



Convergence Zones: Public Cultures and Translocal Practices

Conference At-a-Glance

Thursday, September 23

Center for Urban Horticulture

Ongoing Registration/Breakfast

Imagining America Consortium Representatives' Breakfast

PAGE (Publicly Active Graduate Education) Summit

Lunch

Concurrent Sessions

Art Within and Without the University: Affirmation and Negation

Assessing the Public and Academic Outcomes of Public Scholarship:
Implications for the Engaged Campus

Messy Dancing: The Challenge of Creating Successful Community Arts
Partnerships

Feminism, Activism, and Activist Research in the Americas

Concurrent Sessions

University Without Walls

Meeting for New Consortium Representatives

Engaging the Arts and Humanities for Public Health

Career Aspirations and Decisions of Scholars and Artists in the Cultural
Disciplines

Concurrent Sessions

Contributions and Functions of Arts and Culture in Building Resilient
Communities

Public Universities and the Public: Renewing the Social Contract

Transnational & Intercultural Collaborations via Study Abroad & the Arts in
India, Southern Africa, and Colombia

	Building Academic Programs at the Intersection of Critical Pedagogy and Community Engagement
Plenary Session	Transforming Higher Education through Engagement
	Wine and Hors d'oeuvres Reception
Friday, September 24	Kane Hall, University of Washington
	Ongoing Registration/Breakfast
	Poster Presentation Viewing
	One-day Book Sale
Keynote Address	Diana Taylor <i>Archiving History in the Age of Digital Memory</i>
	Lunch (Pick-up Boxed Lunch)
Concurrent Site Visits	Mr. Geoduck Publishing: Collaborative Storytelling and Editorial Theater
	Community Media as Participatory Arts Practice
	<i>Tecnología de Cedro</i> : Fandango as Technology for Community Building and Social Activism
	Engaging Immigrant Community in Neighborhood Place-making: Community-University Partnership in Seattle's Chinatown-International District
	Participatory Mapping: Engaging Sites, Mobilizing Knowledges
	Building Community-based Digital Civil Rights History Projects
	Putting activism on the Table: Sovereignty, Sustainability, and the Ethics of Eating
	Recreating Place: Between Environment Arts and Environmental Science
	Making Race Visible in the Age of Color Blindness
Saturday, September 25	Registration & Breakfast, <i>The University of Washington Club</i>
	PAGE Breakfast, <i>The University of Washington Club</i> (downstairs)
Concurrent Sessions	The Creative Capital and the Creative Campus: Valuing Creativity
	Mapping Relationships: Intersections of Intimacy, Community, and Place in Digital Mediamaking
	Beyond the Rhetoric of Crisis II: Future Strategies and Shared Concerns for Humanities Centers

Workshop: Simulation of a Whole-school Whole-community Literary Arts Program

Engagement and the Environment: Learning What Sustains Us

The Convergence Zones of Research and Activism in Public Scholarship

Concurrent Sessions

Public Space Insurgency: a Critical and Cross-disciplinary Investigation of Contemporary Cityscape

Workshop: Image, Implication, and Integration

PAGE Panel: Engagement and Diversity in Graduate Education

The Long Haul: Sharing (and Inventing) the Lessons of Sustained Engagement

Creating a Collaborative, Site-based Curriculum (and Bringing it Back Home)

Forging Equity and Mutual Benefit within Community-Based Organization / University Partnerships

Lunch

Concurrent Sessions

Closing the Civic Achievement Gap through University/K-12 Partnerships

Media, Collaboration, and Communities

The Possibilities of Prison Education

Tales from the Penelope Project: A Site Specific Performance in Long Term Care

Workshop: Ready, Set, Un-set

Closing Plenary Session

Ideas without Borders: Creative Connections Between Town & Gown

Closing Reception

The Walker Ames Room in Kane Hall



Convergence Zones: Public Cultures and Translocal Practices
Seattle, Washington
23-25 September 2010

Thursday, September 23

All events today will be at the University of Washington's Center for Urban Horticulture (CUH). A charter bus will run on a loop between the Hotel Deca and the CUH from 7:15 – 10:00 a.m., and then on the hour from 10 a.m. to 1 p.m.

7:30 a.m. - 4:00 p.m.
Merrill Commons

Ongoing Registration

7:45 - 9:30 a.m.

Northwest Horticulture Society Hall (NHS) A & B

Imagining America Consortium Representatives' Breakfast

7:45 - 9:30 a.m.

Northwest Horticulture Society Hall (NHS) C

Continental Breakfast for all conference attendees

9:00 a.m. - 4:30 p.m.
Douglas Classroom

PAGE (Publicly Active Graduate Education) Summit

This daylong Summit will provide a vital seminar and workshop forum in which PAGE Fellows, Returning Fellows, and other graduate students and early-career scholars will explore the theoretical and practical language with which to envision and articulate public scholarship.

Imagining America invites all graduate students, early-career scholars, and other interested conference participants to attend the PAGE Summit.

10:00 -11:30 a.m.

NHS A

Concurrent Sessions

Art Within and Without the University: Affirmation and Negation

Within academic institutions of higher learning, positive goal setting is *de rigueur*, whether in the interest of the status quo or progressive political agendas. Artists, inside and outside of the academy, often find themselves at odds with institutional directives because of how these depend on normative definitions. Two writers and two visual artists discuss their art practices,

drawing on understandings of these practices as based in affirmation and negation. They will discuss the importance of creative failure in preparing the ground for imaginative art, the need for altering habitual perception and responses in creating art, the value of “errant singularities” as defining for many arts, and “griefing tactics” as a way of enhancing participation. The panel will ask what is the function or meaning of art, and what is the importance of art for social existence. They will query the location of art (inside and outside the university), art as instruction, and art as community and knowledge formation.

Jeanne Heuving (English, University of Washington Bothell and Seattle) and **Robert Mittenhal** (independent writer and curator) draw attention to their shared ventures as members of the Subtext Collective, an independent writers organization committed to bringing “new writing” to Seattle. **Ted Hiebert** (Interdisciplinary Arts and Sciences, University of Washington Bothell) and **Doug Jarvis** (independent artist and curator) have collaborated on multiple performance and media projects, including “Hauntings: A Game of Remote Telekenesis.” **Kim Yasuda**, Co-Director, University of California Institute for Research in the Arts, and Professor, Spatial Studies University of California, Santa Barbara, will respond.

NHS B

Assessing the Public and Academic Outcomes of Public Scholarship: Implications for the Engaged Campus

Drawing on current metrics for assessing community engagement nationwide and insights from IA’s Assessing the Practices of Public Scholarship initiative, participants will explore the larger institutional implications of what it would mean to undertake authentic collaborative assessment that integrates learning outcomes and community outcomes. We will interrogate the five principles of engaged assessment with which IA launched this initiative -- collaborative, generative, iterative, credible, practicable, and shared – and their significant implications for deep institutional change. For example, if campuses were to take this seriously, then not only would the outcomes be assessed collaboratively, but the outcomes would be determined collaboratively – i.e., would the community be part of shaping the mission of the campus? Would the community be part of the strategic planning process? Of accreditation? Of faculty development? Of determining learning outcomes? Of shaping the curriculum? What would this look like? How would it work? What would shift in the kinds of questions that the Carnegie Community Engagement Classification would ask if there were a shift to integrated assessment?

This interactive session will be facilitated by **John Saltmarsh**, Director, New England Resource Center for Higher Education, which manages and administers the Carnegie Foundation’s Community Engagement Classification process. Participants include: **Amy Koritz**, Director, Center for Civic Engagement, Drew University; **Pam Korza**, Co-director, Animating Democracy, a project of Americans for the Arts; and **George Sanchez**, Director, Center for Diversity and Democracy, University of Southern California.

Workshop: Messy Dancing – The Challenge of Creating Successful Community Arts Partnerships

Community cultural development involving multiple institutional and community-based partners can be frustrating, unpredictable, and time consuming. These complex partnerships can also be an extraordinarily effective way to advance both educational and community development goals. This workshop is aimed at IA constituents who are interested in doing just that. Using the work of Seattle’s Pomegranate Center as a focus, we will explore both the opportunities and the challenges inherent in building and sustaining transformative community arts partnerships.

Some questions to be addressed in this workshop include:

- What skills and information do partners need to enter into successful collaborations?
- How do partners find common ground and mutual self-interest?
- How can partners work together to avoid and solve disagreements?
- How do partners share power, define success, and build trust?
- How can partners work together to sustain the viability and impact their work?

This workshop will be led by **William Cleveland**, Director, Center for the Study of Art and Community; and **Milenko Matanovic**, Director, Pomegranate Center.

Feminism, Activism, and Activist Research in the Americas

Please note: This is a closed seminar. Participants will have prepared in advance.

