

UMBC UGC Program Changes & Other Request: NEW Minor in Public Humanities (American Studies)

Date Submitted: September 13, 2018

Proposed Effective Date: July 1, 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Nicole King, chair	nking@umbc.edu	5-1457	AMST
Other Contact	Jessica Berman, director	jberman@umbc.edu	5-6798	Dresher Center/ ENGL

Specifics (see instructions):

The vision for the minor in public humanities is to grow a space for innovative public scholarship and programming based in interdisciplinary collaboration across departments and programs at UMBC. Student research projects focus on problem solving for the twenty-first century. The Department of American Studies (AMST) will host and supervise the minor in public humanities in the AMST's Orser Center for the Study of Place, Community, and Culture and work with the Dresher Center for the Humanities. The director of the minor will work closely with the chair of American Studies on advising students in the minor and building a coordinating committee of faculty from partner programs and departments committed to supporting public humanities work across campus.

Program Description:

Students use the tools and methods of the humanities to build knowledge democratically and respond critically to challenges of the twenty-first century, ranging from social inequalities to climate change. Public humanities work focuses on critically addressing social problems and achieving social justice. The courses in the public humanities minor prepare students to work collaboratively and creatively to connect original research and programming more deeply with local and/or global communities, public-interest groups, or other publics. The minor builds skills for creating sustainable projects that actively engage the public in meaningful dialogue, interaction, and knowledge production.

Student projects are developed and sustained through the introductory course in public humanities (PUBH 200 and two separate 1-credit lab/portfolio courses 1) PUBH 301, attached to a methods course and 2) PUBH 401, working with a 400-level research or applied experience

course. The director teaches the introductory course and supervises graduate students in participating departments, who teach the 1 credit labs. During their core coursework (PUBH 200, 301, and 401) students will develop a public-facing project and a portfolio of work.

Rationale (see instructions):

As a public university, UMBC has a mission to use its resources and skills to pursue research and creative activities that contribute to the public good. The humanities play a vital role in contemporary civic life and in our communities. Practitioners in the humanities facilitate and enhance conversations about identity, history, self-expression, culture, political agency, and power. Student projects will share new perspectives and enhance public dialogue on such issues.

The minor builds upon ongoing work in public scholarship across campus and in many departments and programs. Types of public humanities projects include public research studies, oral history projects, podcasts, films, digital stories, zines, and interactive exhibitions and performances. Examples of public humanities projects at UMBC include [Mapping Memory: Sherman's March and America](#); [Baltimore Traces: Communities in Transition](#); [Playing Pericles: Shakespeare for Social Change](#); [Preserve the Baltimore Uprising 2015 Archive](#); and examples of courses include Space and Place in Public Art and Urbanism; Studies in Feminist Activism; Baltimore: Race, Rhetoric and Technology; and Applied Anthropology. Partnerships with outside organizations could include organizations such as: Baltimore Heritage—the city's non-profit historic preservation organization; the International Rescue Committee—a refugee aid organization; Maryland Traditions—the state's folklife program as part of the arts council; the Southwest Partnership—where the new CAHSS downtown classroom and visual arts studios are located--as well as various neighborhoods and community organizations throughout the greater Baltimore and D.C. metro areas.

The public humanities work at UMBC was featured on The National Humanities Alliance (NHA) new project Humanities for All <https://humanitiesforall.org/>, an interactive website connecting researchers, students, and community members with a database of public humanities projects across all fifty states, Washington, D.C., and Puerto Rico. Humanities for All debuted in summer 2018 and over fifteen UMBC projects are included on the site, half of them from UMBC's Baltimore Traces initiative. For more see the following article: <https://news.umbc.edu/national-humanities-for-all-initiative-features-innovative-work-by-umbc-scholars/>

The development of the minor in public humanities aligns with the university's vision to focus on an "inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement" as well as the goal to "advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds." The development of the minor also supports the CAHSS Multi-Year Hiring Plan 2017-2022 "Priority One—Growth: broader CAHSS/UMBC interdisciplinary research initiatives: Public Humanities: 2

TT positions in multi-year cluster hire.” The Department of American Studies is currently searching for an assistant professor position in public humanities to start in fall 2019. In addition, CAHSS and AMST have been engaged in an eight-year exploratory partnership with Maryland Traditions (the public folklife program of the Maryland State Arts Council) 2010-2018 that will become a full-time position in the Department of American Studies in fall 2019.

