Voices from the Living Newspaper Project

by Ann David, Living Newspaper Teacher Liaison

AS A TEACHER FOR SIX YEARS, I’ve seen lots of classrooms. Some buzz with the noise of students talking, writing, scraping chairs, and paging through books. Others are pin-drop silent with students sitting, unmoving save for pencils scratching across paper. I look at classrooms like these and I wonder if the students are learning, being engaged by ideas, or being changed by their experience.

I serve as the Teacher Liaison for the Living Newspaper Project. As such, I coordinate the services and expertise of the Humanities Institute with the needs of high school students and teachers who have signed on to participate in the unique performance-based human rights curriculum that the Institute and its campus partners (the Law School’s Rapoport Center for Human Rights and the College of Fine Arts’ Performance as Public Practice program) have designed and offered to Central Texas secondary schools. My work has taken me into classrooms from numerous disciplines and economic levels so that I might talk to teachers and students about what they are doing as they work through this project. The feel of these classrooms is different from either of the classrooms described above.

Photographer: Holly Reed Photography

Mayor’s Book Club Forums Explore American’s Perceptions and America’s Image Abroad

THIS SPRING THE HUMANITIES INSTITUTE CONTINUES ITS annual partnership with the Office of the Mayor and the Austin Public Library to sponsor the citywide reading and discussion of a single book. The sixth annual Mayor’s Book Club choice is Around the Bloc: My Life in Moscow, Beijing, and Havana (Villard, 2004), an award-winning story of the travels of Latina writer and UT alumna Stephanie Elizondo Griest through Communist capitol cities. Beginning with a 21-year-old Griest setting off for Moscow with a group of UT students, Around the Bloc follows a young American woman through 4 years, 12 nations, and countless shifts in perception about both the countries she visits and the one she left behind.

In its exploration of the political, cultural, and linguistic border-crossings of an American abroad, Around the Bloc reverses and complements the focus of the 2006 Mayor’s Book Club selection, The Devil’s Highway, on the lives and perils of undocumented Mexican and Central American workers in the United States. Hundreds of Austinites participated in last year’s Mayor’s Book Club programs, which included art and photography exhibitions, panel discussions with policy-makers, scholars and labor activists, book discussions, and an author visit. This year, the Institute and its partners have organized a similar array of activities—including musical performances and reflections on the U. S. by representatives of the three socialist or post-socialist countries that Around the Bloc portrays, and several author events.

Several UT faculty members and Ph.D. candidates—who either grew up in Russia, China, or Cuba or bring substantial life experience and scholarly expertise to their
A resource that we do have in greater abundance at UT-Austin than is customary elsewhere is our faculty’s spirit of civic and intellectual responsibility to constituencies larger than their disciplinary peers or assigned classes. The question I got repeatedly in Pasadena from institute directors who had read or heard about the HI programs listed above was: “How do you get faculty to devote themselves to projects that may be great things to do but that don’t get them promotions, raises, or recognition in their fields and take time away from the things that are rewarded professionally?”

I don’t know that there’s a simple answer to the question. A tradition of Texas populism and neighborliness may play a role; the feeling of connectedness to Austin that university faculty share with others in this town certainly does. I like to think that the activism and altruism of the Humanities Institute’s mission has had a hand, too, in affirming and fostering these tendencies in our faculty.

What I do know—and deeply appreciate—is that when I ask an associate department chair like George Forgie or an assistant professor finishing her tenure book like Shirley Thompson or a MacArthur Fellow like Tom Palaima to come down to the Capitol Rotunda on Lincoln’s birthday and take part in a chorus of public readings and meditations on the meaning of freedom, or to come out to a neighborhood public library and lead a discussion on the Mayor’s Book Club selection, or to spend seven or eight nights per semester at an East Austin apartment complex helping to inspire and empower the educationally and economically underserved adults in our Free Minds humanities course, they are there.
America Project Residency Culminates in Moving 51st (Dream) State

ON FEBRUARY 28, AN AUDIENCE OF MORE THAN SEVEN HUNDRED filled the Hogg Auditorium to see, hear, and share in poet and performance artist Sekou Sundiata’s 51st (dream) state: a distinctive multimedia exploration of America’s place in the world, the meanings of U. S. citizenship, and humanity’s collective future in the 21st century. The performance by Sundiata and his company of world-class musicians and vocalists culminated Sundiata’s month-long residency in Austin as the first Cline Visiting Professor in the Humanities, an annual visiting scholar or artist program sponsored by the Humanities Institute.

