SPCM 702: Professional Writing and Public Scholarship

Spring 2021

Kit Hughes

Virtual Office Hours: Tues/Thurs 1-2 & by appointment. Send me an email heads-up (either before or during my OH). If you prefer phone, include a good number to reach you by and I'll give you a call. If you prefer Zoom, I will send a link.

Description

In *Media U*, Mark Garrett Cooper and John Marx argue that the key mechanism animating the American university is gathering, managing, and reinforcing audiences for diverse media products (lessons, sports, books, grants, recruitment statistics, requests for government and alumni funding, and so on). They simultaneously note that these activities support the two contradictory functions of the US University—"to flatten social hierarchy and reproduce it at the same time (2)." Working from these premises, you will be tasked with positioning yourself in relation to the American university as a professional scholar. First: What audiences do you hope to build and reach with your scholarship? Your teaching? Your service? Second: What is the political, social, and cultural purpose of your engagement with the university and its many publics? How can you calibrate your work to effectively meet these goals?

Objectives

In this class students will

- Articulate the key audiences they hope to engage in their research and their intentions in engaging these audiences
- Analyze the value and limits presented by different modes of public and semi-public scholarship
- Practice forms of scholarly writing and presentation that go beyond the journal article while considering medium specificity, audience, and convention
- Examine institutional, political, economic, and cultural infrastructures that weigh on scholars' ability and desire to undertake public-facing, engaged, and/or activist work
- Explore how to navigate barriers to public-facing, engaged, and/or activist work

Required Materials

Readings and other materials, as necessary, will be posted to Canvas or reserves. Due to the nature of the course, we are reading a significant amount of public materials, which are linked on the syllabus. For non-publicly available readings, navigate to Canvas-->Files-->Readings. You will find materials organized by class meeting date. For articles from *The Chronicle of Higher Education*, log into your library account to search for the piece by title. It's a good idea to skim *The Chronicle* regularly as part of your news regimen. You must read materials *before* the date on the folder (not least so you can write your discussion questions).

In addition to readings, on Canvas you will also find 1) the syllabus (what you're reading right now!) and 2) the discussion questions you and your colleagues write. Beyond this, we will not be using the LMS extensively. If you ever want to discuss how you're doing in the class—at any point—please don't hesitate to reach out to me. If you are in danger of failing any given assignment, I will reach out to you.

Policies

- **Attendance**: is not graded. There are only a handful of us in this class. In order to make sure you and your colleagues get the most out of discussion and other activities, please do your absolute best to attend every single meeting. Preparing 3 questions to jumpstart discussion is part of my base expectations for attendance. Please post these on Canvas by Monday at midnight. If you do need to miss a class period, please speak with me.
- **Communication**: I try not to check my work email after 5:00pm or on the weekends. I will, however, do my very best to respond to all workweek emails within 24 hours. Occasionally, I distribute information via email; please check these applications every 24 hours during the workweek.
- **Accessibility**: Please let me know as soon as possible (in the first two weeks of class) if you require special accommodations for a learning disability. Visit the Student Disability Center (https://disabilitycenter.colostate.edu/) for more information on academic accommodations.
- **Preferred address**: I use she/her/hers and Kit.
- **Academic integrity**: This course adheres to the CSU Academic Integrity Policy found in the CSU General Catalog and in the Student Conduct Code.
- **Videoconferencing technology**: It is difficult to be on Zoom for hours. At the same time, being able to see each other is important for building classroom community. I also realize the home context can be more complicated to navigate than the classroom. As such, it is fine if you need to mute your camera now and then, but I ask that you keep the camera on for 95%(ish) of each class session, including labs. You may not record or reuse sessions without the express permission of everyone included in the call.
- **Pandemic Response**: see Canvas for a module containing resources to help you cope with any financial or health-based insecurities you may experience over the course of this semester due to the pandemic. Please don't hesitate to reach out if you have any particular pandemic-related needs that I could somehow help you navigate.

Important information for students on COVID-19:

All students are required to follow public health guidelines in any university space, and are encouraged to continue these practices when off-campus(es). Students also are required to report any COVID-19 symptoms to the university immediately, as well as if they have potentially been exposed or have tested positive at a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter (https://covid.colostate.edu/reporter/). If you have COVID symptoms or know or believe you have been exposed, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you; if you report to your instructor that you will not attend class due to symptoms or a

potential exposure, you are required to also submit those concerns through the COVID Reporter. If you do not have access to the internet to fill out the online COVID-19 Reporter, please call (970)491-4600.

