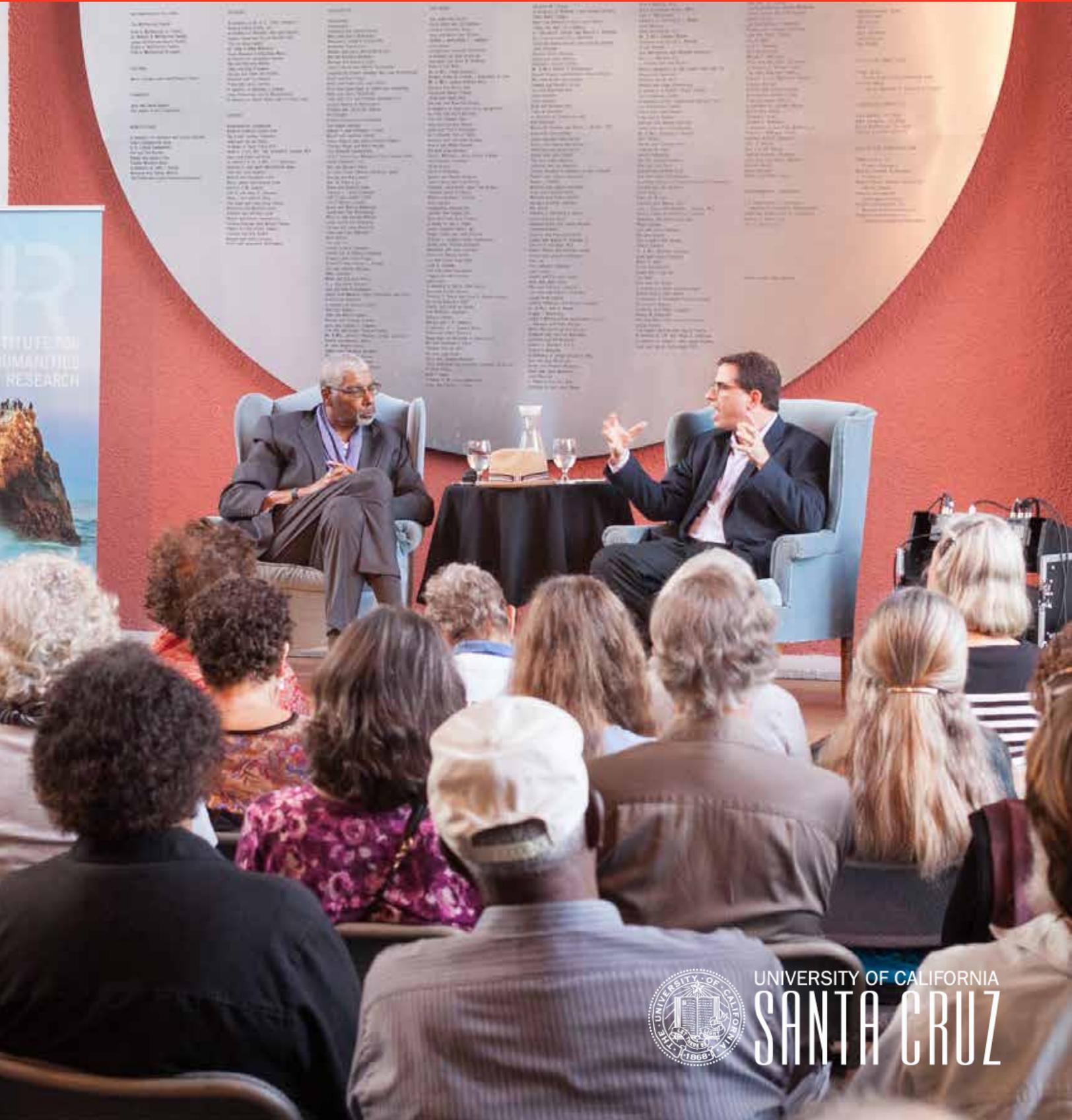




INSTITUTE FOR
HUMANITIES RESEARCH
2015-2016 ANNUAL REPORT



UNIVERSITY OF CALIFORNIA
SANTA CRUZ

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2015-2016 ANNUAL REPORT

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The past year was an extraordinarily exciting time to do Humanities research and outreach at the University of California, Santa Cruz. The staff of the IHR worked closely with our faculty and students to develop a remarkable range of new projects and grants, public events, and university programs—all of them highlighting the crucial importance of the Humanities to understanding our world and its challenges.

In many ways, the intellectual tone of our year was set by William "Bro" Adams, a PhD alumnus in History of Consciousness and the current Chairman of the National Endowment for the Humanities (NEH), in his IHR sponsored annual Sidhartha Maitra Memorial lecture "Wicked Problems: The Humanities in the Time of Stem." Before an audience of hundreds, Dr. Adams passionately argued for the unique role that the Humanities can—and, even, must—play in addressing our thorniest contemporary questions and problems.

Among the year's program highlights were our collaborations with two local cultural institutions, the Museum of Art and History and Kuumbwa Jazz Center, to bring a series of events focusing on African American history and the arts to the wider Santa Cruz community. We also continued our popular "Questions That Matter" series with a public dialogue at Kuumbwa Jazz Center: "Play: Games, Life, and Death," which drew sold-out crowds.

In recognition of the dual need to expand the training of PhD students in the

Humanities and help our graduates apply their unique skills to a wide range of professional opportunities, we launched a Public Fellows program that enabled Humanities doctoral students to participate in research, programming, communications, and fundraising at non-profit organizations, cultural institutions, and private companies. Together with Dean of Graduate Studies Tyrus Miller and the Humanities Dean Tyler Stovall the IHR also received a Next Generation Humanities PhD Planning Grant from the NEH to transform graduate education in the Humanities. As a result of the grant, UC-Santa Cruz now belongs to a nationwide consortium of twenty-eight universities working on these issues.

Building on the more than \$6 million in research grants that the IHR has helped to generate since 2008, we worked with our faculty over the past year to develop and steward successful grants from the National Endowment for the Humanities, the National Science Foundation, the Mellon Foundation, the Koret Foundation, and other sources.

And finally, we note that for the first time, this letter is jointly authored, reflecting the promotion of Irena Polić to the position of Managing Director of the IHR. We look forward to working together as a leadership team in the year to come, as we continue to bring the best of the Humanities to Santa Cruz and beyond.

Nathaniel Deutsch Irena Polić
Director Managing Director

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ON THE FRONT COVER

Night at the Museum - The Defender: How the Legendary Black Newspaper Changed America



ON THE BACK COVER

Night at the Museum - The Defender: How the Legendary Black Newspaper Changed America

MISSION

The Institute for Humanities Research (IHR) at UC Santa Cruz is a laboratory for theorizing and implementing new visions of the humanities via faculty research projects, graduate and undergraduate education, and public programs.

Established in 1999, the IHR has grown dramatically since its inception and now serves as an umbrella for a multitude of research centers, research clusters, and multi-campus research projects.

With these and other initiatives, the IHR serves as an incubator for new ideas and

provides crucial support to faculty, graduate students, and undergraduate students at every stage of the research process. One of our key functions is to identify promising students and help them become productive researchers through mentorship programs, fellowships, and internship opportunities.

As the designated humanities center of UC Santa Cruz, the IHR is a part of the University of California systemwide Humanities Network and is able to leverage the human and intellectual resources of the finest public university system in the world.



As chancellor, I am frequently asked about the value of a humanities education in the 21st century. I marvel, frankly, at the persistence of this question.

I came across a quote from environmental attorney and author Gus Speth that speaks to this issue. Speth, who is the founder of the Natural Resources Defense Council and was an environmental adviser to Presidents Jimmy Carter and Bill Clinton, said: “I used to think the top environmental problems were biodiversity loss, ecosystem collapse, and climate change. I thought that with 30 years of good science we could address those problems. But I was wrong. The top environmental problems are selfishness, greed, and apathy... and to deal with those we need a spiritual and cultural transformation—and we scientists don’t know how to do that.”

It’s going to take all of us to get ourselves out of the global environmental crisis we’ve created, to address income inequality, to bridge the cultural and political divide that threatens democracy—in short, to move humanity forward.

I appreciate the proactive “Public Humanities” role the Institute for Humanities Research is playing, engaging at the local, national, and international level to showcase the important contributions of humanities scholarship. The enthusiastic response to programs such as the Institute’s “Questions That Matter” series underscores the public’s yearning for informed conversation and reasoned debate. The IHR has a stellar record of bringing high-profile speakers to campus, including Toni Morrison and Anita Hill, and collaborating with partners like the Museum of Art & History, Bookshop Santa Cruz, and the California Council for the Humanities.

