

***Report of Activities for the UB Community Linked Interdisciplinary Research (CLIR) program
funded by the William and Flora Hewlett Foundation and the University at Buffalo
June 2001-June 2003***

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A. Introduction

This report follows from the first year report of the UB CLIR program submitted in June, 2001. The second and third years of the University at Buffalo's Community Linked Interdisciplinary Research (CLIR) program were productive, and encountered and addressed important challenges.

A major accomplishment continues to be the growth of new courses in arts, humanities and social science, where opportunities for research and scholarly activities for undergraduates are underrepresented. In addition to this basic goal, a comprehensive website for CLIR (appendix 1, www.clir.buffalo.edu), is up and running. Building on this, three CLIR courses in service to community needs designed new websites. In the original proposal we committed to providing four courses in the first year to serve 80 students; we provided three new courses serving 50 students. In our proposed plan, we proposed that year two would provide eight courses for 160 students. Over the past two years, we have mounted 16 courses that have served approximately 220 students (see appendix 2 and the CLIR website (www.clir.buffalo.edu/course_archive.html)). This report documents the development and results of those courses, and describes the extensive plans for the coming year. The main emphasis continues to be development of courses in humanities, social sciences and arts, which have traditionally not provided opportunities for undergraduates to participate in faculty scholarship, research or creative work, in a manner similar to the sciences. Further, a consistent effort to identify important community needs and link them to faculty research and scholarly interests provides a public service learning component to the CLIR activity. Finally, the initial stage of program assessment was completed in July, 2002, by our outside evaluator, Professor Lorna Peterson of the School of Informatics at UB. Professor Peterson will complete a follow up final study during summer 2004. This interim assessment is reported fully in appendix 3.

B. Leadership Team News

The last two years saw a major shift in the leadership team as Professor and Associate Dean

Deborah Walters left UB for a position as Provost of Unity College in Maine. She has remained in communication with the CLIR leadership team and we benefit from her initial planning, oversight and vision for this program. The original co-PI and current PI, Professor Gardella, was recently awarded the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach by the New England Resource Center for Higher Education (www.nerche.org), Graduate School of Education at the University of Massachusetts, Boston. The award was given at the American Association of Higher Education meeting in Washington, DC, March 17, 2003. Professor Gardella was also awarded the 72nd Jacob M. Schoellkopf Medal of Science, Western New York American Chemical Society, 2002, with specific recognition in both cases for his work in public service learning in environmental chemical analysis in communities in Western New York. The model of his community work was the basis for the CLIR program course structure, and still involves his course, Chemistry 470, Analytical Chemistry of Pollutants. Current Co-PI, Maureen Jameson, was recently named chair of the Department of Romance Languages and Literatures and continues to pursue a number of important projects under the CLIR program, and seeking funding from NEH for this work.

C. Objectives of the CLIR Program:

The goals, objectives and program plan for the CLIR program listed below were taken from the original proposal from UB to the Hewlett Foundation. They provide the perspectives in how we have met the goals we set out to accomplish.

The program is designed to benefit four constituencies: students, the community, faculty and the university. The program objectives from the students' perspective are:

- To develop problem solving skills for complex, interdisciplinary, real-world problems
- To develop proficiency in both oral and written communication
- To augment knowledge of state of the art research or scholarship through a hands-on experience
- To learn to work effectively in a team

From the community viewpoint the objective is:

- To be assisted by university students and faculty in a relevant research project

The faculty objectives are:

- To effectively aid students in reaching their CLIR objectives
- To be able to spend more time doing what faculty value most - working with students on research and scholarship - without an increase in workload.

From the university perspective the objectives are:

- To provide a research experience to more undergraduates
- To operate the CLIR program without requiring significant additional resources

Project Plan

During the first two years we plan (ned) to:

1. Determine what are the most effective methods for providing large, student-lead, applied research project courses, both by inviting in outside experts such as Leah Jamison from Purdue, and through our own experience with previous and current courses;
2. Hold a two week summer workshop where a small group of faculty work with an outside expert to create on-line guides for faculty and students who wish to participate in the CLIR program;
3. Develop a one-week summer workshop to help faculty create and offer CLIR courses;
4. Develop one day workshops to be held at the beginning of each semester to orient both faculty and students to enable them to get the most out of the CLIR program.
5. Set up the structure for the program that will enable faculty to participate as part of their normal teaching load. The structure will enable faculty that wish to lead a CLIR course to use it to replace one of their normal courses. This will be possible in most CAS programs and will only be potentially problematical in those programs where the only undergraduate courses taught are ones that are requirements rather than electives.
6. Set up the economic structure of the program whereby the participating for-profit corporations pay a fee to participate in the program, as they will benefit from the student and faculty research. Such fees will be used to cover the costs of the entire program.
7. Help solve our classroom shortage by enabling faculty to offer CLIR courses off campus or during the summer if they desire;
8. Begin offering CLIR courses, with a plan for full implementation (providing this or another research opportunity to all CAS students) within several years;
9. Work with faculty in UB's professional schools to develop joint CLIR projects with CAS faculty;
10. Establish connections in the community so that more CLIR projects are developed; and
11. Work with departments to include a capstone research experience in the graduation requirements (that could be satisfied by successfully completing a CLIR course), and/or resurrect the general education research experience requirement that was dropped due to lack of resources.

D. Summary of Accomplishments and Reference to Original Goals

The major work of the leadership team includes

1. faculty recruitment and development and
2. developing sustainable funding through external grants and
3. curriculum development to accommodate CLIR courses within programs.

For the Academic years Fall 2001 through Spring 2003, activities and major accomplishments for the development of CLIR courses were focused on the following items:

- Offered sixteen CLIR courses, five are now regularly established (African American Studies, Anthropology, Chemistry, Humanities/Romance Languages and Literatures and Media Studies) sponsored one new summer CLIR program at an archeological dig, and solicited substantial plans for three new courses (Sociology, Romance Languages and Literatures/Linguistics and Theatre and Dance) (appendix 2, www.clir.buffalo.edu/course)
- Worked extensively with individual faculty and community contacts to link faculty

research together with community agencies, and develop faculty capabilities to mount and direct the courses. (items 2-4 above)

- Modified several courses (Sociology, Anthropology/Archeology, Chemistry) to include an off campus, externally funded summer experience, extending the course over two semesters (items 6, 7 above)
- Created a presence in the community through publicity, networking and a website to solicit projects and inquiries and link them with faculty interest (item 10 above)
- Developed sustainability of the course program by generating continuing external sources of funding for maintenance of the program, multiple grant submissions and several funded programs have resulted (item 6)
- Integrated courses into the regular department curricula for Anthropology, African American Studies, Media Studies, Sociology, Theatre and Dance, Humanities, the Honors Program besides the established program in Chemistry (item 11)
- Planned four new programs in Sociology, African American Studies, Theatre and Dance and a new medical interpreter program for community clinics with students and faculty in Romance Languages and Literatures. The latter program utilizes a collaboration with the Medical School (items 9, 11)
- Co-sponsored a major symposium by Professor William Paulson, University of Michigan, focused on public service and student participation in scholarship in the Humanities. Professor Paulson has written extensively on this topic and is quoted extensively in Appendix 9. (item 1, above)
- Participated in the Reinvention Center conferences and Meetings on expanding opportunities for undergraduate research at Research Universities (item 1, above)
- Completed the initial assessment of the program with an internal, independent assessment from Professor Lorna Peterson, of the School of Informatics at UB.

The major items in the project plan which need attention in the next year are:

- income generation from grants and private businesses to sustain programs beyond the funding period.
- Developing a commitment to regularly fund programs in more academic departments from CAS and the Provost's Office

This past year has seen a variety of specific activities related to the CLIR program.

- The CLIR Website was expanded and maintained by CLIR GA William Sack (www.clir.buffalo.edu)
- Multiple community requests were received and several utilized for new course development by faculty, three have led to continuing collaborations with Memoranda of Understanding to jointly seek funding to maintain the service.
- The Environmental Chemical analysis program continues to support a variety of neighborhoods with brownfield and industrial contamination concerns (c.f www.buffalo.edu/~gardella)

E. Detailed Report for Fall, 2001-Spring 2003 CLIR Accomplishments

1. *Faculty and Course Development*

1.a) **Existing Courses**

The Hewlett funded CLIR program at the University at Buffalo continued its work by continuing a core group of courses which have been taught regularly since 2001.

1. African-American Studies course on Community History/Architecture related to the Underground Railroad and the Jesse Nash House: Collaboration with Michigan Avenue Preservation Corp., Kevin Cottrell, president. Mr. Cottrell is an adjunct faculty member at UB and teaches a history/planning course on the Underground Railroad in Buffalo/Western New York. He teams with the new Chair of African American Studies, Professor Lillian Williams, a scholar of community African American History, to refine the course and integrate it into the CLIR program for Fall, 2001. Potential funding source identified from the Department of Education for work on the Underground Railroad.