If you report symptoms or a positive test, your report is submitted to CSU's Public Health Office. You will receive immediate, initial instructions on what to do and then you will also be contacted by phone by a public health official. Based on your specific circumstances, the public health official may:

- choose to recommend that you be tested and help arrange for a test
- conduct contact tracing
- initiate any necessary public health requirements or recommendations and notify you if you need to take any steps

If you report a potential exposure, the public health official will help you determine if you are at risk of contracting COVID.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site** (https://covidrecovery.colostate.edu/

Assignments

Research philosophy 1	10 points
Bios	5
Blog post/article/op-ed	15
Innovative publishing plan	5
Conference debrief	5
Book review	15
Scalar pages	15
Brief on engagement/activism	10
Research philosophy 2	10
Self-study report	10

Research Philosophy 1 & 2 (revised): 1-2 pages, single-spaced statement describing your research program, your personal-professional goals, and your scholarly values.
In this assignment, you will be writing a modified research statement or job letter. Your task is to articulate:
- Your research program (the questions you hope to pursue, work you've already done, your intervention in our understanding of the world). See outline instructions points 4A & 4B II-III. Because of your career stage, this assignment is less about outlining your accomplishments than it is about laying out your plans.
- Your intended audience/impact and your scholarly values/goals. This assignment coincides with our discussion of organic and traditional intellectuals, who are defined by their class function. Another way of putting this is that they are defined by the audiences

they serve. Whom do you want to serve with your scholarly practice? (What audiences, populations, groups receive the benefit of your contribution?) How do you hope to fulfill those goals via specific scholarly activities?

Tips:
- Figure out your "keywords"; these might be the areas of your comps, the key fields that you're putting in conversation with each other, the topics you've written on and hope to teach on.
- For a research statement, you're looking to continually emphasize how your research not only fits within the field, but moves the field forward. Similarly, assume I can't infer why your work is important, tell me exactly why this stuff is so cool
- Think about your audience - people outside of your discipline need to be able to understand this, cut down jargon as much as possible
- Be selective: better to include fewer projects to give yourself space to illustrate why your work is interesting/unique/important. It also helps your key projects stand out

Bios: 3 bios describing your scholarly identity:

In this assignment, you will write 3 different versions of your bio.
1. 2 sentence – your name, affiliation, credentials, and research. [For publications, scholarly intros, etc.]
2. 500 characters – scholarly description of your research profile, awards, and publications [for conference applications, the department website, etc.]
3. paragraph – journalistic description of your research profile, qualifications, and groups you're interested in serving [invitational for collaboration, for public outlets, non-scholarly groups]

Blog post: semi/public writing for an online outlet. You might consider some of the outlets mentioned in our readings as well as those that are relevant to your discipline or target audience (Jacobin, The Baffler, n+1, The Nation, The Atlantic, Cabinet, Boston Review, The Los Angeles Review of Books, The New Inquiry, Guernica, The Feminist Wire, The New Yorker, The Point, Public Books, Avidly, Slate, Salon, Jezebel, The Root, MediaCommons, Inside Higher Ed, The Chronicle, FlowTV, Reading the Pictures, Citizen Critics, Organizational Communication in the News, The Denver Post, The Coloradoan, and others). Your post should 1) address a topic that you have particular expertise on (due to seminar research, methodological strengths, or other experience), 2) be written in non-academic prose fitting the house style of the journal, and 3) clock in at between 1000-2000 words, as specified by your target journal. You may combine shorter contributions (e.g., Letter to the Editor at the Denver Post and In Media Res entry) to meet the 1,000 word limit. Your assignment must also include 1) Text of an email draft to your intended outlet describing your submission (per the outlet's standards), and 2) a short paragraph statement for me describing a) how you attempted to match the journal's house style and b) how your language and intended outlet matches with your intended audience for the piece.

Conference debrief: 2-3 pages, single-spaced report/reflection. This assignment has 2 parts:
1. Follow online presence of conference (e.g. via twitter). In what ways is this public? Semi-public? Who stands out for their online engagement (either positive or negative)? Do you

see any good models for online conference engagement? Cite specific examples within your report.
2. Look at your own major academic society. What public issues does your society attempt to address? Through what strategies? See, for example, http://www.ala.org/acrl/issues/acrlspeaksout What opportunities exist for getting involved/increasing your visibility as a graduate student?

You are welcome to write your report in whatever structure you wish (e.g., if you want to address these two questions separately or synthetically). The purpose of this assignment is to identify concrete strategies for engaging with your field and larger public issues, as well as building your profile as a graduate student and early career scholar.