Researching justice, resistance, and feminism in the Americas invariably produces tensions: between the researcher and the subjects; the researcher and her academic discipline; the researcher’s insider and outsider positions; and between competing interpretations of history. This seminar focuses on these tensions which arise in the process of doing research in which we feel personally invested. Seminar participants will address such questions as: How do scholars do academic research about activism which privileges the activists as audience and collaborators rather than fellow members of one’s academic discipline? How does the researcher navigate her insider-outsider role particularly when the nation and diaspora are simultaneously involved? How does the researcher tell a story which may differ from the activists’ interpretation?

This seminar will be led by **Julie Shayne**, Lecturer, Interdisciplinary Arts and Sciences & Center for University Studies and Programs, University of Washington Bothell. Participants are: **Deborah Caplow**, Lecturer, Interdisciplinary Arts and Sciences, University of Washington Bothell; **Marisela Fleites-Lear**, Professor, Spanish and Literature, Green River Community College; **Vero Barrera**, doctoral candidate, Women Studies, University of Washington Seattle; Lecturer, Center for University Studies and

Programs, University of Washington Bothell; **Holly Johanna Winters**, graduate student, M.A. in Cultural Studies, Interdisciplinary Arts and Sciences, University of Washington Bothell; **Chris Qualls**, Assistant Professor, Theatre, Auburn University; **Christina Marín**, Assistant Professor of Performing Arts, Program in Theatre Education, Emerson College; **Tamera Marko**, Director, DukeEngage Colombia; Acting Director, First Year Writing Program, Emerson College; and **Jennifer Musto**, doctoral candidate, Women's Studies, University of California Los Angeles.

11:30 - 11:45 a.m.

NHS C

Coffee Break

11:45 a.m. - 1:15 p.m.

NHS A

Concurrent Sessions

Workshop: University Without Walls

“University Without Walls” evoked student-centered learning in the early twentieth century, independent study initiatives in the sixties and seventies, and more recently, forms of distance learning. For *Imagining America*, it reflects recognition of the tremendous knowledge of cultural traditions, esthetic forms, leadership in crafting and sustaining organizations, mobilizing constituencies, disseminating and documenting work, that community arts activists, organizations, and movements bear. Some of this is formalized in business plans, position papers, and documents, some of it remains tacit knowledge. Partnering universities and community organizations could make this knowledge legible and available to broad publics. *Imagining America* could help legitimate, document, formalize, and connect this work.

One tangible outcome of this workshop is to design a range of collaborative courses, mentorships, independent study, internships, projects, and programs. Existing credit structures would allow appropriate educational value for students and compensation for those in communities. IA could create a national archive so that the institutional stories of these vital organizations are disseminated and analyzed. Projects that emerge would partner students, faculty, community constituents in collaborative research that would continually contribute to the creation and revitalization of this knowledge base. **Although all are welcome, individuals interested in participating in this session are encouraged to share and elaborate syllabi, program proposals, and network approaches. Send materials to: randy.martin@nyu.edu**

Facilitating this workshop are: **Dudley Cocke**, Roadside Theater/Appalshop; **Jamie Haft**, *Imagining America*; **Randy Martin**, NYU; and **Jack Tchen**, NYU.

Isaacson Classroom

Meeting for New Consortium Representatives

All *Imagining America* campus representatives who have assumed the role since October 2009 are urged to attend this in-depth conversation with IA national advisory board chairman, **George Sanchez**.

Isaacson Boardroom

Engaging the Arts and Humanities for Public Health

Please note: This is a closed seminar. Participants will have prepared in advance.

This seminar is designed to draw together artists and scholars working in and around issues of public health in order to examine common models, challenges, and solutions. Work of this kind, located at the cusp of art, humanities, and social and clinical sciences, can focus on education/awareness (projects that seek to educate people about a given health condition) or on cultural interventions (projects that seek to directly improve a health condition). This seminar will assemble, examine, and question current practices and possibilities for arts/humanities-based projects that address health issues.

This seminar is facilitated by **Anne Basting**, Director, Center on Age & Community and Associate Professor of Theatre, University of Wisconsin Milwaukee; and **Mary Beth Hassan**, Research Fellow, Creative Research Institute, Sam Fox School of Design and Visual Arts, Washington University in St. Louis. Participants are: **Danny Gerber**, Director, Urban Nutrition Initiative, University of Pennsylvania, **Marjorie DeVault**, Professor of Sociology, Department of Sociology, Maxwell School of Citizenship and Public Affairs, Syracuse University; **Skye Burn**, Executive Director, The Flow Project, Bellingham, WA; **David Gere**, Professor, UCLA Department of World Arts and Cultures, Director, Art | Global Health Center at UCLA and MAKE ART/STOP AIDS; **Chris Qualls**, Assistant Professor, Department of Theatre, Auburn University; **Kathy Woodward**, Professor and English, Director of the Simpson Center for the Humanities, University of Washington; **Lucy Winner**, Professor of Theatre, Empire State College, State University of New York; **Amanda Jaclyn Martin**, M.A. Cultural Studies Student, University of Washington Bothell; **Natasha Lovelace Habers**, Assistant Professor of Art, Department of First-Year Programs & Department of Visual Arts, Kennesaw State University.

Douglas Classroom

Career Aspirations and Decisions of Scholars and Artists in the Cultural Disciplines

Findings from a new IA study, “Career Aspirations and Decisions of Scholars and Artists in the Cultural Disciplines,” shed light on a critical dimension of publicly engaged scholarship: the lives, motivations, and career choices of the people who do public work. The study builds on recommendations of the IA report, *Scholarship in Public* (2008).

We will present data from the mixed methods study of 400 graduate students and early career professionals. Through a web-based survey and structured telephone interviews, researchers investigated the hopes and decisions of publicly engaged scholars. The data reveal perspectives on what motivates their scholarship and practice. The research team will share and reflect on key findings. The session will conclude with an open discussion of the implications of these findings for engaged scholarly work and practice.

Presenters include principal investigators **Tim Eatman**, IA Research Director and Assistant Professor, Syracuse University and **Robin Goettel**, IA Assistant Director; and **Staci Weber**, IA Graduate Research Assistant Syracuse University. **Julie Ellison**, IA Director Emerita and Professor of American Culture, University of Michigan, will respond.

1:15 - 2:30 p.m.
NHS Hall

Lunch

3:00 - 4:30 p.m.

Concurrent Sessions

NHS A

Contributions and Functions of Arts and Culture in Building Resilient Communities

The term “resilience” is encountered in many disciplines. Each discipline may emphasize different elements of resilience, but all definitions speak in a general way to the continued ability of a person, group, or system to function during and after stress. A well functioning community composed of healthy members with a high quality of life is more likely to possess the ability to adapt to adversity. Considering the research need to examine what is required to strengthen communities in America, this panel will explore primary functions of arts and culture in the resilience- building process and interrogate if the level of arts and culture in a community can be used as an indicator of resilience.

Panelist will use an upcoming community festival with an underlying social change purpose as the focal point of their discussion. Within this context, panelist will provide an overview of community resilience and related concepts, discuss how principles of cultural organizing will be used to create community resilience at the grassroots level, and share what cultural functions are employed to achieve resilience.

Panelists, representing both the academic and arts-and-culture communities, are: **Randy Rowel**, Assistant Professor, School of Community Health and Policy, Department of Behavioral Health Sciences; **Denise Johnson**, artist, Culture Works; **Carlton Turner**, Executive Director, Alternate ROOTS; **Bob Leonard**, Professor, Virginia Tech Department of Drama and Cinema, and Culture Works Project Associate; and **Ashley Milburn**, Executive Director, Culture Works.

NHS B

Public Universities and the Public: Renewing the Social Contract

The Sustainable Cities Initiative (SCI) is a cross-disciplinary effort integrating research, education, service, and public outreach around issues of sustainable city design. Located at the University of Oregon, and involving nearly 30 courses from two universities on 14 different city-identified sustainable projects, SCI seeks to make cities more sustainable by improving economic, environmental, and social equity in the communities with which it is working.

Through diverse perspectives and across many disciplines, SCI is working in partnership with cities and policy makers to advance opportunities for the creation of sustainable cities and regions.

