2006 Mayor’s Book Club: The Devil’s Highway

THE HUMANITIES INSTITUTE, AS OUR MISSION STATEMENT announces, seeks to bring people together across various sorts of divides and borders to explore issues and ideas that matter. We hope to do just that this April, when we join the Austin Public Library and the Mayor’s Office in sponsoring a series of public forums, art and photography exhibits, films, and conversations on a timely and important topic: U. S. immigration policy and the experience of immigrant laborers in our local and national undocumented economy.

At the center of this month-long series of events is Luis Alberto Urrea’s The Devil’s Highway, selected by Mayor Will Wynn, on the recommendation of a screening committee composed of public library and Humanities Institute staff, as the book that all of Austin is encouraged to read and discuss in 2006. A gripping narrative and short-listed candidate for the 2005 Pulitzer Prize for non-fiction, The Devil’s Highway examines an Arizona border crossing of Mexican workers that went fatally wrong and uses this tragic true story to present a thought-ful and balanced exploration of the political, economic, and human dimensions of the United States’ undocumented economy.

Beginning at City Hall, with the April 3 opening of an exhi-bition of photographs and stories about and by Austin’s migrant workers, the 2006 Mayor’s Book Club will offer Austinites numerous opportunities, at venues throughout the city, to come think, learn, and talk about The Devil’s Highway and the issues it raises. Participants in the series of free events will include Mexican and U. S. political officials, local civic and community leaders, artists and filmmakers, journalists and scholars, immigration attorneys, and migrant workers’ organization representatives, along with interested

Research Associate Program Supports Actual Lives

By Chris Strickling, Humanities Institute Research Associate

I DIRECT THE ACTUAL LIVES PERFORMANCE PROJECT in Austin, a non-profit organization dedicated to reducing barriers between people with disability and the arts. Actual Lives is a community-based theatre ensemble comprised of adults with disability who make theatre from the raw material of everyday life with a focus on the lived experience of disability. Billed as “Texas’ own and only crip theatre with attitude,” Actual Lives is one of only a handful of similar projects in the country that present the voices and bodies of disabled people. The group writes, produces, and tours a full-length original show at least once each year, offers theatre workshops for children with disability in cities across the state, and helps train domestic violence service providers through Austin’s SafePlace program.

The concept for Actual Lives originated in the work of deaf performance artist Terry Galloway. I took Terry’s class during my doctoral studies in English at UT. As a scholar, I had been explor-ing the social and personal meanings of physical embodiment—especially the ways in which gender, race, and sexuality were represented in narratives and experienced as categories of identity. But before the class with Terry, I had not thought much about the lives or the repre-sentation of disabled people—let alone tried to understand disability from an identity politics point of view and to discover what “disability community” might mean. With support from VSA arts of Texas, Terry and I founded Actual Lives the next year.

As a project, Actual Lives yields original community theatre. But it also presents a unique opportunity for “public scholarship” on disability and representation. For me, as an academi-cally trained scholar who does not hold a university appointment, “public scholarship” cannot and does not refer simply to the projects of university faculty whose academic inquiries lead
EVEN MORE THAN IS OUR CUSTOM, THE STORIES FEATURED IN THIS ISSUE OF The Citizen-Scholar fargo retrospect in favor of prospect. The Humanities Institute has delivered a stimulating array of programs to its campus and community constituencies in 2005-6, and we are excited about the potential for broad public participation in this spring’s Mayor’s Book Club campaign (schedule p. 5)—easily the most ambitious and provocative of the program’s five year history. But much of our work this year has been developmental and preparatory.

When the Humanities Institute begins its sixth year in the fall, I expect us to have in place a more extensive and innovative set of public humanities and community partnership programs than ever before. The centerfold of this newsletter (pp. 6-7) introduces two of the new initiatives that we will be piloting: the Living Newspaper and Free Minds projects. Thanks to the Utopia grant we received this spring (p. 8), we will also have available web-based curriculum extensions and high school classroom applications of our Texas Teachers as Scholars professional development and teacher renewal seminars.

And we will be continuing—and seeking foundation grants to sustain and expand—the Community Sabbatical program that debuted in 2005-6 and has already yielded impressive results (p. 11) and proven an invaluable resource for Austin area nonprofit organizations and consulting university faculty alike.

