

**2007 Summer Institute in Arts & Humanities**  
**June 18<sup>th</sup> – August 17<sup>th</sup> 2007**  
**New Directions in Cultural Research:**  
**Community Collaboration Practice**

**FACULTY:**

**Craig Jeffrey**, Geography and International Studies, UW Seattle,  
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*It is our goal to be as accessible as possible to you. If you have any questions about or suggestions for the Summer Institute, please don't hesitate to contact us via e-mail at the addresses above. Let us know how we can be helpful to you.*

**STUDENTS:**

**Arianna Beck** Philosophy & Classical Studies; **Angeline Candido** English & Communication; **Daphne Chu** Digital Art & Women Studies; **Jennifer Cushing** Anthropology & French; **Jesse Delira** Photography; **Hala Dillsi** Near Eastern Languages and Civilizations & Political Science; **Salena Farris** Interdisciplinary Arts and Sciences; **Donna Freedman** Comparative History of Ideas; **Shannon Goodwin** Community Environment & Planning; **Margaret Gordon** Vocal Performance & Anthropology; **Sujot Kaur** Comparative History of Ideas & International Studies; **Sooja Kelsey** Social Sciences; **Lindsay Lamfers** Comparative History of Ideas; **April Nishimura** Art & International Studies; **Farah Nousheen** Comparative History of Ideas; **Tara Anastasia Olson** International Studies; **Anya Pavlovic** Political Science & Communication; **Jamie Stroble** International Studies & Environmental Studies; **Dane Sydow** Interdisciplinary Arts and Sciences; **Chloe Valencia** English.

**COMMUNITY PARTNERS:**

**Gear up!** Faculty supervisor: **Jeffrey** [Group work page](#)

This project will involve students in supporting the activities of Gaining Early Awareness of Undergraduate Programs (GEAR-UP), a federal-funded organization based at the University of Washington which helps prepare school students from low-income backgrounds for college education. GEAR-UP organizes a range of programs aimed at enhancing school students' academic skills, training teachers, and building collaborative networks between university teachers/students and school teachers/students. Summer Institute students will shadow aspects of GEAR-UP's work, develop fun interactive workshops for GEAR-UP's summer programs, and assist in publicizing the work of GEAR-UP within and beyond the university.

**Powerful Voices** Faculty supervisor: **Roberts** [Powerful Voices work page](#)

Students will work closely with the staff of Powerful Voices, an organization whose work focuses primarily on instilling leadership skills and developing critical thinking in adolescent girls. Specifically, we will be involved in observing, documenting and collaborating with Powerful Voices to create sustainable curriculum for their annual summer program.

**[Safe Schools Coalition](#) Faculty supervisor: Lerum [Group work page](#)**

Students will work with the Safe Schools Coalition to envision and create one or more creative "social marketing campaigns" (e.g. public awareness education for the purpose of a larger social good). The "greater good" in this case is to intervene in teen cultures around issues of bullying and violent intolerance of social difference. Students will base the logic of their social marketing campaign on in-depth research (including, perhaps, interviews and observations of adolescents involved in the King County Parks & Recreation summer programs). The resulting projects may include political cartooning and production of a U-Tube video to be posted on the Safe Schools Coalition website. Production of a short video to be shown as a preview in movie theaters is also a possibility.

**[Tent City 4](#) Faculty supervisor: Krabill [Tent City Work page](#)**

Students will work with residents of Tent City 4, an encampment of people experiencing homelessness that relocates every several months, to prepare exhibits and other materials to be used both for a major fundraising event to be held in the fall and for educational efforts beyond the fall event. This project will most likely involve a variety of forms of visual documentation -- photography, video, web design, etc. -- and include telling the stories of residents of Tent City. This might also include developing curricula for schools located near tent city locations.

**SUMMER INSTITUTE DESCRIPTION:**

How can culture and creativity contribute to progressive social change? How is globalization reshaping what we understand by 'culture' and 'the arts'? And how might undergraduate students at UW collaborate with community groups to engage with real world cultural issues? The 2007 Summer Institute in the Arts & Humanities offers an opportunity to explore these and other questions about arts, culture, and activism together with UW faculty and each other. The Summer Institute will provide students with the methodological, theoretical, and ethical skills needed to undertake cultural investigations at various community sites. Students will develop their projects in collaboration with community-based organizations and with each other. Research may take form in various media—a public performance or an art installation, an academic paper or an organizational report.

