additionally, Chancellor is planning a project web exhibit that includes a space for moderated public comment and discussion. She also will encourage participants to submit copies of their photo documentaries to local collections such as the Pacific Northwest Lesbian Archives, the Northwest Lesbian and Gay History Museum Project, and the Urban Archives Project, housed in University of Washington’s Digital Archives.

Texts and Teachers

Next spring, the undergraduate students of **Gary Handwerk** (English and Comparative Literature) will read *Robinson Crusoe* by Daniel Defoe, *Go Down, Moses* by William Faulkner, and *Wild Seed* by Octavia Butler. Across town, students and teachers at Eastlake, Lake Washington, and Roosevelt high schools will be reading and discussing the same works.

The parallel curriculum grows out of the exchanges and collaborations of *Texts and Teachers*, led by Handwerk. Ongoing for ten years this coming spring, the program brings University of Washington faculty and local high school teachers together each summer to co-design a literature class to be taught simultaneously at both levels.

The curriculum facilitates exchanges between faculty and teachers about interpretive and pedagogical approaches. It also provides a structure that allows exchange between undergraduate and high school students. As part of the program, high school students join class discussions at the university while undergraduates go to the high schools to experience how the texts are engaged in other settings. The exchanges among educators and students at different schools provide intense intellectual stimulation. They also reveal how readings are shaped through different personal, social, and institutional frames.

Texts and Teachers represents one of many efforts to strengthen teaching through collaborations among university and high-school educators. In this context, courses like the one Handwerk will be teaching on literature and the environment create bridges between university-based, interdisciplinary inquiry and the new forms of integrated curriculum developed at area high schools.

The Simpson Center supports *Texts and Teachers* by underwriting summer stipends for participating teachers.

SOCIETY OF SCHOLARS 2008-09

The Society of Scholars is an intellectual community in which University of Washington faculty and dissertators across generations, ranks, and departments contribute to and learn from one another’s work. Each year, members are selected through a competitive process and are offered awards releasing them from some of their teaching responsibilities to focus on their research. The group meets biweekly over lunch to discuss their research.

Jonathan Brown (Assistant Professor, Near Eastern Languages & Civilizations) *Lying about the Prophet of God: Forgery, Manipulation, and Its Unmasking in the Islamic Tradition*

Jordanna Bailkin (Associate Professor, History) *Cold War Dreams: Social Science and the End of Empire*

Alexander Dressler (Alvord Fellow, Classics) *Calling the Soul to Syllables: The Philosophical Art of Writing in Seneca’s Moral Epistles*

Habiba Ibrahim (Assistant Professor, English) *The Racial Turn: Blackness, Mixed Racialism, Colorblindness, and the Impasse of Racial Recognition*

Matthew Levay (Dissertator, English) *Modernism’s Crimes: Violence, Degeneracy, and Detection*

Ted Mack (Associate Professor, Asian Languages & Literature) *Textual Identity: The Literature of the Japanese Diaspora*

Lorna Rhodes (Professor, Anthropology) *Institutional Interiors*

Stephanie Smallwood (Associate Professor, History) *Africa in the Atlantic World: Historical Geographies of Power and Possibility*

Honni van Rijswijk (Dissertator, English) *The Poetics of Personal Injury: Liability for Suffering in 20th-Century Law and Literature*

Adam Warren (Assistant Professor, History) *Growing the Colony: Embattled Reformers and Disease Prevention in Bourbon Peru*

Sasha Welland (Assistant Professor, Anthropology and Women Studies) *Experimental Beijing: Contemporary Art Worlds in China’s Capital*

Upcoming Events

January 23, 2009

The Ethical and Policy Implications of Attenuating Growth in Children with Profound Developmental Disabilities

Medical interventions that affect the growth of profoundly developmentally disabled children have significant ethical and policy implications for families, ethics committees, and the courts. In this public symposium, a working group of bioethicists, disability scholars, lawyers, pediatricians, and parents will reflect on their collective discussions regarding these controversies.

Organized by **Paul Steven Miller** (School of Law) and **Benjamin Wilfond** (Bioethics and Pediatrics, School of Medicine).

April 17-18, 2009

Global Justice in the 21st Century

The focus on normative issues of global justice is more intense and more urgent in today's world than ever before. This two-day symposium will explore how problems of human rights, health care, poverty, and environmental degradation can best be addressed on a global scale.

Conference speakers include: **Allen Buchanan** (Philosophy and Public Policy Studies, Duke University) | **Stephen Gardiner** (Philosophy, University of Washington) | **Angelina Godoy** (Law, Societies & Justice and International Studies, University of Washington) | **Nicole Hassoun** (Philosophy and International Relations, Carnegie Mellon University) | **Joel Ngugi** (School of Law, University of Washington) | **Thomas Pogge** (Philosophy and International & Area Studies, Yale University) | **Mathias Risse** (Public Policy and Philosophy, Harvard University) | **Brad R. Roth** (Political Science and School of Law, Wayne State University) | **Dan Wikler** (Ethics & Population Health, Harvard University).