Over the course of a week in November and three in February, Sundiata involved diverse communities in Austin—students, artists, religious congregations, visitors to the state capitol, and members of the general public—in a series of public dialogs, readings, and engagement activities on the theme of citizenship. In “citizenship potlucks,” poetry circles, workshops, seminars, and a special appearance at the Texas Capitol Rotunda, Sundiata asked Austinites to participate in his America Project by sharing their reflections on American identity, their hopes and fears for the future, and the stories of their first or most powerful realization that they were not only individuals but also sharers in a national history and bearers of civic identity and responsibilities.

Sundiata’s America Project began in the aftermath of the attacks of September 11, 2001. In the 51st (dream) state, Sundiata and his company used poetry, music, dance, and video to explore the dreams a variety of Americans have for their nation and the world. For example, his poetic meditation “Earth Water Fire Air,” accompanied by the haunting vocals of La Tanya Hall, recalled the powerful yet ambivalent sense of citizenship engendered by his visit to Ground Zero. Throughout the 51st (dream) state Sundiata drew on stories he collected as he held community engagement activities across the nation—such as those held in Austin.

All told, Austin’s America Project events drew nearly two thousand participants. These included community leaders and members of the congregation of St. James Episcopal Church, who shared stories of inclusion in and exclusion from the American dream at several citizenship potluck dinners; 250 Longhorn Scholars (UT freshman honors students), two graduate theater classes, two classes of Martin Middle School students, and students from the Humanities Institute’s Free Minds adult education program, with whom Sundiata conducted workshops; and local poets from the women’s poetry collective the Austin Project, who worked with Sundiata on new poems and stories around citizenship themes that they performed at two packed public readings and discussions at La Resistencia Bookstore in November and at St. James Episcopal Church in February, the latter enlivened further by a communal dinner and the Cuban hip hop music of Las Krudas.
Mayor’s Book Club • continued from page 1

study—have volunteered to give presentations or lead the public discussions that will be held at venues around Austin from late March to mid-April. These program participants include: Russian musician Yevgeniy Sharlat, a visiting lecturer in Music Composition; linguist Dr. Qing Zhang, who specializes in language, gender, and social identity in contemporary China; anthropologist Dr. Jafari Allen, who studies New World African diasporas, specializing in Cuba and the Caribbean; Slavist Dr. Thomas Garza, Director of UT’s Center for Russian, East European, and Eurasian Studies; Chinese literature, language, and culture specialist Dr. Chiu-Mi Lai; and Ph.D. student and recent Fulbright- Hays Fellow and Affiliated Researcher at the Instituto de Historia de Cuba, Lawrence Gutman (see Mayor’s Book Club Events Schedule, opposite).

As Mayor Will Wynn remarked at the press conference that launched this year’s citywide reading campaign: “We’re very proud of this year’s selection. With this year’s book we have the first female Mayor’s Book Club author: Texas native and UT grad Stephanie Elizondo Griest. Her book Around the Bloc is a heartfelt nonfiction travelogue that describes her finding her voice as a citizen of the world. Not only will this book attract young readers as a coming-of-age tale, but it also comes at a time when Austin finds itself a much more international city. Within the last decade we have been more on the international stage with companies and residents coming to Austin from around the globe. Reading and talking about Around the Bloc is an important opportunity for Austinites not only to share in a young woman’s experiences traveling in Russia, China, and Cuba, but also to examine our perceptions of different countries and the people who live there. We can also look at their perceptions of us as Americans at a time when, perhaps, the reputation of Americans worldwide isn’t as high as it’s been in the past. . . . It’s an exciting time to be part of the Mayor’s Book Club.”

Excerpt from Around the Bloc
(Section 3, “Havana”)

Before leaving South Texas, I blew $70 in long-distance calls to Cuba tracking down some guy named Jorge who – according to a friend of a friend – rented out a room in his house to foreigners at a fraction of the cost of a hotel. When we showed up on his doorstep in Centro Habana that afternoon, however, he had forgotten our reservation and rented our room out to some Swedes.