This panel will give an overview of the Sustainable Cities Initiative's three core programs of: livability and sustainability research; influence and collaboration with state and national government entities; and education, modeling the success and on-going effort of the Sustainable City Year program. Topics of discussion will include: the creation and support of the multi-disciplinary, multi-campus effort; course and project involvement, including students' feedback and relationship with city staff; perspectives on project development, staff involvement, and community reception; and thoughts and aspirations for the 2010-11 undertaking in Salem, Oregon. Panelists are **Stephanie Betteridge**, Management Analyst, City of Gresham, Oregon; **Courtney Knox**, Urban Development Project Manager, City of Salem, Oregon; **Nico Larco**, Co-Director of the Sustainable Cities Initiative and Assistant Professor of Architecture, University of Oregon; **Marc Schlossberg**, Co-Director of the Sustainable Cities Initiative and Associate Professor of Community & Regional Planning, University of Oregon; and **Roxi Thoren**, Assistant Professor of Landscape Architecture

Isaacson Classroom

Transnational & Intercultural Collaborations via Study Abroad & the Arts in India, Southern Africa, and Colombia

This panel brings together over 15 years of experience with four projects throughout the Southern Hemisphere. While these projects negotiate different cultures and have different approaches, they have similar goals and challenges. Panelists will share their ideas on international partnerships, work in arts/community health, and study abroad programs that focus on human rights. Questions to be addressed will include:

- How do we acknowledge the tension inherent in intercultural collaboration, without reinforcing inequities and perpetuating stereotypes?
- How can we create art that touches upon the most difficult issues that people face in a way that can lead to social and cultural change?
- What is the relationship between power and voice in a situation of historical, economic, political, and social inequality?
- How do our own complicated personal identities of privilege and power, or lack thereof, affect the ways that transnational collaborations happen?
- How might we collectively strive to contextualize our work in the broader arena of public scholarship?

Brief, multi-media presentations of each project will be the starting point for engaging the above questions and discussing what was successful and what was not, in both students' and NGO colleagues' experiences. Participants will be invited to share their stories and best practice strategies in the context of these questions.

Panelists are **David Gere**, Professor, UCLA Department of World Arts and Cultures, Director, Art | Global Health Center and MAKE ART/STOP AIDS

(MASA); **Tamera Marko**, Acting Director & Faculty Lecturer, First-Year Writing Program, Department of Writing, Literature & Publishing, Emerson College, Boston, Director & Founder, DukeEngage Colombia, Duke University; **Anu Taranath**, Senior Lecturer, Department of English and Comparative History of Ideas Program University of Washington Seattle; and **Lucy Winner**, Professor of Theatre, Empire State College/SUNY, Education Director, Winter/Summer Institute (WSI).

Isaacson Boardroom

Building Academic Programs at the Intersection of Critical Pedagogy and Community Engagement

Please note: This is a closed seminar. Participants will have prepared in advance.

This seminar is designed to bring together faculty, staff, and students involved in building a new generation of graduate and undergraduate programs around the problematic of critical pedagogy and community engagement. Many of these programs confront academic paradigms that separate critical theory and scholarship from engaged and collaborative practice. Building innovative programs challenges us to wrestle with how best to integrate critical theory, reflection, and scholarship with forms of practice that contest normative notions of community and politics. The seminar will gather insights as to how best to design, implement, and assess curricula, courses, and assignments located at the intersections of critical theory and engaged practice.

This seminar will be co-facilitated by **Benjamin Gardner**, Assistant Professor, Interdisciplinary Arts and Sciences and M.A. in Cultural Studies, University of Washington Bothell; and **Susan Harewood**, Assistant Professor, Interdisciplinary Arts and Sciences and M.A. in Cultural Studies, University of Washington Bothell. Participants include: **Harvey M. Teres**, Associate Professor, Department of English, Director, Judaic Studies Program, Syracuse University; **Sabine H. Smith**, Associate Professor of German, Kennesaw State University; **Jennifer Dail**, Assistant Professor of English, Kennesaw State University; **Jay Lamar**, Director, Caroline Marshall Draughon Center for the Arts & Humanities College of Liberal Arts, Auburn University; **Georgette Norman**, Director, Rosa Parks Museum, Troy University; **Jen Saffron**, Faculty, English and Film Studies, University of Pittsburgh, Instructor, Communications Studies, Grove City College; **Robert Fanuzzi**, Associate Professor, Assistant Chair, Department of English, St. John's College/SJU; **Heather Lewis**, Assistant Professor, Urban History and Education, Pratt Institute; **Holly Winters**, graduate student, Cultural Studies, University of Washington Bothell; **Alice Villaseñor**, Director of Humanities Initiatives, Joint Educational Project, University of Southern California; **Amy Piedalue**, doctoral student, Department of Geography, Simpson Center Public Scholarship Fellow, University of Washington Seattle; **Colette Gaiter**, Associate Professor, Department of Art, University of Delaware; **Melanie Hernandez**, graduate student, Department of English, University of Washington Seattle; **Lori L. Hager**, Assistant Professor, Arts and Administration, Associate Director, Center for Community Arts and Cultural Policy, University of Oregon; and **Elizabeth Giddens**, Associate Professor of English, Kennesaw State University.

4:30 - 4:45 a.m.
NHS Hall

Coffee Break

4:45 – 6:15 p.m.
NHS Hall

Plenary Session: Transforming Higher Education through Engagement

Three prominent leaders with national points-of-view will share their perspectives on the possibilities for higher education to transform and be transformed by engaging with the challenges facing their communities locally, regionally, nationally, and internationally. The plenary will take the form of brief opening statements followed by a dialogue among the panelists on realizing the democratic, public, and civic purposes of higher education in the current climate. Points of discussion will include the role of higher education as an anchor institution; the need to break down silos within institutions; issues of access and diversity; and opportunities and limitations of colleges and universities in tandem with government, business, foundations, and residents to transform their communities. The speakers will then invite questions and comments from session attendees. Plenary speakers include Chancellor **Nancy Cantor** of Syracuse University; **David Maurrasse**, President and Founder, Marga, Inc; and AAC&U Vice President for Research **Caryn McTighe Musil**. **Kenyon Chan**, Chancellor of UW Bothell, will moderate.

6:15 – 8:00 p.m.
Center for Urban Horticulture Grounds

Wine and Hors d’oeuvres Reception

Note: A charter bus will run on a loop between the Center for Urban Horticulture and the Hotel Deca from 6:30 – 8:00 p.m.

Friday, September 24

Events commence in Kane Hall on the University of Washington Seattle campus. Following the keynote address, conference participants will congregate with their respective site visit organizers in the Walker-Ames Room before departing for afternoon sessions.

8:00 a.m. - 12:00 p.m.
Walker-Ames Room

Ongoing Registration

8:00 – 10:00 a.m.
Walker-Ames Room

Continental Breakfast

Poster Session

Please take a moment to view these displays of projects, plans, and publications. Presenters from a wide array of institutions and organizations will be on hand to discuss their work. See program insert for a complete listing of presenters and their projects.

One-day Book Sale

Take advantage of the only opportunity at the conference to purchase new and

classic titles on engaged art and scholarship from New Village Press and Seattle's own University Book Store.

10:00 a.m. – 12:00 p.m.
Kane Hall Room 210

Imagining America Keynote Address

Diana Taylor will deliver the 2010 keynote address, “Archiving History in the Age of Digital Memory.” Dr. Taylor is University Professor, Performance Studies and Spanish, at New York University, and Founding Director of the Hemispheric Institute of Performance and Politics. She is the recipient of numerous awards, including the John Simon Guggenheim Fellowship; the Modern Language Association Katherine Singer Kovacs Prize for the best book in Latin American and Spanish Literatures and Culture for *The Archive and the Repertoire*; and the Association of Theatre in Higher Education, Outstanding Book Award, also for *The Archive and the Repertoire*.

Prior to the keynote address, we will be welcomed by **Jerry Baldasty**, Provost and Dean, The Graduate School, and Professor of Communication, University of Washington. Diana Taylor will then be introduced by **Kathleen Woodward**, Professor of English and Director of the Simpson Center of the Humanities at the University of Washington Seattle.

12:00 – 12:30 p.m.
Kane Hall Room 210

Orientation for Site Visits

Bruce Burgett, Professor and Director, Interdisciplinary Arts and Sciences, University of Washington Bothell, will provide an overview of the afternoon site visits and pose a number of questions for reflection. **James N. Gregory**, Director of Seattle Civil Rights and Labor History Project, Harry Bridges Endowed Chair of Labor Studies, and Professor of History, University of Washington Seattle, will provide a short presentation on the history and geography of the city of Seattle.

12:30 – 1:00 pm
Walker-Ames Room

Lunch Pick-up and Departure for Site Visits

Conference participants will pick up their pre-ordered lunches and then meet with their respective site visit leaders, each of whom will be holding a sign announcing the name and location of the session.

1:00 – 4:30 p.m.