2. Romance Languages/Humanities course on outreach to African Refugees settled by INS in WNY: Professor Christian Onikepe of Modern Languages and Literatures: Collaboration with Rev. Railey Gompah of the Basileia Ministries. Dr. Gompah is a former Liberian government official who was resettled here in Western New York and has developed outreach and education programs for African refugees settled in WNY by the INS.

3. CHE 470 ? Analytical Chemistry of Pollution continues and expands. This project had a very intensive year, as the course has been collaborating with six neighborhoods impacted with a variety of environmental problems. Funding from two school districts and the National Institute of Environmental Health Sciences, along with a cooperative grant with the New York State Department of Health funds the collaboratives in four of the projects (Lewiston Porter Schools, Kenmore Tonawanda Schools, Toxic Waste Lupus Coalition (NIEHS) and Bellevue/Cheektowaga Environmental Health Study (NYSDOH, UB). The Co-PI gave a series of talks about the work (Appendix 5), which included invited talks for the local public, school teachers, etc. The project was written up in local news reports, had numerous radio, TV and press interviews for the PI. Details about this situation can be found in the attachments and the PI's website (www.buffalo.edu/~gardella).

4. Anthropology Seminar: Professor Philips Stevens took a year's break from this course in 2002/03, but the work in collaboration with Vive la Casa, a social service agency dedicated to helping international refugees in transit to Canada, continues. Anthropology students use interview and research techniques to develop tools for staff to work with immigrants/refugees from particular countries.

5. Media Study: Web Design Courses (appendix 6, CLIR developed websites) have been offered in each of the past two years with adjunct faculty culled from the profession. Two public service activities have resulted, the development of two websites, one for the local Alzheimers Association (www.alzwny.org) and a second website and information for the New York Coalition for Alternatives to Pesticides (NYCAP) (<http://clir.buffalo.edu/nycap> or <http://altpest.org>), which provides information for pesticide use reduction to communities. WNY has several pesticide phaseout laws in place (Buffalo, West Seneca, etc.) and active pest management boards for various communities. Erie County recently announced a collaborative

pesticide notification program. There is a good deal of interest in reducing suburban homeowner pesticide use, NYCAP provides information to homeowners on least toxic and alternative approaches.

6. Humanities course in web design: Co-PI Professor Maureen Jameson offered this course as a unique combination of humanities students and graduate students from Industrial Engineering, collaborating with Professor M. Ann Bisantz. The IE students were enrolled in a Human/Computer Interface course and surveyed potential users for the website design. The program spawned a continuing partnership with Buffalo Public Schools Special Education Department and a local non-profit, Parent Network, to build a collaborative parent and staff friendly website (www.clir.buffalo.edu/specialed) to develop better availability of Special Education documentation/information to parents and staff (appendix 6) The Parent Network and UB have signed a Memorandum of Understanding to maintain the website and jointly seek funding with BPS and UB to US Department of Education.

7. A number of single instance courses, have been offered as Arts and Sciences 401, Community Linked Research; in Fall, 2002, the PI and community collaborator Jane Cameron, of the NYS Office of the Attorney General, co-taught a CLIR course with five community research projects; two surveys in collaboration with the Olmsted Park Conservancy to evaluate a proposed dog park and the community thoughts on the golf course in Delaware Park (part of the Buffalo City Parks designed by Frederick Law Olmsted in the 1880's), the development of a brownfields/contaminated site map for Erie County, evaluation of the history of a specific contaminated site, and development of methods for hands on science experiments for middle school science.

8. Professor Elizabeth Pena, now with the Buffalo Museum of Science, was funded by CLIR for the first summer CLIR field course, an archaeological dig at the Old Fort Niagara site. This was part of the Department of Anthropology's graduate summer archaeology laboratories, and served to extend the course to undergraduates.

b. New Courses for Fall 2003/Spring 04

Intensive meetings held, based on our annual new course development solicitation (appendix 7) during the spring and early summer of 2003 have identified three new course projects that are presently being supported (appendix 8). Several of the opportunities have identified potential external funding and collaborations. The fourth listed below is still in discussion stages

All four inquiries came from the community and were linked to interested faculty.

The first three courses are scheduled for Fall, 2003 and Spring 2004.