“Where are we supposed to stay?” we wailed.

“No problema,” he promised, then shifted his eyes into the street as a caramel-skinned, spandex-clad woman in her early forties sauntered by. “Cecilia! Do you have room for these girls?”

“¿Sí, cómo no?” she replied. Of course. Machi and I exchanged glances. Could we really just go home with a random passerby? Seeing few alternatives, we followed her to a three-story nineteenth-century house regally designed with high ceilings, carved wooden doors, ornate light fixtures, and grilled ironwork but modestly kept with humble furniture and peeling paint. Vintage Chinese bicycles leaned against the outer wall of the courtyard while two floors’ worth of neighbors’ laundry dripped dry from above. Cecilia opened a padlock hanging on a door and let us peek inside. For $12 a night, she offered a king-size bed, a dresser, a vase of plastic flowers, and a bathroom with a sliver of soap. While we deliberated, she darted off to the kitchen and returned with two steaming glasses of coffee. “Es negro como la piel y dulce como una muchacha,” she quipped. It’s as black as skin and sweet as a girl.

It tasted so good, it was the deal maker. “We’ll take it.” (pp. 306-7)
International Panel and Performance

• Wednesday, March 28, 7 p.m.  
  Featuring scholars and artists of Russia, China, and Cuba  
  International Center of Austin-201 E. 2nd St.

Around the Bloc Book Discussions

• Tuesday, April 3, 7 p.m.  
  Book Discussion  
  led by Dr. Thomas Garza, Director, UT Center for Russian, East European, and Eurasian Studies.  
  Yarborough Branch-2200 Hancock Dr.

• Thursday, April 5, 7 p.m.  
  Book Discussion  
  led by Dr. Chiu-Mi Lai, UT professor of Chinese literature, language, and culture.  
  Hampton Branch at Oak Hill  
  5125 Convict Hill Rd.

• Tuesday, April 10, 7 p.m.  
  Book Discussion  
  led by Lawrence Gutman, Fulbright-Hays Fellow and Affiliated Researcher at the Instituto de Historia de Cuba.  
  Austin History Center-610 Guadalupe St.

Meet the Author Events

• Tuesday, April 17, 6 p.m.  
  Mayor Will Wynn’s Event with the Author  
  A reception and book signing with Stephanie Griest, and discussion moderated by TexasMonthly writer Mike Shea.  
  Music by Cerronata.  
  Mercury Hall-615 Cardinal Ln,  
  Off South 1st St., two blocks north of Ben White Blvd.

• Wednesday, April 18, 7 p.m.  
  Author signing her new book-100 Places Every Woman Should Go  
  Bookpeople Bookstore-603 N. Lamar Blvd.

• Thursday, April 19, 5 p.m.  
  “The Art of Travel and Travel Writing,” a discussion of women’s experiences traveling, writing, and publishing with the author and Austin-based travel writer Alex Hershey  
  Follett’s Intellectual Property Bookstore  
  2402 Guadalupe  
  Parking available at the Co-op parking garage.
HOW HAS THE IDEA AND CATEGORY OF THE HUMAN been understood across time, across cultures, and in such disciplines as literature, psychology, geography, anthropology, politics, history, and fine arts? How has the human been defined and defended against such “others” as the animal, the divine, the monstrous, and the machine? And how is the character and future of the human at stake in contemporary thinking and policy on such issues as global warming, stem cell research, assisted suicide, torture, biodiversity, and cloning?

These are some of the questions to be explored in the 2007-8 Humanities Institute Fellows Seminar. Twenty-one UT faculty from departments in the Colleges of Liberal Arts, Fine Arts, Communication, and the School of Social Work have been chosen to participate in these discussions. This group of faculty fellows, along with selected graduate students and visiting scholars, will meet weekly to present new research and develop interdisciplinary perspectives on aspects of the topic “The Human and its Others.”