Raising the visibility of the humanities is key to attracting public and private support. With support from the IHR, humanities faculty are competing for and winning grants to advance their research. Top entities are supporting our scholars, including the National Endowment for the Humanities, National Science Foundation, Mellon Foundation, Koret Foundation, and the American Council of Learned Societies. I am grateful that a significant gift from Professor Emeritus of Literature John Jordan, plus matching funds from the UC Regents, established the Jordan-Stern Presidential Chair for Dickens and Nineteenth-Century Studies.

I am also delighted by the Humanities Division’s participation in the national effort to prepare the next generation of Ph.D. graduates, many of whom will choose career paths outside the academy. Other disciplines would be wise to follow, as demand for jobs in higher education will outpace opportunities. It is no coincidence that this forward-thinking initiative is being led by one of our own: William “Bro” Adams, chairman of the NEH, who earned a Ph.D. in History of Consciousness from UC Santa Cruz.

The hallmarks of a robust humanities education are critical thinking, clear writing, and a willingness to engage deeply. It’s clear to me that we need humanities graduates now more than ever—especially those who benefited from a UC Santa Cruz education.

To the students, faculty and staff of the Institute for Humanities Research, thank you for your contributions, and here’s to another great year.

Chancellor George Blumenthal

PUBLIC HUMANITIES



The fundamental questions that drive our research and teaching in the Humanities are basic to everyone. As a public university, UC Santa Cruz is deeply committed to bringing our work to the broader public in a variety of formats that speak to different members of our community. We are equally committed to reaching out to segments of the public, both near and wide, who might not yet think of themselves as part of the mission of the university. Indeed, it is precisely now, when science and technology are so radically shaping our everyday lives, that the profound insights offered by the Humanities are more necessary than ever.

Wicked Problems

THE HUMANITIES IN THE TIME OF S.T.E.M.



The Institute for Humanities Research at UC Santa Cruz presented the 15th annual Sidhartha Maitra Memorial Lecture--featuring alumnus William "Bro" Adams, chairman of the National Endowment for the Humanities--on January 28 in the Music Center Recital Hall.

As the National Endowment for the Humanities (NEH) is now celebrating its first 50 years, Adams shared his thoughts on the next 50 years of humanities scholarship and education in an age focused on science, technology, engineering, and mathematics.

The title of his talk was "Wicked Problems: The Humanities in the Time of STEM."

Adams was nominated by President Barack Obama as the 10th Chairman of the NEH and confirmed by the Senate in July of 2014.

Last year, he marked the official launch of the NEH initiative "The Common Good: The Humanities in the Public Square" with an address at the National Press Club in Washington, D.C. focused on the humanities in public life.

Adams earned his undergraduate degree in philosophy at Colorado College and a Ph.D. from UC Santa Cruz in the History of Consciousness Program.

Nicknamed Bro by his father in honor of a friend who died in World War II, Adams served in the Vietnam War as a First Lieutenant in the U.S. Army, and notes that experience helped motivate him to study and teach in the humanities.

"It made me serious in a certain way," he says. "And as a 20-year-old combat infantry advisor, I came face to face, acutely, with questions that writers, artists, philosophers, and musicians examine in their work--starting with, 'What does it mean to be human?'"

As senior president of the New England Small College Athletic Conference (NESCAC), Adams has been at the center of the national conversation on the cost and value of liberal arts education.

"I see the power of what is happening on our campuses and among the alumni I meet across the country and around the world," he says. "People who engage in a profound way with a broad range of disciplines--including, and in some cases especially, with the humanities--are preparing to engage the challenges of life."

"They are creative and flexible thinkers; they acquire the habits of mind needed to find solutions to important problems; they can even appreciate the value of making mistakes and changing their minds. I am convinced that this kind of study is not merely defensible but critical to our national welfare."

TEXT: SCOTT RAPPAPORT PHOTOGRAPHY: TOSH TANAKA & STEVE KURTZ



PHOTOGRAPHY: Left page: William "Bro" Adams. Above: Maitra Lecture participants and attendees.



PHOTOGRAPHY: Right page: David H. Anthony III and Ethan Michaeli. Above: Night at the Museum event participants and attendees.

Night at the Museum

THE DEFENDER: HOW THE LEGENDARY BLACK NEWSPAPER CHANGED AMERICA



The UC Santa Cruz Institute for Humanities Research presented UCSC Night at the Museum: The Kinsey African American Art & History Collection, a free public event at the Santa Cruz Museum of Art and History, on May 18.

The event offered the community a chance to explore one of the largest collections of African American art and artifacts in the country, spanning 400 years of history.

With education as a goal, The Kinsey Collection has been on a national tour since 2007, including stops at such venues as the Smithsonian National Museum of American History, The Norton Museum of Art, and The California African American Museum.

Reflecting a rich cultural heritage—and the often untold story of African American achievement and contribution—the Kinsey Collection includes work by Romare Bearden, Elizabeth Catlett, Jacob Lawrence, and Richard Mayhew, alongside archival material related to Frederick Douglass, Zora Neale Hurston, and Malcolm X.

The evening included a public conversation with special guest Ethan Michaeli, author of *The Defender: How the Legendary Black Newspaper Changed America*.

Just published in January, the book was praised by the New York Times as “an extraordinary history...deeply researched, elegantly written...and a towering achievement that will not be soon forgotten,” while the Wall Street Journal noted “The Defender is essential-

ly a record of the African-American struggle in our times.” Michaeli was interviewed by UC Santa Cruz associate professor of history, David Anthony.

“The Defender is a detailed, accessible, lively narrative that reconstructs the history of an iconic voice in the long saga of African-American journalism, demonstrating its world historical impact,” Anthony noted.

“This multidimensional approach to the newspaper as local, national, and global is an important feature of Michaeli’s text. It is simultaneously the story of a family enterprise, a Chicago institution, and a participant in the practice of social change in the broader struggle to realize democracy in the United States.”

Anthony added that he was intrigued by the manner in which the author captured the story of The Defender.

“There are both insider and outsider dimensions in this work,” said Anthony. “Michaeli was himself part of the staff of the newspaper as a copy editor and investigative reporter who forged close connections with senior colleagues who were ‘keepers of the flame.’ Yet he is not African American, not unusual for The Defender or African American newspapers in general, but a subject worth exploring. I too devoted a considerable amount of time to researching African-American journalism and retain vivid recollections of its impact upon my own formation as a person of African descent.”

TEXT: SCOTT RAPPAPORT PHOTOGRAPHY: STEVE KURTZ

Questions that Matter

PLAY: GAMES, LIFE, AND DEATH



Over the past decade, the revolution in gaming has created new communities, identities, and careers. Games can now help detect early dementia, reduce pain felt by burn victims, and may help speed healing from concussions.

They also have many of us obsessed with playing them, providing countless hours of entertainment for both kids and adults alike.

What is gained and what is lost as a result of the current “gamification” of life?

Is play mostly about having fun or does it also have a higher purpose?

How are games shaping the future and what it means to be human?

Those questions and many more were discussed at the second installment of the “Questions That Matter” series, presented by the Institute for Humanities Research at UC Santa Cruz.

It all took place on March 1, in downtown Santa Cruz at the Kuumbwa Jazz Center.

The series is designed to bring together two or more UC Santa Cruz scholars in conversation with community residents and students to explore questions that matter to all of us.

The topic this time was “**PLAY: Games, Life, and Death.**” The featured guests were UC Santa Cruz professors Kimberly Lau (Literature) and Noah Wardrip-Fruin (Computational Media). History professor Nathaniel Deutsch, director of the Institute for Humanities Research, served as the moderator.

The Questions That Matter series is designed as both a lecture and a conversation, with plenty of time built in for audience questions and answers.

“For the last event, we went with the biggest scale possible for the question—talking about the cosmos itself,” Deutsch noted. “I’m not sure a few years ago we could follow up an event on the cosmos with a question about games. But with the extraordinary rise of the gamification of life, I don’t think anyone today would argue its global importance. Games are entering into every aspect of our life—entertainment, education, medical care, the military...”

“It’s also the case that the university has one of the best gaming programs in the country, and we’re right next door to Silicon Valley, so this is an ideal place to host such a conversation,” Deutsch added.

“Gaming is a natural activity for people in the humanities to be involved with,” he observed. “Games are about characters, stories, imagining alternate pasts and futures, creating new worlds—all the things humanities scholars and students have been doing for centuries.”

TEXT: SCOTT RAPPAPORT PHOTOGRAPHY: TOSH TANAKA



PHOTOGRAPHY: Left page: Kimberly Lau, Nathaniel Deutsch, and Noah Wardrip-Fruin. Above: Questions That Matter participants and attendees.



PHOTOGRAPHY: Right page: Tyler Stovall, Kim Nalley, and Eric Porter. Above: Race, Class, and Culture event performers, participants, and attendees.

Race, Class, and Culture Through the Lens of Jazz



A capacity crowd filled Kuumbwa Jazz Center on April 30 for Race, Class, and Culture through the Lens of Jazz—a special event presented by the UC Santa Cruz Humanities Division, featuring a panel of jazz scholars, followed by an inspired performance by Bay Area jazz singer Kim Nalley.