Public humanities offers a distinct new academic focus for undergraduate students by adding applied experiences and portfolios of work to the student experience. The minor will be one of the first undergraduate curriculum in the U.S. focused specifically on public humanities and will also include teaching and mentorship from graduate students in interdisciplinary programs and collaboration with community partners. The minor is based on the values and ethics of collaboration (working with and not for) and shared authority on all projects. The ethics of public facing research will be covered throughout the core curriculum and all research and programming will follow best practices in the field.

The minor will appeal to undergraduate students who are looking for a way to hone their skills in research and knowledge production to make a difference in public life. The curriculum will also provide students working in fields outside the humanities with a way to demonstrate their experience and expertise in skills such as critical thinking, collaborative work, active listening, public speaking, and programming in the humanities.

Public humanities projects require the ability to both analyze and synthesize information, manage projects, and communicate complex ideas to multiple publics in engaging and clear ways. The minor in public humanities will build upon connections and collaboration and will serve to strengthen UMBC’s position as an anchor institution for the greater Baltimore metropolitan region while connecting local issues to larger transnational themes and problem solving.

Programmatic Goals of the Minor:

Students will:

- (1) gain an interdisciplinary toolkit to produce scholarship/knowledge that connects to and enriches the public
- (2) develop skills of critical thinking, project management, effective communication, active listening, and empathy
- (3) build cross-communication and intercultural communication skills that foreground the ethics of public work and the agency of students and partners
- (4) gain an appreciation of collaboration, practice inclusion in the realm of knowledge production, and learn to respect various forms of expertise and experience
- (5) build sustainable projects that advance knowledge and contribute to the political, economic, social, and/or cultural well-being of communities and the many publics and audiences found in a diverse and democratic society

Proposed Curriculum - Minor Requirements (17 credits)

BASICS

CORE: (7 credits)

PUBH 200: Introduction to Public Humanities (NEW course - offered in fall semesters)

AMST 300 [See **REVISED course proposal**] or HIST 300: Approaches/Methods course +

PUBH 301: Project Development Lab 1 credit lab (4 credits total) [See submitted **NEW Course Proposal**]

ELECTIVES (10 credits):

2 courses from the same or related fields from approved programs and departments see initial list below

1 400-level research, capstone, or applied experience course + lab/portfolio

PUBH 401: Lab/Portfolio: (1 credits total) [See submitted NEW Course Proposal]

PUBH 200: Introduction to Public Humanities (3 credits) *Taught by the director in the fall semester - could be co-taught as the program develops.*

In this course students will be introduced to the field, core concepts, and methods that comprise public humanities work. The course will have an interdisciplinary perspective and teach numerous approaches to public scholarship. Students will learn how to complete research and other creative activities while being introduced to ongoing community-engaged projects. Students will spend a significant portion of the semester developing a public humanities project idea, which they will be encouraged to further develop and execute during the course of their minor. [See submitted **Course Proposal**]

AMST 300 or HIST 300 + 1 credit project development lab

AMST 300: This course introduces students to theories and methods in the field of American studies. Readings focus on methodological approaches and research practices employed both inside academia and in public scholarship. Students will write original research proposals that focus on problem solving. Students are expected to use what they learn in applying approaches in American studies to a specific problem/social issue and developing an original research proposal for a research paper or a public facing project.

HIST 300: Public history is an interdisciplinary form of scholarship practiced as public service. Public historians help create historical understanding by sharing authority and inquiry with a variety of partners, including audiences, museum professionals, reservationists, business leaders and others. Public historians are trained, first and foremost, as historians to conduct research, to craft interpretations and to write well. However, public historians must also be prepared to work collaboratively with partners for whom an understanding of history can have immediate practical implications.