1. Sociology 481/593, Neighborhood Research, Professor Peter St. Jean. Professor St. Jean's course description is included in Appendix 1 (and full proposal structure included in Appendix 8) a key feature is a dual listed course with undergraduates and graduate students as team members, and a full year course in both spring and summer semesters, with follow on for summer, 2004, planned. Professor St. Jean is a new faculty member hired by Sociology with participation from CLIR leadership in discussion of research interests that would intersect with

CLIR program development, thanks to the leadership of Professor Michael Farrell, Chair of Sociology, and a strong proponent of public service research and teaching.

2. Theatre and Dance, Museum Theatre (appendix 8). This course, planned with the Museum of Science in Buffalo, involves Lisa Hayes, a local independent actress and producer, collaborating with the Museum and teaching a course where students would develop theatre pieces focused on Museum exhibitions, targeted to K-12 students. There is a national group working in museum studies to extend theatre work to science museums and Ms. Hayes has spent this summer attending a workshop on this topic. The course will be offered in Spring, 2004.

3. Romance Languages and Literatures Medical Interpreter Project. Professor Jeannette Ludwig, of RLL, will direct this course in the Spring, 2004, recruiting French and Spanish majors to be trained in medical interpretation to work in clinical environments where clients are not conversant in English. There is a national group examining training and certification in medical interpretation (see appendix 8), and we will collaborate with the International Institute, which presently trains community members for this job, to develop materials for certification programs for our students.

4. Music/Humanities computing initiative course on digital indexing of music scores and notes for the Buffalo Philharmonic. Still in early discussions.

c. Partnership Outcomes

A major outcome of our CLIR work has been seeking external funding for sustaining these research programs. We have signed a Memorandum of Understanding with Parent Network of WNY and the Buffalo Public Schools to seek funding for the special education website project, from the Federal Department of Education, for funds for training parents in advocacy for special education. We attend monthly meetings of a community wide group dedicated to information sharing. CLIR also hosts two listservs for parents and staff in special education in the region.

We are presently negotiating a similar MOU with the NYCAP for long term maintenance of their website and housing on the CLIR server.

Co-PI Maureen Jameson has submitted funding proposals to the National Endowment for the Humanities, the US Department of Education, and the National Science Foundation for support of a language and literature website called LiTgloss. The site houses texts of literary and cultural importance in the world's literatures, expertly annotated to facilitate ease of comprehension by American readers. The site is in use in school districts throughout the country and relies extensively on contributions by international members of the local community and other communities. A successful grant proposal will permit expansion of the community involvement aspect of this project.

PI Gardella has several current grants for environmental public service in several different communities. A current summer student/community health study is underway in Bellevue/Cheektowaga, in collaboration with the New York Department of Health and several community leaders and local government. The Kenmore Tonawanda School District has sponsored a campus wide soil and air pollution evaluation at a local elementary school that borders a former Manhattan Project site that is being demolished. The Lewiston Porter Schools

are funding a similar, but larger project at their campus in Niagara County north of Buffalo. These schools are on land bordering the Lake Ontario Ordnance Works, where nuclear materials are presently stored, and also border the only hazardous waste landfill in NY. Finally, National Institute of Environmental Health Sciences funding supports community based environmental work in two other inner city neighborhoods where students and community members will jointly sample soils this summer.

We are aggressively working with Sociology and African American Studies to identify funding for current projects related to neighborhood research and the Underground Railroad history work.

2. Outreach and Information Development

The CLIR program depends on the development of website and other materials for introducing faculty, community and students to the goals and approaches to the program.

a. CLIR Handbook

With funding from the initial phase of the CLIR program, S. Bruce Kohn drafted a handbook for faculty. Appendix 4 includes the latest version.

b. Website Development

The CLIR GA, William Sack, has maintained a dynamic website for CLIR (www.clir.buffalo.edu) and it is contained in appendix 1.

3. National Advocacy for Reform: Reinvention Center

UB has vigorously participated in the Reinvention Center planning and programs (<http://www.sunysb.edu/Reinventioncenter/>) a group formed from the outcome of the Boyer Commission Report, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* (<http://naples.cc.sunysb.edu/Pres/boyer.nsf>, 1998). The leadership team (Gardella, Jameson and Papazaharias) and assessor (Prof. Peterson) attended the national conference held in November, 2002 in College Park, MD. Professor Jameson has also attended follow up meetings and is focusing on a special workgroup formed to evaluate issues in research in the humanities.