826 Seattle

Concurrent Site Visits

Mr. Geoduck Publishing: Collaborative Storytelling and Editorial Theater

826 Seattle (www.826seattle.org), one of eight 826 national chapters, is a nonprofit writing and tutoring center dedicated to helping youth, ages 6-18, improve their creative and expository writing skills, and to helping teachers inspire their students to write. This site visit will introduce participants to 826 Seattle by asking them to write a story—original and interesting enough to satisfy a grouchy publisher, and on deadline, too!—as a group and as individuals. Facilitated by 826 Seattle volunteers, including a real-time illustrator, this workshop teaches participants about collaboration, self-editing, bookmaking, and elements of successful storytelling. Post workshop reflections will engage questions of voice, power, context, creativity, relationship, and joy in the teaching of writing across different spaces.

Organizers, Collaborators, and Discussants:

Teri Hein, Executive Director, 826 Seattle; **Jared Leising**, Founding Faculty, Cascadia Community College; **Alice Pedersen**, Assistant Director, Expository Writing Program and doctoral student, English, University of Washington Seattle; **John Giordano**, Boston-area Artist and Writer; and **Jessica Ketcham Weber**, English Faculty, Cascadia Community College.

911 Seattle Media Arts Center

Community Media as Participatory Arts Practice

Jack Straw Productions (<http://www.jackstraw.org/>) and 911 Seattle Media Arts Center (<http://www.911media.org/>) have supported independent media arts in Seattle since 1962 and 1985 respectively. Both located in the Jack Straw Foundation building, 911 (which focuses on digital visual arts) and Jack Straw (which focuses on audio arts) both offer education programs, artistic residencies, distribution networks, screenings, and installations, and also work with various organizations and communities to create community media. The site visit will kick off with a hands-on experience with participatory media tools (still cameras, flip video cameras, audio recorders) and introduce participants to free and user-friendly software (including comic life, Google Maps, and others). Participants will then create short media pieces, reflect on how their production experiences might inspire partnerships in community media in their own locations, and participate in a roundtable on the history and practice of community media with practitioners on local and national levels.

Organizers, Collaborators, and Discussants:

Ron Krabill, Associate Professor, Interdisciplinary Arts and Sciences, University of Washington Bothell; **jeskiah maria ross**, Founding Director, Art of Regional Change, University of California Davis; **Carole Fuller**, Chairperson of the Board, 911 Seattle Media Arts Center; **Joan Rabinowitz**, Executive Director, Jack Straw Productions, Seattle; **Georgia M. Roberts**, Instructor, Interdisciplinary Arts and Sciences Program, University of Washington Bothell; and **Angelica Macklin**, Coordinator, Digital Media Lab, University of Washington Bothell.

UW Seattle Campus

Tecnología de Cedro: Fandango as Technology for Community Building and Social Activism

Fandango jarocho is a four-hundred-year-old tradition from Veracruz, Mexico that involves music, dance, and poetry born from encounters between European, Indigenous, African, and Arab cultures. In the 1970's *El Nuevo Movimiento Jaranero* began to reclaim and transform the tradition, a movement which continues today and has expanded to the U.S. among Chicano, Mexican, and Latino immigrant communities. The Seattle Fandango Project (SFP) engages fandango musicians from California and Mexico with local organizations, university students, faculty, and the greater community to expand this translocal practice through participatory music. This discussion/demonstration will explore its history; how communities are using it

to cultivate human connection across ethnic, geographic, socioeconomic, gender, and generational differences; and how SFP has transformed spaces within the University of Washington. This session will also provide opportunity for learning the steps and protocols of *zapateado* (dance).

Organizers, Collaborators, and Discussants:

Francisco Orozco, *Fandanguero* and Ph.C. in Ethnomusicology, University of Washington; **Martha Gonzalez**, doctoral student, Women Studies, University of Washington, singer and percussionist for East L.A.'s *Quetzal*; **Kristina Clark**, dancer and community member; **Carrie Lanza**, MSW, doctoral student, Social Welfare, University of Washington; **Quetzal Flores**, Community organizer, founder of East L.A.'s *Quetzal*; **Teresita Bazan**, Community organizer; **Max Sizmore**, community organizer; **Eduardo Sierra**, *Fandanguero*; **Iris Viveros**, *Bailadora*, educator, interpreter; **Hunter Family**, **James Kessler**, **Arturo & Trish Montano**, **Luis Martinez**, workshop participants.

IDEA Space

Engaging Immigrant Community in Neighborhood Place-making: Community-University Partnership in Seattle's Chinatown-International District

Since 2002, the Department of Landscape Architecture at the University of Washington has worked with local community organizations in Seattle's International District to engage a predominantly non-English speaking, immigrant community in planning and design through participatory workshops, intergenerational activities, and informal open house events. This site visit will begin at IDEA Space (http://www.scidpda.org/what_we_do.php?id=21), a newly established community design and resource center, and tour selected project sites throughout the International District, to introduce participants to these collaborations that have resulted in park and streetscape improvement as well as enhanced capacity and efficacy among local residents and community groups in the design and planning process. Presentations will introduce participants to the background, process, and issues faced in the community-university partnership. The visit will conclude with an activity that engages participants in the ongoing planning and design of the community.

Organizers, Collaborators, and Discussants:

Jeff Hou, Chair and Associate Professor, Landscape Architecture, University of Washington Seattle; **Joyce Pisanont**, Manager, IDEA Space; **Ching Chi Chan**, Studio Coordinator, IDEA Space; **Rob Corser**, AIA - Architecture, University of Washington Seattle.

UW Seattle Campus

Participatory Mapping: Engaging Sites, Mobilizing Knowledges

Building on the organizers' experiences with mapping projects undertaken with middle-school youth and college students, this site visit explores site-making through multi-sensory and multi-modal forms of participatory mapping. Using the university itself as a site for engagement and a series of imaginative prompts, participants will experiment with various modes of data collection (documenting

observations in words, sketch maps, photographs, video, and audio clips) and presentation (Google Maps and geo-blogging mashups). Participants will experience participatory mapping as a curious and serendipitous exploration of public spaces, a creative platform for catalyzing new modes of public engagement, a critical tool facilitating the co-production of knowledge and interrogating the spatial intersectionalities of culture, politics, technology, and the social. The workshop will be framed by reflections on the use of these critical and creative modalities in curricular and collaborative projects from a variety of field perspectives.

Organizers, Collaborators, and Discussants:

Sarah Elwood, Associate Professor, Geography, University of Washington Seattle; **Matthew W. Wilson**, Assistant Professor, Geography, Ball State University; **Jin-Kyu Jung**, Assistant Professor, Interdisciplinary Arts & Sciences, University of Washington Bothell; **Josef Eckert**, doctoral student, Geography, University of Washington Seattle; **Ryan Burns**, doctoral student, Geography, University of Washington Seattle.

UW Seattle Campus

Building Community-based Digital Civil Rights History Projects

Since 2004, the *Seattle Civil Rights and Labor History Project* (<http://depts.washington.edu/civilr/>) has demonstrated how a digital public history project can make a substantial impact on the community it serves and on the university that hosts it. Like similar projects underway in other cities, notably the *March on Milwaukee Civil Rights History Project* (<http://www.marchonmilwaukee.org/>), these sites support and generate oral histories, documentary archives, and original research, as well as public dialogue and education, engaging multiple participants and audiences, including community groups, journalists, K-12 educators, and public officials. This site visit will focus on the design and implementation of community-based digital history projects, from technical challenges – like designing websites and editing video oral histories – to project challenges like locating and working with community groups and integrating digital history into coursework to facilitate student research and publication. A roundtable discussion will discuss new approaches and examine the challenges and benefits of community-based digital history projects.

Organizers, Collaborators, and Discussants:

James N. Gregory, Director of SCRLHP, Harry Bridges Endowed Chair of Labor Studies and Professor of History, University of Washington; **Jasmine Alinder**, Director of the March on Milwaukee Civil Rights History Project and Associate Professor of History, University of Wisconsin-Milwaukee; **Jack Dougherty**, Coordinator of the “On the Line” Digital History Project and Associate Professor of Educational Studies, Trinity College; **Matthew Countryman**, Director Arts and Citizenship Program and Associate Professor of History and American Culture, University of Michigan; **Trevor Griffey**, co-founder SCRLHP; **Jessie Kindig**, Associate Editor, SCRLHP; **Maria Quintana**, Associate Editor, SCRLHP; **Oscar Rosales Castaneda**, Communications Co-Chair, *El Comité Pro-Reforma Migratoria Y Justicia Social*; **Ellen Engseth**, Archivist, University of Wisconsin-Milwaukee Libraries; **Krystyna Matusiak**,

Digital Collections Librarian, University of Wisconsin-Milwaukee Libraries;
Trevor Berman, undergraduate student, History Department, University of Wisconsin Milwaukee.