PUBH 301: Project Development Lab - Managed by the director & taught by graduate students – potentially from English, Public History, Modern Languages, Linguistic, and Intercultural Communications (MLLI), Language, Literacy, and Culture (LLC), or Sociology, Anthropology, and Health Administration & Policy (SAHAP), depending upon course of study. The public humanities Project Development Lab is a one credit course attached to a 3-credit methods content course (either AMST 300 or HIST 300). During the first part of the semester, students go over the methods and ethics of public scholarship and programming. Students work with the instructor in building the second part of the semester based on readings and assignments from the content courses and their interests in public humanities. Guest speakers and field trips are important parts of the course learning experience. Students are given the agency to take readings, assignments, and lessons from the content course in building a collaborative project. Students begin this work by sharing their individual proposals from PUBH 200.

400-level seminar/capstone or other independent study/internship course in partnering departments/programs – (3 credits)

For the public humanities capstone course, students will choose from the 400-level capstone or applied research courses (such as AMST 498: Internship) in participating departments and programs. These courses will allow students to pursue advanced public humanities research and/or applied experiences. Students will be expected to use the methodologies, tools, and techniques covered in PUBH 200 and PUBH 301 and will also be encouraged to bring in perspectives and projects from their field-based, elective courses.

PUBH 401: Portfolio/Lab Course (1 credit - taught by the director w/ grad student - spring)

In the one-credit course, students will create a more extensive and publicly-engaged component to their capstone research and further develop and actualize community-engaged projects begun in earlier semesters. The portfolio/lab experience will bring together students working on the public humanities across campus to build a community of reflective practice and support, working and learning collaboratively. Students will focus on completing a professional portfolio of work that will be useful for graduate school or professional work in various fields.

ELECTIVES LIST*: (6 credits/2 courses required) – *list not exhaustive* - other courses can be added upon approval of advisory committee with documented support of director/chair of program/department. Students will be advised that some courses in some departments may carry prerequisites and will be encouraged to plan their pathway to the degree with this in mind.

AMST 345: Indigenous Heritage: Issues of Representation and Ownership

AMST 422/682: Preserving Places, Making Spaces in Baltimore

AMST 372: American Food

AMST 380/480/680: Community in America

AMST 403: Ethnography

AMST 498: Internship

ANTH 313: Applied Anthropology
SOCY 396: Community Service and Learning Internship
HAPP 470: Health Administration and Policy Program Internship

ART 319: Space & Place in Public Art & Urbanism

ENGL 495: Internship
ENGL 493/691: Baltimore: Race, Rhetoric, and Technology

GES 326 American Conservation Thought
GES 341 Urban Geography
GES 424 Environmental Justice
GES 428 Scientific Practice and Environmental Policy
GES 433 Sustainability, Land Use, and Natural Resources

GWST 200: Studies in Feminist Activism
GWST 340: Women, Gender, and Globalization
GWST 342: Gender in Modern South Asia
GWST 345: Unruly Bodies

HIST 411: Public History Practices
HIST 414: Preservation
HIST 418: The American House
HIST 426: Material Culture
HIST 427: Digital Public History
HIST 429: History of Baltimore

MCS 345: Media Ethnography
MCS 484: Media Production Fellows

MLL 430: Internship in Modern Languages and Linguistics
MLL 495/695: Intercultural Media Production

PHIL 150Y: Contemporary Moral Issues
PHIL 358: Bioethics
PHIL 458: Applied Ethics

*The Provost's **CoLab UMBC** summer courses (using AMST 498: Internship) will also count towards the minor.