4. Special Focus on Humanities and CLIR

One important focus of the CLIR project's energies over the past 18 months has been the development of opportunities for humanities majors. Science majors have traditionally had many such opportunities, for instance by working in faculty labs or research sites, whether for credit or for a stipend or as volunteers. Such experiences enabled students to enact classroom knowledge and skills in hands-on quests for new knowledge. The innovation of the CLIR project, for scientific disciplines, was that it connected this well established research learning mode with community service.

There are challenges impeding the development of analogous opportunities for humanities majors. The first lies in the traditional mode in which research is conducted in humanities fields. The very notion of collaborative work among peers, or of a hierarchical collaboration between faculty and graduate students (let alone undergraduates) is almost alien to research faculty in the humanities. Such faculty members often do all their most productive work sitting alone in their study, and they call on their peers to talk through problems they have encountered, or to ask them to read a manuscript about to be submitted to a publisher. Humanities scholars' greatest "collaborations" are often with predecessors whose scholarship made new work in new directions possible, but whom they never see. The debts both to predecessors and to contemporaries (colleagues, students, librarians, editors) are very real, so "single-author" scholarship is probably a misnomer. Still, the culture of humanities scholarship is such that the notion of "research

teaching" is problematic. How, exactly, could undergraduates be associated with the scholarly work traditionally done by humanists, even assuming they had had adequate training?

The second important challenge impeding the development of CLIR opportunities for humanities majors lies in the traditional disconnect between the objects of humanistic study, on the one hand (like narrative, poetry, melody, form, performance), and on the other hand the life of the world in which real people living in real communities have real needs. When the role of public service in the tenure and promotion process was debated by the Faculty Senate Executive Committee last year, a professor of philosophy said that he "would have a serious problem identifying a service-learning project in the classical humanities that would result in a publishable research article," and that any public service undertaken by junior faculty would be "separate and distinct" from teaching and scholarship, thus an additional responsibility. Because of their backgrounds, he continued, his colleagues in the humanities "have real difficulty understanding service learning and research," unless the outcome can be converted "to what we understand is the traditional product," such as scholarly articles (UBReporter, "FSEC discussed public service," October 11, 2001, v. 33 no. 6). Humanities faculty have virtually no notion of reputable humanities "research" which would be based on any kind of public service project. An English professor could theoretically oversee a class in which her students tutored inner-city children in language arts, but it's difficult to imagine what kind of article she could write on the basis of her experience, and how that article would be viewed in her tenure dossier.

A longer narrative of Professor Jameson's work on this is contained in appendix 9.

5. Assessment Overview

Appendix 3 includes the full report of the independent, internal assessor, Professor Lorna Peterson of the School of Informatics at UB. Professor Peterson is involved in service learning, assessment and information science for several years. She will initiate a final assessment beginning Spring 2004. Her work will be complemented by one outside assessor familiar with service learning and undergraduate research. Contacts at UC Berkeley and through the Reinvention Center, and the PI's contacts of program assessment at NSF will be used to identify the outside reviewer.

The initial assessment involved interviews with seven faculty, including the PI. The concluding observations suggest that CLIR has the opportunity to provide a model for campus wide reform, yet, in an environment where administrative leadership questions the form and function of integrating research and service. Taken from the concluding comments, Professor Lorna Peterson observes:

"The University at Buffalo has an ambiguous history with service-learning. Although there are long standing, exemplary programs of this type at the university, an ambivalence about spending time on teaching, a lack of respect for the word service, and a narrow view for defining research, are challenges in incorporating this as a part of the UB teaching culture. At the University at Buffalo, service-learning falls under the rubric "Public Service" and in

the recent review for Middle States accreditation, it was found that public service, and therefore, service-learning that has research activities incorporated in the course, suffers from ambiguity, low status, and decentralization in university administration. This assessment has found that such teaching is a success, particularly in the CLIR Program.

The University at Buffalo has a unique opportunity to create a model for baccalaureate education that the Boyer Commission called for in 1998. The enthusiasm of the faculty, the willingness of the students, and the cooperation of the community, suggest that the model could likely be developed here."

With much accomplished in the expansion of courses, we anticipate a larger base of data to draw conclusions from for the next assessment. The CLIR Leadership team looks forward to reviewing the next assessment and convincing UB Administrative Leadership of the value of the program for broad based institutional reform in this important area of undergraduate scholarly work.

Appendix 1: CLIR Website

Appendix 2: Archive of Courses

Appendix 3: Assessment

Appendix 4: CLIR Handbook

Appendix 5: Talks given by Gardella on CLIR program.

