Community Sabbatical Grants Yield New Domestic Violence Response Initiative, Funding for Sexual Assault Prevention

A Ground-Breaking Partnership
by Gail Rice, Noël Busch-Armendariz and Marilyn Armour

Gail: In my work as Community Advocacy Director for SafePlace I share responsibility for the agency’s strategic initiative to explore new ways to combat and respond to domestic violence. When I came across a UT master’s thesis by Andria Salucka Sindt on domestic violence programs that are integrating practices adapted from the restorative justice movement, I felt that these practices spoke directly to issues emerging at SafePlace — in particular, to the debate about how we could, or whether we should, develop approaches to work with abusive men and possibly with couples who wanted to reunite after being in an abusive relationship. In my Community Sabbatical Research Leave application, I proposed to study the applicability of restorative justice principles to efforts to counter domestic violence in Austin and Travis County, and to develop a practical plan of action for SafePlace and other community agencies to improve or expand their services by incorporating these principles. With the assistance of Professors Noël Busch-Armendariz and Marilyn Armour, the faculty consultants whom the Humanities Institute recruited to work with me, these goals have in large part been met.

Noël and Marilyn: Gail’s project provided an unusual opportunity to bring practitioners and academics into creative partnership to develop, test, and examine the intersection of restorative justice and domestic violence. The Community Sabbatical program gave us a structure within which to work together and a vital mechanism to connect the academy to the community and the community to the academy. The program also gave two faculty members with different areas of expertise (domestic violence and restorative justice) the opportunity to work together and learn from each other. We view Gail’s project as the expanding first point of a sustained collaboration. It has provided an avenue for us, as social work researchers, to conduct community-based research guided by the community. And it has had a significant ripple effect because many other community members, beyond the original identified agency, are now involved in and benefiting from this project.

HI-Sponsored Research Helps Sway Texas Legislature

The fall 2005 Citizen-Scholar featured an article on our first cohort of Community Sabbatical grantees that began with these words: “Victoria Camp, Director of Operations for Texas Association Against Sexual Assault (TAASA), believes that she could powerfully affect public policy if she were able to show Texas legislators and business leaders the exact dollar cost to taxpayers and productivity loss to businesses of each instance of sexual assault committed in the state.” She now has.

Over the course of the 2005-6 academic year, Ms. Camp worked with Dr. Noël Busch-Armendariz of the UT School of Social Work and Dr. Bruce Kellison of UT’s Bureau of Business Research to gather and organize data.

Victoria Camp (center) with Dr. Bruce Kellison and Dr. Noël Busch-Armendariz

please see Community Sabbatical Grants page 4
“ALL OF A SUDDEN — SEKOU.”

This was how poet, performance artist, civic activist, and lived and living wisdom-teacher Sekou Sundiata signed off on his emails until his death by heart attack on July 18, a few weeks short of his 59th birthday and the European premiere of his remarkable musical-theatrical “state of the American soul” address, 51st (dream) state.

I began corresponding with Sekou eighteen months ago to negotiate his campus and community residency here last year as the Cline Visiting Professor in the Humanities, and, at first, I took his salutation as an elegant standing apology for his often delayed and sketchy responses to my proposals about the residency’s logistics and programming. But then he arrived, and — along with the other two thousand Austinites who attended his America Project classes, citizenship potlucks, poetry workshops and readings, panel discussions, Lincoln’s Birthday freedom recital, or 51st (dream) state production, at venues that ranged from the University to Martin Middle School, Resistencia Bookstore to St. James’ Episcopal Church, a Foundation Communities learning center to the Capitol rotunda — I learned that “all of a sudden” was the signature not of Sekou Sundiata’s electronic elusiveness but of his electric presence. That dramatic, energizing, fulsome human presence remained as an afterglow of Sekou’s work with us in Austin. It remains in the aftershock of his death, residing not only in the memory of his person but also in the distinctive meld of his language and his social practice.