CoLab UMBC brings together interdisciplinary teams of students to explore the diverse research methods, modes of analysis, and production tools necessary for telling effective stories and

amplifying voices to the general public. CoLab UMBC shows how the scholarship of a public university matters to the general public. The four-week (30-hour per week) 3-credit paid internship offers students an intense applied learning experience and the opportunity to build technical and communication skills and produce portfolios of work. Interdisciplinary teams of undergraduate students work with and are managed by a faculty member/graduate student to produce engaging narrative-based results that meet the requests of sponsors. Sponsors can be faculty, staff, or outside community partners working with UMBC. The project builds student capacity in narrative-based research, storytelling, communication, and multimodal production. Exemplifying UMBC's strong commitment to community engagement and social justice, each project will develop a public component that features the scholarship and narratives produced at a public research university. CoLab UMBC showcases projects that start conversations.

Pathway: (three years or less to complete)

- 1: Fall PUBH 200 (3 credits) Spring AMST/HIST 300 (method) + PUBH 301 (4 credits)
 - 2: Fall (3 credits elective) Spring (3 credits elective)
 3. 400-level + PUBH (4 credits)*
- * could split into two semesters = course in fall + lab/portfolio spring



AN HONORS UNIVERSITY IN MARYLAND

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September 13, 2018

I am writing a letter of support for the public humanities minor as the chair of American Studies (AMST), director of the Orser Center for the Study of Place, Community, and Culture (AMST departmental center), and the co-chair of the public humanities working group.

The Department of American Studies framed public humanities as one of our areas of growth and collaboration with other programs/departments at UMBC and outside organizations and community groups in its 2016 Academic Program Review. We are currently searching for an assistant professor in American Studies with a focus in public humanities as part of the hiring plan for College of Arts, Humanities, and Social Sciences (CAHSS). In addition, the partnership we have been building with Maryland Traditions, the public folklife program of the Maryland State Arts Council, since 2010 will become a full-time position in AMST in fall 2019. The department will have the faculty and ability to support to public humanities minor in areas of space, development, and advising--with the additional support of the director and an advisory committee from partnering departments across CAHSS.

In Fall 2016, Dean Scott Casper (CAHSS) convened a Public Humanities working group chaired by me and Jessica Berman (Professor, English & Director, Dresher Center for the Humanities). The Dean invited professors involved in public humanities work from various departments representing American Studies, Ancient Studies, English, History, Visual Arts, Gender + Women's Studies, Media & Communication Studies, Philosophy, Geography, Theater, Modern Languages, Linguistic, and Intercultural Communications, Language, Literacy, and Culture, and Sociology, Anthropology, and Health Administration & Policy.

The working group met numerous times during the 2016-2017 academic year and convened a Public Humanities Symposium in January 2017 including experts in the field—Seth Moglen, Lehigh University, South Side Initiative; Mary Rizzo, Associate Director of Digital and Public Humanities Initiatives, American Studies Program & Assistant Professor of Professional Practice, History, Rutgers University-Newark; Stephen Robertson, Director, Roy Rosenzweig Center for History and New Media, George Mason University; Miriam Bartha, Director, Graduate Programs, School of Interdisciplinary Arts and Sciences, University of Washington, Bothal; Co-Director, UW Certificate in Public Scholarship—as well as local community partners—Marc Steiner, Director, Center for Emerging Media, Radio Host, The Marc Steiner Show; Hannah Brancato, Co-Founder, Force: Upsetting Rape Culture, an art activist effort to upset the dominant culture of rape and promote a counter-culture of consent; Willa Banks, Director of Education and Curatorial Affairs, Benjamin Banneker Historical Park and Museum; Denise Johnson, Baltimore-based Cultural Agent, CultureWorks and US Department of Arts and Culture (USDAC). During the symposium we had a fruitful discussion about models for and potential pratfalls with public humanities work in higher education. At the end of the symposium the working group members met to discuss the logistics of the program and this proposal.



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After the symposium, the working group came up with a proposal for the minor, which was shared with dean of CAHSS, Scott Casper. With the dean's support, we took the proposal to students and alumni to get their feedback. During the 2017-2018 academic year, the co-chairs of the working group shared the proposal with focused groups of students and alumni, including the humanities scholars. This was very helpful in clarifying and honing the proposal. During summer 2018, we shared the proposal with chairs and directors in arts and humanities department in CAHSS and again received helpful feedback that improved the proposal.