Where the academic humanities have traditionally focused on textual and archival researches, new social and technological developments have recently pushed the humanities to new engagements with everything from new media to new community partnerships. Research and teaching agendas in the humanities are consequently adapting to develop collaborative and community-based orientations. These new orientations

have, on the one hand, led the humanities into productive exchange with the qualitative social sciences (which have deeper and longer histories of practical community engagement and development) and the arts (which focus on creative production and have become increasingly central to discussions of community development). These engagements in turn have illuminated the strength of community-based arts and culture projects as a site for humanistic research, but also highlighted arts and culture as methods that can renew community-based research within the social sciences.

The theme of the 2007 Summer Institute grows out of an ongoing University of Washington initiative developing arts and cultural pathways for community-based research and teaching, the [Cultural Studies Praxis Collective](#) (CSPC). A multi-year collaboration of faculty and academic staff sponsored by the Simpson Center for the Humanities, CSPC members are researching how the best critical traditions of cultural studies and public humanities scholarship can be used to generate creative and collaborative practices across communities in the Puget Sound region. All four SIAH faculty members are currently authoring or co-authoring articles that explore this question through the lens of their own research, teaching, and community engagements. These faculty members are also contributing to the intersecting development of the Masters of Arts in Cultural Studies at UW Bothell and the [Institute in the Public Humanities for Doctoral Students](#) at UW Seattle.

#### **SUMMER INSTITUTE GOALS & THEMES:**

In addition to the community collaboration projects (described below), the 2007 Summer Institute is organized around three conceptual themes that are designed to push forward participants' thinking regarding what constitutes research in the cultural realm and, more generally, the arts and humanities. These three themes are **Critical Ethnography**, a research method (and an intellectual movement) toward understanding and appreciating culture while holding central a critical consciousness of power relations; **Cultural Praxis**, the idea that theory and practice are inextricably linked and cannot be separated without doing damage to the quality of both the theory and practice involved; and **Community Collaboration**, which holds that research requires active and equitable collaboration with those who are most directly impacted by the results of that research. Summer Institute faculty will also hold seminars on how these conceptual themes intersect with specific issues and areas of inquiry, as well as assist participants in applying these conceptual themes to their own collaborative research projects.

By the end of the Summer Institute, participants should

1. Refine their research, writing, and presentation skills;
2. Strengthen their abilities to identify, acknowledge and address power relationships in a variety of settings;
3. Be able to work effectively in collaborative research clusters and provide constructive feedback to peers and community partners;
4. Be familiar with some of the history around cultural research and community collaboration; and

5. Be familiar with the debates around the importance and efficacy of different types of collaboration, including concerns around possible problems stemming from such practices;

### **COMMUNITY COLLABORATION PROJECTS:**

The Summer Institute is designed to use a variety of arts and humanities-based theories and methods to cross the boundary between campus and community work. As a way to make that a reality for all of us, we will divide the class into groups of 3-6 students who will work in partnership with a community-based organization. Each project will be different. The instructors have made preliminary contact with the partnering organizations and set up a basic infrastructure, but the development of the project is up to the collective group of students participating with that site. These projects will require that you meet with your group and with the partnering organization outside of the seminar times. In some cases that might be at a fixed time every week, while in other cases you may need to coordinate your schedules as a group and in conjunction with the organization.

Please keep a few things in mind:

These partnerships are meant to give you the chance to explore ideas and methods that will hopefully be useful to you in your future work. But as with any community-based and ethnographic research, that is only half of the equation. Our partnering organizations have their own needs and desires for these partnerships. Please be sure that the voices of all the stakeholders are brought to the table and that everyone involved is benefiting from these relationships.