Book review: For this assignment, choose 1) a recently-published book from an academic press in your field (last 2 years) in an area where you have some expertise/know the literature (do not pick a book written by a CSU faculty member), and 2) a relevant journal where you would like to submit your review. While there will be some small variability on word count depending on your chosen outlet, this assignment will conform to the relatively standard formula of academic book reviews. You will submit 1) your 1-2 page, single-spaced review and 2) the draft of an email to your target journal.

Innovative publishing plan: 1.5-2 pages single-spaced. This is the proposal for your Scalar pages. Must include:
1. description of primary materials: what collections are you using (e.g., from the MHDL, Internet Archive, Media Commons or elsewhere). What are some of the items you plan to embed in your Scalar pages. Indicate the copyright status of your materials and/or how you plan to make a fair use claim.
2. analytic approach & argument: what is your thesis? What secondary materials/literature is supporting your approach to analysis vis-à-vis your topic and materials? You should invoke at least 3 scholarly secondary sources in this proposal.
3. discussion of how you plan to use multimedia affordances in your project and why it makes sense for you to present this work in this way for a particular audience: here, you should draw on our readings and conversations about other multimedia projects, audiences, and your scholarly commitments. You may also draw on outside readings (e.g., on videographic criticism, being public intellectual).

Scalar pages: 3 "pages" using Scalar interface to present materials and analysis (likely from IA & MHDL, though you can use other sources). Using Black Quotidian as a guide (for scholarly and historical context, balancing materials and analysis, tone), you will create three Scalar pages demonstrating a multiformat argument of your own conception. The wordcount of your full project should be 2,500-3,500 words, though it is up to you how this spreads out over your three pages. (In other words, it's fine if you have a couple of pages that are 1,250 and one page that relies more on audiovisuals that's 400). Your pages should convey a specific argument, designed for a particular audience, and make ample use of the unique affordances of Scalar. Keep in mind ways that you might make use of this project in the future (e.g., linking from your professional website as proof-of-concept of your scholarly flexibility and innovation, assigning it to your students in a relevant class—something you can mention in a teaching philosophy, conference presentation). How can you make this *count* for your outside of the context of this course?

Brief on engagement/activism: 2-3 page single-spaced statement. How do you understand the boundaries between engagement, activism, and advocacy and how do you want to navigate these opportunities in your own work? Draw on some of our readings and discuss your intended position in relation to publics outside of the university, as relevant to your research interests. What are the key concerns of your community that touch on your own research interests/capabilities? What organizations/collectives are working in those spaces and what opportunities already exist for you to connect with them? What is your engagement plan moving forward, and how does it intersect with your dissertating timeline? What are the particular (public and professional) risks you see for doing the work you want to do? How can you mitigate these risks?

***If you do not see yourself engaging in this work, **that is OK too**. The terms of the assignment become a little different: why don't you anticipate doing engagement work? What institutional barriers make non-traditional scholarship and community engagement difficult? Again, I expect you to draw on course readings to discuss the publics of the university, but you should also address our readings that discuss the university and other institutions that weigh on your ability to do engagement work connected to your research. In addition, look outside of CSU to examine how graduate students and contingent faculty (those without the protection of tenure) are navigating these issues today. How do (or don't) they mitigate the risks of public scholarship? What lessons can you take away regarding your own risks, their potential mitigation, and potential consequences?

Self-study report: See separate outline.

Grading

A: 93-100 | A-: 90-92.9 | B+: 87-89.9 | B: 83-86.9 | B-: 80-82.9 | C+: 77-79.9 | C: 70-76.9 | D: 60-69.9 | F: <60

A note on class structure: we will spend Tuesdays discussing the week's readings. Thursdays will be devoted to lab/collective writing time. The work you do in the labs lays the groundwork for your assignments by providing opportunities for drafting, workshopping, editing, reflection, and asking questions.

Schedule

1/19

Week 1: Goals, Purpose, Values

What is the university? What is it for? Who are its publics?

- *Media U,* Intro and C9 "Bad English: The Culture Wars Reconsidered" [you can read this online via the library]
- Ian Bogost, "Americans will sacrifice anything for the College Experience: the pandemic has revealed that higher education was never about education" *The Atlantic* 20.20

- la paperson, *A Third University is Possible*: https://manifold.umn.edu/projects/a-third-university-is-possible

<u>Lab: scholarly identity and introduction to self-study</u>

- Rachel Foot, Alicia R. Crowe, Karen Andrus Tollafield, Chad Everett Allan, "Exploring Doctoral Student Identity Development Using a Self-Study Approach" *Teaching & Learning Inquiry* 2, no. 1 (2014): 103-118.
- Collaboratively: design self-study – what will be most effective for you?