The future of the public university is grounded in engaging the public in the work that we do and providing students access to the difficult but rewarding work of transdisciplinary collaboration. It is in this spirit of collaboration and forging new and innovative approaches to undergraduate education, that the Department of American Studies strongly supports the minor in public humanities.

If you have questions, please feel free to contact me.

Sincerely,

Nicole King, Ph.D.
Associate Professor & Chair, Department of America Studies
<https://amst.umbc.edu/>
Director, Orser Center
<http://amstcommunitystudies.org/>

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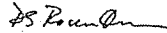
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31 August 2018

To: Jessica Berman, Public Humanities Working Group

From: David Rosenbloom, Ancient Studies



Re.: Public Humanities Minor

Dear Jessica,

The Ancient Studies Department discussed the pilot of the Public Humanities Minor in a meeting on August 28, 2018 and expressed its unanimous support for the endeavor. Members of the Department noted especially the uniqueness of the program among American universities, its close fit both with the values and aspirations of UMBC as expressed in its mission statement and strategic plan and with the social justice component of the College's course offerings. We also thought that Orser Center provided an excellent home for the program.

The Ancient Studies Department currently offers courses in three minor program: Judaic Studies, Religious Studies, and Medieval and Early Modern Studies. In order for the Department to participate in the Public Humanities Minor, it would have to introduce at least one new course. Regular and adjunct faculty both expressed an interest in offering courses in the minor. Given that the Department is currently operating at overcapacity, however, it may take some time before the Department can contribute a course in the minor.




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July 26, 2018

To: Jessica Berman, Director, Dresher Center for the Humanities

From: Alan Yeakley, Chair, Geography and Environmental Systems 

Subj: Support from GES for the proposed minor in Public Humanities

I am writing on behalf of the GES department in support of the proposed minor in Public Humanities. Our faculty are in favor of this proposed minor. Given the mission and rationale of the proposed minor, we feel there would be interest among GES undergraduate students in participating. Not only are the topics considered by the minor germane to our students, but also the approach of using applied experiences and portfolios of work would likely be attractive to GES majors. As our department spans both human geographers and environmental scientists, we collectively view public humanities as an important mode for engaging communities in story-telling about the environment and place. We value meaningful, inclusive discussions about solving urban and environmental problems, and feel that a minor in public humanities would resonate with our general scholarly approach, and would be attractive to a number of our students.

In addition to our students potentially being interested in the proposed minor in Public Humanities, it may also be the case that students taking the minor might be interested in courses in GES. Along those lines, it might be worth establishing an explicit link to, or at least mention of, the GES department in the proposal and subsequent language describing the minor, to better connect students with public humanities related course offerings that we in GES feature. For example, it might be possible to list GES courses as potential options for students in the minor, such as Environmental Justice taught by Dr. Dawn Biehler and Global Poverty and Inequality taught by Dr. Dena Aufseeser. Additionally, we have new faculty whose courses and scholarship should be relevant such as Dr. Dillon Mahmoudi (e.g. Critical GIS, Economic Geography) and Dr. Christine Hawn (e.g. Conservation in the 21st Century, Citizen Science). Alternatively, it might be possible to list some of the related areas of expertise that would be of interest to Public Humanities minors, such as the core research and teaching areas both of our human geography faculty and of our environmental science faculty whose scholarship extends to socio-ecological systems.

These are just suggestions to consider, as reinforcement of the overall point that GES faculty are in strong support of the Public Humanities minor. We wish you best of luck with the proposal and are ready to brainstorm with you regarding how to connect our Geography and Environmental Systems majors who might adopt the proposed minor in Public Humanities.



AN HONORS UNIVERSITY IN MARYLAND

Chair, English Department

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The English Department is pleased to offer support for the proposed Minor in Public Humanities, a multi-disciplinary program that builds sustained dialogue between UMBC and local communities, in order to promote knowledge production, and social justice. The Public Humanities Minor is in consonance with our own philosophy as a discipline, which includes exploring dynamics between reading publics and practitioners of literature, rhetoric, and digital literacy. We are therefore keen to contribute to the curriculum of the program, with courses that address both theory and praxis.