The evening began with a conversation about the global historical role of jazz in race, class, and culture, featuring humanities dean Tyler Stovall, history professor Eric Porter and jazz singer/historian Kim Nalley.

They talked about the African American roots of jazz and moved on to the political nature of the art form.

“Jazz is now essentially a century old,” Stovall noted. “People now call jazz America’s classical music. Different nations try to own jazz, but it’s distinctly an African American art form.”

“I think jazz has always been very much a political art form,” Stovall added. “It’s the politics of having African American culture showcased this kind of way. Having black players on stage was a political act. Or just the idea of performing before a mixed audience racially, which was something that you were not supposed to do.”

“Not following the notes as written is also political,” added Nalley, who in addition to her burgeoning singing career is now pursuing a Ph.D. at UC Berkeley (her dissertation is titled “G.I. Jazz”).

“There’s always a lot of politics about just being on stage,” said Nalley. “It’s very hard for women to carve space in the jazz world.”

One audience member asked how to get jazz greater exposure beyond the elite. But Nalley questioned the assumption. “There’s a lot of great music in poorer neighborhoods where a lot of white people won’t go, so they just don’t know about it,” she responded.

“But she ultimately agreed with Porter, who pointed out that jazz needs to be taught in the schools. “It’s one of those essential things that will continue to build this art form,” he noted.

After the panel, Nalley deftly switched roles from historian to jazz headliner.

“I think a lot of black women and black people in general like to honor and archive their ancestors and I continue to do that in my music,” Nalley observed.

“I thought everybody could sing because my whole family sings. My great uncle played with Dexter Gordon. My aunt had some hits.”

“But I’ll always remember what my great uncle said before I went off to tour Europe: “Never forget that this is our music. You are representing us.”

TEXT: SCOTT RAPPAPORT PHOTOGRAPHY: R.R. JONES

RESEARCH FELLOWSHIPS



The IHR fosters a dynamic research environment by running annual competitions that provide faculty, graduate students, and undergraduates with research fellowships. We also work closely with faculty members, in general, to develop successful proposals for external fellowships and grants. In the past year alone, Humanities Division faculty have received major awards from the National Endowment for the Humanities, the National Science Foundation, the Mellon Foundation, the University of California Humanities Research Institute, the American Council of Learned Societies, the Koret Foundation, and many more.

Nico Orlandi *Philosophy*



What does it mean to reason? Intuitive answers to this question often focus on the role of a conscious reasoner, who is able to vocalize a given line of thought. I am interested, instead, in more fundamental – and perhaps unconscious – forms of reasoning that are likely found in non-linguistic and non-human animals. With the support of the IHR fellowship, I have been studying how the notion of reasoning, and of inference is used in cognitive science. I focused, in particular, on Bayesian models of perceptual activity trying to understand the difference between an unconscious system that merely mimics a Bayesian reasoner, and a system that actually performs Bayesian inferences. This research forms the basis of an article that is now forthcoming. The idea I am trying to develop is that a reasoner is a creature that is sensitive to evidence in a certain way – even when linguistic and reporting abilities are absent.

Maya Peterson *History*

I am an environmental historian exploring how a focus on the physical environment might open up new avenues for thinking about modernity, imperialism, and colonialism. In 2016 I published two articles investigating the transnational circulation of scientific knowledge, technologies, and engineering expertise which made grandiose modern programs of landscape transformation both desirable and possible. I am currently finishing a monograph which uses an environmental historical approach to the social and political history of Central Asia under Russian tsarist and Soviet rule. [Pipe Dreams: Water, Technology, and the Remaking of Central Asia in the Russian Empire and Soviet Union, 1848-1948](#) uses water as a means through which to understand both the continuities and ruptures between tsarist and Bolshevik visions for the transformation of Central Asia into a colony of the Russian and Soviet empires. While many of these visions remained figments of the colonizers' imagination, the attempts to manifest them in reality did have tangible consequences for the indigenous peoples of Central Asia; the ecological and humanitarian catastrophe surrounding the shrinking Aral Sea is just the most visible legacy. Water management remains a key issue in the region today, yet the importance of water in the history of the region has received little attention in previous studies of Central Asia under Russian and Soviet rule in any language.



**MEG EPPEL GUDGEIRSSON, HISTORY***Summer Dissertation Fellow*

“Raising Tomorrow’s Child: Children, Gender, and Race in Nineteenth-Century Religious Utopian Communities in the United States”

**MARTIN RIZZO, HISTORY***Summer Dissertation Fellow*

“Life Within the ‘Mission Of Padre Killers’: Indigenous Persistence and Survival in 19th Century SantaCruz, California”

**JASON OSTROVE, LINGUISTICS***Summer Research Fellow*

“Phonology of Mixtec (Oto-Manguean) speakers from the Mexican municipality of San Martín Peras”

**ERIK ZYMAN, LINGUISTICS***Summer Research Fellow*

“On the Nature of Syntactic Movement: ‘Superraising’ in P’urhepecha”

**ANNA GREENWOOD, LINGUISTICS***Summer Dissertation Fellow*

“The role of channel bias in naturalness effects: An experimental approach”

**MELISSA BRZYCKI, HISTORY***Summer Research Fellow*

“Inventing the Socialist Child in China, 1945-1976”

**TSERING WANGMO, LITERATURE***Summer Research Fellow*

“The Reconstruction of Contemporary Tibetan Identity: ‘Tradition, Nationalism, and Forms of Belonging’”

**DELIO VASQUEZ, HISTORY OF CONSCIOUSNESS***Summer Research Fellow*

“Criminality and Politics: The Black Liberation Army, African-American Guerilla Movement of the 1970s”

Deciding the Letter

READING, ETHICS, AND LANGUAGE POLITICS IN ANCIENT GREEK AND CONTEMPORARY U.S. LATINA/O LITERATURES



Kendra Dority, Literature
IHR Dissertation Fellow 2015-16

Dority’s dissertation *Deciding the Letter: Reading, Ethics, and Language Politics in Ancient Greek and Contemporary U.S. Latina/o Literatures* is a comparative history of reading that considers voices from Greek antiquity as productive interlocutors for the present. The project brings together two literary traditions—ancient Greek literature during a period known as the Second Sophistic (c. 60-230 CE), and U.S. Latina/o literature after the 1960s—that are historically and culturally distinct from one another, yet share various points of contact with respect to education, language politics, and social relations.

Kendra gained special insight exploring the links between the literary production and historical contexts of Lucian (second century CE) and of Norma Elia Cantú (mid-1990s). “I was drawn to how these authors grapple with the cultural and linguistic aspects of imperialism, and with the ways that these legacies impact lasting conceptions of what counts as ‘good,’ literate reading. For Lucian, who wrote from the Syrian province at the periphery of the Roman Empire, the imperialist histories of both Greece and Rome shaped both the idea of cultural literacy and the distinction between ‘foreigner’ and cultural insider. Similarly, when Cantú critiques the use of literacy training as a method for assimilation into a dominant culture, she brings attention to the imperialist legacies of the United States, especially in relation to Mexico and the borderlands region,” shares Kendra.

One of the most rewarding experiences of the IHR fellowship, according to Kendra, was the opportunity to present her work

at the Graduate Research Symposium in spring: “The experience also allowed me to reconsider my work’s relation to a larger public. Because I had the chance to talk about my project with a variety of people, from many different disciplines, I was able to think about the potential for my project’s impact outside of my own discipline. My audiences and I discussed our current, shifting conceptions of reading in a digital era, and how these conceptions might be shaped by longer histories of reading.”

In this spirit, Kendra also served as an IHR Public Scholar, joining a cohort of publicly engaged graduate student scholars across the UC system who convened regularly to consider how engaging with public humanities projects might shift existing perspectives of humanities work both within and outside of academic spaces. Working with faculty mentor, Associate Professor of Literature Sean Keilen, and their community partner, Santa Cruz Shakespeare, Kendra designed and implemented a summer workshop for local educators on creative and empowering pedagogies for teaching Shakespeare, building partnerships between UC Santa Cruz and educators in middle and high schools across the region.

Of her work as a Public Scholar, she says, “I wanted to pursue how institutions of higher learning like UC Santa Cruz could build educational partnerships beyond their own walls to increase access to humanistic inquiry. I envisioned a workshop that would give educators the opportunity to collectively explore methods of enhancing our students’ engagement with literary and artistic expression.” For Kendra, “humanities education plays a significant role in shaping our perspectives, imaginations, our concern for others, and our relationships with our communities.”