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Week 2: Organic intellectuals and cultural studies traditions

- Gramsci, "Intellectuals" and "On Education" from *The Prison Notebooks*, 3-43
- Thomas Bodenheimer, "The Role of Intellectuals in Class Struggle" *Synthesis* 1, no. 1 (1976): 20-27.
- Graeme Turner, *British Cultural Studies* 3rd edition Chap 2: "The British tradition: a short story," 33-68
- Watch: *It Ain't Half Racist, Mum* (1979) BBC, Stuart Hall and Maggie Steed: https://vimeo.com/203825966

<u>Lab: Commitments</u>

- Research philosophy (early career)
  - o Personal-professional goals
  - o Values & subjects/objects/audiences statement

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Week 3: From "Organic" to "Public" and "Semi-public"

- bell hooks, "Black Women Intellectuals" in bell hooks and Cornel West, *Breaking Bread* 147-164
- Nicholas Behm, Sherry Rankins-Robertson, and Duane Roen, "The Case for Academics as Public Intellectuals" *AAUP* January-February 2014: https://www.aaup.org/article/case-academics-public-intellectuals
- PLMA special section: "Semi-public Intellectual" 439-499
- Jake Silverstein, "Why we published the 1619 Project," *NYT* 20.19 Matthew Desmond, "In order to understand the brutality of American capitalism, you have to start on the plantation" and accompanying materials (e.g., Mersha Baradaran's "The Limits of Banking Regulation," 1619 Project, *NYT* 8.14.19.
- Skim (I mean *skim* - check the TOC, authors, formatting, appendices, intro, and read a page or two to get a sense of how this positions itself as public scholarship): 1776 Commission

- "The GameStop Bubble is a Lesson in the Uselessness and Absurdity of the Stock Market"

Lab: Scholarly profile

- Identify 2 online scholarly presences (in your field) that offer a compelling model for imitation or aspiration (you may want to think of people in different career stages) to share with colleagues. Be prepared to discuss the precise elements of their profiles that are compelling and how you and your peers could adapt those strategies toward your own profiles.
- Bios (1-sentence, academic paragraph, popular paragraph)

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Week 4: Stay classy, intellectuals!

- Laurie Ouellette, *Viewers like you*, Introduction
- Anastasia Berg, "We Deserve Better from our Public Intellectuals" *The Chronicle* 2.20
- Melissa Gregg, *Counterproductive: Time management in the knowledge economy*, "Conclusion: From Careers to Atmospheres," 127-140.
- Jeremy Gordon, "Is there a cure for Burnout" *The Nation*: https://www.thenation.com/article/culture/anne-helen-petersen-burnout-review/ If you're really feeling it: Shannon Palus, "Millenials Aren't as Helpless as We Appear to Be" *Slate https://slate.com/culture/2020/09/anne-helen-petersen-burnout-book-reviewed.html*
- "A letter on Justice and open Debate," *Harpers* and "A More Specific Letter on Justice and Open Debate," *The Objective*: https://www.objectivejournalism.org/p/a-more-specific-letter-on-justice. Optional background: Jennifer Schuessler, "An Open Letter on Free Expression Draws a Counterblast," *NYT* (7/10/20) https://www.nytimes.com/2020/07/10/arts/open-letter-debate.html
- Amber A'Lee Frost, "Why the Left Can't Stand *The New York Times*" *Columbia Journalism Review* Winter 2019: https://www.cjr.org/special_report/why-the-left-cant-stand-the-new-york-times.php. Optional: David Uberti, "Who is *The New York Times'* Woeful Opinion Section Even for?" *Splinter* 9/15/17: https://splinternews.com/who-is-the-new-york-times-woeful-opinion-section-even-f-1801998501
- Haunting the conversation (SPCM 712, FA20): *The Right Wing Comedy Complex*

Lab: process and progress 1

- self-study check-in
- collaborative writing time

Due FRIDAY 5:00pm

- Research Philosophy
- Bios
- link to an example of public writing by an academic that you think is effective, to be assigned reading for everyone on Week 5