1. The English Department has a wide range of Internships that involve collaboration with public institutions such as the Walters Art Museum, the B&O Railroad Museum, and the Loch Raven Review. Students of the department are already engaged in service learning. Cross-listing some of our new ENGL 495 internships with the Public Humanities Minor will sharpen the experience of engaged scholarship for our students.

2. We have course offerings relevant for students in the Public Humanities Minor, such as the popular topic course, "Baltimore: Race, Rhetoric, and Technology."

In addition, faculty from the department are willing to serve on the program's coordinating committee, and advise students from the Minor on courses offered by the English Department.

We are eager to participate in this new program, and look forward to a mutually beneficial partnership.


Sd. Dr. Jean Fernandez.

27th Aug. 2018.

MEMO

To: The Undergraduate Council (UGC) UMBC
From: Prof. Amy Froide, Chair, History Department, UMBC
Date: August 30, 2018

Dear UGC Members,

This letter is to express the History Department's support of the proposed minor in Public Humanities. We believe that the minor will offer students valuable experience in community-based scholarship and will provide more course options for our History majors and Public History minors. We hope to create a fruitful and complementary partnership between Public History and Public Humanities. We imagine that public humanities work in the community will also be professionally useful for our students after they graduate. We believe the Public Humanities Minor will be a valuable addition to the range of programmatic offerings in CAHSS.

We are pleased that our courses are listed among the Public Humanities minor core and electives. These include HIST 300: Introduction to Public History, which will serve as an optional gateway to the Public Humanities minor. This course provides students with an introduction to the field. Students explore the history of federal and state sponsorship of museums and historic sites, learn to think critically about the needs and interests of audiences, and explore best practices and ethics for public professionals. We expect to be able to offer electives such as HIST 411: Public History Practices; HIST 414: Preservation; HIST 418: The American House; HIST 426: Material Culture; HIST 427: Digital Public History; HIST 429: History of Baltimore, and HIST 411: Oral History regularly and with enough space for Public Humanities minors to enroll. We will welcome History majors who are also Public Humanities minors to build on their capstone work at the 400 level with the addition of the 1-credit Public 401 portfolio course. In addition, the department is willing to support a faculty member in History who is interested in serving on the Public Humanities coordinating committee and/or as an advisor, as appropriate.

Sincerely,

Amy Froide
Professor and Chair of History

UMBC

A N H O N O R S U N I V E R S I T Y I N M A R Y L A N D

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To: The Undergraduate Council (UGC) UMBC

Date: September 10, 2018

Dear UGC Members,

This letter is to express the Department of Gender and Women's Studies' full support of the proposed minor in Public Humanities. We believe that the minor will offer students valuable experience in community-based scholarship, which will complement their major in Gender and Women's Studies. We imagine that public humanities work in the community will also be professionally useful for students after they graduate. We believe the Public Humanities Minor will be valuable addition to the range of programmatic offerings in CAHSS.

We are pleased that our courses, GWST200 (Studies in Feminist Activism), GWST340 (Women, Gender, and Globalization), GWST342 (Gender in Modern South Asia), and GWST345 (Unruly Bodies), are listed among the Public Humanities minor electives. Each of the courses listed ask students to create a public-facing component around the topic of the course. We expect to be able to offer these courses regularly with enough space for Public Humanities minors to enroll. We also welcome Gender and Women's Studies majors who are also Public Humanities minors to build on their capstone work at the 400 level with the addition of the 1-credit PubH 401 portfolio course. In addition, the department would support a faculty member in Gender and Women's Studies who is interested in serving on the Public Humanities coordinating committee and/or as an advisor, as appropriate. We would value this service to an interdisciplinary program.

Sincerely,



Dr. Carole McCann
Professor and Chair of Gender and Women's Studies

UMBC

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August 24, 2018

Dear Jessica,

The Department of Sociology, Anthropology, and Health Administration and Policy (SAHAP) is pleased to support the Public Humanities Minor. The minor will provide a very exciting opportunity for students. Moreover, your approach is well thought out in relationship to faculty in participating departments.