1. Not Love Canal: Is Environmental Justice a Social Justice Issue? Lessons from Community Based Environmental Chemical Analysis, Social Justice Committee, St. Joseph's University Parish, Buffalo, NY, January 9, 2002.
2. Environmental Chemical Analysis and Public Service Learning: Brownfields and Residents in Western New York, Departments of Chemistry and Biology, SUNY College of Environmental Science and Forestry, Syracuse, NY, February 28, 2002.
3. Not Love Canal: Community Based Environmental Chemical Analysis: Linking Public Service Learning and Environmental Issues in the Western New York Region, Department of Chemistry, University at Buffalo, SUNY, Buffalo, NY, March 8, 2002.
4. Not Love Canal: Lessons from Community Based Environmental Chemical Analysis, Science Exploration Day, University at Buffalo, SUNY, Buffalo, NY May 15, 2002.
5. The Surface Chemistry of Polymers Under Environmental and Biological Challenge and Not Love Canal: Lessons from Community Based Environmental Chemical Analysis, Department of Chemistry, Lehigh University, Bethlehem, PA, October 24-25, 2002.
6. Citizen Participation in Environmental Affairs: What Haven't We Learned Since Love Canal?, UB Alumni Association Senior Alumni Luncheon, University at Buffalo, Buffalo, NY, November 7, 2002.
7. Polymer Surface Chemistry for Tissue Engineering and Environmental Applications, and Not Love Canal: Lessons in Public Service Environmental Chemical Analysis from Paint Creek to Buffalo, Department of Chemistry, Binghamton University, State University of New York, Binghamton, NY, February 14, 2003.
8. Ernest A. Lynton Award Address, American Association of Higher Education, Washington, DC, March 14-15, 2003.
9. Polymer Surface Chemistry for Tissue Engineering and Environmental Applications and Not Love Canal: Lessons in Public Service Environmental Chemical Analysis from Paint Creek to Buffalo, Department of Chemistry, Oakland University, Rochester, MI, March 28, 2003.
10. Chemical Analysis: A Centerpiece of Tissue Engineering and Environmental Policy Making. Undergraduate Research Translates Into Action", Keynote Address, 2003 Spring Scientific Symposium, Canisius College, April 29, 2003.
11. Lewiston Porter Environmental Studies: A Local Environment and Society Institute Project, Current Issues and Local Resources for Health Protection, 3rd Annual Environmental Health Workshop, College of Nursing, Niagara University, Lewiston, NY,

May 6, 2003.

Appendix 6: CLIR Supported Symposium by William Paulson, University of Michigan

William Paulson visited the campus in April 2003 for a series of meetings and talks at which he argued for a more engaged practice of humanities scholarship. He met with humanities chairs, faculty, and graduate students, and will resume the conversation this month on an informal trip through Buffalo. His work is extensively quoted in Appendix 9 also.

William Paulson's recent work asks what the humanities can learn from "science studies" (or philosophy of science). He begins *Literary Culture in a World Transformed: A Future for the Humanities* (Ithaca: Cornell University Press, 2001) by exploring the historical conditions which led to the autonomy of literary studies, then considers how humanities institutions might adapt so as to thrive in an era dominated by science and technology, and finally proposes realistic reforms in graduate and undergraduate humanities programs as well as a greater engagement with the world and greater willingness to contribute to strategy development. Among his other titles are *Enlightenment, Romanticism, and the Blind in France* (Princeton: Princeton University Press, 1987), *The Noise of Culture: Literary Texts in a World of Information* (Ithaca: Cornell University Press, 1988), *Sentimental Education: The Complexity of Disenchantment* (New York:

Twayne Publishers, 1992), "Chance, Complexity, and Narrative Explanation" (*SubStance*, no. 74 (1994), pp. 5-21), "The Literary Canon in the Age of its Technological Obsolescence" (In *Reading Matters: Narrative in the New Ecology of Media*. Ed. Joseph Tabbi and Michael Wutz. Cornell University Press, 1997, pp. 227-49), "The Market of Printed Goods: On Bourdieu's Rules" (*Modern Language Quarterly* 58: 4 (December 1997), 399-415), "For a Cosmopolitical Philology: Lessons from Science Studies" (*SubStance*, no. 96 (2001), pp. 101-119).

from the Cornell Press website:

Literary studies are in danger of being left behind in the twenty-first century. Print culture risks becoming a thing of the past in the multimedia age; meanwhile, human life and society are undergoing rapid changes as a result of new technologies, the intensification of global capitalism, and the effects of human actions on the environment.