*UW Seattle Campus,
UW Farm*

Putting Activism on the Table: Sovereignty, Sustainability, and the Ethics of Eating

Founded in 2004, the UW Farm (<http://students.washington.edu/uwfarm/>) educates the university community about the global impacts of our food choices by providing a model for reducing those impacts. Through hands-on activities, site visit participants will learn about the practices that maintain the UW Farm as a live classroom and an extracurricular place for community-building among student farmers, members of the University, and community organizations; its growth as a tool and venue for teaching ecologically sustainable food practices; and its incorporation into curriculum design across campus. Participants will be asked to engage in an open forum discussion with community collaborators to share expertise and ideas about campus-community cooperation, curriculum development, and educational initiatives around the ecological impact of food choices and sustainable urban agriculture

Organizers, Collaborators, and Discussants:

Ann Anagnost, Professor, Anthropology, University of Washington Seattle; **Nina Arlein**, Student Farm Director, University of Washington Seattle; **Edward Hill**, Director, Creatives 4 Communities; **Teresa Mares**, doctoral student, Anthropology, University of Washington Seattle; **Sue McGann**, Marra Farm Coordinator, Lettuce Link Program of Solid Ground; **Jason Niebler**, Director, Sustainable Agriculture Education Program, Seattle Central Community College; **Laura Niemi**, Program Development Manager, Seattle Tilth; **Jennifer Ruesink**, Associate Professor, Biology, University of Washington Seattle; **Trang Ta**, doctoral student, Anthropology, University of Washington Seattle; **Elizabeth Wheat**, doctoral student, Biology, University of Washington Seattle.

*UW Bothell Campus,
UW Bothell Wetlands Restoration*

Recreating Place: Between Environments Arts and Environmental Science

The fifty-eighty acre University of Washington Bothell wetlands restoration (<http://www.bothell.washington.edu/admin/wetlands/history-of-the-wetlands>) is the centerpiece of the campus. This site visit will explore how the setting for a campus can become a convergence zone for public culture, translocal practices, and – migratory birds! Participants will explore how natural, and not so natural, campus environments might generate productive collaborations across disciplines and sectors, and foster innovations in research and teaching in the environmental arts and humanities. By participating in two teaching modules that demonstrate different methods for spurring scholarship, connection to place, and artistic production using the landscape as text and inspiration, participants will get an overview of our interactions with the largest restored wetland in Washington

state, and have an opportunity to reflect on the application of these curricular and collaborative projects in their own areas.

Organizers, Collaborators, and Discussants:

Robert Turner, Assistant Professor, Interdisciplinary Arts and Sciences, University of Washington Bothell; **Amy Lambert**, doctoral student, Forest Resources, University of Washington Seattle; **Kathryn Byrd**, Professor, English/Humanities, South Puget Sound Community College; **Mike Gillespie**, Emeritus Professor, Interdisciplinary Arts and Sciences, University of Washington Bothell; **Chris Mangialardi**, Wetlands Lead, Facility Services, University of Washington Bothell.

Wing Luke Museum of the Asian Pacific American Experience

Making Race Visible in the Age of Color Blindness

<http://www.wingluke.org/home.htm>

Located in Seattle's Chinatown/International District, the Wing Luke Museum of the Asian Pacific American Experience (The Wing) is the only museum in the United States devoted to documenting and exhibiting the historical and contemporary experiences of Asian Americans and Pacific Islanders. This site visit will introduce participants to The Wing and focus on how we might produce and cultivate public knowledge on race when mainstream discussions of race tend to stress how America has moved beyond race. A panel featuring museum curators and directors and scholars will reflect on the complexities and challenges of addressing race forty years after student and community activism generated Ethnic Studies courses and faculty positions, community-based organizations and cultural institutions, and collaborations and alliances between higher education and local communities of color. The site visit will include a tour of The Wing's galleries and a neighborhood tour of the Chinatown/International District.

Organizers, Collaborators, and Discussants:

Moon-Ho Jung, Walker Family Endowed Associate Professor of History, University of Washington Seattle; **Cassie Chinn**, Deputy Executive Director, Wing Luke Museum of the Asian Pacific American Experience; **Josh Heim**, Exhibits Developer, Wing Luke Museum of the Asian Pacific American Experience; **Matthew Frye Jacobson**, Professor of History, American Studies, and African American Studies, Yale University; **Jessie Ryker-Crawford**, Chair of Museum Studies, Institute of American Indian Arts; **Beth Takekawa**, Executive Director, Wing Luke Museum of the Asian Pacific American Experience; **John Kuo Wei Tchen**, Co-founder, Museum of Chinese in America and Associate Professor of Social and Cultural Analysis, New York University; **Barbara Earl Thomas**, visual artist and Executive Director, Northwest African American Museum.

Saturday, September 25

The day's events begin with breakfast at the University of Washington Club. Sessions will then take place in classrooms and meeting rooms on the University of Washington Seattle campus. Maps are included in conference packets.

7:30 – 10:00 a.m. **Ongoing Registration**
The University of Washington Club

7:30 – 8:45 a.m.
The University of Washington Club (upstairs)

Breakfast. We encourage tablemates to discuss the previous day’s site visits.

7:30 – 8:45 a.m.
The University of Washington Club (downstairs)

PAGE breakfast with speakers George Sanchez and Matthew Countryman.

9:00 – 10:30 a.m. **Concurrent Sessions**

Communications Building (CMU) 126

The Creative Capital and the Creative Campus: Valuing Creativity

Over the last ten years, Providence, Rhode Island has been officially re-branded as the “Creative Capital.” In Tuscaloosa, Alabama, the University of Alabama has launched the Creative Campus initiative.

While the “Creative Capital” brand speaks to the civic contributions made by artists, designers and scholars, the hypothetical economic benefits that it hails tend to overshadow much-needed co-op health insurance plans and affordable housing for precariously employed creatives. Panelist’s who have worked at nonprofit arts organizations with foundational ties to Brown University’s Swearer Center for Public Service, as well as the city’s branding campaign, will reflect upon ways that durational and ephemeral projects can question the instrumentality of the brand and foster social change.

The focus of the Creative Campus (CC) office at the University of Alabama has been to broaden available arts experiences on campus, particularly for the students not majoring in the arts. Student-driven initiatives provide life-changing experiences outside of the classroom and become ideal settings to teach a collaborative model for working in the arts. Creative Campus also augments key institutional goals at UA, attracting (and retaining) the best and brightest students and sustaining community engagement. Panelists from CC will reflect on the values and challenges associated with working in this collaborative model of arts engagement at their public Southern institution.

UA’s Creative Campus initiative and Providence’s Creative Capital campaign shed new light on the ways that creative work is being valued in the 21st century. Panelists and audience members will explore notions of creative city and campus branding, interrogating and affirming its effects on institutions and communities.

Panelists include: **Hank Lazer**, Associate Provost for Academic Affairs and Executive Director of Creative Campus, University of Alabama; **Micah Salkind**, doctoral candidate, Brown University; **Alexis Clark**, Creative Campus Coordinator, University of Alabama; **Susan Sakash**, Development

Director, Southside Community Land Trust, Providence, RI; **James C. Hall**, Director of New College, University of Alabama; **Emmy Bright**, Arts Mentoring Fellow, New Urban Arts, Providence, RI; and **Jori Ketten**, Media Lab Director and Communications and Documentations Specialist, Community Music Works, Providence, RI.

Communications Building (CMU) 104

Mapping Relationships: Intersections of Intimacy, Community, and Place in Digital Mediamaking

Recent practices of mapping provide rich visualizations of the networked intersections of community, place, identity, and experience. Mapping metaphors and strategies demonstrate how digital media can bridge the gap between isolation and connection in a media landscape that tends to blur the boundaries between virtual and public worlds.

Panelists will present their multi-media projects, including approaches to integrating them into a media arts curriculum -- Messages in Motion (www.messagesinmotion.com), Walk Philly (<http://termite.org/walkphilly>), and 250 Scenes From Sarajevo -- posing the following questions:

- Why has the desire to map or visualize become a defining factor in new media technologies?
- How do locative projects engage technology to bring attention to new cultural, social, economic, and historic layers of place?
- Do mapping technologies lead to more isolation or more connection? Is virtual connection and contact fundamentally "inferior" or less desirable than embodied contact?

Discussants include **Laura Deutch**, Director, Message in Motion, Adjunct Faculty, Film and Media Arts, Temple University; **Laska Jimson**, Termite TV Video Collective, Adjunct Faculty, Film and Media Arts, Temple University; and **Vedran Residbegovic**, MFA candidate, Film and Media Arts, Temple University. **Sean McCarthy**, doctoral candidate, University of Texas, Austin, will respond.