TEXT: WHITNEY DEVOS PHOTOGRAPHY: KENDRA DORITY

IHR Receives Grant to Transform Graduate Education



HUMANITIES UNDERGRADUATE RESEARCH AWARDS CEREMONY
PHOTOGRAPHY STERLING GRAGG



JASMIN L. ALEMAN, PHILOSOPHY

“Waging War: The Ethics of Following Orders”
Mentor: Daniel Guevara, Philosophy

ALEXANDER M. ATTANASIO, HISTORY

“Who Were They and Why Did They Fight? A Study of Catholic Irishmen Who Volunteered for the British Army in WWI”
Mentor: Bruce Thompson, History

RACHELANN V. BALTAZAR, INTENSIVE PSYCHOLOGY

“Human Trafficking Narrative: Understanding the creation of a salient human trafficking concept and the effects on the individual experience”
Mentor: Felicity Amaya Schaeffer, Feminist Studies

JOANNA BELTRÁN GIRÓN, INTENSIVE PSYCHOLOGY

“Intimate ‘Illegality’: (Re)Framing El Salvador’s Vicious Cycle of Violence”
Mentor: Adrian Félix, Latin American and Latino Studies

STELLA F. FRONIUS, HISTORY

* Bertha N. Melkonian Prize Recipient
“U.S. Militarism in Okinawa: Transformations in the Physical and Demographic Landscape, 1945-Present”
Mentor: Alan Christy, History

CIERA-JEVAE T. GORDON, SOCIOLOGY

“Incarcerated Words”
Mentor: Gary Young, Literature

ANDREW G. KNOCHENHAUER, LINGUISTICS

“Unbounded Dependencies and Specifier Competition in Spanish”
Mentor: James Mccluskey, Linguistics

MATTHEW A. RAY, HISTORY

“Contesting Space and Labor in the ‘Workshop of the World’: Urban Villages and Migrant Labor in Shenzhen”
Mentor: Gail Hershatter, History

ANDRES SANDOVAL, FEMINIST STUDIES

“Dogs of State and Questions of Intra/Inter-Species ‘Hailing’”
Mentor: Karen Barad, Feminist Studies

JOEL VAN DE SANDE, FEMINIST STUDIES

“HIV Origins and the Bioscience of History”
Mentor: Madhavi Murty, Feminist Studies

UC Santa Cruz is one of 28 colleges and universities nationwide to receive a grant from the National Endowment for the Humanities to plan and implement changes to graduate education that will broaden the career preparation of a Ph.D. student beyond a career in the academy.

The UC Santa Cruz Next Generation Humanities Ph.D. Planning Grant is part of a major effort launched by the NEH to transform the culture of graduate education, tackling the issue of how Ph.D. students who immerse themselves deeply in graduate humanities research and writing can look to apply their skills and experience beyond teaching and professor positions to a broader range of careers.

“The academic-focused future we’re accustomed to training graduate students for is disappearing,” said NEH Chairman William D. Adams. “If graduate programs wish to make a case for the continuation of graduate education in the humanities, they’re going to have to think about the professional futures of their students in entirely different ways.”

UC Santa Cruz Vice Provost and Dean of Graduate Studies Tyrus Miller noted that the Next Generation Humanities Ph.D. grant program represents a new focus for the National Endowment for the Humanities.

“Through the Next Generation grants, the NEH is seeking to catalyze creativity and positive change at a pivotal point: the training

of doctoral students in the cultural fields,” said Miller. “They are encouraging faculty, staff, and administrators involved in graduate education--along with leaders outside of the university--to explore how humanities Ph.D.s might have more impact on public culture and public institutions.”

“The recipients of the Next Generation grants are a distinguished set of research universities, both public and private, across the United States,” added Miller. “The awardees will form a consortium, sharing ideas and best practices. It’s an honor and a sign of our recognized distinction in the Humanities that UC Santa Cruz was selected for a planning grant.”

Miller will be the director of the project funded by the \$25,000 matching NEH grant, working in collaboration with the Institute for Humanities Research at UC Santa Cruz.

“The NEH grant will help UC Santa Cruz adapt to the new landscape of the humanities in the United States, both inside and outside of the university,” Miller noted. “The challenges of the current political environment and the academic job-market for humanities Ph.Ds. are real, as is the unsettled place of culture in a technology- and business-obsessed global society. But the NEH is betting that our humanities doctoral students and faculty are up to that challenge, and that they can continue to provide invaluable historical, ethical, cultural, and linguistic insight into our contemporary situation.”

TEXT: SCOTT RAPPAPORT

RESEARCH COLLABORATIONS



Increasingly, research in the Humanities is done collaboratively, bringing together teams of faculty members and, in many cases, students. The IHR helps to catalyze and nurture this collaborative research by providing seed funding and staff support for Research Clusters consisting of UC Santa Cruz faculty and graduate students drawn from fields both within and outside the Humanities Division who are working on a common topic. We also facilitate collaborations between our faculty and those on other UC campuses via programs offered by the University of California Office of the President (UCOP) and the University of California Humanities Research Institute (UCHRI). Finally, the IHR has become a vehicle for numerous international collaborations between our faculty and scholars from around the world, with major recent projects linking our university to institutions in Latin America, Europe, Australia, and East Asia.

Historian Creates New Public Database About the Slave Trade



On a typical day, over 1,000 visitors consult the website Voyages: The Trans-Atlantic Slave Trade Database, one of the most utilized resources in the digital humanities.

Drawing on four decades of archival research on five continents, it offers free public access to the details of every documented slave-trading voyage that carried enslaved people from Africa to the Americas.

Now in its seventh year with 35,000 documented voyages to date, the site has become the basic reference tool for anyone who studies the transatlantic slave trade—including teachers, genealogists, scientists, and scholars.

The Voyages web site is, however, limited in one key area. It only includes slave-trading voyages that crossed the Atlantic Ocean. But recent research has shown that arrival in the New World from Africa did not always mark the end of a captive's journey—approximately 25 percent of arriving Africans actually soon boarded another ship for distribution within the Americas.

A significant piece of that new research was conducted by UC Santa Cruz associate professor of history, Gregory O'Malley. His recent book documenting the intra-American slave trade, *Final Passages: The Intercolonial Slave Trade of British America, 1619-1807*, has received multiple awards for helping to redraw the map of the forced African immigration during the slave trade era.

Now with the help of a \$220,000 grant from the National Endowment for the Humanities for a project titled "Final Passages: The Intra-American Slave Trade Database," O'Malley plans to add his research to the Voyages database.

"Part of this grant is to build a new interface to add to what we have, using the data I used to write my book," said O'Malley. "I built a database on my laptop to write the book, and now we want to make it a public resource."

O'Malley noted that the major goal for the 18-month project is to promote scholarly and public awareness of the role played by the African slave trade in the Atlantic world, which shaped several inland regions in the Americas and even the Latin American Pacific Rim.

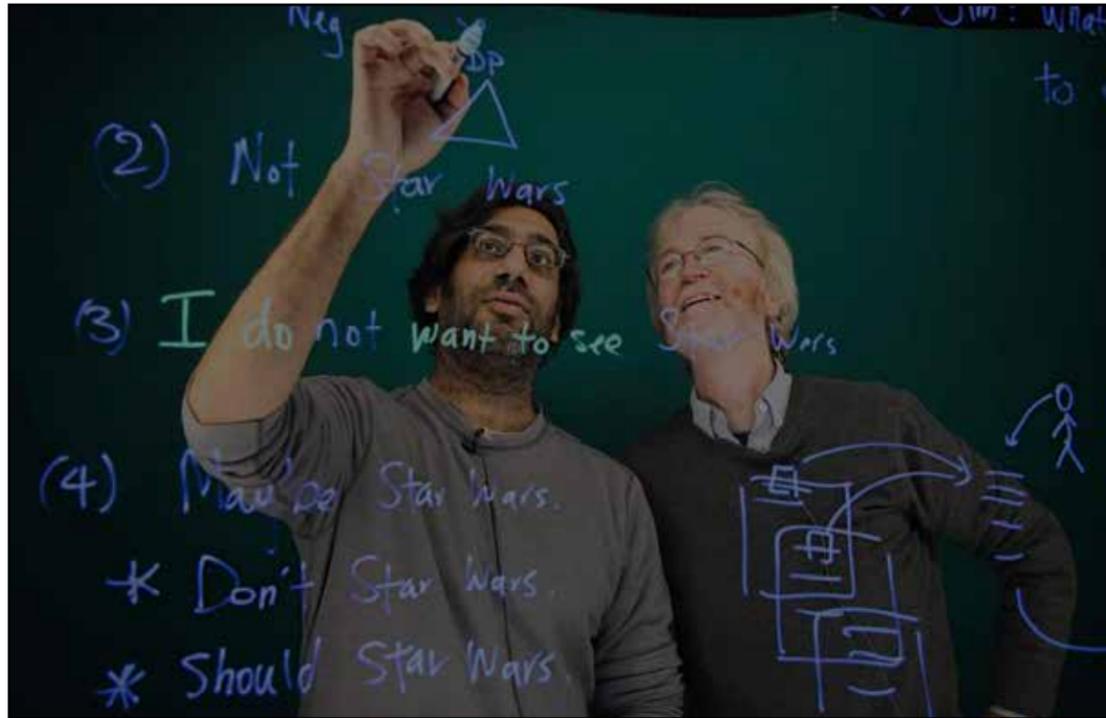
"I think what drew me to the colonial period was an interest in race relations as a core dilemma of American society," O'Malley observed. "A lot of the foundations for that were located in the colonial period."