The Fellows Seminar is designed to promote collaborative inquiry, interdisciplinary exchange, and new research perspectives and opportunities for faculty and graduate students from departments across the University, and to bring to campus leading thinkers and writers on the seminar theme. Later this spring, the 2007-8 fellows will nominate and invite five distinguished visitors to guest-lead sessions of the seminar and to deliver public lectures in next year’s HI visiting lecturers series. See the box on p. 7 for information on the upcoming final event in the Institute’s 2006-7 Distinguished Visiting Lecturers Series.
The current HI seminar, organized around the theme “Labor and Leisure,” has featured presentations of a range of dynamic research projects by seminar members, representing more than a dozen disciplines. Topics explored, to name only a few, have included: communication scholar Dana Cloud’s interview-based account of labor activism and struggle at the Boeing Company; literary scholar Martin Kevorkian’s work on representations of computer labor and leisure practices in popular literature, film, and advertising; sociologist Art Sakamoto’s comparative statistical analyses of labor productivity and exploitation in Taiwan, Japan, and the U.S.; classicist Thomas Hubbard’s work on the cultural and sexual politics of aesthetic competition in the Classical Greek world; musicologist Phil Ford’s examination of “the hip sensibility” in postwar American popular music and political counterculture; historian Tiffany Gill’s book manuscript on the economic and social entrepreneurship of pre-Civil Rights era African American beauty salon owners; and American Studies Ph.D. candidate Lisa Powell’s research on the contemporary phenomenon of agro-tourism.

**2006 Faculty Fellows Reflect on the Humanities Institute Seminar**

“I know of other University programs and centers that officially claim to be interdisciplinary, but the Humanities Institute Faculty Fellows seminar seems to achieve this ideal much more fully. As a result of my exposure to some of our best faculty in other departments and colleges, I have come to a renewed understanding and respect for their disciplines [and] gained a better appreciation for the limitations of my own research. At the same time, I have come to appreciate more clearly the particular strength of what I specialize in because I have gained a better understanding of how it complements other areas of inquiry.”

—Arthur Sakamoto, Sociology

“I was so grateful to have scholars from across the disciplines read and comment on my work. It helps me to see the blind spots and assumptions present in my research and to make my writing more accessible across the humanities. . . . Often the campus is a lonely place for the scholar-as-cottage-industry doing her solo research within circumscribed disciplinary boundaries. I know of no other program than the Humanities Institute that could enable faculty to find a broader community and an education in diverse perspectives and methods.”

—Dana Cloud, Communication Studies

**Distinguished Lecturers Series 06-07 Final Lecture**

**Exploiting Jazz Musicians: The Case of Thelonius Monk**

A talk with Dr. Robin D.G. Kelley of the University of Southern California.

WEDNESDAY, APRIL 11, 7:30pm
ART Auditorium (ART 1.102), 23rd & San Jacinto
free and open to the public

THE SPRING SEMESTER OF THE FREE MINDS Project is well underway, and student and faculty enthusiasm for the program continues. Launched this year, the Free Minds Project extends a liberal arts education to Austin-area adults facing financial and educational barriers, through an introductory, college level seminar that meets in a community learning center in Northeast Austin. This spring, Free Minds units in Literature, Philosophy, Theater, and History are being led by a team of UT-Austin and ACC professors. Recently, students in Free Minds have wrestled with Plato’s Republic, spent a month studying poetry, discussed the UT production of Naomi Wallace’s *Slaughter City* with actors and crew, shared citizenship meditations with special guest Sekou Sundiata, and continued to agree with, disagree with, and challenge one another during class discussions two nights per week. As Free Minds student Veronica Posada puts it, “Having to put yourself in someone else’s shoes changes the way you see things.” She was reflecting on the uses of history, but it’s a perfect description as well of what it means for students and faculty alike to experience Free Minds.

Reflection on Free Minds

“Teaching in the Free Minds project has reminded me what teaching can be at its most fun. The students in the class bring fresh and often completely unexpected perspectives to the texts that we discuss. Even more exciting is the intensity with which they engage with one another when discussing historical questions, an intensity unrelated to concern about whether material will appear on a future test. The Free Minds students’ commitment to learning for the joy of learning has been inspiring.”

—Jim Sidbury, Associate Professor of History and Instructor of the Free Minds Project US History unit

“I am not a reader. Before this class, I would never pick up a book and read it. And some of these readings have just opened my eyes. My mind is open to so much more.”

—Victoria Duose, Free Minds Student

“It’s my experience that everything in America is based on race and money. But when I came to this class, and especially to philosophy and history, I saw that it’s not about race and money—it’s about politics, power. Now, I can’t look at everything like it’s about race. It’s about people having power over other people. I had to reprogram myself.”