These projects enact the philosophy and the institutional role for university-based humanities centers that my colleague Sylvia Gale and I have advocated in our article “Toward the Practice of the Humanities,” which appears in the April issue of The Good Society—a journal of PEGS, “a nonpartisan, ideologically diverse, nonprofit organization whose goal is to promote serious and sustained inquiry into innovative institutional designs for a good society.” In the article, Sylvia (who has developed and will direct the HI’s Free Minds Project) and I respond to the centuries-old lament about the decline and popular devaluation of the humanities by contending that “the best way to champion the humanities is not to keep asserting its value but to demonstrate what it is capable of doing.” The future of the humanities, we continue, depends in part on the ability of academic humanists “to recognize and stimulate in public spaces and processes the kinds of deliberation usually associated with, if not restricted to, the academy, and thus to enlarge our range of partners and peers by using the resources of the university to encourage others to produce, explore, and share their forms of knowledge.”

Over the past five years, Liberal Arts Dean Richard Lariviere, who leaves UT to assume the post of provost at the University of Kansas on June 1, has committed the lion’s share of the funds and the trust that have enabled the Humanities Institute to achieve its current campus, community, and national profile. The Institute has reached a point, however, at which its programmatic commitments and aspirations will soon require a broader organizational and funding base. In preparation for this new phase in the HI’s development, we have devoted significant time and energy recently to the production of upgraded identity materials: vision and mission statement, logo and wordmark, single sheet organizational overview, re-designed website. These materials are meant to provide readily accessed and grasped forms of public self-representation for use in the institution-building work that will occupy a large share of my attention in the coming months.

In proportion to its human and material resources, the Humanities Institute already delivers an intellectual and civic impact as great as that of any of our peers in other states. Our next challenge is to sustain the programs and momentum we have built in the first five years by developing resources commensurate with their growth and with the ambitions of the University and the State of Texas.

Email: humecart@humanitiesinstitute.utexas.edu
them into community partnerships. Rather, I view it as a kind of flow between intellectual pursuits and day to day work in local community. A public scholar is someone whose community involvement informs, shapes and propels intellectual work. In my case, my work as a public scholar was to process, digest, make meaning of and share what happens in Actual Lives through my academic writing. Yet, without an academic position, and the access to necessary research tools and communities it provides, this work was very difficult for me to do.

The Humanities Institute’s Research Associate Program has provided me with access to electronic databases and other research tools that have enabled me to continue scholarly writing despite the fact that I am not employed by a university. In the spring of 2007, a chapter on Actual Lives will be published (Aunt Lute Books) in an anthology of writings about feminist pedagogies in alternative theatre. This is work that I could not have done without the resources of the RA program. At times I have used my Research Associate research privileges—and the status conferred by my ability to identify myself as a Research Associate of the Humanities Institute at The University of Texas—to write grants to support Actual Lives or to prepare conference papers. Several conference presentations have resulted in invitations to perform, and to publish. My ability to publish on Actual Lives increases public and academic familiarity with the project, which in turn prompts material support, expanded audiences and media recognition. It has also yielded new Actual Lives participants and some outstanding volunteers. And, less tangibly but just as importantly, the reciprocal influences of the living, breathing ensemble and the Actual Lives that takes form as written expression enliven and shape each other and contribute to my ongoing development as an independent public scholar.

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For more information about the Actual Lives Performance Project, contact VSA arts of Texas at 512/454-9912 or info@vsatx.org. The company is currently developing a new show, “Actual Lives After Dark,” to be performed next fall at the Austin Vortex Theater. The show will focus exclusively on disability and sexuality, using comedy to overcome the difficulty many non-disabled people have in imagining people with disability as desiring and desirable.

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2005-6 Research Associates

**Marjorie Bernard**, Executive Director of the nonprofit advocacy organization Minority and Special Education Services in Austin, is using her Research Associateship to explore special education advocacy for minority parents and to seek university and community partners for her organization’s work.

**Dr. Ruth Adolf Haak**, the longtime director of a psychological services group in Travis County, is at work on a psychological biography of “Lighthorse Harry” Lee, Revolutionary War hero and father of Robert E. Lee, that seeks to assess the effects of his manic depression on his life and reputation.