On the final afternoon of his residency, around a large seminar table at which sat probably the most economically, ethnically, and occupationally diverse group of fifteen ever to assemble in the Harry Ransom Center’s Tom Lea Room, American-Statesman columnist Brad Buchholz asked Sekou to talk about the qualities of language that he most valued and sought. Sekou responded that he looks for language that will “nourish me intellectually, as a critical citizen, [and] spiritually.” Since “most of the nourishing content” of the public language that we all encounter every day “was depleted a long time ago,” he went on, it is the artist’s responsibility to produce language that offers both personal authenticity and intellectual, civic, and spiritual nourishment for others.

This description of Sekou’s project as a language artist echoed the definition of democracy — democracy not as a political system but as “a principle that underlies matters of state” — that he proposed in a 2004 speech entitled “Diversity Revisited”: “I am thinking of it as a humane social practice that elevates and promotes the best in individuals because it requires each of us to see and accept the Other as both different from us and the same as us at a fundamental level. It makes each democratic practitioner a better citizen and a better person because it brings together the inner need for the freedom to be who you are with the outer need for a social and political and economic ecology that can feed and care for the whole human being.”

After Aristotle, we tend in our thinking and in our living to assign ethics, politics, and aesthetics to different domains, different practices. Sekou taught their convergence by an art and a presence in the world that set itself the task of feeding and caring for the whole human person and community. In 51st (dream) state, passages of strong political critique are often also ones of searching ethical inquiry and of astonishing beauty. Around the table in the Tom Lea Room, exactly six months ago, Sekou spoke of the origin of one such passage in his chance encounter with a piano melody that he later realized was the piece that would support — and, indeed, enable him to compose — a long intended but previously blocked poetic meditation on the individual and civic stories of Hurricane Katrina. “I heard this tune, and I said, ‘oh, God, this is so beautiful.’ I didn’t know what to do, all I knew is it was beautiful. I know enough now that when I hear beauty I hit save.”

All of us who had the good fortune to hear, see, or work with Sekou in the last months of his life hit save as well and will hold our impressions of his Austin visit in our memories for a long time.

Email: carton@humanitiesinstitute.utexas.edu
In Memoriam — Sekou Sundiata

The Humanities Institute invites you to a memorial celebration of Sekou Sundiata at 7:00 p.m. on September 11, 2007, at St. James’ Episcopal Church on 3701 E. Martin Luther King Boulevard.

The event will feature video and audio footage from the America Project residency, personal reflections on Sekou’s life and work, and music and poetry performed in his honor.

Kritika Agarwal and Jeremy Dean Join HI Staff

Throughout its history, the Humanities Institute has depended on exceptionally talented, committed, and resourceful graduate student program coordinators. The 2007-8 academic year continues this tradition with the appointment of Kritika Agarwal and Jeremy Dean.

Kritika Agarwal is a second-year M.A. student at the Center for Women’s and Gender Studies. She joined the Institute staff in summer 2007. She graduated in English and Journalism from Angelo State University, San Angelo, Texas in 2005. Kritika’s research interests include 19th-century British literature, caste and marriage in India, and sexuality and women in religion, especially Islam.

She manages the Institute’s community programs, including the Mayor’s Book Club and the Community Sabbatical Program, as well as the Living Newspaper Project.

Jeremy Dean is a doctoral student in American literatures. Jeremy serves as education program coordinator for Texas Teachers as Scholars as well as the Living Newspaper Project.

He is also co-editor of the Ethnic and Third World Review of Books, an annual journal of postcolonial theory and literature published by the English department at the University of Texas. His dissertation explores the influence of the discipline of sociology on the publication and pedagogy of early twentieth-century African American literatures.
A Ground-Breaking Partnership (continued)

**Gail:** The turning point in my sabbatical research came when Dr. Armour introduced me to Dr. Rhea Almeida, a scholar-practitioner at the Institute for Family Services in Somerset, New Jersey, who has developed a Cultural Context Model (CCM) for working with families experiencing domestic violence. This approach, which its creator also characterizes as a social justice model, is aligned with core values and principles of the restorative justice movement. I visited Dr. Almeida’s program and came away inspired by how thoroughly it talked on domestic violence, and how skillfully it integrated core principles of empowerment and accountability into family therapy practice while building community organically.