—Beloved Ailsworth, Free Minds Student

“To me, the humanities are the things that move you, the things you are passionate about. It opens a door to the real world. These classes make you analyze how you are a part of the world.”

—Abbie Navarrete, Free Minds Student

FREE MINDS PARTNERS

Humanities Institute
Foundation Communities
Austin Community College

ADDITIONAL SUPPORTERS

UT Division of Rhetoric and Writing, BookPeople, Gene’s New Orleans, Eastside Pies, O’s Catering, HEB

For more information contact: freeminds@humanitiesinstitute.utexas.edu

Opening Doors, Changing Lives: The Free Minds Project

Beloved Ailsworth and Maryann Ramos respond to a classmate’s interpretation of John Donne’s “The Flea” during a Free Minds Project poetry class.
They are filled with students talking to one another, sharing texts, arguing over script details, or clicking away on a computer doing research. What’s more, students working on a living newspaper don’t sit at their desks; they move around the classroom, create tableaux, or block a scene. These sounds and movements are purposeful and engaged—this is what learning sounds like.

Michelle Ludwig, from St. Stephen’s Episcopal School, Malihaz Jibladze, from LBJ High School, and Trish Smith, from Connally High School are three of the teachers who have taken part in the Living Newspaper pilot project this year. They all attest to the changes that take place in the classroom atmosphere and in the students over the course of the project. “This is going to be an interesting experiment,” confided Jibladze, who teaches economics at LBJ. “Some of the scripts follow living newspaper format closely, but I have at least one which is more resembling an existentialist or absurdist play, which involves FDR, John Maynard Keynes and God. Like I said, it’s going to be interesting.”

Along with teachers, there are graduate students from UT who are helping bring forth expressions of student creativity. Meg Sullivan, a graduate consultant for the Living Newspaper project, finds her work to be a rewarding complement to her graduate studies in Theatre and Dance. “It’s really exciting to go into a government or economics classroom and talk about how theatre can contribute to their studies. I’ve really enjoyed each visit because the students seem very excited to be given a chance to be creatively engaged in their critical studies.”

In reaching for its goal to “reinvigorate civic education” the Living Newspaper project thrives in active, engaged classrooms because such classrooms encourage active, engaged students. And though the noise and movement may lead one to think that the students are not challenged or are not working as hard as in a silent classroom, they will tell you differently. When asked about the project, students at Connally High School responded: “It was really hard.” “You had to be diligent.” “I find that I can communicate more through the living newspaper than I can through my writing—and I’m a good writer—but when you use your voice, facial expressions, and body to say something, you can say more.”

When I asked the same students if they would prefer a living newspaper project or a research paper, the resounding answer was a living newspaper, even though it was harder and took longer. They had all dedicated several weeks to researching, understanding, writing about and on the issues of children soldiers, child abuse, and dating violence. And in their performances it was clear how deeply they cared about the issues, hoped to inform others, and wanted to create change in the world.

The Living Newspaper project creates change, and not just through the advocacy of the students. It changes the way students look at the world and their own learning, it changes the way teachers view their students and the possibilities for learning, and it changes visitors to those classrooms who see the amazing work students and teachers are doing. Every time I go into a classroom to talk to students about their work with the living newspaper, I emerge reinvigorated, recharged, and hopeful for the future because I see teenagers engaged with the tough issues of the day, wanting a better future, and working hard to get there. I could ask for nothing more.
Among the most powerful events of the residency was a collaborative piece of civic theater entitled “Performing Freedom on Lincoln’s Birthday” that took place at noon on February 12 in the Texas Capitol Rotunda. Inspired by Sundiata’s interest in “reanimating holidays,” the Humanities Institute designed this event in order to encourage Austinites to reflect on the meanings of freedom. Sundiata led off the activities with a reading of the Declaration of Independence that was followed by responsive readings, meditations, and original poetry and music by local musicians, poets, and professors. Tourists and legislators passing through the space were treated to a more inspiring and troubling experience than they anticipated when they set off for the Capitol that morning.

At the audience talkback after the concluding show, one company member, vocalist Samita Sinha, said that performing with Sundiata was itself “a 51st (dream) state.” She clearly spoke for many members of the audience and participants in the earlier residency activities who felt equally energized and transported by their involvement in The America Project.