**Dr. Alyssa Harad**, an independent scholar and the director of development for the Theater Action Project, is working on a revision of her manuscript, “Ordinary Witnesses,” which examines historical trauma in American literature and provides opportunities for ethical witnessing that elude clinical and legal testimony.

**Dr. James Kraft**, an assistant professor of philosophy and religion at Huston-Tillotson University, is using his Research Associateship to access research materials for three papers about religious philosophy and epistemology that he will submit to religious studies journals.

**Dr. Katherine Durham Oldmixon**, an assistant professor of English at Huston-Tillotson University, is studying the cultural bias of self-isolated communities to produce curricula for a college course, presentations for community forums, and a scholarly article on the topic.

**Matt Oliver**, a songwriter and musician, is using manuscripts at the Harry Ransom Center, rare recordings, and UT’s electronic databases to develop song ideas for two full-length albums to be recorded by his pop/rock group SOUND team.

**Marva Overton** is researching African-American volunteerism to assess the need for new volunteer programs and volunteer support in Austin’s African-American community and to facilitate her desired career change from work in human resources and information technology to volunteer services.

**Dr. Chris Strickling’s** project is featured in this newsletter.

To learn more about the Humanities Institute’s Research Associate Program or to apply to become a Research Associate, consult our website at www.humanitiesinstitute.utexas.edu/research
members of the general public. [See the bios of featured participants below and the calendar of Mayor’s Book Club events on the facing page.] And the campaign will conclude on April 26 at the Carver Museum and Cultural Center with a conversation with award-winning author, Luis Alberto Urrea.

So pick up a copy of *The Devil’s Highway* at any branch of the Austin Public Library or at a local bookstore and join in the 5th annual citywide reading and community-building campaign that is The Mayor’s Book Club.

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**Featured Participants in April Mayor’s Book Club Events**

Maria Azucena is from Mexico. She has been active in social justice struggles for women and immigrants rights and is a Coordinating Committee Member of the Central Texas Immigrant Workers Rights Center (CTIWoRC).

Bill Beardall is the Executive Director of the Equal Justice Center, a non-profit employment justice and civil rights organization that supports low-income working people in Central Texas.

Heather Courtney is an award-winning filmmaker and photographer based in Austin. She recently spent a year in Mexico on a Fulbright, where she completed production on her latest project, "Letters from the Other Side."

Juan Manuel Escobar is a member of the Texas House of Representatives. For fifteen years he also served as a U.S. Border Patrol Agent, where he specialized in illegal drug interdiction work.

Ambray Gonzales is an Austin-based painter. She has contributed her work to murals around Austin, including at Habitat for Humanity, and to public mural projects in cities throughout the country.

Jorge Guajardo is the Mexican Consul General and an active member of Mexican President Vicente Fox’s National Action Party (PAN). Before coming to Austin, he served as director of communications for the governor of Nuevo León.

Barbara Hines is the Director of the Immigration Law Clinic at the UT School of Law. She is Board Certified in Immigration and Nationality Law by the Texas Board of Legal Specialization and has litigated many issues relating to the constitutional and statutory rights of immigrants in federal and immigration courts.

John McKiernan-Gonzalez is an Assistant Professor in the Department of History at UT. His current research focuses on disease and community on the Texas-Mexico border.

Lesley Nowlin, an Austin-based freelance photographer, was commissioned by the State Theater in spring 2005 to produce images for the set of their production of *Nickel and Dimed* and currently serves as the photographer for the Capital Area Food Bank’s annual report.

Yolanda Padilla is a Professor in the School of Social Work at UT. The daughter of Mexican immigrants to Brownsville, Dr. Padilla studies poverty, social welfare policy, the life histories of Latina women, and child development in the Mexican-American population.

Maggie Rivas-Rodriguez, an Associate Professor of Journalism and the Associate Director of the Center for Mexican-American Studies at UT, was one of the founders of the National Association of Hispanic Journalists. Her research interests include the intersection of oral history and journalism and U.S. Latinos and the news media, both as producers of news and as consumers.

Porfirio Rojas is from Honduras and has been active in workers rights movements in Honduras, Mexico, and the U.S. A Leadership Course graduate of the Central Texas Immigrant Workers Rights Center (CTIWoRC), he has worked as a day laborer and immigrant worker in Austin for eight years.