Communications Building (CMU) 120

Beyond the Rhetoric of Crisis II: Future Strategies and Shared Concerns for Humanities Centers

Following the IA 2009 panel "Beyond the Rhetoric of Crisis in the Humanities," sponsored by the Syracuse University Humanities Center, a consortium of the directors of new and/or transitioning Humanities Centers was established to share issues relevant to the start-up of institutions dedicated to the Public Humanities at Auburn University, Northeastern University, Syracuse University, and University of Florida (Gainesville). Sponsored by an Imagining America Critical Exchange Grant, the members of the Humanities Director

Consortium then met to share ideas and strategies. This roundtable discussion is intended to enlist other participants in the discussion and to disseminate major issues and concerns they raised. and. These include: reallocating existing resources and strategies for gaining institutional support; external funding and the fact the university development/OSP have not been historically set up to support humanities and may not have the requisite knowledge; the potential contradiction between public humanities and academic research that Centers must resolve; the creative role of "accidents" in establishing Centers; and finally, how to frame the principle of "sustainability" (as well as "senilization") in the humanities in a way that does not simply apply the same set of criteria used to determine an institute of nanotechnology or bio-plastics.

Panelists are **Gregg Lambert**, Founding Director, Syracuse University Humanities Center; **Barb Bondy**, Professor, Auburn University; **Bonnie Effros**, Director, Center for Humanities in Public Sphere, University of Florida; **Carla Kaplan**, Director, Northeastern University Humanities Center, Northeastern University; **Jay Lamar**, Director, Carolyn Marshall Draughten Center for the Arts and Humanities, Auburn University.

Communications Building (CMU) 226

Workshop: Simulation of a Whole-school Whole-community Literary Arts Program

This workshop will describe the *whole-school: whole-community* model and how it developed in Detroit through photographs, graphic arts, and literary works. Seattle Arts and Lectures staff will describe comparable programs where professional writers are also placed in residencies in public schools. Facilitators will discuss the national model, Writers in the Schools, and involve participants in a simulation of the first stages of a writing project. We will focus on building participation by all constituents (students, writers, teachers, parents, and the community-at-large) in learning, healing, and social activism.

Workshop facilitators are **Mark Creekmore**, Psychology Department, University of Michigan; and **Terry Blackhawk**, Executive Director, InsideOut Literary Arts Project.

Communications Building (CMU) 202

Engagement and the Environment: Learning What Sustains Us

Please note: This is a closed seminar. Participants will have prepared in advance.

Growing concern about individual and institutional relationships to the environment has facilitated the emergence of a number of sustainability initiatives in higher education. But the concept of sustainability is broad. Depending on regional context, it may be inflected by concerns for ecological restoration, energy efficiency, wilderness preservation, land ethics and place-values, post-carbon transition planning, biodiversity conservation, climate change, fish and wildlife management, and other sets of traditions and practices. This seminar is designed to draw together artists and scholars

working in and around issues of the environment to explore how we are cultivating such initiatives, strengthening their local foundations, and adapting them to particular needs and contexts.

This seminar is facilitated by **Rick Livingston**, Associate Director Institute for Collaborative Research and Public Humanities, The Ohio State University. Participants are: **Amanda Hagood**, Lecturer, American Studies, Vanderbilt University; **John J. Morrell**, doctoral candidate, English, Vanderbilt University; **Robert J. Turner**, Assistant Professor, Interdisciplinary Arts and Sciences, University of Washington Bothell; **Amara Geffen**, Professor of Art, Director, Center for Economic and Environmental Development, and Project Director, Arts & Environment Initiative, Allegheny College; **John Giordano**, Boston Associate Professor, Massachusetts Institute of Art and Design; **Carole N. Lester**, Dean of Academic Enrichment, Richland College; **Beverly Naidus**, Associate Professor, Arts, Media and Culture Concentration Coordinator, Interdisciplinary Arts and Sciences, University of Washington Tacoma; **Deborah Mutnick**, Director of Writing, English Department, Long Island University; **Christopher McNulty**, Associate Professor of Art, Auburn University; **Elizabeth Giddens**, Associate Professor of English, Kennesaw State University; **Linda Weintraub**, Artnow Publications; and **Patricia A. Shifferd**, Research Associate, Center for the Study of Art & Community.

*Communications Building (CMU) 050
Dean's Conference Room*

The Convergence Zones of Research and Activism in Public Scholarship

Please note: This is a closed seminar. Participants will have prepared in advance.

For some, engaged scholarship blends seamlessly with 'activism.' For others, the latter term signals implicit and explicit cultural or political agendas that may be seen as threatening to one's institutional home. On the other hand, the educational capital that one carries into the community can be seen as alien, if not somewhat threatening, to partners outside the institution. As artists and scholars based in universities continue to engage with cultural organizations, coalitions, non-profits, and other off-campus communities, a number of questions surface regarding the position of the university scholar as she or he undertakes initiatives outside the university. This seminar seeks to convene artists and scholars to discuss the challenges and implications found at the nexus of activism and research.

This seminar is facilitated by **Helen Regis**, Graduate Studies Director, Department of Geography & Anthropology; Associate Professor, Geography & Anthropology, Women's and Gender Studies, Louisiana State University. Participants include: **Greg A Mullins**, English and Comparative Literature, The Evergreen State College; **Gabrielle Levine**, MFA student, Public Practice Program, OTIS College of Art and Design; **Debbie Brown**, master's student, Master of Arts in Cultural Studies, University of Washington Bothell; **Elizabeth Goodhue**, English, Community Learning, UCLA; **Rachel Marie-Crane Williams**, Associate Professor, Art Education, University of Iowa;

Keith A. Nitta, Assistant Professor, University of Washington Bothell; and **Amoshaun Toft**, postdoctoral scholar, Digital Media Pedagogy, University of Washington Bothell.

10:45 a.m. – 12:15 p.m. Concurrent Sessions

Communications Building (CMU) 104

Public Space Insurgency: a Critical and Cross-disciplinary Investigation of Contemporary Cityscape

This panel discussion examines the growing instances of self-made urban spaces, reclaimed and appropriated sites, temporary events, and informal gathering places around the world and how they are changing the way urban public spaces are utilized, created, and defined. Rather than isolated instances, these acts of public space insurgency transcend geographic boundaries and reflect the desire of local citizens to adapt and transform their environments. No longer confined to the traditional categories of neighborhood parks, public plaza, and civic architecture, these ‘insurgent public spaces’ challenge both the conventional notion of public and the making of space. They constitute expressions of alternative social and spatial relationships in the changing cities. The discussion will highlight the work of a multidisciplinary group of nearly 30 scholars, activists, and professionals in examining and enacting these instances of insurgent public space. The group reflects diverse backgrounds in anthropology, architecture, communication, geography, landscape architecture, public art, and urban design and planning.

Panelists are **Jeffrey Hou**, Associate Professor, University of Washington; **Irina Gendelman**, Assistant Professor, Saint Martin’s University; **Teresa Mares**, doctoral candidate, Department of Anthropology, University of Washington; **Andrew Pask**, Director, Vancouver Public Space Network; **Erick Villagomez**, Editor, *re:place* Magazine; founder, Metis Design Build.

Communications Building (CMU) 126

Workshop: Image, Implication, and Integration

Over the past decade, Columbia College’s Critical Encounters and Project AIM, have developed a number of tools for critical dialogue, integration, and reflection. Using maps and information diagrams as a point of reference, participants will be encouraged to pinpoint their location to service, social justice, and activism. By reflecting on their current position(s) they will be able to identify opportunities to integrate ideas learned at the conference, exploring new ways to achieve their individual goals and outcomes.

In this workshop, participants will have time to work with a partner, exploring the multi-layered effect of their work and developing a map for collaboration, between institutions, communities, or individuals, resulting in a collective ability to work across many borders.

Workshop facilitators are **Dia Penning**, Associate Director for Civic Engagement, Critical Encounters Co-Chair, Columbia College Chicago;

Megan Stielstra, Assistant Director of the Center for Teaching Excellence, Columbia College Chicago; **Cynthia Weiss**, Associate Director of School Partnerships/Project AIM, Columbia College Chicago; **Nicole Lechuga**, AmeriCorps Vista.

Communications Building (CMU) 120

PAGE Panel: Engagement and Diversity in Graduate Education

In discussing the constant professional negotiations of junior faculty of color in a 2004 talk to Imagining America, IA Board Chair, George Sanchez, spoke of the continual tension “between the commitments to communities of color almost all bring with them to the academy and a departmental culture which tells them directly or mostly indirectly to abandon those ties or risk professional suicide.” But this is a push-and-pull that begins long before tenure, promotion, and departmental obligations enter the picture.