Sincerely,



J. Kevin Eckert, Ph.D.

Professor and Chair, SAHAP



A N H O N O R S U N I V E R S I T Y I N M A R Y L A N D

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Date: September 3, 2018
To: The Undergraduate Council (UGC) UMBC
From: Jason Loviglio, Chair, MCS
Re: Public Humanities Minor

Dear UGC Members,

This letter is to express the Department of Media and Communication Studies' full support of the proposed minor in Public Humanities. We believe that the minor will offer students valuable experience in community-based scholarship, which will complement their major in Media and Communication Studies. We imagine that public humanities work in the community will also be professionally useful for students after they graduate. We believe the Public Humanities Minor will be valuable addition to the range of programmatic offerings in CAHSS.

We are pleased that our course(s) MCS 345, Media Ethnography and MCS 484, Media Production Fellows are listed among the Public Humanities minor electives. We expect to be able to offer both courses regularly with enough space for Public Humanities minors to enroll. MCS 484 however, requires permission of the instructor. We also welcome MCS majors who are also Public Humanities minors to build on their capstone work at the 400 level with the addition of the 1-credit PubH 401 portfolio course. In addition, the department would support a faculty member in MCS who is interested in serving on the Public Humanities coordinating committee and/or as an advisor, as appropriate. We would value this service to an interdisciplinary program.

Sincerely,

Jason Loviglio
Chair
Media and Communication Studies

UMBC

A N H O N O R S U N I V E R S I T Y I N M A R Y L A N D

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August 7, 2018

Dear Drs. King and Berman,


I am writing to express the support of the Language, Literacy and Culture program for the proposed Public Humanities minor. Having served on the Public Humanities Working Group and having had the privilege of teaching the Humanities Scholars seminar last fall with a focus on the Public Humanities, I am certain that this new minor will be of great interest to UMBC students, undergraduate and graduate.

Many of our LLC doctoral students are engaged in public scholarship, and I know that LLC students would be excited by new opportunities to mentor undergraduates and perhaps teach the proposed one credit project development labs. This minor will create new possibilities and spaces for collaboration between undergraduates and graduate students who might be involved with sustained projects generated by students and faculty involved in the minor and its participating departments. Certainly, quite a few LLC students are already involved with mentoring and teaching undergraduates, and they are often interested in involving them in research. The minor will create new opportunities for more of our students to work on engaged and public scholarship with undergraduates and faculty from the humanities programs on campus.

We are excited by the programmatic goals for the minor as they echo many of the goals of our program and reflect the scholarly commitments of many of our students and faculty. The theoretical and methodological interdisciplinarity of the proposed minor also echoes many of the practice and commitments of the LLC program and its faculty and students, so we are thrilled to see it formalized in the proposed minor.

We look forward to the development of this minor under the guidance of the deeply respected Orser and Dresher Centers where our faculty and students have been active participants. We stand ready to help launch this exciting and important new minor!

Sincerely,


Beverly Bickel
Interim Director



AN HONORS UNIVERSITY IN MARYLAND

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September 10, 2018

RE: Support for Public Humanities minor

Dear UGC Members,

As Acting Chair of the Department of Theatre, I am writing to express support for the proposed minor in Public Humanities. Goals for the minor correspond with our department's belief that "theatre is an ever-changing art form, responding to and creating new ideas that confront our ethical, political, and artistic ideas and practices."

As a part of the humanities, theatre a powerful medium for bringing communities together in real time to produce, experience, witness, and participate in artistic creations based on the human experience. These creations include a range of performance forms, from meticulously crafted to improvised, and provide rich settings for audiences to respond with critique and action on human dilemmas that are given artistic form. The aim to encourage, provoke, and elicit dialog that is civic, as well as introspective, is at the core of all of the Theatre Department's endeavors. The Public Humanities minor, then, will have great appeal for both students and faculty in Theatre who wish to continue expansion of their activities in performance, playwriting, dramatic literature and criticism, theatre history, design, and production work in the public sphere.