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Week 5: Blogging

- Irina Dumitrescu, "What Academics Misunderstand About 'Public Writing'" *The Chronicle* 2.20
- Joshua Rothman, "Why is Academic Writing so Academic?" *The New Yorker* 20.14: https://www.newyorker.com/books/page-turner/why-is-academic-writing-so-academic
- The Conversation, Who we are (https://theconversation.com/us/who-we-are), republishing guidelines (https://theconversation.com/us/republishing-guidelines), and 2019 Annual Report: https://cdn.theconversation.com/static_files/files/761/TCUS_FY2019_Annual_Report_.pdf
- Case study
  - o Ian Bogost, "Against Aca-Fandom" http://bogost.com/blog/against_aca-fandom/29.10 **DO read the comments. This is your longest read this week.** (part of a much longer conversation with Mittell, Jenkins, and others; let me know if this is of interest and I can direct you to more sites of debate).
  - o Lisa R. Pruitt, "The chattering classes got the 'Hillbilly Elegy' book wrong – and they're getting the movie wrong, too." https://theconversation.com/the-chattering-classes-got-the-hillbilly-elegy-book-wrong-and-theyre-getting-the-movie-wrong-too-150937 Follow all links embedded in this piece, and the author's affiliation. You don't need to read every article linked to (just see what this article is working with) with the exception of:
  - o Alissa Wilkinson, "Everything about Netflix's Hillbilly Elegy movie is awful" 11.10.20, *Vox https://www.vox.com/culture/21547861/hillbilly-elegy-review-netflix* which you should read in full, with a focus on comparative analysis.
- Recent issue of FlowTv.org, TBD
- Others' selections

Lab: Blogging 1

- Identifying an outlet
- Identifying and drafting a contribution

Due FRIDAY 5:00PM

- a book review from the last 5 years on a book that *you* want to read published in a key journal in your field (to be assigned reading for everyone on Week 6)

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Week 6: Beyond Blogging: writing for trade and popular audiences

- "In Focus: Film and Media Studies and the State of Academic Publishing" *Cinema Journal* 55, no. 4 (2016):

https://cdn.ymaws.com/www.cmstudies.org/resource/resmgr/in_focus_archive/InFocus54-4roundtable.pdf

- o Emily Carman and Ross Melnick, "Introduction"
- o Joshua Gleich, "Write First, Ask Questions Later: Publishing and the Race to Tenure Track"
- o Roundtable: The Future of Academic Publishing, with Caroline Edwards, Kathleen Fitzpatrick, Jason Mittell, and Anne Helen Petersen
- Casey Brienza, "Writing Academic Book Reviews" (including comments) *Inside Higher Ed* 27.15 https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews
- Pew Research Center, "Internet Broadband Fact Sheet: https://www.pewresearch.org/internet/fact-sheet/internet-broadband/
- Listen: Episode of your choice from *You Must Remember This*: http://www.youmustrememberthispodcast.com/
- Listen: Aca-Media, episode 55 "Out of the Ashes and into Academia:" http://www.aca-media.org/episode55
- Others' selections
- Haunting the conversation (SPCM 712, FA20): Libraries, budgets, and "the big deal"

Lab: Blogging 2 + book reviews

- Workshopping and editing
- Share book selection for book review (informal)

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Week 7: Multimedia, copyright

- Marshall McLuhan, "The Medium is the Message" in *Media and Cultural Studies Keyworks* 100-107.
- Media Commons, "How it Works" *http://mediacommons.org/imr/how-it-works*
- Media commons: pick one week from the last 2 years & read/watch in entirety
- [in]Transition, "About [in]Transition": http://mediacommons.org/intransition/about
- Katie Bird, "Feeling and Thought as The Take Form: Early Steadicam, Labor, and Technology (1974-1985)" *Journal of Videographic Film & Moving Image Studies* 7, no. 1 (2020): http://mediacommons.org/intransition/feeling-and-thought-they-take-form-early-steadicam-labor-and-technology-1974-1985 Watch and read creator's statement and reviews
- Watch: Thom Anderson (dir), *Los Angeles Plays Itself* (this is about 3 hours long; make time)
  - o https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcolostate.primo.exlibrisgroup.com%2Fpermalink%2F01COLSU_INST%2Fvia34g%2Falma991031731739003361&data=04%7C01%7Ckit.hughes%40colostate.edu%7Cb720c23390cd47701df508d8b21223ce%7Cafb58802ff7a4bb1ab21367ff2ecfc8b%7C0%7C0%7C637455138277485020%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Nto%2FUrPD%2FcCCgRLcuutcwqIrdFclkDQHqfILypE49Hs%3D&reserved=0

- SCMS Statement of Fair Use Best Practices for Media Studies Publishing, *Cinema Journal* 49, no. 4 (2010): https://cdn.ymaws.com/www.cmstudies.org/resource/resmgr/fair_use_documents/scms_publishing_statement.pdf

Lab: work with/in audiovisual sources #1

- Using the Internet Archive, https://archive.org/, identify a collection that suits your academic interests and goals and develop a plan for how you can incorporate these materials in non-traditional scholarly work