In this transformed world, William Paulson argues for a radical renewal of literary studies. Modern literary culture has defined itself, in opposition to science, politics, and commerce, as a protected sphere of democratic and free inquiry, but today that autonomy may lead to isolation from the real dynamics of cultural and global change. Paulson clearly and convincingly demonstrates the need for literary studies to embrace both the unfashionable literary past and the technologically saturated future, and to train not a countersociety of cultural critics but citizens of the world who can communicate the irreducible strangeness and multiplicity of literature to a society on hyperdrive. His series of concrete proposals, ranging from a closer connection between literature and everyday language to the restructuring of undergraduate and graduate education, will immeasurably enrich current discussions of the humanities' role in the life of the world.

William Paulson is Professor of French at the University of Michigan. His books include *The Noise of Culture: Literary Texts in a World of Information*, also from Cornell, and *Sentimental Education: The Complexity of Disenchantment*.

Appendix 7: Copy of solicitation to faculty for courses

Appendix 8: New Course Information

- A) ***Sociology***
- B) ***Theatre and Dance Museum Theatre***
- C) ***Romance Languages and Literatures Medical Interpreter Project***

Appendix 9: Humanities and Service/Research

One important focus of the CLIR project's energies over the past 18 months has been the development of opportunities for humanities majors. Science majors have traditionally had many such opportunities, for instance by working in faculty labs or research sites, whether for credit or for a stipend or as volunteers. Such experiences enabled students to enact classroom knowledge and skills in hands-on quests for new knowledge. The innovation of the CLIR project, for scientific disciplines, was that it connected this well established research learning mode with community service.

There are challenges impeding the development of analogous opportunities for humanities majors. The first lies in the traditional mode in which research is conducted in humanities fields. The very notion of collaborative work among peers, or of a hierarchical collaboration between faculty and graduate students (let alone undergraduates) is almost alien to research faculty in the humanities. Such faculty members often do all their most productive work sitting alone in their study, and they call on their peers to talk through problems they have encountered, or to ask them to read a manuscript about to be submitted to a publisher. Humanities scholars' greatest "collaborations" are often with predecessors whose scholarship made new work in new directions possible, but whom they never see. The debts both to predecessors and to contemporaries (colleagues, students, librarians, editors) are very real, so "single-author" scholarship is probably a misnomer. Still, the culture of humanities scholarship is such that the notion of "research teaching" is problematic. How, exactly, could undergraduates be associated with the scholarly work traditionally done by humanists, even assuming they had had adequate training?

The second important challenge impeding the development of CLIR opportunities for humanities majors lies in the traditional disconnect between the objects of humanistic study, on the one hand (like narrative, poetry, melody, form, performance), and on the other hand the life of the world in which real people living in real communities have real needs. When the role of public service in the tenure and promotion process was debated by the Faculty Senate Executive Committee last year, a professor of philosophy said that he "would have a serious problem identifying a service-learning project in the classical humanities that would result in a publishable research article," and that any public service undertaken by junior faculty would be "separate and distinct" from teaching and scholarship, thus an additional responsibility. Because of their backgrounds, he continued, his colleagues in the humanities "have real difficulty understanding service learning and research," unless the outcome can be converted "to what we understand is the traditional product," such as scholarly articles (UBReporter, "FSEC discussed public service," October 11, 2001, v. 33 no. 6). Humanities faculty have virtually no notion of reputable humanities "research" which would be based on any kind of public service project. An English professor could theoretically oversee a class in which her students tutored inner-city children in language arts, but it's difficult to imagine what kind of article she could write on the basis of her experience, and how that article would be viewed in her tenure dossier.

William Paulson has traced the historical development of the autonomy of what he calls "literary culture," whose members now intervene in the public sphere primarily only as critics, rarely engaged in sustained, constructive ways in devising strategic solutions to real problems (William

Paulson, *Literary Culture in a World Transformed: a Future for the Humanities*, Cornell University Press, 2001). Paulson argues that literary culture cannot maintain this stance and remain relevant. He invites humanists to recognize the "tools" which their students gain from a humanities education, and to think through the relevance of that education to real world lives and problems.

William Paulson's advice, if implemented, would make manifest the relevance of humanities training to problems of the real world and stimulate ideas for involving humanities majors in service projects requiring those skills which they possess by virtue of their training. To be sure, many community needs will best be met by those with training in health care, in web design, in epidemiology, and in environmental sciences.