Sylvia Romo is a graduate student in Latin American Studies at UT. She is currently working on her film, "El Santo Pollero/The Border Saint," about the life of her great-uncle, the modern-day patron saint of the illegal immigrant, Toribio Romo.

Luis Alberto Urrea is a distinguished novelist, poet, and writer of non-fiction. He is the recipient of an American Book Award and the Lannan Award for Nonfiction, and he has been inducted into the Latino Literary Hall of Fame. He teaches creative writing at the University of Illinois at Chicago.

Pablo Véliz, a filmmaker living in San Antonio, studies communication at the University of Texas at San Antonio. His film in progress deals with human struggle and family values in the U.S.
Mayor's Book Club Schedule
Dates, Events, and Participants

April-June  “Immigrants Exodus and Migrants Experience”
A traveling art exhibit by muralist Ambray Gonzales at three branch libraries:
Ruiz (Mar. 27-Apr. 20); Carver (Apr. 21-May 22); University Hills (May 24-June 21)

April 3  Photography Exhibit & Mayor’s Press Conference: “Building Austin’s Community:
Immigrant Lives,” City Hall, 301 W. Second St. (6:00 pm)
Featured participants: Mayor Will Wynn and photographer Lesley Nowlin.

April 4  “Perspectives on Immigration and The Undocumented Economy”: Panel Discussion
AFL-CIO Hall, 1106 Lavaca St. (7:00-9:00 pm)
Featured participants: Maggie Rivas-Rodriguez (moderator); Consul General Jorge Guajardo; Barbara Hines;
Rep. Juan Manuel Escobar; Bill Beardall; Maria Azucena; Porfirio Rojas. Translation will be available; Q & A
to follow panel.

April 10  “Letters From the Other Side”: Film
Screening, Big Red Sun, 1102 E. Cesar
Chavez St. (7:00-9:00 pm)
A documentary film by Austin filmmaker Heather
Courtney that chronicles the daily lives and struggles
of four Mexican women with loved ones across the
border. Discussion to follow film.

April 11  The Devil’s Highway: Public Book
Discussion, Austin History Center,
810 Guadalupe St. (7:00-9:00 pm)
Discussion Leader: Yolanda Padilla

April 17  The Devil’s Highway: Public Book Discussion
Hampton Branch at Oak Hill Library, 5125 Convict Hill Rd. (7:00-9:00 pm)
Discussion Leader: John McKiernan-Gonzalez

April 19  “La Tragedia de Macario”: Film Screening
Alamo Drafthouse, 409 Colorado St. (7:00-9:30 pm)
Screening, in partnership with Third Coast Activist Film Night, of a feature film by local filmmaker Pablo
Véliz based on the stories of the 19 immigrants who died outside of Victoria, Texas, in 2003. A discussion
with Véliz and Sylvia Romo will follow. Tickets - $6.50 general / $5 student, senior - are available at the
event or online at www.drafthouse.com.

April 20  “Los Trabajadores”: Film Screening
Terrazas Library, 1105 E. Cesar Chavez St. (7:00-9:00 pm)
A second documentary by Heather Courtney which brings to life the vivid contradictions that
haunt America’s dependence on and discrimination against immigrant labor. Discussion to follow film.

April 24  The Devil’s Highway: Public Book Discussion
Howson Library, 2500 Exposition Blvd. (7:00-9:00 pm)
Discussion leader: Sylvia Romo

April 26  Finale: Author’s Visit
Carver Museum and Cultural Center, 1165 Angelina St. (6:00-8:30 pm)
A conversation and Q&A with Luis Alberto Urrea

For additional information, see http://www.cityofaustin.org/library/mbc06.htm
IN COLLABORATION WITH the Bernard and Audre Rapoport Center for Human Rights, the Performance as Public Practice Program of the Department of Theater and Dance, and the community nonprofit Theatre Action Project, the Humanities Institute has embarked on an initiative to cultivate interdisciplinary academic skills and civic engagement among high school students through the revival of the Living Newspaper—a historical form of documentary theater based on current events with text drawn directly from the news.