In January of this year, the UT Institute on Domestic Violence and Sexual Assault partnered with SafePlace and the Travis County Sheriff’s Office to bring Dr. Almeida to Austin for a two-day training with a cross-section of organizations working to counter domestic violence. The training, which included numerous video clips of work being done in the CCM’s culture circles, caught the imagination of the trainees. All twenty-one persons who completed evaluations said the training expanded their thinking on work with families experiencing domestic violence.

My Community Sabbatical Research Leave has resulted in a commitment by my organization to pursue a three-year pilot project, in collaboration with UT’s Institute on Domestic Violence and Sexual Assault, to incorporate the CCM model into our training and practice. We anticipate partnering with other community agencies in this project as well. Professionally, I am excited by this opportunity to place greater emphasis on the impacts of social inequities confronting persons dealing with domestic violence and to move the reparation of damage done by crime or violence from the margins to the center of our practice through a renewed focus on restoring right relationships and building community for lasting social change.

Personally, my Community Sabbatical helped me discover fresh motivation after 25 years of working in this field; it absolutely re-energized me.

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HI-Sponsored Research Helps Sway Texas Legislature (continued)

develop a cost analysis, and determine how best to use her results to win legislative support for stronger efforts to prevent a crime that victimizes one in five Texas women and one in twenty Texas men. In their co-authored 2006 report, *The Texas Rape Tax: Annual and Lifetime Costs of Sexual Assault*, Camp, Busch-Armendariz, and Kellison showed that sexual assault costs the state of Texas $27 million per year, and concluded: “The best way to reduce this cost is to reduce the number of sexual assaults.” In the last legislative session, Texas representatives took notice.

House Bill 1751 imposes a $5.00 cover charge on patrons of specific sexually-oriented businesses in Texas, the proceeds from which, according to a recent TAASA news release, “will finance research about sexual assault in Texas; efforts to prevent sexual violence; programs to improve the response to sexual violence by law enforcement, medical practitioners and victim advocates; and improvements in the management and treatment of convicted sex offenders.” Passed by a bi-partisan coalition in the House, the legislation awaits action in the Senate.

Contacted recently by the Humanities Institute, Camp confirmed that her Community Sabbatical research had played a role in TAASA’s successful lobbying for the bill’s passage, providing data “that we used when communicating with legislators privately, during public testimony and in our written fact sheets. . . . Members of the legislature certainly understood that sexual assault is a $27 million annual drain on Texas’s resources.” That understanding helped give rise to “a really big piece of legislation,” Camp said. “The impact of the money is going to be big.”

In June, the Washington-based *Chronicle of Philanthropy*, “the newspaper of the nonprofit world,” profiled the Community Sabbatical program. In the upcoming year, we hope to cultivate philanthropic support for the expansion of this signature Humanities Institute initiative.

To read the *Chronicle of Philanthropy* article, please follow the link from the home page of our web site:

http://www.humanitiesinstitute.utexas.edu
Robin Bradford  
Foundation Communities

Robin Bradford is the director of development and communications for Foundation Communities, Austin’s largest provider of affordable housing and supportive services. Robin is responsible for fundraising and public outreach for the organization, raising $1.5 million annually from foundations, corporations, and individuals. She is also a short story writer and essayist whose honors include an O. Henry Award and a Dobie Paisano Fellowship for Texas writers. During her Community Sabbatical Research leave, Robin will focus on a book in progress about the complex relationship between social workers and the families they serve, especially the cognitive, emotional, and spiritual challenges of the social worker’s continuing labor and hope for change in the face of overwhelming need and suffering. Her faculty consultants will be Dr. Margaret (Peg) Syverson of the Department of Rhetoric and Writing in the College of Liberal Arts and Dr. Holly Bell from the School of Social Work. Dr. Syverson is also an ordained Soto Zen priest who will provide expertise on Buddhist studies. Dr. Bell has recently done research on social workers’ views on their own spirituality.

