



Recipients of the 2008 Imagining America Grant are:

“LOCAL LITERACIES, GLOBAL VISIONS”

KRIISTINA MONTERO, SCHOOL OF EDUCATION

This project is designed to draw together the collective expertise of faculty from the School of Education, The Writing Program, and the Syracuse City School District (SCSD). Our overall objective is to use the communal history of high school students as a means to enrich their literacy education. SU students will document the life narratives of high-needs refugee students who are learning English as a second language, students who have rich stories to tell about their life experiences coming to and settling in the U.S. Participating SU students are also enrolled in a doctoral seminar on using oral histories / life narratives research methods and narrative inquiry in educational contexts. “Local Literacies” has three main goals: (1) to provide high-needs English language learning students (ELLs) with authentic literacy learning opportunities, based on personally meaningful texts (written life narratives and photography); (2) to create educational materials and professional development opportunities that bring the high-needs ELLs’ experiences into the classroom curriculum and; (3) to provide SU graduate students an opportunity to apply oral histories / life narratives research methodologies in a meaningful educational setting and get to know the needs of English language learners enrolled in mainstream schooling systems.

“PRACTICUM IN CHILDREN'S CHOIR”

BARBARA TAGG, SCHOOL OF VISUAL AND PERFORMING ARTS, SCHOOL OF EDUCATION, AND MUSIC EDUCATION PROGRAM

As part of the “Practicum in Children's Choirs,” we will bring Central New York music educators together with internationally recognized musicians Libby Larsen (composer) and the Cassatt String Quartet to work in collaboration with the Syracuse Children's Chorus and enrolled SU students. The students will have access to Ms. Larsen and the Cassatt String quartet in a private seminar. The students will also coordinate invitations to a lecture/demonstration and open rehearsal for music educators in Central New York to be held at Syracuse University with Ms. Larsen, the Cassatt String Quartet, Dr. Tagg, and the Syracuse Children's Chorus. In the spirit of collaboration and the education of our young singers, our future professional music educators, current practitioners, and exemplary performers, the residency will culminate with the premiere of the new Larsen work early May at Hendricks Chapel.

“QUEERING SYRACUSE”

ALISON MOUNTZ, MARGARET HIMLEY, AND ANDREW LONDON, LGBT STUDIES PROGRAM

This new course, "Sexuality and Space: Queering Syracuse," taught by Professors Alison Mountz and Amy Tweedy, will implement pedagogical exercises that engage students as participant-observers in their own communities. Students will collaborate with community members to explore the queer spaces of Syracuse, compiling and sharing representations of daily urban living, imagining the city and its residents as dynamic processes, sites, and populations.

Urban engagements will correspond with conceptual readings by queer theorists who study and imagine sexualities in relation to spaces and who will visit as guest speakers. Guest speakers including Judith Halberstam, Michael Brown, and David Valentine will prompt students to explore the multiple connections between space and sexuality in the city. Students will map communities and identities as they ask as researchers from distinct disciplinary traditions how we know, observe, participate, experience, study, and conceptualize the queer city. This project will enhance discussions about sexuality and space in Syracuse by bringing students and community members into conversation with visiting scholars. The project will facilitate an experientially driven set of community engagements that involve participant-observation, writing exercises, and organized community dialogue. Discussions will culminate with a panel discussion among student researchers, city residents, and organizational leaders involved in the 'frontline' queering of Syracuse.

“RETHINKING ART EDUCATION PICTURE eBook SERIES”

JAMES HAYWOOD ROLLING JR., SCHOOL OF EDUCATION AND ART EDUCATION

This school-based and community-based project rethinks art education practices, inviting students from selected K-12 public school and community classrooms to develop theme-based fine arts picture book products about their lives, communities, and social concerns in the form of published electronic books. A picture book is a format of book that seeks to create a visual experience of the information it conveys, where images dominate the text; an eBook is an electronic book, designed and packaged in a downloadable format. Project participants will be introduced to great works of narrative art from a diverse spectrum of cultures, while being instructed in the skills necessary to create the works of visual art to constitute the pages of their book project. Each eBook author will be partnered with local professional teaching artists, an art educator, and a literacy tutor who will help facilitate page compositions and aid in shaping book products in accord with state arts education standards.