First introduced to the United States during the Depression as part of the short-lived Federal Theatre Project (1935-1939), a branch of the Works Project Administration, Living Newspapers are literally newspaper stories brought to life. Living Newspapers staged some of the most important political conversations of the late 1930s, as well as put hundreds of writers, editors, researchers, performers, and technicians to work. The Humanities Institute and its partners intend to revive the Living Newspaper by engaging high school teachers in the development and implementation of a Living Newspaper curricular unit and by establishing a summer youth performance program in which students from diverse backgrounds will produce and tour Living Newspaper performances that explore historical and contemporary human rights issues.

The revival of this form of theater will provide Central Texas youth with an opportunity to integrate research and writing skills, personal interest in human rights, and creative theatrical performance to educate themselves, their peers, their teachers, their parents, and their communities on socially significant topics.

The project officially kicked off on Saturday, March 25, when theater graduate students Claire Canavan and Meg Sullivan led a workshop in which interested UT graduate students from an array of disciplines were trained to become research, writing, and performance consultants in Living Newspaper classrooms. This select group will serve as on-site facilitators, helping participating high school English, Social Studies and Theater teachers develop interdisciplinary lesson plans, and helping their students select pertinent topics, and research, write, rehearse, and stage their Living Newspaper performances. The graduate student consultants will also provide the high school students whom they mentor with models for an array of post-secondary school opportunities and careers in higher education, law, the humanities, public affairs, and the arts.

Living Newspaper Project organizers are also working with public school teachers and curriculum specialists this spring to draft an interdisciplinary curriculum unit and model lesson plans that fulfill the project’s intended educational goals and are suitable for the Central Texas high school classroom. During the summer, local public school teachers will be invited for a one-day professional development workshop to learn about the production of Living Newspapers, train in its methods, and examine an extensive TEKS-aligned curricular model for implementing a full Living Newspaper unit in their classrooms.

We expect to pilot the Living Newspaper curriculum in several schools during the 2006-7 academic year and to fund and launch the summer youth performance program in summer 2007. Both components of the project encourage high school students to link issues faced in their daily lives to world events and contexts and to view learning as an active and civic process. For more information, or to get involved with the project, contact Katy Young at 512/471-2654 or humcomm@humanitiesinstitute.utexas.edu.

“Living Newspapers are literally newspaper stories brought to life.”
BEHIND THE SCENES AT THE HUMANITIES INSTITUTE, plans for a radical new adult education program are underway. Called “The Free Minds Project,” the program is an interdisciplinary, two-semester, college-level course in the humanities, to be offered free of charge to Travis County adults who lack the opportunity and income to attend college.

Modeled on the Bard College Clemente Course in the Humanities, which originated in New York City under the direction of sociologist Earl Shorris in 1995 and has now spread to communities across the country, the Free Minds Project addresses the divide between the skills-based training usually delivered to people living in poverty and the studia humanitatis, the kind of humanistic education ordinarily reserved for students at elite universities and colleges. The Free Minds Project bridges that divide by bringing a first-rate college experience outside its traditional boundaries—in the form of an intensive humanities seminar that celebrates the life of the mind by inviting students to cultivate the power, value, and pleasure of reflection about ideas, about the world, and about themselves.

The Institute plans to launch the Free Minds Project in September in collaboration with two partners: Austin Community College and the local nonprofit affordable housing organization, Foundation Communities. As an academic and administrative partner, Austin Community College will contribute faculty to a team of interdisciplinary instructors and will help to support and counsel students who decide to pursue further education. As the project’s hosting organization, Foundation Communities will welcome the course into the learning center at one of its five affordable housing residencies in Austin, adding it to a roster of adult education programming that includes GED prep, ESL, and financial literacy classes. Says Foundation Communities Executive Director Walter Moreau, “The Free Minds Project is a wonderful opportunity for our residents and neighbors—a chance to grow that they would never otherwise get.”

A student in one of the existing Clemente Course programs describes the experience, and its potential effects, in dramatic terms: “I feel like there is a war going on in me. There is the underworld that’s pulling at me, that’s telling me there’s so much to do, so much excitement from moment to moment. But when I read these books, I feel like I’m feeding my brain, and I know there’s this other world where people have their lives in order and it’s sunlight. I am a little amazed when I go into cafes to read books because I feel that people are looking at me with respect, like they never suspected that I would be capable of not being a loser.”

