English 556A: Cultural Studies

Professor Gillian Harkins

Autumn 2018

Collaboration Across Walls: Public Scholarship as Means or Ends

This Cultural Studies course explores public scholarship as both an outcome and a domain of inquiry. To do this we will consider when public scholarship is an end in itself and/or when it is a means to some other goal. In considering public scholarship as an end in itself, we will ask: What does public scholarship do that traditional academic scholarship does not? What is the role of publication – in print, online, in community fora – in defining a public? What is the role of research – in print, online, or community fora – in defining scholarship? How can attention to cross-sectoral protocols of research and publication change how we define the goals of humanities scholarship? In considering public scholarship as a means, we will ask: How does public scholarship become a means to achieve specific research, teaching, or community-action goals? How does it become a means to change who counts as a knowledge-producer and how the value and rewards for producing knowledge are distributed? By attending carefully to public scholarship as a means to specific goals, how might the university participate in circuits of knowledge production and dissemination without asserting copyright or other domain privilege over the product?

We will explore these questions by studying one sample practice: collaboration across geographies or architectures of incarceration. Readings will be drawn from the humanities, social science disciplines, interdisciplinary fields, and various public sectors including mainstream journalism, alternative media, digital platforms, community-based organizations, and currently incarcerated groups. Course outcomes will include content knowledge in critical carceral studies; skills acquisition in multi-disciplinary, inter-disciplinary, and cross-sectoral literacies and communication; and production of a project in "public scholarship" connecting content knowledge and skill versatility, including self and collective reflection on process and outcomes. While the main readings for the course will focus on incarceration, students may develop individual course projects focused on collaboration across walls in other domains.

Course Materials: Almost all assigned course readings are available as .pdf files or as on-line accessible materials. Academic articles and book chapters are in the Files page of the website. Web links in bold feature on-line materials for the week; frequently these are links to visual or video materials.

Class Discussion: Each week features a cluster of academic readings and/or on-line artwork or videos. Classes will begin with a short introductory lecture and then be run as a collaborative think-tank. The majority of our class time will be dedicated to discussion.

Critical Approach: This course focuses on public scholarship to ask not just what, but how we know about criminalization and punishment. Each week situates "knowledge" in relation to disciplines, topics, and media: sometimes we will focus on how specific academic disciplines seek to understand and explain phenomena; sometimes we will explore how specific topics or media shape the questions asked and answers sought. Throughout I have tried to mix sources from the arts, humanities, and social sciences. I have also tried to arrange readings to clarify how knowledge is shaped by complex relations to and among those most impacted by these processes, the individuals and communities who have been consistently policed, detained, and incarcerated.

Course Requirements: Writing and reflection will be a part of ongoing class participation. A final project will focus on public scholarship as means or ends. This might take the form of a proposal for a public project or an executed work of analysis. Each student project will be developed in consultation with the professor.

Course Policies

- *Conduct*: All students are invited to raise questions and offer additional perspectives about any materials discussed in class. All students are also expected to contribute their ideas in a manner that is thoughtful and respectful of the ideas expressed by others. Basic guidelines for discussion will be covered the first week of class.

- *Academic Honesty*: Please review the University of Washington website http://depts.washington.edu/grading/issue1/honesty.htm for a definition and explanation of plagiarism and academic misconduct. I will immediately report any suspected instance of academic misconduct to the University. If you are confused or have any questions about a specific instance, please feel free to see me in advance of the due date.

- *Academic Accommodations:* To request academic accommodations due to disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating that you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in this class.

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Course Schedule ** SUBJECT TO CHANGE **

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Week 1

Th 9/27   Introduction: Public Scholarship

City of Seattle Racial Equity Toolkit

Chicago Toolkit of Toolkits

Week 2   What is Public Scholarship?

T 10/2   Miriam Bartha, "Serious Work" (2010)

Farah Jasmine Griffin "Public Humanities" (2014)

Bruce Robbins, "Public" (2014)

Online: American Sabor

Online: Seattle Civil Rights and Labor History Project

Th 10/4   Gargi Bhattacharyya and Karim Murji, "Introduction: Race Critical Public Scholarship" (2013)

Matthew Wickman, "What are the Public Humanities?" (2016)

Online: Carleton University, "What is Public Scholarship?"