Due FRIDAY 5:00PM

- Finished Blog post (due to time-sensitive nature of online writing, you may submit this *earlier* if you wish)
- Draft of email to target outlet

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Week 8: DH, Collaboration, Granting Institutions

- Eric Hoyt, Wendy Hagenmaier, and Carl Hagenmaier, "Media + History + Digital + Library: An Experiment in Synthesis" *e-media studies* 3, no. 1 (2013): https://journals.dartmouth.edu/cgi-bin/WebObjects/Journals.woa/xmlpage/4/article/430
- Media History Digital Library (via Lantern): https://lantern.mediahist.org/ identify 2 sources that you could use to analyze some facet of American/media culture of interest to you and that you could repurpose in a nontraditional piece of scholarship, prepare to discuss in class
- Project Arclight Digging into Data overview: https://diggingintodata.org/awards/2013/project/project-arclight-analytics-study-20th-century-media Explore the site and the application, come ready to report: https://projectarclight.org/
  - Who/what is this for? How can you tell? Where do you see opportunities for revision/expansion? For a similar approach to different historical or contemporary materials (evidence/records)?
- Eric Hoyt, Kit Hughes, and Charles R. Acland, "A Guide to the Arclight Guidebook" AND Eric Hoyt, "Curating, Coding, Writing: Expanded Forms of Scholarly Production" in *The Arclight Guidebook to Media History and the Digital Humanities*: https://projectarclight.org/wp-content/uploads/ArclightGuidebook.pdf
- Radio Preservation Task Force Blog

Lab: work with/in audiovisual sources #2

- Expand on plan developed in earlier lab to incorporate additional online materials or applications (e.g., visualizations)

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Week 9: Trade organizations

Tuesday Lab: process and progress 2

- self-study check-in
- collaborative writing time

Thursday Lab: SCMS, online conferences, and professional trade organizations

- Follow online presence of conference (e.g. via twitter). In what ways is this public? Semi-public? Who stands out for their online engagement (either positive or negative)? Do you see any good models for online conference engagement?
- Look at your own major academic society.
  - What public issues does your society attempt to address? Through what strategies? See, for example, http://www.ala.org/acrl/issues/acrlspeaksout
  - What opportunities exist for getting involved/increasing your visibility as a graduate student?

3/23

Week 10: Innovating publishing

- The Alliance for Networking Visual Culture
  - "About" – https://scalar.me/anvc/about/
  - "Scalar" – read "overview" page and watch trailer: https://scalar.me/anvc/scalar/
- Matthew F. Delmont, *Black Quotidian: Everyday History in African-American Newspapers* Stanford University, 2019: http://blackquotidian.org/
  - Read Introduction and History in their entirety (i.e., watch all videos, examine all images)
  - Choose 2 themes to read in section 4
  - Skim archive, resources, acknowledgements, bio)

Lab: Scalar

- Getting to know the technology
- Planning a project

DUE FRIDAY 5:00PM

- Innovative publishing plan
- Online conference debrief

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Week 11: Don't Believe the Hype

- Maximillian Alvarez, "The Podcast University" *The Chronicle* 30.20
- Carina Chocano, "What is MasterClass Actually Selling?" *The Atlantic* 2020
- Morra Aarons-Mele, "The Myth of the TED Talk" *Forbes* (1.12.18): https://www.forbes.com/sites/morraaaronsmele/2018/01/12/the-myth-of-the-ted-talk/?sh=1670302765f4 and Julie Bindel, "Why I'd never do a TED talk" *The Guardian* 23.18: https://www.theguardian.com/commentisfree/2018/jul/23/ted-talk-smugness-presenters-embarrassing
- Jodi Dean, *Democracy and Other Neoliberal Fantasies*, Chap 1, "Technology: The Promises of Communicative Capitalism" 19-48.