The Humanities Institute is currently accepting proposals from UT and ACC faculty members interested in teaching a course unit in the Free Minds Project’s pilot year, and will begin recruiting students this summer. To find out more about how you can get involved, contact course director Sylvia Gale at humprog@humanitiesinstitute.utexas.edu or 512/471-2654.
THE UTOPIA K-12 WEB PROGRAM, A UNIVERSITY INITIATIVE THAT PROVIDES online access to the University of Texas at Austin's vast reservoir of knowledge, recently awarded the Humanities Institute a grant to launch a new component of Texas Teachers As Scholars (TAS): The Online Teacher Toolkit and Showcase.

The Online Teacher Toolkit will provide lesson plans, audio clips, and multimedia resources, adapted from UT faculty-designed seminars, for participating TAS teachers to use and share with their colleagues, schools, and districts. It will also provide a forum for our self-selected group of innovative and dedicated teachers to publish their lesson plans and to showcase their students’ own scholarship.

To help create the toolkit, the Humanities Institute turns to a curriculum specialist with fifteen plus years of experience in area schools, Carol Schlenk. Schlenk has attended and actively participated in each of this semester’s TAS seminars: “Hearing History: American Music during the Revolution, Civil War, Civil Rights Movement, and Vietnam War”; “Plagues: Past Present and Future”; and “Abandoning Dead Ends: Presenting the Heart of Mathematics to All Students.” Now she is working with the three seminar leaders—UT professors Elizabeth Crist, Shelley Payne, and Michael Starbird—and with the teacher-scholars who took their seminars to develop for high school classroom use an interdisciplinary TEKS-aligned lesson plan accompanied by one or two enrichment activities for each seminar. This summer the Humanities Institute will publish these course materials on our website, along with audio clips and other multimedia resources, as the first step in an ongoing effort to actively support seminar participants in their classroom application of their experiences in Texas Teachers As Scholars.

Unlike most other professional development programs, TAS feeds our teachers’ souls. The Online Teacher Toolkit will better enable current and future teacher-scholars throughout Central Texas to translate this sustaining intellectual experience to their classrooms, schools, and districts.

“This is the best professional development program I have ever experienced in 12 years of teaching.”

—Marvin Adcock, Manor ISD

Thank You to our 2005-6 TAS Partners and Sponsors
(Administrative contacts for each school/district)

Austin High School
(Barbara Spelman, Principal)
Belton High School
(Bill Lawson, Principal)
Holy Catholic Family School
(Falba Turner, Principal)
Carolyn and Dr. Paxton Howard
(private sponsors)
Liberal Arts/Science Academy
(Gregory D. Foley, Director)
Lyndon B. Johnson High School
(Alicia Turner, SLCP facilitator)
Manor ISD
(Leslie Whitworth, Professional Development)

Pflugerville ISD
(Jenny Newberry, Curriculum and Instruction)
Round Rock ISD
(Suzanne Burke, Professional Development)
St. Stephens Episcopal School
(John Wilson, Dean of Faculty)
Temple ISD
(Marilyn Krumnow, Executive Secretary)
Travis High School
(Wendy Campbell, Assistant Principal)
Westlake High School
(Donna Morris, Professional Development)

Texas Teachers as Scholars 2006-7 Planning

We invite Central Texas teachers to attend—and school administrators, parents, and community members to support—the 2006-7 TAS program, our sixth year of sponsoring one of the country’s most distinctive and successful professional, personal, and intellectual development programs for K-12 teachers.

To sponsor teacher participation in your school or district, suggest seminar topics for the upcoming year, or inquire about the Teachers As Scholars program, please contact Jill Anderson at humedu@humanitiesinstitute.utexas.edu or 512/471-2654. You can also find out more about TAS by visiting www.humanitiesinstitute.utexas.edu. LEAVE NO TEACHER BEHIND!
2006-7 Faculty Seminar and Lecture Series to Focus on Labor & Leisure

THE 2006-7 HUMANITIES INSTITUTE SEMINAR AND DISTINGUISHED VISITING LECTURERS SERIES will be organized around the theme Labor & Leisure. Beginning next fall, HI faculty fellows, along with a select group of graduate students, will conduct a year-long inquiry into the politics, arts, economics, technologies, and cultures of human work and recreation across historical periods and national boundaries and contexts.