"As we just heard, Thomas Jefferson’s Declaration of Independence enshrined a secular trinity: “Life, Liberty, and the Pursuit of Happiness.” . . . This beautiful phrase would have struck a chord with well-read people of the time, echoing as it did John Locke’s formulation from the Second Treatise of Civil Government of the rights to “life, liberty, and property.” So when Jefferson sits down to meditate on the prospect of American freedom, he transposes Locke’s notion of “property” to the ephemeral and elegant “pursuit of happiness.” Saying in effect that Property = Happiness. Now: for those Africans enslaved in the new country (enslaved on Jefferson’s own plantation) this equation of property and happiness was a vexed proposition, to say the least. For African Americans, whose bodies were owned as property, property did not mean happiness. Instead, the notion of property conveyed dehumanization, degradation, subjugation, sexual violation, and natal alienation. All these and a host of other painful injustices that we, as legally free people, can’t even begin to imagine.”

Sekou Sundiata concludes the Cline Professorship residency with a poetry circle at St. James Episcopal Church.
Texas Teachers as Scholars Program Seeks Curriculum Consultants

FOR SIX YEARS, the Humanities Institute’s Texas Teachers as Scholars (TAS) program has reinvigorated participating teachers as academic leaders, involved them with cutting-edge scholarship in the liberal arts and sciences, and encouraged meaningful relationships between university and K-12 education. (See Katherine McCarty’s and Patrick Schmidt’s reflections opposite on two of this year’s seminars.)

TAS seminars present teachers with the unique opportunity to be engaged and valued as thinkers and scholars themselves. Last fall we expanded the program’s range and curricular impact with the establishment of the Online Teacher Toolkit. This summer we plan to launch a new Teachers As Scholars Consultant position that formalizes the program’s support of past participants and their ongoing creative role in the development of curriculum based on TAS seminars. Any teacher who attended a 2006-7 TAS seminar is invited to apply for this paid summer position.

Proposed projects engage TAS seminar material creatively and culminate in the development of applied classroom resources, shared through home campus or home district workshops conducted by teacher-scholars and published as part of the TAS Online Teacher Toolkit. Like visiting scholars, TAS Consultants receive access to a range of University resources to facilitate their individual projects from the time of their appointment through the following summer. Each TAS Consultant is also awarded a $1000 summer stipend. Applications are accepted on a rolling basis from January through April. Whenever possible, one project per seminar will be selected for support and implementation. For the 2006-07 academic year, TAS will choose up to seven projects.

More information can be found at: http://www.humanitiesinstitute.utexas.edu/programs/teacher/consultant.html

Teachers Comment on 2006 TAS Seminars

The University of Texas Teachers as Scholars Program has been a wonderful way to rejuvenate. It has allowed me to meet with other teachers and share in the seminar setting of collegiality and “shared ideas” with a UT Professor who is a specialist in the seminar topic and who shares enthusiasm and inspiration. That inspiration finds its way back into the classroom in theoretical and practical ways. For example, I brought my students to a Hamlet production staged by the Actors from the London Stage at UT’s Payne Theatre. This Hamlet production sparked fantastic discussion in the TAS seminar, in the theatre with my students, and later with students in my classes. The production really made Shakespeare come alive for my students and they realized the impact of an engaging live performance of a Shakespeare play.

—Patrick Schmidt, English/Language Arts teacher, Round Rock ISD, on Professor Alan Friedman’s “Shakespeare in Performance”

Bigler’s class invigorated my perception with current research linking the possibility of racial and gender stereotyping by educators with negative racial attitudes among students. Dropout rates tend to be higher where diversity in a school is higher and as an educator, I realized that my job would be to address this problem with how I ran my classroom in terms of my language, attitudes and leadership. Bigler provided web resources for secondary schools and I have provided this to my fellow teachers on my campus. I teach in an at-risk program and am aware of the need for educators to view these perceptual markers and change the way we teach students and their differences while celebrating their diversity. I have encouraged fellow teachers to participate in this program so that they, too, can become aware of the new research as it applies to the students of today.

—Katherine McCarty, Success Program, Round Rock ISD, on Professor Rebecca Bigler’s “Race and Gender in the Classroom: Strategies for Addressing Children’s Biases”
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.