Lab: Book Reviews

- Drafting, workshopping

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Week 12: From "for" to "with": Engaged scholarship

- Boyer, Ernest L. "The Scholarship of Engagement." *Journal of Public Service & Outreach* 1, no. 1 (1996): 11-20.
- Jay, Gregory. "The Engaged Humanities: Principles and Practices of Public Scholarship and Teaching." *Journal of Community Engagement and Scholarship* 3, no. 1 (2012): 51-63.
- Daniel Fisher, "A Typology of Publicly Engaged Humanities," *Humanities for All*: https://humanitiesforall.org/essays/five-types-of-publicly-engaged-humanities-work-in-u-s-higher-education AND Daniel Fisher, "Partnership and Publicly Engaged Humanities Work" *Humanities for All: https://humanitiesforall.org/essays/partnership-and-publicly-engaged-humanities-work*
- Kezar, Adrianna, Yianna Drivalas, and Joseph A. Kitchen. "Defining the Evolving Concept of Public Scholarship." In *Envisioning Public Scholarship for Our Time: Models for Higher Education Researchers*, edited by Adrianna Kezar, Yianna Drivalas, and Joseph A. Kitchen, 3-17. Sterling, VA: Stylus Publishing, 2018.
- Kirsten Ostherr, "Humanities as Essential Services" 5.21.20: https://www.insidehighered.com/views/2020/05/21/how-humanities-can-be-part-front-line-response-pandemic-opinion
- TAMI: https://texasarchive.org/ and "Texas Film Round-Up" https://texasarchive.org/round-up https://texasarchive.org/round-up
- CSU Extension and Engagement, "Keep Partnering": http://engagement.colostate.edu/keep-partnering/

Lab: Identifying local partners

- What are the key concerns of your community that touch on your own research interests/capabilities?

- What organizations/collectives are working in those spaces and what opportunities already exist for you to connect with them?
- Drafting: a snapshot of the local landscape and opportunities for connection and collaboration

DUE FRIDAY 5:00PM

- Book Review
- Email to press

4/13: SPRING BREAK

4/20

Week 13: Activism

- Naomi Greyserr and Margot Weiss (eds), special section, "Academia and Activism" *American Quarterly* 64, no. 4 (2012): 787- 849
- Ali, Christopher and Christian Herzog. "From Praxis to Pragmatism: Junior Scholars and Policy Impact." *Communication Review* (2018): 1-22.
- Emma Pettit, "Some Scholars Have Long Talked about Abolishing the Police. Now People are Listening. What Comes Next?" *The Chronicle* 9.20
- Francis Eanes and Eleni Schirmer, "For Higher Education, a 'Return to Normal' Isn't Enough" *Jacobin* 4.20: https://jacobinmag.com/2020/04/for-higher-education-a-return-to-normal-isnt-good-enough

Lab: process and progress 3

- self-study check-in
- Activism/Engagement position statement

DUE FRIDAY 5:00PM

- Scalar pages

4/27

Week 14: Risky Business

- DA Downs, "Academic Freedom, What it is, what it isn't and how to tell the difference," https://www.jamesgmartin.center/acrobat/AcademicFreedom.pdf AND AAUP, "Academic Freedom and Electronic Communication," sections V "Unwarranted Inference" & VI "Social Media": https://www.aaup.org/report/academic-freedom-and-electronic-communications-2014
- Christian Middleton, "UM Fires History Professor Who Criticizes 'Powerful, Racist Donors' and 'Carceral State,'" *Mississippi Free Press* 15.20:

https://www.mississippifreepress.org/7518/um-fires-history-professor-who-criticizes-powerful-racist-donors-and-carceral-state/ and Megan Zahneis, "His University Celebrated His Success. Then it Fired Him" 12.17.20 *The Chronicle* (TBD if more as case develops)

- Peter Schmidt, "AAUP Takes Illinois to Task in Report on Salaita Case," *The Chronicle* 28.15 AND "Steven Salaita" on Wikipedia; https://en.wikipedia.org/wiki/Steven_Salaita AND Steven Salaida, "Off the Record Advice for Graduate Students" https://stevesalaita.com/off-the-record-advice-for-graduate-students/ AND "An honest living" https://stevesalaita.com/an-honest-living/
- Veletsianos, George, Shandell Houlden, Jaigris Hodson, and Chandell Gosse. "Women Scholars' Experiences with Online Harassment and Abuse: Self-Protection, Resistance, Acceptance, and Self-Blame." *New Media & Society* 20, no. 12 (2018): 4690-4708.
- Chris Quintana, "For One Scholar, an Online Stoning Tests the Limits of Public Scholarship." *The Chronicle*, 6.16.17 AND Nell Gluckman, "The Outrage Peddlers are Here to Stay" *Chronicle* 17.20

Lab: social media

- Personal/professional online media use
- Drafting: risk analysis and risk mitigation plan

DUE FRIDAY 5:00PM

- Brief on engagement/activism
  - local landscape collaboration opportunities snapshot
  - position statement on engagement/activism continuum and your own work
  - risk analysis and mitigation plan