As with each of its predecessors, the 2006-7 theme is meant to accommodate relevant research interests in and dialog between a wide range of academic disciplines. Each faculty fellow—and each distinguished visiting scholar that the fellows collectively invite—will lead one week’s session of the seminar, contributing to its broad collaborative exploration of past and present regimes, subjects, and experiences of labor and leisure. The list of 2006-7 fellows that appears below includes faculty from the colleges of Liberal Arts, Fine Arts, Communication, and the School of Law. This group may be joined later this spring by representatives from the School of Social Work and the LBJ School of Public Affairs.

HI Announces 2006-7 Faculty Fellows

FELLOWS

Douglas Biow, French & Italian
Erika Bsumek, History
Benjamin Carrington, Sociology
Dana Cloud, Communication Studies
Phil Ford, Musicology
Julius Getman, Law
Tiffany Gill, History
Sabine Hake, Germanic Studies
Julie Hardwick, History
Thomas Hubbard, Classics
A. Van Jordan, English
Mary Celeste Kearney, Radio-Television-Film
Martin Kevorkian, English
Karl Hagstrom Miller, History & Music
Lisa Moore, English
Arthur Sakamoto, Sociology
Shirley Thompson, American Studies

Upcoming Distinguished Visiting Lecture: "Teddy Bears, Snow Globes and the Kitschification of Memory"

The 2005-6 Distinguished Visiting Lecturers Series on the theme “Remembering and Forgetting, Collecting and Discarding” has drawn enthusiastic crowds. In November, historian David Blight offered ten provocative reasons for the rise in the late 20th century of a global “historical memory boom.” In February, Holocaust scholar James Young spoke to a large crowd about his experiences as a jury member both for Berlin’s Memorial for the Murdered Jews of Europe and for the World Trade Center Site Memorial Competition. In March, world renowned anthropologist James Clifford presented “Remembering Indigenous Futures,” a discussion of how social movements in which indigenous peoples claim property or cultural rights challenge dominant western conceptions of linear time.

The fourth and final lecture of the series takes place on Wednesday evening April 5, at 7:30 pm in the Art Auditorium (ART 1.102) at 23rd and San Jacinto. Dr. Marita Sturken of New York University will offer what promises to be a lively and provocative finale to the series when she examines the ways in which sites of memory and trauma—including AIDS and breast-cancer activism, the Oklahoma City National Memorial, and Ground Zero in Manhattan—are subject to “the culture of kitsch.”
WRITE ON, AUSTIN!

The success of *Writing Austin’s Lives: A Community Portrait* continues with a new website where Austinites of all backgrounds, experiences, and neighborhoods can continue to submit stories about their lives and Austin. Write On, Austin! was developed as a collaboration between the Humanities Institute, the Austin Public Library, the City of Austin, and the Metropolitan Austin Interactive Network in response to Mayor Will Wynn’s 2005 Mayor’s Book Club challenge that encouraged citizens not only to read *Writing Austin’s Lives*, but also to write about their own life experiences.

Created recently, the Write On, Austin! website already holds several stories that address topics including: My Part of Austin, The Way I Live, What I See When I Look at Austin, Austin Then, Hurricane Stories, and What the Future Means to Me. These stories are viewable at [http://www.writeonaustin.org](http://www.writeonaustin.org) and will remain in the permanent archives of the Austin History Center.

FILMING AUSTIN’S LIVES

Inspired by the Humanities Institute’s Writing Austin’s Lives project, News 8 Austin and KLRU-TV created a similar project for the Austin film community. This year, Filming Austin’s Lives invited independent filmmakers from around Central Texas to address in short 3-minute films the question “Why do I call Austin and Central Texas home?” Thirty Austin citizens received recognition, and News 8 Austin broadcast each film during the month of November.

KLRU’s Austin Now also recognized the winners by dedicating a program to their work. The Austin History Center will permanently house the collection of entries. We encourage you to view the winning films via streaming video and to watch for information regarding next year’s contest at [http://www.filmingaustinslives.org](http://www.filmingaustinslives.org).

HI Publications Available For Purchase

- **Writing Austin’s Lives**
  Award-winning anthology of stories written by the people of Austin, published by the Humanities Institute and the Austin History Center.

  Available in softcover ($17.95) and hardcover ($26.95).

- **Religion, Politics, and Values Symposium**
  April 13-14, 2005
  DVD or Videocassette presentation of panel discussions and lectures at this deliberative public symposium. Visiting panelists included Rev. James Forbes, Rabbi David Saperstein, and Dr. Mark Silk.