"We are living in a country where black lives are often treated as if they didn't matter, and it's built on this trade of slaves," O'Malley added. "This disregard for their welfare and well being is really important background for modern race relations. I think it shows we have a long history of devaluing black lives in American society."

TEXT: SCOTT RAPPAPORT PHOTOGRAPHY: JIM O'MALLEY

Why Don't We Say What We Mean?

SANTA CRUZ ELLIPSIS CONSORTIUM



How do you say what you mean—without saying what you mean?

That question is more crucial to technological communication these days than you might imagine—particularly in a world where talking with your smartphone, your television, your car, and your house becomes a more commonplace experience every day.

“A lot of talk is fragments—it’s the kind of thing we understand reflexively as human beings, but it’s much harder for machines,” notes Jim McCloskey, professor of linguistics at UC Santa Cruz. “Linguistic theory teaches us what kind of structures there are in our mind, but how to make sense of these fragments is also a nuanced engineering problem.”

This problem is one that appeals to a researcher like McCloskey, who has dedicated his work to understanding language, and now Silicon Valley tech companies that are

seeking to make mobile devices—phones, tablets, and more—that can understand and decode the subtleties of human language.

And in the search for solutions, UC Santa Cruz students helping with this research have found they are able to apply their knowledge and research skills after graduating as analytical linguists for tech companies big and small.

Asking your phone questions and receiving the correct information can seem astonishing—until the virtual assistant stumbles and doesn’t appear to understand a slightly more complex request.

McCloskey notes that speakers and writers often leave out informationally redundant grammatical material—such as when the verb “call” is omitted in “Jay Z called, but Beyoncé didn’t.” This process, known as ellipsis, is widespread across the languages of the world, and is particularly common in informal language and dialogue.

Among the many varieties of ellipsis is “sluicing,” where what is omitted is not a verb, but an entire sentence. For example, a speaker may leave out the understood sentence “he called” after “why” in a sentence like: “He called, but I don’t know why [he called].”

Ellipsis creates challenging scientific and engineering problems. Although research over the past 50 years has shown that the principles permitting ellipsis involve many different types of information (grammatical structure, context, real-world knowledge), the precise mix of these principles and their interaction is still an open question.

Progress to date has been delayed by the lack of one crucial resource: databases that are large enough to validate theories and rich enough to form the basis for machine learning.

At UC Santa Cruz, McCloskey is collaborating with faculty and students in the language sciences to develop that resource—a richly annotated database of naturally occurring ellipsis, which will be freely available to researchers around the globe who are trying to understand what their implications might be for our understanding of the nature of human language.

The project, which began with backing from UC Santa Cruz’s Institute for Humanities Research in 2013, is now funded by a three-year grant from the National Science Foundation running through the end of 2018.

UC Santa Cruz linguistics professor Pranav Anand, principal investigator on the grant, noted that the reputation of the campus’s undergraduate program in linguistics was a primary reason they received the NSF grant.

“They knew we have this army of sophisticated undergraduates who can do the work,” said Anand. “We’re very hands-on and workshop-oriented. We don’t use textbooks; instead we say, ‘here’s a problem, let’s collaborate.’”

“Even after a few courses, the students are able to do sophisticated annotations,” he added. “They are able and up to the task. We hope to collect 30,000 samples minimum over the three years of the NSF grant.”

Although the UC Santa Cruz program is focused on theoretical linguistics, Anand said it is also driven by the needs and curiosities of the undergraduate students, who are learning new relevant skills working on this project.

“We are currently heavily recruiting students for sophisticated annotations,” he noted. “There’s a pipeline—students get doctorates and are now working in Silicon Valley.”

“We first noticed it three years ago,” added McCloskey. “We realized with our graduate program that students were not going into academic jobs, but rather to Silicon Valley. Their training in statistics and computational design is what new managers say helped prepare them for the job.”

But Anand noted that the UC Santa Cruz Linguistics Department is still theoretically based. The pipeline to Silicon Valley is a fortuitous by-product of shared interests.

“You become an expert,” he explained. “(Students) are doing case after case, so they’re seeing all the patterns, and they discover new forms of fragments. The students are actually producing and creating new knowledge with their work.”

“WE’RE VERY HANDS-ON AND WORKSHOP-ORIENTED. WE DON’T USE TEXTBOOKS; INSTEAD WE SAY, ‘HERE’S A PROBLEM, LET’S COLLABORATE.’
—PRANAV ANAND

CENTER FOR ANCIENT STUDIES

The Center for Ancient Studies supports the community of scholars, students, and the general public in and near Santa Cruz who take an interest in antiquity. Programming and research emphasize the many different histories and cultures of the ancient world, the relationships among them, and the place of these antiquities in the modern world.

The most visible activity of the Center is its ongoing lecture series on "Archaeology and the Ancient World." These lectures reflect the diversity of the ancient world, and illustrate the many scholarly approaches to it. Lectures are intended to be of interest to the research community of UCSC, but also reach out to the educated public. Topics have ranged from ancient China to India to Greece and Rome, from Africa to Meso-America. In the past year we hosted three well-attended lectures. Professor Rita Lucarelli of Berkeley, spoke on "Ghosts and the Restless Dead in Ancient Egypt." Professor Thomas Stoellner of Ruhr-Universität Bochum spoke on "The Beginnings of Social Inequality: the World's Earliest Gold Mine." Finally, Mireille Lee of Vanderbilt University gave a talk on "The Archaeology of Ancient Greek Dress."

CENTER FOR CULTURAL STUDIES

The Center for Cultural Studies (CCS) was founded in 1988 as a part of the University of California's President's Humanities Initiative. Through an ensemble of research clusters, conferences, workshops, visiting scholars, publications, film series, and a Resident Scholars Program, the Center has encouraged a broad range of research in the rapidly evolving field of cultural studies. The CCS weekly colloquium series for the 2015-2016 academic year and our co-sponsored series Book Talks with the Center for Emerging Worlds at UCSC showcased yet again how crucial the Center is for generating intellectual conversations, fostering interdisciplinary engagements, facilitating ongoing relationships between faculty and graduate students across the disciplines, and earning UC Santa Cruz a national and international reputation.

CENTER FOR JEWISH STUDIES

The Center for Jewish Studies is the intellectual and programming hub for a wide range of public events, research projects, and collaborations devoted to the exploration of Jewish culture and history.

During the 2015-16 academic year, the generous support of the Koret Foundation enabled the Center to launch new initiative programs, including "Jewish Peoplehood in the Digital Age." Literature graduate students Katie Trostel and Erica Smeltzer presented their digital works-in-progress with an

event entitled "Mapping Liminal Jewish Spaces." Professor Todd Presner of UCLA brought the annual Diller Lecture into the digital era, with a lecture entitled "The Ethics of the Algorithm: Holocaust Testimony and Digital Humanities." A new version of the free online course, "The Holocaust: The Destruction of European Jewry," was developed based on the pioneering interdisciplinary course taught over three decades by emeritus professors Murray Baumgarten and Peter Kenez. Finally, a new digital humanities summer fellowship program was established.

On the 500th anniversary of the creation of the Jewish Ghetto in Venice, the Center sponsored a conference entitled "Liminal Spaces and the Jewish Imagination II: The Venice Ghetto and the Future of Memory in the Digital Age." With the help of the Delmas Foundation and their home campuses, a dozen Early Career Scholars from the United States, Italy, and Israel spent a week in the Ghetto of Venice studying its history and culture, and learning about it from the many exhibits and activities of the 500th commemoration programs.

CENTER FOR LABOR STUDIES

The UCSC Center for Labor Studies, founded in 2007, continues to bring together scholars, students, staff, and community members interested in the study of work and working people, the labor movement, and the challenge of the broader global economy as it impacts the working people of California and beyond. Participants include faculty and students on campus from Sociology, History, Latin American and Latino/a Studies, Film and Digital Media, and Politics.

The Center has focused its work in the past 2 years on "community-initiated, student-engaged research." With generous support from the UC H.R.I.'s Engaging Humanities Grants, CLS has begun an innovative partnership with several Santa Cruz County community organizations to conduct hands-on research while helping train undergraduates. Last year's Working for Dignity project (workingfordignity.ucsc.edu) involved over 100 undergraduates in a study of over 1300 local workers covering working conditions in the low-wage sector.