Yet some problems of social and human origin, which evade the remedies of science, may be amenable to approaches available to humanists. Students trained in philosophy, for instance, are equipped to take apart arguments step by step, reveal embedded assumptions, denounce tautologies, summarize competing positions, and identify the contextual assumptions which make one position seem more rational or persuasive than the other. Students with such training could therefore be quite useful as mediators in conflict resolution, working with community authorities, confining confrontations to the plane of ideas, giving each side the satisfaction of being clearly heard and understood. Indeed they could helpfully direct dialogue in local chapters of, say, Middle East peace groups. Students trained in history are sensitive to the political forces driving any regime's production of narratives of the past, and alert to the role of authentic (and inauthentic) documents and physical evidence in challenging (or shoring up) those narratives which may unfairly restrict human opportunities in current times. These students can be of invaluable assistance in the work of authentication, archiving and preservation of collections of artifacts of the past, but more importantly in the interpretation of the evidence in new and enlightening ways. Students trained in foreign literatures and cultures are better prepared than most to recognize which behaviors are a matter of culture (rather than nature), and which perceived offenses or slights are essentially failures of translation. Who better then to intervene with school or government authorities on behalf of refugee populations in today's cities, and vice versa? Students trained in literatures, English or other, have developed an ear for a good narrative, and can work as doulas to those who need nothing so much as to tell their story compellingly, whether the story is of flight from civil war, recovery from disease, or loss of a loved one. There are specifically humanistic skills relevant to?perhaps even indispensable to? the solution of real human problems.

The sample set of tools outlined above, acquired in the classroom and the library, will be put to the test in the field. That is a very legitimate sense in which the students may be said to be doing research?testing the tools and themselves, and revisiting the texts and the classes where they acquired the toolkit. A written final project for humanities research learning or service learning courses ought to entail precisely this interrogation of the skills in light of the real-world experience.

The more serious stakes here are for the professor, who could theoretically be expected to do the same thing. For a humanities scholar, this would be a radical departure from tradition. It is not

often part of the scholarly culture for the humanities researcher to say that, if his hypothesis is true, then certain real-world phenomena should be observable, and for him then to subject the hypothesis to experimentation, then record, reproduce, and publicize the results. Nor indeed is it likely that our culture will evolve rapidly in that direction. Yet it is not unreasonable to ask that the humanities scholar, as Paulson suggests (quoting Isabelle Stengers' *Pour en finir avec la tolérance*), "let the book talk back," that is, concede the possibility of evidence which would confute his hypothesis. Involvement in research learning or service learning projects could potentially lead humanities faculty to consider whether in fact their claims are verifiable, and whether it is important that verification be part of their work. Such an outcome would, again, be a radical departure from a tradition in which scholarly work is rarely held to be "wrong," though it may be uninteresting, or incomplete, or wrong-headed, or unfashionable. Engagement in research teaching or service teaching is thus potentially transformative work, enabling growth for students and scholars but also for the scholarly culture as well.

The humanities courses offered thus far through CLIR are described elsewhere in this document; our purpose here is to suggest new emphases for the work of the coming year. The ideas sketched out above will be mobilized to persuade heretofore skeptical humanities faculty of the value, legitimacy and potential for this kind of teaching, and examples of service teaching and research teaching from other universities will be put in evidence.

Among the programs we will study are UC Irvine's Humanities Out There (HOT) initiative (<http://web2.hnet.uci.edu/hot/>), which emphasizes a campus-k-12 connection. Stanford's "Ethics in Society" program will offer another possible model for opportunities for philosophy students. The University of Michigan at Ann Arbor, through the YoHA (Year of the Humanities) program, gives mini-grants to students to develop service learning opportunities for humanities students; their results will be of interest to the CLIR leadership. The National Council of Teachers of English is promoting the integration of service learning and composition instruction, and their website (<http://www.ncte.org/service/>) will be a useful resource as well. We can encourage the pursuit of other sources of support, both at the undergraduate and the graduate level, and one very promising source of inspiration will be the Woodrow Wilson National Fellowship Foundation (<http://www.woodrow.org/>), home of the "Humanities at Work" and the "Responsive PhD" initiatives. Well reasoned arguments, success stories from this campus and evidence of support from the academic community at large should enable the team to make greater headway this next year in promoting CLIR objectives throughout humanities departments.