“RHETORICS OF PUBLIC MEMORY: SYRACUSE'S 15TH WARD”

KENDALL PHILLIPS AND RACHEL GAZDICK, DEPARTMENT OF COMMUNICATION AND RHETORICAL STUDIES

This course focuses on memories related to a Syracuse city neighborhood, adjacent to the University, which was destroyed by urban renewal in the early 1960s. The neighborhood, the 15th Ward, was comprised of African American and Jewish communities; its destruction in the 1960s constituted a major event in the life of the city. Students will work with community partners in the creation of a moveable installation - featuring films, photographs, memorabilia, and community dialogue forums - to be installed at various locations around the city. The course continues an on-going SU project to explore and archive the history of the 15th Ward. We hope to create a forum for discussing the Ward, the legacy of urban renewal, and the prospects for the city's future. We will work in conjunction with Hendricks Chapel's "Sojourner Storytelling Conference" and "Exhibition Practicum," a year long course taught by Professor Bradley Hudson.

“SOUTH SIDE COMMUNITY COALITION MONTHLY NEWSPAPER”

STEVE DAVIS, S.I. NEWHOUSE SCHOOL OF PUBLIC COMMUNICATIONS

The Newhouse School is working with the South Side Community Coalition to produce *The Stand*, a monthly newspaper and companion online publication covering the 13205 ZIP code.

The Stand will involve SU professors and students as well as community members who will have the opportunity to contribute content as paid freelancers and as volunteers. The nonprofit venture will be supported by paid advertising, but will be distributed for free. Newhouse has hired a community member, Lydia Chatmon, to work part-time as project director; she has set up shop at the South Side Innovation Center. Eventually, a bureau office will open on South Salina Street, where community members will be welcome to work on their content with mentoring from university volunteers and community members. Projected launch is February 2009. Eventual goal of the project: Turn the operation over to the community, with SU students continuing to be involved as interns.

“TECHNOLOGY AS PUBLIC GOOD”

MURALI VENKATESH, INFORMATION TECHNOLOGY INSTITUTE, SCHOOL OF INFORMATION STUDIES

In order to enhance broad-based citizen participation in technology design, access, and use, this course will focus on information technology -- Internet, civic networks, online resources, and computing generally. It will be offered to iSchool students (graduate and undergraduate), but interested students from other professional schools/programs at the university may also enroll. Course objectives are: (1) to equip our students with the conceptual frameworks and practical skills derived from an ethical and socially-responsible perspective on technology in order that they may effectively participate in public technology initiatives as public-spirited citizens; to that end, students will learn key ideas and values of participatory democracy and citizen activism; and (2) to build capacity in low-income neighborhoods for political activism, to equip residents with the knowledge and skills for forging and mobilizing social capital directed toward improving quality of life through IT. Youth (16 - 25 years of age) are a special focus of the course.

Two additional courses were funded as a joint project of Imagining America and Enitiative, the Syracuse campus-community Entrepreneurship Initiative, funded by a grant from the Ewing Marion Kauffman Foundation of Kansas City, MO, focusing on entrepreneurship in the arts, technology, and our neighborhoods.

They are:

“BLACK SYRACUSE: ORGANIZING AND INTERPRETING ‘HIDDEN’ RESEARCH COLLECTIONS” **JOAN BRYANT, AFRICAN AMERICAN STUDIES DEPARTMENT**

The purpose of this course is to organize and interpret "hidden" African American research collections in the Syracuse region. Undergraduate and graduate students will inventory and develop materials, process research collections, and analyze archival materials. The course will also teach students and community members to do oral histories with local residents. It attempts to make research collections related to local businesses, organizations, events, and individuals accessible to community members, students, and scholars. It will heighten public awareness of African American cultural, entrepreneurial, political, religious, and social history in the area.

Instructors:

Joan Bryant, Associate Professor, African American Studies Department

Marcia Robinson, Assistant Professor, Religion Department

Bonnie Ryan, Associate Librarian, Social Sciences and Area Studies Department, Syracuse University Library
Angela Williams, Librarian, MLK Library, African American Studies Department,

**“THE ETHNOGRAPHY OF THE UNIVERSITY: STUDYING SCHOLARSHIP IN ACTION”
WILLIAM KELLEHER, ANTHROPOLOGY, MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS**

This anthropology course will introduce undergraduate students to ethnographic methodologies, institutional analysis, and the research publication process. Students will conduct ethnographic studies of scholarship in action projects of their choosing and will have the opportunity to produce visual, audio, and written results. All the steps in the research process, from the formation of research questions to the creation of final papers, will be stored on-line. Students will be encouraged to make their work public so that their research subjects, fellow students and Syracuse community participants, will be able to comment and provide feedback on the students' research. Student research projects not only will function to educate the researchers about the university and its 21st century innovations but also will enable these students to contribute to the production of knowledge that will enable reflection and further the creativity of the work studied. The on-line archive will record this process for future students in the hope that they will build on it. This archiving of scholarship in action research will record the adaptation and innovations of scholarship in action projects and may contribute to the imagining of university-community relations.