In 2015-16 we expanded, working with the Critical Sustainabilities Program and the Creative Writing program to launch a new inter-disciplinary community-engaged research project on affordable housing. No Place Like Home: Voices and Visions of the Affordable Housing Crisis in Santa Cruz County has involved over 50 undergraduates collecting nearly 500 surveys and interviews on issues such as rent burden, over-crowding, eviction, commuting, and code violations.

CENTER FOR MEDITERRANEAN STUDIES

The Center for Mediterranean Studies is proud to promote collaborative work in Mediterranean Studies. This emerging interdisciplinary field, which brings together scholars in History, Literature, Art History, Religious Studies, and more, highlights research and perspectives that crosses traditional national, linguistic, religious, and "continental" boundaries, emphasizing cultural contact, communication, and interaction.

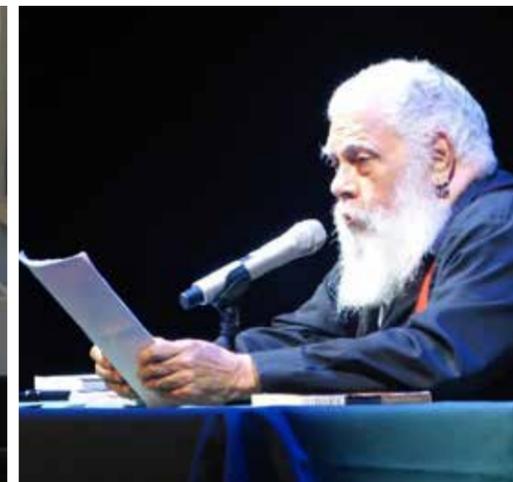
In July 2015, CMS co-directors Sharon Kinoshita and Brian Catlos organized "Negotiating Identities in the Christian-Jewish-Muslim Mediterranean," their fourth N.E.H. Summer Institute. Hosted at the Barcelona branch of Spain's National Research Council, it brought 25 college and university faculty members and graduate students together to study with faculty members Thomas Burman, Cecily Hilsdale, Marcus Milwright, and John Tolan.

This year, building on the success of our five-year (2010-2015) UC Multicampus Research Project, we launched a new phase of Mediterranean Studies Workshops hosted by collaborating partner institutions outside the UC system. In 2016, our Workshops were hosted with Mediterranean hospitality by Harvard University's Center for Middle Eastern Studies (Winter) and Fresno State University's Armenian Studies Program.

CENTER FOR PUBLIC PHILOSOPHY

Created in November 2015, the Center for Public Philosophy seeks to bring philosophy and the public together in two critical ways: 1) by introducing and strengthening the fundamental activity of thinking about thinking (in correctional facilities, elementary schools, and high schools, for instance); and 2) by supporting promising research that aims to apply a particular philosophical idea or tradition to a burning issue of contemporary public concern.

Since November, the Center created and ran two iterations of a 12-week course on ethics for inmates at the Santa Cruz Main Jail (the Jail's first CODE 4 Ethics Class). It hosted two High School Ethics Bowls: twenty teams from high schools around the Bay Area (from Salinas to San Francisco) traveled to our campus to discuss and debate contemporary, real-world ethical questions. The Center held a two-day event on Contemplative Approaches in Higher Education. Leaders in the field of Contemplative Pedagogy, from Humanities, the Social Sciences, and Legal Studies, led a Roundtable for the public and then collaborated closely in a Symposium with 20+ faculty and graduate students. The Center also established an after-school program for children at Westlake Elementary School, which begins in the Fall.



CLOCKWISE FROM TOP LEFT: Center for Jewish Studies conference "Liminal Spaces and the Jewish Imagination II: The Venice Ghetto at 500 and the Future of Memory"; Acclaimed science-fiction novelist and critic Samuel R. Delany (hosted by UC Presidential Chair in Feminist Critical Race & Ethnic Studies and the Living Writers Series); Acclaimed poet Nathaniel Mackey presents at a Cultural Studies Colloquium; Center for Ancient Studies talk on "The Archaeology of Ancient Greek Dress"; Center for Public Philosophy course on ethics for inmates at the Santa Cruz Main Jail; Center for Labor Studies low-wage worker interview, Working for Dignity project.

CENTER FOR THE STUDY OF PACIFIC WAR MEMORIES

The Center for the Study of Pacific War Memories (CSPWM) was founded in 2006 to support a variety of projects arising out of the History Department at UC Santa Cruz with the premier goal of promoting truly collaborative and truly transnational research into the legacies of the Asia Pacific War in the Pacific region across the 60 years since the end of World War II.

The primary active project of the Center in the past year was the Gail Project, a collaborative project exploring the postwar history of Okinawa under American military rule. On December 3, 2015, the Gail Project hosted filmmaker John Junkerman for a screening of his most recent documentary project: *Okinawa: Afterburn*. On May 11, the members of the Gail Project participated in UCSC's first Giving Day challenge. With a matching grant generously offered by Linda Peterson, the team succeeded in raising more than \$15,000. The undergraduate team members, led by Stella Fronius, also entered a submission to the national Shout Out for the Humanities competition run by the 4Humanities Initiative directed by Alan Liu at UC Santa Barbara. Their submission won first prize for undergraduates.

THE DICKENS PROJECT

The Dickens Project is a multi-campus research consortium composed of over 40 colleges and universities from around the world. Founded in 1981 and centered at UCSC, the Project promotes collaborative research on Dickens and the Victorian age and disseminates its research findings through annual conferences, institutes, and publications. It supports the professional development of graduate students and produces curricular material for teaching Victorian literature at both the secondary and post-secondary level. Its annual "Dickens Universe" gathering, which brings together scholars, teachers, and members of the general public, is one of the most successful public humanities programs in the country.

2015-16 was a busy and productive year for the Project. Highlights include the annual "Dickens Universe" conference in August, focused on Martin Chuzzlewit; the annual graduate student conference in March, held on the UC Davis campus; two special sessions at the Modern Language Association convention in January, held in Dallas; and two NEH summer seminars, one for college and university teachers and the other for high school and middle school teachers, both held in Santa Cruz. The Project's scholarly and research mission is supported by a newly established Jordan-Stern

Presidential Chair for Dickens and Nineteenth-Century Studies, located in the Humanities Division at UCSC. The Project also benefits from an endowment established by the Friends of the Dickens Project that supports the administration of the Project and its public outreach mission.

LINGUISTICS RESEARCH CENTER

The Linguistics Research Center had another lively year in 2015-2016. The Center had one visiting PhD student—Andreas Walker, and three visiting research associates—Jun Yang, Richard Oehrle and Eric Rosen, in addition to ongoing visitor Daniel Hardt.

SIKH AND PUNJABI STUDIES

Sikh and Punjabi Studies at UCSC supports research, teaching, and outreach on the Sikh community in the context of multiculturalism and globalization. Professor Nirvikar Singh, Sarbjit Singh Aurora Chair holder, teaches "Introduction to the Sikhs," which focuses on these themes under the new Critical Race and Ethnic Studies major, attracts a diverse enrollment, and offers first-hand cross cultural experience via a class trip to the San Jose Gurdwara. A second endowment, the Guru Nanak Heritage Fund, supports a popular introductory Punjabi language class on campus.

This past year, the campus hosted workshops on social justice featuring speakers from the Sikh Coalition and Sikh American Legal Defense and Education Fund. Professor Singh engaged in extensive outreach, including lectures on Sikhs in America, Sikh beliefs and practices, the Punjab economy, and academic issues in Sikh Studies. He spoke in Fresno, Ceres, San Jose, Stanford and Soquel in California, as well as Chandigarh in India. He participated in interfaith councils and the UCSC Police Citizens Academy, and contributed to the debate on the representation of Sikhs in the California schools curriculum. The Aurora Chair also supported Sikh student activities, including a third annual campus "Turban Day" and folk dance troupes.

UC PRESIDENTIAL CHAIR IN FEMINIST CRITICAL RACE AND ETHNIC STUDIES

In their fourth and final year as co-chairs, Karen Tei Yamashita, Professor of Literature and Creative Writing, and Bettina Aptheker, Professor of Feminist Studies continued mounting a series of highly acclaimed public programs to further stimulate campus and community understanding of this vital field. Fall 2015 highlighted the long anticipated lecture by Ruth Wilson Gilmore whose work on the prison-industrial complex and mass incarceration

has been vital to anti-racist movements for police reform and prison abolition. This was followed by the appearance of celebrated Jamaican-American poet, Claudia Rankine, whose book *Citizen: An American Lyric* was the recipient of the National Book Critics Circle Award and a finalist for a National Book Award.