This year’s PAGE panel asks participants to wrestle with the connections (and disconnections) between engagement and diversity in asking: What happens when the rhetoric of civic engagement smacks into the realities of the current limitations of access? What are the implications -- for graduate students and junior faculty, for the communities involved, and for graduate education -- of this inherent tension?

This panel is moderated by **Adam Bush**, PAGE Director and doctoral candidate, University of Southern California. Panelists include 2010 PAGE Fellows and Returning PAGE Fellows: **Amaka Okechukwu**, doctoral student, New York University; **Monica Pelayo**, doctoral candidate, University of Southern California; and **Damien Schnyder**, Postdoctoral Fellow, University of California, Santa Barbara.

Communications Building (CMU) 226

The Long Haul: Sharing (and Inventing) the Lessons of Sustained Engagement

Drawing from place-based scholarship about community action, this roundtable brings together scholars and organizers from very different institutions, whose questions and experiences crafting translocal relationships and scholarship of engagement offer practices for sustaining place-based commitment in unique ways. This session invites participants to creatively brainstorm ways to develop and sustain high-impact public engagement at their universities and in their communities. The session examines some of the tactical details, the maneuvers and institutional mechanisms (whether research, pedagogical, and/or community-driven) that people at different kinds of educational institutions are developing, and with specific focus on the long-term sustainability of interstate and international relationships.

Beginning with a roundtable discussion format that allows participants to speak to their particular locations, the session will then move on to break-out groups,

where session participants will collaborate to envision answers to the following core questions:

- What's unique about our institution – the material conditions of our place of work – that will shape our efforts, going forward?
- What are the broad-based institutional, departmental, and organizational contexts for collaborative opportunities?
- Which kinds of public collaborations find purchase with educational institutions, and why?
- What are the effects on curriculum and research?
- What kinds of funding mechanisms sustain long-term collaborations?
- How do we identify and overcome perceived barriers to the scholarship of engagement?
- How do we create visibility for public engagement on and off campus?

Through discussion, brainstorming, and sharing, participants will leave the session armed with ideas, actions, and/or plans to introduce at their own campus. Workshop participants will receive electronically summaries of the workshop proceedings and an invitation to continue the conversation via a wiki site within two weeks of the conference.

This roundtable and workshop is co-chaired by **Lara D. Nielsen**, Assistant Professor, Theatre and Performance Studies, and **Molly Olsen**, Associate Professor, Hispanic Studies, both of Macalester College. Participants are **Cheryl Ajiro**, Associate Professor, Anthropology, University of Wisconsin - Milwaukee; **Jane Barnette**, Assistant Professor of Theatre and Performance Studies, Kennesaw State University; **Linda Stewart**, Assistant Professor of English, Kennesaw State University; and **Stephen Tremaine**, Director, Early College New Orleans, Bard College.

Communications Building (CMU) 202

Forging Equity and Mutual Benefit within Community-Based Organization / University Partnerships

Please note: This is a closed seminar. Participants will have prepared in advance.

Participants in this seminar will discuss the challenges and possibilities that surface when working in campus-community partnerships. The discussion will be grounded in participants' particular projects, ones that involve both theoretical and practical characteristics, and serve as models for research, curricula, and engagement. In addition to exploring differences among and within communities, we will discuss the different ways archives, records, interviews, and other documentation manifest in scholarly projects and within community contexts.

This seminar is facilitated by **Ann Kilkelly**, Professor, Theatre and Cinema, Women's Studies, Virginia Tech. Participants are: **Bob Leonard**, Professor, Virginia Tech Department of Drama and Cinema, and Culture Works Project

Associate; **Max Stephenson**, Director, Virginia Tech Institute for Policy and Governance & Coordinator, Peace Corps Master's International Program School of Public and International Affairs; **Sheila Carter-Tod**, Associate Professor, Department of English, Virginia Tech; **Julie Shayne**, Lecturer, Interdisciplinary Arts and Sciences & Center for University Studies and Programs, University of Washington Bothell; **Marisela Fleites-Lear**, Spanish and Literature, Green River Community College; **Loring Resler**, doctoral candidate, Department of Art Education, The Ohio State University; **Vesta A.H. Daniel**, Professor, Department of Art Education, The Ohio State University; **Keith J. Neal**, Executive Director, J. Ashburn, Jr. Youth Center. Columbus, Ohio; **Anu Taranath** Senior Lecturer, Department of English and Comparative History of Ideas Program University of Washington Seattle; **Bridget Draxler**, doctoral student, English, University of Iowa; **Ben Gardner**, Assistant Professor, Interdisciplinary Arts and Sciences, Masters of Arts in Cultural Studies, University of Washington Bothell; **Susan Harewood**, Assistant Professor, Interdisciplinary Arts and Sciences, Masters of Arts in Cultural Studies, University of Washington Bothell; **Paula Gerstenblatt**, M.S.W., doctoral student in Social Work, University of Texas at Austin; **Elizabeth Morgan Fitzgerald**, Nursing and Health Sciences, Bellarmine University; **Stacy Grooters**, Assistant Professor of English; Co-Director of the Gender Studies Program and Director of the Center for Teaching and Learning, Stonehill College; **Jessica “Decky” Alexander**, Associate Professor, Theatre, East Michigan University; **Kristine Miller**, Associate Professor, Landscape Architecture, University of Minnesota; **Lynette Overby**, Faculty Director, University of Delaware; **Heather Pleasants**, Director, Center for Community-Based Partnerships, University of Alabama; **Sharon Irish**, Project Coordinator, Community Informatics Initiative, Graduate School of Library and Information Science, University of Illinois, Urbana-Champaign; **Susan Waters**, Assistant Professor, Communication and Journalism, Auburn University; and Vicky Chainey Gagnon, doctoral candidate, Department of Humanities, Concordia University (Montreal), and Curator, Foreman Art Gallery of Bishop's University.

*Communications Building (CMU) 050
Dean's Conference Room*

Creating a Collaborative, Site-based Curriculum (and Bringing it Back Home)

Please note: This is a closed seminar. Participants will have prepared in advance.

How are university-based practitioners collaborating with community partners to develop site-based learning opportunities that go beyond the “field-trip” model and benefit students, instructors, and community partners? How can we develop responsible, site-based curricula *outside* the formal structure of semester- or quarter-long courses and in cross-institutional spaces (orientation programs, short courses or institutes, weekend seminars, etc.)? This seminar will investigate current practices and possibilities for co-developing community-based educational opportunities: at various locales and scales, in and across various fields (arts, humanities, design, general education,

interdisciplinary studies), and with various kinds of institutional support (tied to cross-university initiatives, located within academic departments, etc).

This seminar is being facilitated by **Miriam Bartha**, Associate Director, Simpson Center for the Humanities, University of Washington Seattle; **Sylvia Gale**, Associate Director, Bonner Center for Civic Engagement, University of Richmond; and **Anu Taranath**, Director, UW Study Abroad in Bangalore, Honors, English, and Comparative History of Ideas, University of Washington Seattle. Participants are: **Ann Elizabeth Armstrong**, Associate Professor, Department of Theatre and Western Program in Interdisciplinary Studies, Miami University, Ohio; **Elizabeth Belanger**, Assistant Professor of History and Director of American Studies, Stonehill College; **Tami Blumenfield**, Visiting Assistant Professor of Asian Studies, International Studies Program, Portland State University; **Lynn Book**, Visiting Associate Professor, Department of Theatre and Dance, Program Director, Creativity and Innovation, Wake Forest University; **Prakash Chenjeri**, Associate Professor of Philosophy, Language, Literature, and Philosophy Department, Southern Oregon University; **Kate Collins**, Theatre, Bowling Green State University; **Greg Donofrio**, Assistant Professor and Director, Heritage Preservation & Conservation Program School of Architecture, College of Design, University of Minnesota; **Tamera Marko**, Acting Director, First-Year Writing, Emerson College and Director, DukeEngage Colombia (Medellin); **Kristine F. Miller**, Associate Professor and Director of Graduate Studies, Department of Landscape Architecture; **Daniel Morris**, Professor of French, Language, Literature, and Philosophy Department, Southern Oregon University; **Anne M. Valk**, Associate Director for Programs, John Nicholas Brown Center, Brown University; and **Alice Villaseñor**, Director of Humanities Initiatives, University of Southern California Joint Educational Project.

12:30 – 1:45

Lunch

The University of Washington Club

2:00 – 3:30 p.m.