Stephanie Jarvis  
French Legation Museum

Stephanie Jarvis is the new Director at the French Legation Museum. In December 2005 she received an M.A. from the Public History Program at Texas State University-San Marcos. Before joining the staff of the French Legation Museum in August, 2006, she worked as a Researcher/Interpreter at the Barrington Living History Farm at Washington-on-the-Brazos State Historic Site near Brenham, Texas. Although her current research centers mostly on materials relevant to program development at the French Legation Museum, she is always eager to broaden her studies with as much Austin and Texas history as possible. She is especially excited about the project planned for her Community Sabbatical Research Leave, which will focus on the African American presence on Robertson Hill (the site on which the French Legation sits). The information gained will revitalize the Museum, connect the content of its tours more closely to its surrounding community, and make its interpretation of the site it occupies more inclusive of all of the historical inhabitants of Robertson Hill. American Studies professor Dr. Shirley Thompson, whose own work explores African American passages from property to property ownership, will consult on the project.

Brian Radley  
Breakthrough Austin

Brian Radley is the Director of Middle School Programs at Breakthrough Austin, an educational nonprofit that builds a path to college for students who will be first-generation college graduates. Starting in sixth grade and continuing through college entrance, Breakthrough provides rigorous academic summer sessions at the University of Texas, school-year support and advocacy, and college prep programming to 250 low-income AISD students who have a dream of going to college. Research shows that low-income students are seven times less likely to attend college than their higher-income peers, and first-generation college students must overcome countless challenges on their path to college. An additional layer of challenges faces such students when they are children of undocumented immigrants. Brian will use his research leave to study the systemic, financial, and social-emotional barriers that undocumented immigrant students face in pursuing their college goals. Collaborating with UT faculty and local and national partner organizations, he will investigate tools and strategies that Breakthrough — and other 501c3’s — can use to counsel, support, and advocate for Breakthrough’s undocumented student population. He also hopes to publish and share his findings with other programs in Austin and with Breakthrough’s National Collaborative.
ON MONDAY, MAY 21ST, the 15 pioneering members of the Free Minds Project Class of 2007 walked across a stage inside the Harry Ransom Center to accept their certificates of completion. Applauded by the team of UT-Austin and ACC professors who taught in the project’s pilot year, and surrounded by their family, colleagues, and friends, the new graduates celebrated the culmination of nine months dedicated to thinking, reading, writing, and learning together.

In a lively and moving graduation ceremony, the Class of 2007 was serenaded by local jazz vocalist Suzi Stern, entertained by playwright and performance poet Sharon Bridgforth, and congratulated by a number of admirers, including Gregory Vincent, Vice President for Diversity and Community Engagement (UT-Austin), Donetta Goodall, Vice President for Academic Transfer and General and Developmental education (ACC), and Free Minds Theatre Professor Stacy Wolf (UT-Austin). “How truly awe inspiring,” said Louise Sawaki, HCV Family Self-Sufficiency Coordinator for the Housing Authority of the City of Austin, after attending the ceremony. “The air was electric with a palpable sense of empowerment, newfound pride, success, and the sheer joy of new beginnings.”

Graduation speaker Abbie Navarrete addressed her classmates, saying: “What I want us all to realize is that we have made a profound impact on others, we have contributed a deeper level of understanding, we have elevated the level of conversation. Any college would be fortunate to have us in their classrooms because people like us realize and appreciate that the true meaning of education has very little to do with memorizing facts, dates, and numbers. The true meaning of education lies in the ability to reflect, analyze, and connect theatre, philosophy, literature, classics, history to our lives and to our world for we realize that in doing so we free ourselves from ignorance, prejudice, preconceived notions, and stereotypes...There is no longer any doubt that we belong in a college discussion.” 🎓

The Free Minds Project is a partnership program of the Humanities Institute, Austin Community College, and Foundation Communities, which hosts the class meetings at one of its affordable housing residencies in Northeast Austin. The Free Minds Project extends a liberal arts education to Austin-area adults facing financial and educational barriers, through an introductory, college-level seminar including units in Literature, History, Philosophy, Theatre, and Writing.