Short Writing: Public and Private Autobiography

Week 3   Information

T 10/9   Angela Davis, *Are Prisons Obsolete?*(2003)

Th 10/11   Davis Continued

Online:Paul Rucker, "Proliferation" (2009) (11 minutes)

Online:Hank Green, "Mass Incarceration in the U.S." (2014) (4 minutes)

Online: The Sentencing Project

Online: The Marshall Project

Online: Critical Resistance

Online: Incite!

Online: All of Us or None

Online: #Not1More Deportation

Week 4   Narrative

T 10/16   Caleb Smith, "Civil Death and Carceral Life" (2009)

Online: Atif Rafay, "On the Margins of Freedom" (2011)

Th 10/18 **Online: Arthur Longworth, "Walla Walla IMU"**

Online: Arthur Longworth, "How to Kill Someone"

Online: Eli Hager, "Silencing Arthur Longworth"

Online: Terrell Carter and Right to Redemption, "CondemNation"

Online: Arthur Longworth: "Life Without," *Concerned Lifers Organization (CLO) Summit* (2014) (15 minutes)

Week 5   Exhibits

T 10/23   Humanities Action Lab Presentation

Th 10/25   **Online: Sharon Daniel, "Public Secrets"**

Online: Pete Brook, "Prison Photography"

Online: Sandow Birk, "Prisonation"

Week 6   Data and Documentation

T 10/30   Khalil Gibran Muhammad, Introduction to *The Condemnation of Blackness* (2010).

Online: Khalil Gibran Muhammad, "The Condemnation of Blackness" (5 minutes)

Online: Audrey Huntley, "On Grassroots Resistance to Violence Against Indigenous Women," *Everyday Abolition* **(January 21, 2014)**

Online: *No More Silence***, Community-Run Database**

Th 11/1   Beth E. Richie, Introduction and "Black Women, Male Violence, and the Buildup of a Prison Nation" from *Arrested Justice* (2012)

Dian Million, "An Introduction to Healing in the Age of Indigenous Rights" (2013)

Online: Angélica Cházaro, Shira Hassan, Soniya Munshi, Andrea Ritchie, Andrea Smith, and Dean Spade, "More Laws = More Violence: Criminalization as a Failed Strategy for Anti-Violence Movements" *Barnard Center for Research on Women* **(October 15, 2014) (6 minutes)**

Online: Kali Nicole Gross, "Demands for Justice Are Failing Black Women and Girls," *Huffington Post* **(December 1, 2014)**

Week 7   Frameworks

T 11/6   Ruth Wilson Gilmore, "Prologue" and "Introduction" from *Golden Gulag* (2007)

Naomi Murakawa, "The First Civil Right" (2014)

Th 11/8   CLASS CANCELLED

Week 8

T 11/13

Genevieve LeBaron and Adrienne Robert, "Toward a Feminist Political Economy of Capitalism and Carcerality" (2010)

Jackie Wang, Introduction to *Carceral Capitalism* (2018)

Th 11/15

Eric Tang, "State Violence, Asian Immigrants, and the 'Underclass'" (2002)

B.V. Olguín, "Introduction" to *La Pinta* (2010)

Week 9

T 11/20

Joey L. Mogul, Andrea J. Ritchie and Kay Whitlock, Introduction and "Over the Rainbow: Where do we go from here?" in *Queer (In)Justice* (2011)

Sarah Haley, Introduction to *No Mercy Here*(2016)

Th 11/22   *Break*

Week 10:   Education

T 11/27

Online: Gillian Harkins and Erica Meiners, "Beyond Crisis" (2014)

Online: Gillian Harkins and Erica Meiners, "In Conversation with" (2015)

Online: Gillian Harkins and Erica Meiners, "Teaching Publics in the American Penalscape" (2016)

Online: American Prison Writing Archive*, Digital Humanities Initiative*

Online: "Incarceration's Witnesses," English 142, Hamilton College, *Edx* (open access course)

Th 11/29   Idra Novey, *Exit, Civilian*

Online: Anthony Wright, "When You Learn, You Don't Return," *Black Prisoners Caucus*(BPC) Summit (2008) (Part I, 9 minutes; Part II, 4 minutes)

Part II

Online: Ear Hustle

Week 11:

T 10/4   Project Workshop

Th 10/6   Project Workshop

DATE 12/14: FINAL PROJECT DUE ON ASSIGNMENTS PAGE