Sincerely,

A handwritten signature in cursive script that reads "Lynn Watson".

Lynn Watson
Acting Chair & Professor of Theatre

25 August 2018

To: The Undergraduate Council (UGC) UMBC

From: Steve Yalowitz, Chair, Philosophy Department

Re: Support for Proposed Public Humanities Minor

The Philosophy Department fully supports approval of the proposed minor in Public Humanities. We believe that the minor will offer students valuable experience in community-based scholarship, and that public humanities work in the community will also be professionally useful for students after they graduate. We believe the Public Humanities Minor will be a valuable addition to the range of programmatic offerings in CAHSS.

We are pleased that our courses PHIL 150: Contemporary Moral Issues and PHIL 358: Bioethics are listed among the Public Humanities minor electives. PHIL 150 provides a survey of moral problems confronting citizens concerning issues such as abortion, euthanasia, free speech, and animal rights. PHIL 358 looks in depth at fundamental ethical issues in medicine and biotechnology, such as doctor-patient confidentiality, beginning and end of life questions, cloning, and stem cell research. In dealing with such timely topics, both courses provide foundations for connections and work with the wider community. PHIL 150 is offered every semester, and PHIL 358 (which has a prerequisite of one course in philosophy) at least once every two years, providing ample enrollment opportunities for Public Humanities minors. The Philosophy Department is also open to the possibility of allowing philosophy majors who are also Public Humanities minors to build on their 400 level philosophy coursework with the addition of the 1-credit PubH 401 portfolio course. In addition, the Department would support a philosophy faculty member who is interested in serving on the Public Humanities coordinating committee and/or as an advisor, as appropriate. We would value this service to an interdisciplinary program.

support for a new minor in Public Humanities

Inbox x



Omar Ka <ka@umbc.edu>
to me

Jun 13

Dear Nicole,

On behalf of the department of Modern Languages, Linguistics and Intercultural Communication, I am happy to provide my support for the Public Humanities Working Group's proposal for a new minor in Public Humanities. This minor would be especially relevant in our multidisciplinary department.

Best,

Omar

Dr. Omar Ka, Chair
Department of Modern Languages, Linguistics and Intercultural Communication
UMBC

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UMBC

A N H O N O R S U N I V E R S I T Y I N M A R Y L A N D

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Date: July 30, 2018

To: The Undergraduate Council (UGC)
UMBC

Dear UGC Members,

This letter confirms that the Department of Visual Arts is fully supportive of the proposed minor in Public Humanities. We are pleased that ART319 “Space and Place in Public Art and Urbanism” is listed as one of the course electives for the minor. Students registering for the Public Humanities minor will be welcome to take ART 319.

Students in ART 319 course will learn how political and economic forces, in tandem with aesthetic considerations, generate public art in cities. These volatile forces are often also responsible for the destruction of art in public places. In a series of case studies, encompassing a range of public art forms, from ephemeral actions to monumental sculpture, students examine the spatial, social and political impact of public art in the public life of urban spaces.

The course includes a practical component whereby teams of students collaborate with community leaders in Baltimore locations including the Benjamin Banneker Historical Park and Museum, Living Classrooms, Friends of Patterson Park, FORCE, an artists’ collective, the CHOICE program, and Lakeland Elementary School, to propose and execute a public art project. Students receive a “service notation” (PRAC 096 through the Shriver Center) on their transcripts for this civic engagement component of the course.

The study of historical, critical writings on public art and urbanism, combined with the hands-on experience of executing a public art project, develops students’ conceptual grasp of the course subject matter. Students gain awareness of communities outside the university where their particular knowledge and skills can find practical applications.

The ART319 course meets the Public Humanities Minor’s mission to, “prepare students to work collaboratively and creatively to connect original research and programming more deeply with local and/or global communities, public-interest groups, or other publics in our society and to build projects addressing issues of social justice.”

Thank you
Sincerely

Dr. Preminda Jacob
Associate Professor and Chair