

English 556A: Cultural Studies
Professor Gillian Harkins
Autumn 2018

Public Scholarship as Means or Ends?
Collaboration Across Walls

Some valued and mimed for their presentations of radicalism may never pay the price of the ticket (to use James Baldwin here) in the academic landscape, a surrogate for and derivative of the American penalscape.

—Joy James, *Warfare in the American Homeland: Policing and Prison in a Penal Democracy* (2007)

This Cultural Studies course explores public scholarship as both an outcome and a domain of inquiry. 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. *We will focus on selected portions of the assigned readings for each class*

discussion; a more limited range of page numbers for each reading will be provided as we move through the course.

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. You will produce a short autobiographical statement at the start of the class, an on-going scaffolding journal tracking your reflections about public scholarship, and a final project at the end of the class. This 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 for a definition and explanation of plagiarism and academic misconduct. 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.
- *Religious Accommodations:* Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Course Schedule

Week 1 Introduction

Th 9/27 Introduction: Public Scholarship

Sample Assessment Tool: [City of Seattle Racial Equity Toolkit](#)

Week 2 What is Public Scholarship?

T 10/2

Indiana University/Purdue University Indianapolis, Center for Service & Learning, [“Public Scholarship”](#)

Carleton University, Center for Community and Civic Engagement, [“What Is Public Scholarship?”](#)

University of South Florida, Office of Community Engagement and Partnerships, [“Community-Engaged Scholarship Toolkit”](#)

Miriam Bartha, “Serious Work: Toward a Publicly Engaged Humanities” *Western Humanities Review* (November 2010).

[Farah Jasmine Griffin “Public Humanities: Crisis and Possibility” *MLA Profession* \(November 2014\).](#)

Sample Project: [American Sabor](#)

Sample Project: [Seattle Civil Rights and Labor History Project](#)

Th 10/4

Gargi Bhattacharyya and Karim Murji, “Introduction: Race Critical Public Scholarship,” *Ethnic and Racial Studies* 36.9 (2013).

Linda Tuhiwai Smith, “Introduction,” *Decolonizing Methodologies: Research and Indigenous Peoples* (Zed Books, 2012).

Matthew Wickman, “What Are the Public Humanities? No, Really, What Are They?” *University of Toronto Quarterly* 85.4 (2016).

F 10/5 PUBLIC AUTOBIOGRAPHY DUE

Week 3 Information

T 10/9

Angela Davis, *Are Prisons Obsolete?* (AK Press, 2003).

Th 10/11

Angela Davis, *Are Prisons Obsolete?* (AK Press, 2003).

Sample Website: [The Sentencing Project](#)

Sample Website: [The Marshall Project](#)

Sample Website: [Critical Resistance](#)

Week 4 Narrative

T 10/16

Caleb Smith, “Civil Death and Carceral Life,” *The Prison and the American Imagination* (Yale University Press, 2009).

[Atif Rafay, “On the Margins of Freedom” *The Walrus* \(2011\).](#)

Th 10/18

[Arthur Longworth, “Walla Walla IMU” *PEN America* \(April 8, 2010\).](#)

[Arthur Longworth, “How to Kill Someone” *PEN America* \(November 21, 2017\).](#)

[Eli Hager, “Silencing Arthur Longworth” *The Marshall Project* \(April 5, 2018\).](#)

Week 5 Exhibits

T 10/23

Presentation by Shana Russell on [States of Incarceration](#), a project of the [Humanities Action Lab](#) (Sponsored by a community collaboration grant from the Walter Chapin Simpson Center for the Humanities)

Th 10/25

Sample Project: [Sharon Daniel, “Public Secrets”](#)

Sample Project: [Paul Rucker, “Proliferation”](#)

Sample Project: [Pete Brook, “Prison Photography”](#)

Sample Project: [Sandow Birk, “Prisonation”](#)

Sample Project: [Hank Green, “Mass Incarceration in the U.S.”](#)

Week 6 Data and Documentation

T 10/30

Khalil Gibran Muhammad, “Introduction: The Mismeasure of Crime,” *The Condemnation of Blackness: Race, Crime and the Making of Modern Urban America* (Harvard University Press, 2010).

Harvard University Press Video: [Khalil Gibran Muhammad, “The Condemnation of Blackness” Youtube](#) (November 10, 2011).

[Audrey Huntley, “On Grassroots Resistance to Violence Against Indigenous Women,” *Everyday Abolition* \(January 21, 2014\).](#)

Community-Run Database: [No More Silence](#)

Th 11/1

Beth E. Richie, “Introduction” and “Black Women, Male Violence, and the Buildup of a Prison Nation,” *Arrested Justice: Black Women, Violence, and America’s Prison Nation*,” (New York University Press, 2012).

Dian Million, “An Introduction to Healing in the Age of Indigenous Human Rights,” *Therapeutic Nations: Healing in an Age of Indigenous Human Rights* (University of Arizona Press, 2013)

Sample Project: [Survived and Punished](#)

Sample Project: [TransformHarm](#)

Week 7 Frameworks

T 11/6

Ruth Wilson Gilmore, “Prologue” and “Introduction” from *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (University of California Press, 2007).

Naomi Murakawa, “The First Civil Right,” *The First Civil Right: How Liberals Built Prison America* (Oxford University Press, 2014).

Th 11/8 *No Class*

Week 8 Frameworks

T 11/13

Genevieve LeBaron and Adrienne Robert, “Toward a Feminist Political Economy of Capitalism and Carcerality” *Signs* 36.1 (Autumn 2010).

Jackie Wang, “Introduction,” *Carceral Capitalism* (MIT Press, 2018).

Th 11/15

Eric Tang, “State Violence, Asian Immigrants, and the ‘Underclass’” *States of Confinement: Policing, Detention and Prisons*, Ed. Joy James (University of Colorado, 2002).

B.V. Olguín, “La Pinta: History, Culture, and Ideology in Chicana/o Convict Discourse,” *La Pinta: Chicana/o Prisoners Literature, Culture, and Politics* (University of Texas Press, 2010).

Week 9 Frameworks

T 11/20

Joey L. Mogul, Andrea J. Ritchie and Kay Whitlock, "Introduction" and "Over the Rainbow: Where do we go from here?" *Queer (In)Justice: The Criminalization of LGBT People in the United States* (Beacon Press, 2012).

Sarah Haley, "Introduction," *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity* (University of North Carolina Press, 2016).

Th 11/22 *Break*

Week 10 Education

T 11/27

[Gillian Harkins and Erica Meiners, "Beyond Crisis: College in Prison through the Abolition Undercommons" *Lateral 3* \(2014\).](#)

[Gillian Harkins and Erica Meiners, "In Conversation with" *Policy People* \(March 2015\).](#)

Sample Project: [American Prison Writing Archive at Hamilton College, *Digital Humanities Initiative*.](#)

Sample Project: [Doran Larson, "Incarceration's Witnesses," *English 142, Hamilton College, Edx* \(open access course\)](#)

Th 11/29

[Anthony Wright, "When You Learn, You Don't Return," *Black Prisoners Caucus \(BPC\) Summit \(2008\): Part I*](#)

[Anthony Wright, "When You Learn, You Don't Return," *Black Prisoners Caucus \(BPC\) Summit \(2008\): Part II*](#)

Sample Project: [Ear Hustle](#)

Week 11 Final Projects

T 10/4 Project Workshop

Th 10/6 Project Workshop

12/14 FINAL PROJECT DUE