Excerpts from the graduation ceremony:

“I thank the Free Minds Project Class of 2007 for your commitment and for your trust. I know that it has not always been easy, and I know that there were plenty of nights when you did not want to come to class, when you did not have time to read on top of everything else in your lives, when it seemed impossible to sit down to write a paper. And yet — you did it anyway. ...You have taught me something I thought I already knew — that education does not consist in the reading of good books or the accumulation of facts and rules, but in real listening, in the deliberate opening of one mind to another. You have proven that it is possible, through that kind of listening, to create the kind of community that can, indeed, change the world.”

—Sylvia Gale, Free Minds Project Founding Director

“[W]eek after week, I was surprised: surprised by your enthusiastic engagement with every play we studied; by your strong responses to ideas raised by the plays; by your avid investment in theatre; by your intense curiosity about everything we brought to class; by your ever-expanding repertoire of connections and associations; by your increasingly astute analysis; by your generous attention to guests.”

—Stacy Wolf, Professor of Theatre and Dance, addressing the 2007 Free Minds graduates

“Every class I attended gave me encouragement to become a better citizen and apply the values of reflection to my life. I am prepared now to fully live my life with a more relaxed thinking ability. I have been profoundly transformed in becoming a better reader, listener, mother, and co-worker.”

—Maryann Ramos, Free Minds Project graduate
A NEW CLASS OF 24 STUDENTS met with their professors for the first time on the evening of August 27th, launching the second year of the Free Minds Project. The class, selected through an application and interview process, includes adults ranging in age from 23 to 55. Most of the students have no college experience, but they bring a wealth of life experiences to the classroom.

Returning faculty Evan Carton, Matthew Daude Laurents, Jill Dolan, Jim Sidbury, and Stacy Wolf, along with writing consultant Jaclyn Pryor, are prepared to lead students through two semesters of stimulating reading and conversation. In addition to a reading list that covers William Carlos Williams, Arthur Miller, Lorraine Hansberry, Thomas Jefferson, Plato, and other great thinkers, students will have the chance to step out of the classroom this semester. Plans include trips to see the Actors from the London Stage Production of *Macbeth* and to see Maria Irene Fornes’ *Fefu and Her Friends* at UT’s B. Iden Payne Theatre.

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Program partners would like to thank the Webber Family Foundation and the KDK-Harman Foundation for generous grants in support of the Free Minds Project’s 2007-8 year.

Vivé Griffith Appointed New Free Minds Project Director

Vivé Griffith joined the Humanities Institute in July as the new director of the Free Minds Project, succeeding founding director Sylvia Gale, who accepted a fellowship to complete her doctoral studies. A graduate of the university’s Michener Center for Writers, where she held a fellowship in poetry and fiction, Vivé is a poet, essayist, and teacher with a strong background in working in the community. She’s taught poetry to everyone from kindergarteners to retirees, on university campuses and in local schools, libraries, community centers, and her own living room.

Vivé is the author of the poetry collection *Weeks in This Country*, and a previous co-editor of *Borderlands: Texas Poetry Review*. Her poems and stories have been published widely, and she has published essays about expanding the audience for poetry beyond the university. She is currently at work on a travel memoir about retracing her grandmother’s 1946 cross-country road trip sixty years later.

Vivé comes to the Humanities Institute after five years in the university’s Office of Public Affairs, where she wrote feature stories for the university home page that covered research, projects, and outreach in every corner of campus. In fact, it was when meeting with Evan Carton about a story on the Humanities Institute’s Living Newspaper project that Vivé heard about Free Minds. She knew immediately that she wanted to be involved.