Continuing its transnational feminist and anti-colonialist agenda, and working in collaboration with Professor David Anthony (UCSC History Department) the Chair sponsored a visit with the renowned Nigerian filmmaker, Branwen Okpako. Her award winning film, *The Education of Auma Obama* was shown at the Nickelodeon Theater in downtown Santa Cruz on February 10, 2016 followed by Professor Okpako's spirited Q & A with the capacity audience. A month later Samuel Delany spoke to another capacity audience in the Music Recital Hall. Described as "sex radical, Afro-Futurist, and Grand Master of Science Fiction, Delany is the author of numerous wildly acclaimed science fiction books, including *Dhalgren* and *The Mad Man*. A highlight of spring quarter 2016 was with the lecture by the Chilean-American poet and human rights activist, Marjorie Agosin. She gave a critical literary and historical account of the Chilean Nobel Prize winning poet, Gabriela Mistral, "Gender & Sexuality in the Work of Gabriela Mistral." Feminist Studies colleague Anjali Arondekar organized a one-day colloquium, "Ruling Passion: Sexuality, Science & the (Post)Colonial State," funded by the Presidential Chair.

SHAKESPEARE WORKSHOP

Shakespeare Workshop is a collaboration of scholars and artists who are devoted to the study and performance of Shakespeare's works and to the mission of public higher education. In 2015-16, the Workshop collaborated with Santa Cruz Baroque Festival to stage "Remembering Shakespeare", a celebration of the 400th anniversary of Shakespeare's death, featuring readings performed by UC Santa Cruz faculty and students, Santa Cruz Shakespeare, and members of the community. Thanks to the success of its programs and the generosity of patrons, Shakespeare Workshop raised approximately \$400,000 to support its activities and became a research center of the Institute for Humanities Research.



CLOCKWISE FROM TOP LEFT: Sikh and Punjabi Studies Turban Day participants April 13, 2016; Participants of the NEH Summer Seminar "Performing Dickens: Oliver Twist and Great Expectations on Page, Stage, and Screen"; Shakespeare Workshop, "Remembering Shakespeare, 1564-1616" commemorating the 400th anniversary of Shakespeare's death; Center for the Study of Pacific War Memories students discuss the Gail Project; Ruth Wilson Gilmore: "Organized Abandonment and Organized Violence: Devolution and the Police" (hosted by UC Presidential Chair in Feminist Critical Race & Ethnic Studies); Chilean "arpilleras" resistance quilts presented by Marjorie Agosin during her talk "Gender & Sexuality in the Work of Gabriela Mistral".



FROM LEFT TO RIGHT: INTRODUCING CONTEMPLATIVE APPROACHES TO HIGHER EDUCATION: A PUBLIC ROUNDTABLE WITH LEADERS IN THE FIELD; CRITICAL LEISURE RESEARCH CLUSTER EVENT WITH MORIA WEIGEL AUTHOR OF "LABOR OF LOVE: THE INVENTION OF DATING"; SOCIALISM/POSTSOCIALISM RESEARCH CLUSTER ROUNDTABLE DISCUSSION WITH ELENA GAPOVA

DIRECTIONS IN DIGITAL HUMANITIES

The Directions in Digital Humanities Research Cluster is a community of faculty, students, and staff engaged in using technology to define new modes of humanities research, analysis, publication, teaching and learning. The Directions in Digital Humanities Research Cluster continued to increase momentum around Digital Humanities work on campus in the 2015-2016 academic year. Our event series, "Hands-on (Digital) Humanities," paired lectures and workshops, offering faculty, graduate students, and staff the chance to learn first-hand the basics of coding, GIS, and the online publishing platform Scalar. We are most excited about our partnership with the Digital Scholarship Commons, which launched in January in McHenry library, and offers a new collaborative space for Digital Humanities projects at UCSC.

CONTEMPLATIVE PEDAGOGY

Contemplative Pedagogy in higher education is an integrated approach to teaching and learning that focuses attention on learning as a transformative process rather than exclusively as a process of accumulating knowledge. Our inaugural event in April brought three experts in the field (Rhonda Magee of USF Law; Erin McCarthy of St. Lawrence U; Peter Grossenbacher of Naropa) to meet with members of the community to introduce the practices of Contemplative Pedagogy to the UCSC campus. A public roundtable had an audience of more than 60 and the weekend symposium had 25 participants—undergraduates, graduate students, staff, senate faculty, non-senate faculty, faculty emeriti, administrators, and members of the community who expressed interest in incorporating contemplative methodologies in their classrooms.

CRITICAL LEISURE STUDIES

The Critical Leisure Studies cluster is focused on exploring the various and differential forms that leisure and non-work take in post-colonial late capitalism, including the interpenetration of work and leisure, specifically as mediated by technologies. In the Fall, Melissa Gregg, who is a principal engineer at the Intel Corporation researching the future of work, came to talk about the ways that technology transforms the discourses about work productivity, specifically the ways that elite consumers in the global north are increasingly urged to use technology to make their leisure activities "more productive." In the Winter, the cluster met to explore myriad and diverse ways of thinking about leisure today, and to discuss Paul LaFargue's work, *The Right to be Lazy*. Finally, in Spring the cluster hosted Moira Weigel, who spoke from her book *Labor of Love: The Invention of Dating*, further facilitating the cluster's exploration of the effacement of distinction between non-work and work activities.

SOCIALISM/POSTSOCIALISM

The Socialism / Postsocialism research cluster focuses on the issues raised for the past and future of post-capitalist political and cultural movements since the end of the cold War. We held a series of public events in 2015-2016, beginning with a roundtable on the question of postsocialism in the Winter Quarter, featuring faculty and graduate students from a number of departments at UCSC, and including a number of talks, workshops, and film screenings.

- | | | | |
|---------------|--|---------------|---|
| AUG 14 | Weekend with Shakespeare | FEB 23 | Liminal Spaces and the Jewish Imagination: The Venice Ghetto at 500 and the Future of Memory |
| OCT 7 | Tyler Stovall: White Freedom: Race and Liberty in the Modern Era | FEB 24 | Todd Presner: The Ethics of the Algorithm: Holocaust Testimony and Digital Humanities |
| OCT 9 | PhD+: Humanists@Work | MAR 01 | Questions That Matter: Play: Games, Life, and Death |
| OCT 13 | DataLex: Privacy, Big Data, and the Law | MAR 02 | Nathaniel Mackey: Breath and Precarity |
| OCT 16 | Comparative Empires: Feminist Meditations | MAR 10 | Samuel Delaney: Sex Radical, Afro-Futurist, and Grand Master of Science Fiction Reads from His Work |
| OCT 26 | Melissa Gregg: From Productivity to Personal Logistics: A Brief History of Time Management from Shop Floor to Departure Gate | APR 16 | Contemplative Pedagogy Symposium |
| OCT 29 | Rita Lucarelli: Ghosts and the Restless Dead in Ancient Egypt | APR 19 | Sikhism in the Global Age |
| NOV 2 | e-Learning and Innovative Pedagogies | APR 23 | Remembering Shakespeare: 1564-1616 |
| NOV 9 | Ruth Wilson Gilmore: Organized Abandonments and Organized Violence: Devolution and the Police | APR 30 | Race, Class, and Culture Through the Lens of Jazz |
| NOV 12 | Miriam Posner: "Head-and-Shoulder Hunting in the Americas: Exploring Lobotomy's Visual Culture" | MAY 3 | Designing Digital Scholarship: Art, Feminism + the Digital Humanities |
| NOV 19 | Working For Dignity: A Community Discussion on Raising the Minimum Wage | MAY 6 | Semantics of Under-Represented Languages in the Americas |
| JAN 09 | High School Ethics Bowl | MAY 07 | Rethinking Migration |
| JAN 13 | Elena Gapova: Suffering and the Soviet Man's Search for Meaning: The "Moral Revolutions" of Svetlana Alexievich | MAY 18 | Marjorie Agosin: Gender and Sexuality in the Work of Gabriela Mistral |
| JAN 28 | William D. Adams: "'Wicked Problems': The Humanities in the Time of S.T.E.M." | MAY 18 | UCSC Night at the Museum: The Defender: How the Legendary Black Newspaper Changed America |
| FEB 11 | Branwen Okpako: The Education of Auma Obama | JUN 01 | Moira Weigel: A Genealogy of 'Like': Taste, Emotional Labor, and Technology on the Dating Market |

Working for the Humanities

AN ALUMNA RETURNS TO THE SANTA CRUZ COMMUNITY



Jessica loves to travel - at Mt. Fuji in 2015

Jessica Guild, IHR's Research and Development Assistant

"I was drawn to the IHR because of its vision for creating cross-collaboration with other public institutions in the wider Santa Cruz community." In addition to fostering spaces for creative thinking, Jessica is most interested in exploring the ways in which the humanities can craft larger movements to address the planet's most urgent challenges in concrete and material ways. The humanities, she believes, perform a vital democratic function, especially in highly-volatile historical and cultural moments: "The humanities teach us how to think critically, how to view our world in a way that gives us tangible tools for dealing with uncertainty," she says. A rigorous engagement with humanistic thought, for Jessica, has the potential to alter a real or potential crisis—whether political, cultural, economic, or climatic—into a watershed moment of transformative change. A UCSC alum in Latin American and Latino Studies with a concentration in history, Jessica's own training in the humanities imparted her with a desire to effect change in the world, a process that she believes is impossible to begin without first acknowledging historic inequity.