Organized by **Michael Blake** (Philosophy and School of Public Policy), **Maureen Kelley** (Bioethics and Pediatrics, School of Medicine), **Jamie Mayerfeld** (Political Science), **Adam Moore** (Philosophy and Information School), and **William Talbott** (Philosophy).

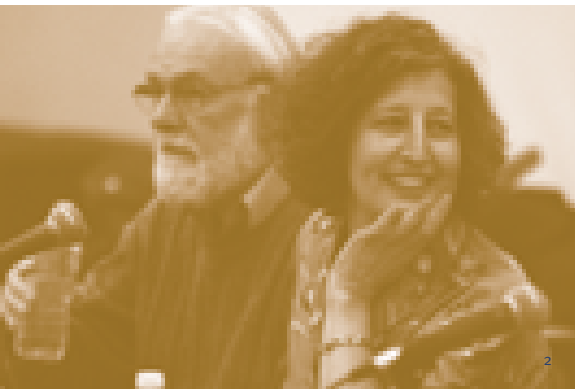
May 15-16, 2009

Metropolis and Micropolitics: Contesting Imaginaries and Conflicting Processes in South Asia's Sutured Cities

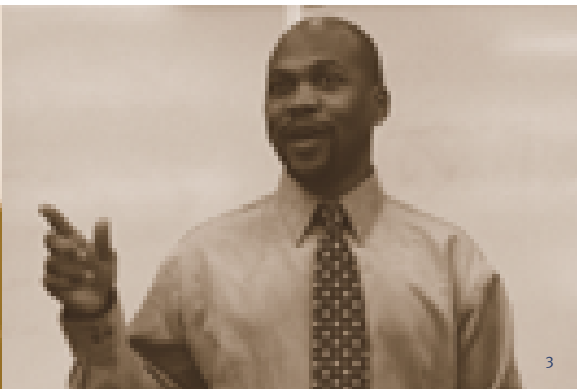
Tracing the history of urban change in colonial and post-colonial South Asia, this international conference will explore ways in which scholars, performers, activists, and students can advance the understanding of the macro-processes and micropolitics that shape and reshape South Asia's cities.

Organized by **Purnima Dhavan** (History), **Rowan Ellis** (Geography), **Sunila Kale** (International Studies), **Vikram Prakash** (School of Architecture), **Priti Ramamurthy** (South Asia Center and Women Studies), **Juned Shaikh** (History), and **Anand Yang** (International Studies).

Conference



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SOME VISITING SPEAKERS 2007–2008

Ian Ang (Cultural Studies, University of Western Sydney) | **Derek Attridge** (English, University of York) | **Jean-Louis Cohen** (History of Architecture, New York University) | **David Harvey** (Anthropology, City University of New York) | **E. Patrick Johnson** (Performance Studies, Northwestern University) | **Cindi Katz** (Geography and Women's Studies, City University of New York) | **José Esteban Muñoz** (Performance Studies, New York University) | **Elizabeth Povinelli** (Anthropology, Columbia University) | **Robert Storr** (Art, Yale University) | **James Vernon** (History, University of California, Berkeley) | **Paul Willis** (Social / Cultural Ethnography, Keele University) | **Patrick Brantlinger** (English, Indiana University) | **Nancy Cartwright** (Philosophy, London School of Economics and University of California, San Diego) | **John R. Clarke** (Fine Arts, University of Texas, Austin) | **Vicente M. Diaz** (Asian/Pacific Islander Studies, University of Michigan) | **Julian Go** (Sociology, Boston University) | **Sonja Kuflinec** (Theatre Arts, University of Minnesota) | **Sean Latham** (English, University of Tulsa) | **Ngo Vinh Long** (History, University of Maine) | **Charles Mills** (Philosophy, Northwestern University) | **Derek Penslar** (History, University of Toronto) | **Clare Palmer** (Philosophy, Washington University in St. Louis) | **Jane Rhodes** (American Studies, Macalester College) | **David Serlin** (Communication, University of California, San Diego) | **Ann Stoler** (Anthropology, The New School) | **Obiora Udechukwu** (Fine Arts, St. Lawrence University)

- 1: Ian Ang
- 2: David Harvey and Cindi Katz
- 3: E. Patrick Johnson
- 4: Jean-Louis Cohen
- 5: Elizabeth Povinelli
- 6: José Esteban Muñoz
- 7: Derek Attridge
- 8: James Vernon
- 9: Robert Storr

Highlights

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