“Since graduate school I’ve sought ways to connect the tremendous resources of the university with the larger community,” she says. “The Free Minds course in the humanities is an example of my beliefs in action, and I’m thrilled to have the opportunity to help sustain and develop this exciting program for this year’s students and students in the years to come.”
Imagining The Human

WEDNESDAY OCTOBER 24
Re-envisioning the Human in an Information-Intensive Era
Dr. Katherine Hayles, University of California at Los Angeles

WEDNESDAY NOVEMBER 14
Ethnic cleansing and racism: how often are the victims considered non- or sub-human?
Dr. Michael Mann, University of California at Los Angeles

WEDNESDAY FEBRUARY 6
The Unbearable Sliminess of Being: Joe Rock & Enrico Caruso in the Sino-Tibetan Borderlands
Dr. Erik Mueggler, University of Michigan

WEDNESDAY MARCH 19
Animal Passions and Beastly Virtues: Animal Emotions and Why they Matter
Dr. Marc Bekoff, University of Colorado, Boulder

WEDNESDAY APRIL 23
After Leonardo: The Artist as Scientist in Seventeenth-Century Italy
Dr. Paula Findlen, Stanford University

Humanities Institute Distinguished Lecture Series
Free and open to the public
Lectures held at 7:30 pm in the Avaya Auditorium (ACE 2.302) 201 East 24th Street
For more information: 512-471-2654 or information@humanitiesinstitute.utexas.edu
The University of Texas at Austin

Poster design by Samantha Krukowski. Background image from Cholera (Samantha Krukowski, Oil on Canvas 24x96 2006)
HI Welcomes Distinguished Visiting Lecturers

HUMANITIES INSTITUTE FACULTY FELLOWS and selected graduate students representing disciplines across the university will meet weekly this year to explore the changing boundaries and definitions of the human and the humane over time and the challenges to those boundaries and definitions that have been posed by new technologies, other species, and modern social and environmental crises. The five distinguished visitors profiled below have been invited to contribute to this inquiry.

Each of their free public lectures will take place on a Wednesday evening at 7:30 pm in the Avaya Auditorium (ACES 2.302) at 24th and Speedway.

Dr. Katharine Hayles
University of California at Los Angeles
“Re-envisioning the Human in an Information-Intensive Era”

Katharine Hayles, Distinguished Professor of English at UCLA, specializes in the interrelations between literature and science in the 20th and 21st centuries and in electronic textuality. A prizewinning teacher and scholar, she is the author of The Cosmic Web: Scientific Field Models and Literary Strategies in the Twentieth Century; Chaos Bound: Orderly Disorder in Contemporary Literature and Science; How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics; Writing Machines; and My Mother Was a Computer: Digital Subjects and Literary Texts.

Dr. Michael Mann
University of California at Los Angeles
“Ethnic Cleansing and Racism: How Often Are the Victims Considered Non- or Sub-human?”

Michael Mann, Distinguished Professor of Sociology at UCLA, is a historical sociologist who studies the history and workings of power in human societies. His books include The Sources of Social Power; Incoherent Empire; and The Dark Side of Democracy: Explaining Ethnic Cleansing.

Dr. Erik Mueggler
University of Michigan
“The Unbearable Sliminess of Being: Joe Rock and Enrico Caruso in the Sino-Tibetan Borderlands”

Erik Mueggler is Associate Professor of Anthropology at the University of Michigan and an affiliate of Michigan’s Center for Chinese Studies and Center for the Ethnography of Everyday Life. His fieldwork, scholarship, and teaching focus on the politics of ritual, religion, science, and nature in the border regions of China. The author of The Age of Wild Ghosts: Memory, Violence and Place in Southwest China, he is currently reconstructing the history of British botanical exploration in China’s southwest borderlands with an emphasis on the relations of these explorers to the mountain inhabitants who worked as their guides, porters, and collectors.

