

**Public Humanities and Experiential Education Course Development Workshop
Call for Participants
May 16-18**

This workshop will stimulate course development to help students explore the social value of the humanities, particular disciplines, and/or field-specific work. We expect participants to teach these courses in future years for either of two curricular initiatives: 1) as graduate seminars that would serve as electives for a potential **Graduate Certificate in Public Humanities**; or 2) as courses bearing the **Experience and Application (XA)** tag for the revised General Education Requirements. Graduate seminars can include project-based learning or critical explorations of the social value of humanistic inquiry. To meet XA guidelines, undergraduate course syllabi must contain an element of experience and application. The workshop will guide up to 8 faculty members and 8-10 graduate students in creating syllabi oriented toward or engaging Public Humanities.

Stipends for Participants:

\$2500 for faculty; \$1500 for graduate students

Eligibility:

Open to all faculty members and PhD students in humanities and humanistic social science departments and programs. We are seeking participants from the full range of humanistic disciplines. Some preference will be given to those who have previously participated in Public Humanities workshops, seminars, and internships, but we are eager to welcome newcomers as well.

Application Process:

By **April 21** please send the following to breiss@emory.edu and tomrogers@emory.edu:

- C.V.
- Brief message explaining your interest in developing one or more courses and/or seminars that correspond to the undergraduate GER or the graduate certificate elective structure. (See criteria below.) You do not need to have a clear course design (as that will be developed in the workshop) but should present some initial thoughts about which aspects of course design you are most interested in learning about and developing.
- Statement of your commitment to attend all three days of the workshop (roughly 10 a.m.-4pm.)

Faculty participants will have until the end of summer to submit a finished syllabus along with a plan for implementing it, at which point they will receive the stipend. Graduate student participants will be required to submit a finished syllabus on the same timeline, along with a 1-page reflective statement about how it will advance their development as scholars/teachers.

Structure:

The workshop will be co-coordinated by Ben Reiss (English) and Tom Rogers (History) and will feature a group of faculty presenters discussing their experiences teaching courses that explore and reflect the social value of the humanities. We will discuss broad course guidelines (see below) and possibilities and will workshop syllabus drafts. We will distribute some brief and stimulating readings before the first meeting.

Graduate Course Guidelines:

Any graduate seminar that meets one or more of the following criteria will be eligible to serve as an elective for the proposed Public Humanities certificate:

- One or more units of the seminar explore public writing/performance/media/spaces in a way that connects the academic material to matters of broad public concern (e.g., critical examination of museums, exhibitions, performances, festivals, media, etc. as they are connected to the course material and themes)
- One or more of the assignments prompts students to create or propose public-facing work in media of their choosing (e.g., magazine essays, blogs, podcasts, websites, op-eds, public events, curated exhibitions, grant applications, policy papers). These assignments should clearly connect the seminar's subject matter to issues of public concern
- Practicum or collaborative research project designed with a partner organization, undertaken in spirit of reciprocal learning and co-creation of knowledge
- One or more units exploring the social value of the humanities, particular disciplines, and/or field-specific work

Undergraduate Experience and Application (XA) Course Guidelines:

Excerpted from the GER guidelines, the following characteristics pertain to community-engaged learning outcomes for the experience and application tag.

- Develop an awareness of self in relation to others in community-based settings that emphasizes cultural competence, equity, mutual benefit, and shared learning/knowledge creation.
- Be able to articulate a societal issue or need that a community partner addresses, identify and explain prior work on this issue, and clearly articulate the student's own role in working with the partner to advance knowledge or action.
- Improve their ability to recognize complexity and ambiguity, as evidenced through ongoing reflection throughout the experience of working with the partner.
- Demonstrate an understanding of the symbiotic relationship between academic coursework and knowledge gained through engagement with community partners.