Concurrent Sessions

Communications Building (CMU) 104

Closing the Civic Achievement Gap through University/K-12 Partnerships

In this roundtable discussion, an interdisciplinary group of publicly engaged scholars and artists will examine the ways in which ongoing, sustained partnerships between universities and K-12 schools can significantly impact the civic achievement of undergraduate and K-12 students. **Caryn McTighe Musil** will initiate the discussion by sharing the findings of a recent study put forth by the AAC&U Civic Engagement Working Group, as described in her chapter, “Educating Students for Personal and Social Responsibility: The Civic Learning Spiral,” published in [Civic Engagement in Higher Education: Concepts and Practices](#) (Jossey-Bass, 2009). Roundtable participants will then address a common set of questions from perspectives in the arts, design, humanities, and K-12 education. These questions will revolve around whether and how the growing number of university-based artists and scholars engaged

in public work and scholarship in partnership with K-12 schools can build civic learning pathways in the U.S. Session participants are strongly encouraged to read Musil's article to allow for an in depth conversation following the formal presentation.

This panel is moderated by **Kate Collins**, Graduate Research Associate, School of Teaching and Learning, The Ohio State University. Panelists are **Caryn McTighe Musil**, Senior Vice President, Association of American Colleges and Universities; **Rachael Gazdick**, Executive Director, Say Yes to Education, Syracuse University; **Marion Wilson**, Director of Community Initiatives in the Visual Arts, Syracuse University; and **Jeremy Dean**, doctoral candidate, Department of English, University of Texas, Austin.

Communications Building (CMU) 120

Media, Collaboration, and Communities

How can digital media and the Internet contribute to reflective community building? How do they increase, or hinder, democratic participation? This panel will explore these (and additional) questions by sharing narratives of our own experiences and attempts to promote shared democracies, community building, and collective inter/action through digital media outlets. **Anne Beffel**, Associate Professor of Art, Syracuse University College of Visual and Performing Arts, and **Susan Dischiaves**, Professor of Practice, Syracuse University School of Information Studies, will present a community video and web project created by college and high school students and museum professionals. Within contemplative video workshops, participants explored and exchanged non-violent perspectives through videos made while standing perfectly still. **Karen Hutzel**, Assistant Professor, Art Education, The Ohio State University Colleges of Arts and Humanities, discusses a service-learning class that partnered college students with neighborhood girls through photography and photo-manipulation. The collaborations engaged the students and girls in exploring complex social issues, resulting in a piece that reflected their new relationships. **Lorie Novak**, Professor of Photography & Imaging, New York University Tisch School of the Arts; Associate Faculty, Hemispheric Institute, will discuss how the Internet can be used for exhibition, self-expression, story-telling, and community building, using her *Community Collaborations* project as an example. **Diana Taylor**, University Professor; Professor of Performance Studies and Spanish, New York University, and director of the Hemispheric Institute of Performance and Politics, will give a tour of the Hemispheric Institute's website and its vast collection of invaluable materials related to performance and politics in the Americas: hundreds of hours of video footage, multimedia casebooks, the online journal [e-misférica](#), artist profiles, interviews, discussion forums, and more. Novak and Taylor will also discuss their recent experimentation with practice-based research in a workshop on *Art and Resistance* in Chaipas, Mexico.

The Possibilities of Prison Education

This session brings together leaders in post-secondary prison education from different areas of the United States to discuss the cultural and institutional politics of providing college education to people behind bars. At the height of the tough-on-crime era in the 1990s, the federal government prohibited the use of Pell Grants for prisoners, the mainstay of prison college programs. As of 2010, only a handful of prison college programs remain. This roundtable gathers representatives from four of these remaining programs to discuss the following questions:

- How can academic institutions, community partners, and incarcerated students collaborate in prison education programs in generative and mutually-beneficial ways?
- What interdisciplinary practices and cross-sectoral alliances are emerging through prison education programs?
- How do programs incorporate social justice goals (including commitments to cultural diversity and social equity) within their curriculum, pedagogy, teacher outreach and training, and student relationships?
- How do these programs situate themselves in relation to traditional institutions of higher education? How do they situate themselves across local or translocal geographies of intellectual and activist practice?
- How do the programs document and assess the impact of prison education on the students and on traditional academic institutions?

Panelists are **Jody Lewen**, Director, Prison University Project in California; **Robert Cadigan**, Director of the Boston University Prison Education Program in Massachusetts; **Max Kenner**, Director, Bard Prison Initiative in New York; **Carol Estes**, Director, Board of the Prisoners Education Network in Washington; and **Gillian Harkins**, Chair, Board of the Prisoners Education Network in Washington.

Tales from the Penelope Project: A Site Specific Performance in Long Term Care

This panel tells the story of the ongoing journey to create the Penelope Project, a collaboration between the UWM's Center on Age & Community; the UWM Theatre Department; Luther Manor Health Center (a continuing care retirement community or CCRC); and Sojourn Theatre. The project aims to create a devised, site-specific performance inspired by the story of Penelope from Homer's *Odyssey*, staged throughout a CCRC performed by students, Sojourn Theatre ensemble members, staff, residents, and volunteers. Discussion groups facilitated by students (fall 2010) will supply raw materials for the script, to be performed in March 2011. National partners will disseminate a live webcast of the performance through webinars to expand the project's reach.

This panel explores the collaborative team's process to articulate shared goals,

create a diverse funding plan, design an evaluation and dissemination plan, and communicate throughout the project. Challenges that we will explore include:

- How is success measured among a population that might not live through the project?
- How do you recruit/commit internally to such a complex project?
- How can you appeal to a diverse pool of potential funders without significantly rewriting the goals of the project with each proposal?
- How do you include students in the project early enough to ensure their voices are heard in the shaping of the project?
- How might this project act as a curricular template for other engaged projects?
- How might devising techniques need to be altered for people with dementia and other cognitive impairments?

Discussants are **Beth Meyer Arnold**, leader of the Luther Manor team; **Michael Rohd**, Sojourn Theatre and Assistant Professor, Theatre, Northwestern University; **Anne Basting**, Associate Professor and Director, Theatre and Center on Age & Community, University of Wisconsin Milwaukee; **Robin Mello**, Associate Professor, Theatre, University of Wisconsin-Milwaukee; and **Kirsten Jacobs** of the American Association for Homes and Services for the Aging.

Meany (MNY) 267

Workshop: Ready, Set, Un-set

Dance integrating disabled and non-disabled performers emerged in the 1970s and '80s. While there is an increasing presence of performers and artists with disabilities, there is also a noticeable lack of access to formal training in degree programs. Having moved from the local and specific practice of a company integrating disabled and non-disabled performers into an institution of higher education, workshop facilitator **Jürg Koch** became interested both in teaching about integrated practice and applying the approach to mainstream teaching in a way that is relevant to all participants. His ongoing experimentation and subsequent solutions resonate strongly with the conference themes of convergence and hybrid modes of participation.

This workshop will include:

- An overview of integrated dance practice, discussing the gap between progressive artistic practice and traditional modes of training.
- An applied workshop where participants experience how developing individualized processes and material function as zones of convergence between individual and group movement structures.
- Collective discussion to create connections to disciplines and areas of scholarship represented by the participants, gauge resonance and register suggestions for development and future projects.

Jürg Koch is an assistant professor in the dance program at the University of Washington Seattle.

3:30 – 3:45 p.m. **Coffee Break**
Walker-Ames Room in Kane Hall

3:45 – 5:00 p.m. **Closing Plenary Session**
Walker-Ames Room in Kane Hall

Ideas without Borders: Creative Connections Between Town & Gown

The talk-show style discussion will focus on the mutual benefits of relationships between universities and their communities and the myriad ways in which the arts and humanities can enable an enriching, deepening sense of respect on both sides. In addition to academic institutions, we will address the ways that, through the artful use of film and television, such projects as the Metropolitan Opera’s cinema productions and WNET’s Arts: 21 play into the picture. We will demonstrate how communities themselves can be the “stuff” of cultural enrichment and how the humanities are essential in that regard. From public art to public philosophy, from Puccini to Proust, ideas for creative interactions and interventions are literally and figuratively without boundaries or borders.

This discussion will be moderated by **Sondra Myers**, Senior Fellow for International, Civic and Cultural Projects and Director, The Schemel Forum, University of Scranton. Discussants include **Clement Price**, Board of Governors Distinguished Service Professor of History and Director of the Institute on Ethnicity, Culture and the Modern Experience, Rutgers University, Newark; **Sue Sollins**, Executive Director, ART 21: Art in the 21st Century; **Lane Czaplinski**, Artistic Director, On the Boards, Seattle; and **Richard Linzer**, nationally known consultant and facilitator working with nonprofit organizations, businesses, and government agencies on financial management, board development, institutional analysis, and strategic planning. **Jan Cohen-Cruz**, Director, Imagining America, will make brief concluding remarks.

5:00 – 6:00 p.m. **Closing Reception**
Walker-Ames Room in Kane Hall

Sunday, September 26

8:00 – 11:00 a.m. **National Advisory Board Breakfast Meeting**
Simpson Center for the Humanities