Dr. Marc Bekoff
University of Colorado, Boulder
“Animal Passions and Beastly Virtues: Animal Emotions and Why they Matter”

Marc Bekoff is Professor Emeritus of Ecology and Evolutionary Biology at the University of Colorado, Boulder, and a Fellow of the Animal Behavior Society. With Jane Goodall, he co-founded the organization Ethologists for the Ethical Treatment of Animals: Citizens for Responsible Animal Behavior Studies. He is the author of The Emotional Lives of Animals and the co-author of How Animals Talk.

Dr. Paula Findlen
Stanford University
“After Leonardo: The Artist as Scientist in Seventeenth-Century Italy”

Paula Findlen is Ubaldo Pierotti Professor of Italian History and Director of the Science, Technology, and Society Program at Stanford. She specializes in the rise of modern science, medicine, and technology during the European Renaissance and especially in Italy. The author of Possessing Nature: Museums, Collecting, and Scientific Culture in Early Modern Italy, she is currently at work on a project entitled “The Women Who Understood Newton: Laura Bassi and her World.”
Recent Books and Awards by HI Faculty Affiliates
by Pauline Turner Strong, Associate Director

SINCE THE FIRST HI FACULTY SEMINAR IN 2001-2, about 150 faculty members have had the opportunity to engage in interdisciplinary dialogue with colleagues and advanced graduate students about their work in progress. Fellows and visiting speakers have described the seminar as “extremely stimulating,” “tremendously fruitful,” and “the most valuable interaction with colleagues that I have experienced in my career.” This new feature of the Citizen-Scholar profiles a few of the publications of general interest that have benefited from seminar discussions and celebrates awards received by faculty affiliates of the Humanities Institute.


Laurie Green (History), a member of the 2005-6 seminar on Remembering and Forgetting, Collecting and Discarding, is the author of *Battling the “Plantation Mentality”: Race, Gender and Freedom in Memphis During the Civil Rights Era* (University of North Carolina Press, 2007). *Mas que un Indio/More than an Indian: Racial Ambivalence and Neoliberal Multiculturalism in Guatemala* (School of American Research Press, 2006) is the latest publication of Charles Hale (Anthropology), a participant in the seminar on Texas in Global Contexts in 2002-3.


Evan Carton (English), who has led the faculty seminar each year, recently received the 2007 University Co-op Robert W. Hamilton Book Award for *Patriotic Treason: John Brown and the Soul of America* (Free Press, 2006). Carton presented his provocative biography of John Brown as part of the Humanities Institute’s annual Free (Thinking) Lunch series for faculty affiliates.

Each of these books is enthusiastically recommended to HI citizen-scholars. HI faculty affiliates, in turn, are encouraged to send us word of their publications so that we can spread the good news.
HI Invites Late Registration for Texas Teachers as Scholars Seminars

PART OF A NATIONWIDE INITIATIVE OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION to energize and validate K-12 teachers as intellectuals and keep them connected to cutting edge scholarship, the HI’s Texas Teachers as Scholars program provides a unique professional development opportunity for Central Texas teachers and a critical teacher renewal and retention resource for area schools and school districts. The 2007-8 line-up of Teachers as Scholars seminars features a broad array of humanities-based offerings. Notable additions to the program this year include courses offered in partnership with the Harry Ransom Center and the Students Partnering for Undergraduate Rhetoric Success (SPURS) program. Registration instructions may be found on the HI web site at: http://www.humanitiesinstitute.utexas.edu/programs/teacher/

FALL SEMINARS

Shakespeare in Performance
Alan Friedman, Department of English
Friday, September 21st & Friday, October 12th

Seminar participants will both study the texts of two Shakespeare plays, Macbeth and A Winter’s Tale, and view videos of them in order to gain a sense of the range of interpretive staging possibilities the works contain. TAS teachers will also see Macbeth performed live by a five-person troupe, Actors from the London Stage.