### **COURSE EVALUATION & REQUIREMENTS:**

The format of the Summer Institute emphasizes collaboration between students and with both Summer Institute faculty and community partners; therefore, a relatively large portion of your final grade depends on your overall contributions to the course. On the most basic level of course contribution, you should come to class sessions on time and stay for the duration, having read the assignments and having given them some thought in preparation for participating in discussion. In addition, you will have many structured opportunities to contribute to the course. A crucial element of the Summer Institute, as described above, are the community collaboration projects, which we will form at the end of the first week. You will meet with your group many times over the summer, and developing this group will be an essential component of your contribution to the Institute. Each of you will also facilitate (with your colleagues) a "teach-in," in which you will address an issue emerging out of your community collaboration to the rest of the Summer Institute participants.

We take it as assumed that all members of the Summer Institute, including faculty, treat each other respectfully, and know the difference between genuine discussion and intellectual posturing. Contributions to course discussions are not only a way to share what we've learned, but also a chance to ask questions, experiment with new ideas and

explore issues that are unclear. Other in-class and short-term assignments and activities, written and otherwise, may also be assigned and evaluated under course contribution.

We expect that students who enroll in this course will be motivated by the material and by the opportunity to explore innovative research methods and design. We therefore expect everyone to do the required reading and short weekly assignments, and to be responsible partners to the organizations with which they are working.

There will be no final exam. Instead, the class will collectively design and host a public event to present their community collaboration research projects.

Additional guidelines for the individual portrait, individual self-reflective essay, and project portfolios are linked below.

The grade distribution will be as follows:

- 15 % Course Contribution, Group Teach-in, Short Assignments & Class Activities (described above)
- 10 % [Individual Portrait](#)
- 15 % [Final Self-reflective Essay](#)
- 60 % [Project Portfolio](#)

**COURSE WIKI:** <http://siah.pbwiki.com>

The course website will be a central meeting place. It will include not only the syllabus and links to e-reserves, but also links posted by students and instructors to projects that parallel or might inform the students' own work.

### **MEETING TIMES AND COURSE LOCATIONS:**

Reserve Mondays, Wednesdays, and Thursdays from 11-3 pm for class activities and meetings; you are responsible for arranging other times with community partners and group members. Our core meeting space is the Simpson Center for the Humanities Seminar Room (Communications 202), as well as your community partner sites. In addition, we have additional spaces reserved on campus as needed for class activities.

During A term, our extra classroom space is:

*Mondays* Eagleson 001

*Wednesdays* Denny 209

*Thursdays* Art History 004

During B term, our extra classroom space is:

*Mondays and Wednesdays* Balmer 313

*Thursdays* Balmer 411

### **GENERAL RULES AND GUIDELINES:**

We expect all written materials to be typed or word-processed. You are responsible for all materials and announcements covered during class sessions. The structure of the Summer Institute may change during the quarter; the calendar attached to this syllabus is a starting point only, and may be altered if necessary. We also expect you to use your UW e-mail account regularly, so that we can communicate with each of you electronically between classes. If you wish to use another e-mail address as your primary account, set up your UW account to forward to your other address. All assignments are due at the beginning of the class during which they are due; no late papers will be accepted for any reason (though they may be submitted for feedback). You must be present in class for the entire class to turn in your assignments. Grades for the final portfolio will be deducted one full grade point for each 24 hours the portfolio is late. No incompletes will be granted, barring *extraordinary* circumstances.

**ACADEMIC INTEGRITY:**

Please see the UW General Conduct Code for crucial information regarding academic integrity: <http://www.washington.edu/students/handbook/conduct.html>. The library also has an extremely useful website with resources at <http://www.lib.washington.edu/about/events/academic/>. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

**STUDENTS WITH DISABILITIES:**

We are committed to providing academic accommodations to those of you who have a disability. For information or to request disability accommodation contact: [Disability Resources for Students \(DRS\)](#) (Seattle campus, matriculated students), 448 Schmitz, box 355839, phone 206.543.8924/V, 206.543.8925/TTY, 206.616.8379 (FAX), or e-mail [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu). Students from the Bothell campus follow the same process, contacting [Disability Support Services](#) at 425.352.5307 or [dss@uwb.edu](mailto:dss@uwb.edu).