  - Wed., April 13,Visiting Panelists’ Conversation (LBJ Auditorium)
  - Thurs., April 14, Morning lecture and local panel (Thompson Center)
  - Thurs., April 14, Afternoon lecture and local panel (Thompson Center)

  $25/set or $12/individual

- **Introducing the Humanities Institute**
  DVD overview of the Institute’s programs. 15” TRT ($7.00)

To order, send email to: information@humanitiesinstitute.utexas.edu, including your name, shipping address, item, and quantity. Sales tax and shipping costs apply.

New HI Website Launched

April marks our launch of a re-designed and re-organized website that we believe will better serve our diverse constituencies and provide a more dynamic and informative representation of our programs.

New sections of the site include a monthly Calendar, a Features page on a current issue or HI initiative, and a People section that highlights the work of participants in the Institute’s programs.

We invite your interest and comments and hope you will let us know of ways we can further improve our site.

Visit the new website at: [www.humanitiesinstitute.utexas.edu](http://www.humanitiesinstitute.utexas.edu)
The previous issue of The Citizen-Scholar (Issue 6, Fall 2005) introduced the Community Sabbatical Program—a joint project of the Humanities Institute and the Graduate School’s Professional Development and Community Engagement Program that funds research leaves and provides UT faculty consultants for staff members of community nonprofit organizations seeking to develop new knowledge or plan new project initiatives that enhance their service to their constituencies.

As the 2006-7 application cycle approaches for what we have renamed the Community Sabbatical Research Leave, both official reports on the results of 2005-6 projects and personal testimonials by grantees and faculty consultants alike confirm the program’s initial success and enormous potential.

Rachel McInturff, Director of Music Technology at the Armstrong Community Music School of Austin Lyric Opera (ACMS), devoted her Community Sabbatical to upgrading the music technology lab at ACMS and developing curriculum for classes that effectively integrate new technology—including Pro Tools recording software, Sonar and Reason compositional and sound processing packages, and Finale notation and score-generating software. This newly upgraded facility represents a major creative resource for the community, one in which anyone of any age, background, or skill level can learn about music creation and production in a studio at the peak of industry standards.

Anna Land used her sabbatical to develop an affiliate model for Heart House, the free K-6 afterschool program she founded that provides safe haven and academic support year-round to three hundred children of lower income families in Austin and Dallas. In consultation with Dr. Sarah Jane Rehnborg of the LBJ School of Public Affairs, Anna is completing an assessment of industry standards and best practices and creating a rigorous set of guidelines and evaluation mechanisms—“Heart House in a Box”—for all current and future Heart House affiliates.

The comments printed here by grantee Rachel McInturff and faculty consultant Sarah Jane Rehnborg offer two assessments of what the Community Sabbatical Program has meant to both its community and its university partners.

For me, being awarded a Community Sabbatical grant meant so much more than simply being awarded money. I was awarded time that I desperately needed to achieve long-standing goals for my lab. I was awarded professional validation for what I’m offering to the community as an artist and educator. I was awarded peace of mind in that I had a concrete block of time in which I could focus my attentions on my project, without having to frantically piecemeal it around my daily tasks. And I was awarded a new phase of possibilities in my professional life, as what I learned during that time becomes implemented in my current work. All of that in turn affects so many of my colleagues and constituents. One act really can open so many doors of possibility.

—Dr. Rachel McInturff
Director of Music Technology
Armstrong Community Music School

The Community Sabbatical Program provides a wonderful two-way connection between the University and the community. The types of issues being seriously considered by the Sabbatical participants are not only challenging and intellectually invigorating, but provide the faculty mentor with a rare inside glimpse into critical issues in practice that provide vital insights for teaching and research. Working with my Sabbatical fellow Anna Land has widened my horizons to a number of critical issues. Although nonprofits are frequently concerned about ‘going to scale,’ the issue of franchise development and the preservation of organizational culture are thoughtful challenges that have sparked wide-ranging dialogue and facilitated exploration into a number of fields. The challenges posed by Anna have demonstrated both the resources available from the University as well as new areas where the University might want to expand its offerings.

—Dr. Sarah Jane Rehnborg
LBJ School of Public Affairs
OUR MISSION

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.

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