Film and the Avant-Garde: 1920-1970
Ann Reynolds, Department of Art and Art History
Wednesday, October 10th & Wednesday, October 31st

Cinema and avant-garde culture emerged at about the same moment in Europe and have been in dialogue with each other ever since. This seminar will focus on the crucial reciprocal relationship between film and avant-garde art in the 20th century. In the first seminar meeting we will consider the role that the modern city of Paris played in the development of surrealism and early silent film in the 1920s and how these avant-garde surrealist experiences were then adapted by Hollywood film-makers in the 1940s. In the second meeting, we will return to the theme of life in the modern city — in Russian avant-garde art and film after the Russian Revolution, and in art and film made in Paris on the eve of the events of May 1968.

SPRING SEMINARS

Why Rhetoric? An Ancient Tradition in the Contemporary Classroom
Mark Longaker, Department of Rhetoric and Writing
Friday, February 1st & Friday, February 22nd

Though there are many approaches to teaching writing and critical thinking in contemporary colleges and universities, one of the most common today adapts a 2000-year-old tradition — rhetorical analysis and theory — to the contemporary classroom. This seminar will introduce the principles of rhetorical pedagogy as a method of improving students’ skills as writers and critical thinkers. Participants will be exposed to classical and contemporary rhetorical theory as it applies to the writing classroom. (Dr. Longaker will offer this seminar in the Fall for teachers partnering in UT’s SPURS program; the Spring variant is open to all.)

Listening In: Music and Everyday Life in United States History
Karl Miller, Department of History
Friday, February 15th & Friday, March 7th

This seminar explores the many ways in which Americans have used popular music in their everyday lives over the course of the twentieth century. Songs have reminded people who they are or declared who they hope to become. Songs have built communities and torn them apart, asked forgiveness or demanded justice. They have been shouts in the wilderness and quiet whispers to those one loves. Popular songs can thus help us uncover the thoughts and feelings of people who did not make headlines or write memoirs. This seminar will explore the opportunities and pitfalls of using music as an historical source. We will then listen to music from a number of eras to hear what we can about the everyday lives of ordinary Americans.

Animals and the Making of American History
Janet Davis, Department of American Studies
Friday, March 21st & Friday, April 11th

Cod played a central part in the colonial North American economy, and a wandering pig played a critical role in creating a bicameral legislature in the Massachusetts Bay Colony in 1644. Moreover, the rise of circuses, pet-keeping, zoos, vivisection, and the advent of an organized animal welfare movement all illuminate the making of American history. Consequently, this seminar will explore the following question: what does a survey of U.S. history look like if we place animals at the center of our analysis? From loose livestock to dancing elephants, we will analyze the social, cultural, political, and economic place of animals at key historical junctures in the United States from the colonial period to the mid-twentieth century.

The Beat Generation on Display
Molly Schwartzburg, Harry Ransom HRC
Tuesday, March 25th & Tuesday, April 15th

Now half a century in the past, “The Beat Generation” has become an enduring symbol of the literary counterculture. Works such as Jack Kerouac’s On the Road, William S. Burroughs’s Naked Lunch and Allen Ginsberg’s Howl continue to provoke controversy and remain vital sources for debate among readers of all ages. This course will use the Ransom Center’s Spring 2008 exhibition on the Beat Generation to ask two interrelated questions: what happens to the Beat Generation when it becomes a museum artifact? And what happens to the museum when the documents of the Beat Generation reshape it in turn?
THE MISSION OF THE HUMANITIES INSTITUTE at The University of Texas at Austin is to build civic and intellectual community — within, across, and beyond the University’s walls — by bringing people together to explore issues and ideas that matter. Our educational programs, cultural events, and public forums provide participants with stimulating occasions for discovery, dialog, and transformation. A gateway to the varied resources of the University, the Humanities Institute pursues creative partnerships with other institutions and constituencies throughout Central Texas to help citizens and scholars jointly produce better understandings of themselves, others, and the world.

The University of Texas at Austin
Humanities Institute
P.O. Box 7219
Austin, Texas 78713-7219