A formative moment in her intellectual development, she says, was coming to an understanding not only of what social justice entails, but how actions taken in the name of social justice have the potential to cause real and lasting harm when well-intentioned actors fail to properly consult the communities in which they are seeking to effect change. Jessica pursued a Master's degree in Cultural Sustainability, which she explains as "my answer to making the world better in a way that is thoughtful and empathetic to other backgrounds and understandings of the world." Upon completing her degree, Jessica worked with Bay Area youth

affiliated with the 4-H program, building new initiatives connecting underserved youth to garden programs focused on nutrition, food systems, and physical activity; she also created an annual volunteer training incorporating the tenets of cultural sustainability, and restructured a camp program by including traditions and values of community while bringing it up to modern youth safety standards. Reflecting on this experience, she says, "I think one of my strengths is the ability to connect people, to build bridges and build consensus and collaborate."

Jessica continues such work at the IHR as well as within her local district of Live Oak, where she is an active community member passionate about identifying ways in which greater access to the humanities might enrich the lives of her neighbors. Committed to both shaping and sustaining a residential area currently undergoing rapid demographic shifts, Jessica's background in cultural sustainability guides her in navigating, at the local level, how the lived, material experiences of civic life are affected by political and socio-economic uncertainty. "My mission is to engage where I can, to the best of my ability. Change is incremental, slow, and over time. You have to engage over and over again." For Jessica, however, each humanistic discipline has a precise role to play in the processes of inquiry necessary for identifying tangible—and importantly, equitable—outcomes: "Philosophy helps us approach big questions about meaning and the human experience. History teaches us how to contextualize our present experience within a larger picture. Literature teaches us how to read, identify, and track common themes from different works; this is crucial, given the current state of media, and how quickly technology changes our interactions and experience with information."

TEXT: WHITNEY DeVOS PHOTOGRAPHY: JESSICA GUILD



PROGRAMMING EXPENSES

Federal and Private Grants	\$657,185	58%
IHR Research Programs	\$242,200	21%
Administration	\$233,273	21%
	\$1,132,658	100%



FUNDING SOURCES

Federal and Private Grants	\$ 657,185	51%
UCSC / UC Funds	\$ 558,274	43%
Individual Gifts, Contributions	\$ 77,512	6%
	\$1,292,971	100%

Recent Humanities Grants

Project: Final Passages: The Intra-American Slave Trade Database
Principal Investigator: Greg O'Malley (History)
Funding Agency: National Endowment for the Humanities
Amount: **\$220,000**

Project: The Implicit Content of Sluicing
Principal Investigators: Pranav Anand and James McCloskey (Linguistics)
Funding Agency: National Science Foundation
Amount: **\$375,644**

Project: Jewish Peoplehood in the Digital Age
Principal Investigator: Nathaniel Deutsch (History/IHR)
Funding Agency: Koret Foundation
Amount: **\$150,000**

Project: 3D Saqqara: Reconstructing Landscape and Meaning at an Ancient Egyptian Site
Principal Investigator: Elaine Sullivan (History)
Funding Agency: National Endowment for the Humanities
Amount: **\$47,200**

Project: An Ultrasound Investigation of Irish Palatalization
Principal Investigators: Jaye Padgett and Grant McGuire (Linguistics)
Funding Agency: National Science Foundation
Amount: **\$261,255**

Project: Integrative Graduate Humanities Education and Research Training Project (IGHERT)
Principal Investigators: Tyrus Miller (Literature) and Nathaniel Deutsch (History/IHR)
Funding Agency: Andrew W. Mellon Foundation
Amount: **\$197,000** (part of a \$1.35 million grant)

Project: Negotiating Identities: Expression and Representation in the Christian-Jewish-Muslim Mediterranean (Summer Institute)
Principal Investigator: Sharon Kinoshita (Literature)
Funding Agency: National Endowment for the Humanities
Amount: **\$190,688**

Project: Mortality: Facing Death in Ancient Greece (Summer Institute)
Principal Investigator: Karen Bassi (Literature)
Funding Agency: National Endowment for the Humanities
Amount: **\$200,000**



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A Message from our Dean



The Humanities Division at UC Santa Cruz plays a crucial role in the university's mission to inspire and educate students for both personal and professional success. It also represents a living and vibrant tradition since the university's founding. Our goal is to continue and build upon that tradition.

The Institute for Humanities Research provides critical support to scholars and students who question what it means to be human and investigate the impact that language, culture, and gender have on the human experience. To further strengthen our Humanities Division we are seeking funding for the Institute for Humanities Research.

Our primary goal is to build an endowment for the Institute for Humanities Research, which will enable it to support essential programs like undergraduate and graduate student research projects, visiting scholars, faculty research, and the public humanities. Gifts to the IHR will allow humanities at UC Santa Cruz to continue the pioneering interdisciplinary scholarship that has been its hallmark since the founding of the university. It will enable us to find new answers to the essential question, "What does it mean to be human?"

Dean Tyler Stovall

Giving Opportunities

- \$50,000** **DISSERTATION FELLOWSHIPS**
An annual gift of this size will support a graduate student fellowship for three quarters including tuition, fees and a small research stipend.
- \$25,000** **UNDERGRADUATE-CENTERED RESEARCH PROJECTS**
A gift of this size would fund one collaborative project that emphasizes hands-on undergraduate student research, enabled by support from a team of faculty and graduate students.
- \$15,000** **PUBLIC HUMANITIES PROJECTS**
An annual gift of this size will underwrite up to three annual events and/or community engagement efforts that create a bridge between the Humanities Division and the community and help us fulfill our mission as a public institution. A gift of \$5,000 would underwrite a single event.
- \$10,000** **SCHOLARS IN RESIDENCE**
A gift of this size would allow the IHR to host one domestic or international scholar in a key academic area to share their expertise through teaching and engaging with the campus and community at large.
- \$5,000** **GRADUATE STUDENT SUMMER FELLOWSHIPS**
A \$5,000 gift will support one graduate student fellowship for the summer quarter, a critical time for students to do their research.
- \$500** **UNDERGRADUATE STUDENT RESEARCH AWARDS**
These awards support and encourage research in the humanities at the undergraduate level.
- ANY LEVEL** **UNRESTRICTED GIFTS**
Gifts at any level will be used at the discretion of the IHR director to directly support humanities based research and scholarship at UCSC. These gifts will also enable the institute to build its programs and maximize its impact across the campus and in the community.

Endowment Opportunities

- \$5,000,000** **IHR ENDOWMENT NAMING OPPORTUNITY**
With a gift of \$5 million, the Institute for Humanities Research could carry your name and ensure the success of research in the humanities at UCSC for years to come. This endowment will provide support in perpetuity for the entire IHR and all of its research grants, awards, and programs.
- \$1,500,000** **INSTITUTE FOR HUMANITIES RESEARCH DIRECTOR'S CHAIR**
The annual payout from this endowment will provide salary support, as well as discretionary funds, for the director of the IHR. This endowed chair will allow the director to expand the IHR's support and programs across the Humanities Division, campus and in the community.
- \$250,000** **DISSERTATION FELLOWSHIPS ENDOWMENT**
A gift of \$250k will establish this endowment designed to provide sustained support for graduate student fellowships.
- \$250,000** **UNDERGRADUATE-CENTERED RESEARCH ENDOWMENT**
A gift of \$250k will establish this endowment designed to secure funding for collaborative projects that emphasize hands-on undergraduate student research, enabled by support from a team of faculty and graduate students.
- \$100,000** **PUBLIC HUMANITIES ENDOWMENT**
This endowment will provide support for multiple annual events and community engagement efforts that create a bridge between the Humanities Division and the community and help us fulfill our mission as a public institution. A gift of \$100k would establish an annual distinguished lecture fund.
- \$250,000** **SCHOLARS IN RESIDENCE ENDOWMENT**
Annual payout from this endowment will allow the IHR to host domestic and international scholars in key academic areas to share their expertise through teaching and engaging with the campus and community at large.
- \$150,000** **GRADUATE STUDENT SUMMER FELLOWSHIPS ENDOWMENT**
Annual payout from this endowment will provide sustained support for graduate student fellowships for the summer quarter, a critical time for students to do their research.

For more information on ways to give to the IHR, please contact:

Irena Polić
Managing Director
Institute for Humanities Research
(831) 459-1780
ipolic@ucsc.edu

Thank you for your support!

Want more information on upcoming events?

VIEW OUR EVENTS CALENDAR AT:

ihr.ucsc.edu/events/

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