5/4

Week 15: Challenging Structures

- Agate, N., Kennison, R., Konkiel, S. *et al.* The transformative power of values-enacted scholarship. *Humanit Soc Sci Commun* 7, 165 (2020).
- Michael Carolan and Benjamin Withers, "Re-envisioning and Valuing What We Do: Twenty-first Century Liberal Arts Scholarship in a Land Grant University" (c2017): http://engagement.colostate.edu/wp-content/uploads/2018/11/CSU-CLA-Engaged-Scholarship-Whitepaper-Full.pdf
- CSU CLA Humanities Fellows, "Center for Engaged Humanities," abbreviated white paper (Feb. 2021)
- Eric Kelderman, How a Fight over a Black Lives Matter Statement Transformed an Academic Association" *Chronicle* 28.20
- Marc Parry, "The New PhD" *The Chronicle* 16.20
- ***JCMS* Publishing Initiative & Facilitated Peer Review**
- Women also know history: https://womenalsoknowhistory.com/

<u>Lab: Philosophy Redux</u>

- How have your commitments/values/interests changed over the course of the semester?
- What tools can you use from this course to meet your goals?

Week 16: Finals - DUE MONDAY 5/10 MIDNIGHT

- Revised philosophy
- Self-study report

Labs/Assignments Overview

Wk 1	<u>Lab: scholarly identity and introduction to self-study</u> • Collaboratively: design self-study – what will be most effective for you?	
Wk 2	<u>Lab: Commitments</u> • Research philosophy (early career) • Personal-professional goals • Values & subjects/objects/audiences statement	
Wk 3	<u>Lab: Scholarly profile</u> • Identify 2 online scholarly presences (in your field) that offer a compelling model for imitation or aspiration (you may want to think of people in different career stages) to share with colleagues. Be prepared to discuss the precise elements of their profiles that are compelling and how you and your peers could adapt those strategies toward your own profiles. • Bios (1-sentence, academic paragraph, popular paragraph)	
Wk 4	<u>Lab: process and progress 1</u> • self-study check-in • collaborative writing time	**Due F 2/12 5:00PM** 1) Research Philosophy 2) Bios 3) Example of public writing to be assigned reading Wk 5
Wk 5	<u>Lab: Blogging 1</u> • Identifying an outlet • Identifying and drafting a contribution	**Due F 2/19 5:00PM** 1) book review to be assigned Wk 6
Wk 6	<u>Lab: Blogging 2 + book reviews</u> • Workshopping and editing • Share book selection for book review (informal)	
Wk 7	<u>Lab: work with/in audiovisual sources 1</u>	**Due F 3/5 5:00PM**

	• Using the Internet Archive, https://archive.org/, identify a collection that suits your academic interests and goals and develop a plan for how you can incorporate these materials in non-traditional scholarly work	1) Finished Blog post 2) Draft of email to target outlet
Wk 8	Lab: work with/in audiovisual sources 2 • Expand on plan developed in earlier lab to incorporate additional online materials or applications (e.g., visualizations)	
Wk 9 T	Lab: process and progress 2 • self-study check-in • collaborative writing time	
Wk 9 H	Lab: SCMS, online conferences, and trade organizations • Follow online presence of conference (e.g. via twitter). In what ways is this public? Semi-public? Who stands out for their online engagement (either positive or negative)? Do you see any good models for online conference engagement? • Look at your own major academic society. o What public issues does your society attempt to address? Through what strategies? See, for example, http://www.ala.org/acrl/issues/acrlspeaksout o What opportunities exist for getting involved/increasing your visibility as a graduate student?	
Wk 10	Lab: Scalar • Getting to know the technology • Planning a project	**DUE F 3/26 5:00PM** 1) Innovative publishing plan 2) conference debrief
Wk 11	Lab: Book Reviews • Drafting, workshopping	
Wk 12	Lab: Identifying local partners • What are the key concerns of your community that touch on your own research interests/capabilities? • What organizations/collectives are working in those spaces and what opportunities already exist for you to connect with them? • Drafting: a snapshot of the local landscape and opportunities for connection and collaboration	**DUE F 4/9 5:00PM** 1) Book Review 2) Email to press
4/10-4/18: Spring Break		
Wk 13	Lab: process and progress 3 • self-study check-in • Activism/Engagement position statement	**DUE F 4/23 5:00PM** 1) Scalar pages

Wk 14	Lab: social media • Personal/professional online media use • Drafting: risk analysis and risk mitigation plan	**DUE F 4/30 5:00PM** 1) Brief on engagement/ activism: local landscape, position statement, risk mitigation
Wk 15	Lab: Philosophy Redux • How have your commitments/values/interests changed over the course of the semester? • What tools can you use from this course to meet your goals?	