

Humanities Perspectives

Paths of Distinction



Letter from the Dean



New Year's 2015 opened the celebration of the 50th Anniversary of the founding of UC Santa Cruz. Visit the anniversary website at 50years.ucsc.edu to enjoy the pictures and stories being shared about the past and to track the calendar of events scheduled through the year. This year also marks the 15th anniversary of the Institute for Humanities Research. Over time, the IHR has developed a capacious and effective framework for supporting collaborative research projects and stimulating research development that has raised the profile of work within the Humanities on the campus and beyond: within the network of UC Humanities Centers, nationally, and internationally. See the article below for more information about IHR sponsored 50th anniversary events.

When I began serving as dean five years ago, I emphasized the importance of making the significance and impact of work of Humanities (faculty and student) scholars visible to broader publics and legible—understandable and meaningful—outside the academy. As this newsletter illustrates, we have made much progress in this regard. Thanks to all the faculty, staff, and students who have contributed information items and story ideas to accomplish this goal. In this regard, I want to particularly thank and acknowledge the contributions of Judy Plummer, Irena Polić and the other IHR staff, Marissa Fullum-Campbell, and Scott Rappaport from University Relations as well as former development directors Suzanne Willis and Deborah Claesgens. The recently completed “Envision UC Santa Cruz” strategic planning process has reinforced the importance this strategy for the campus as a whole and it is important that Humanities maintains a profile in these efforts.

This is my last, valedictory newsletter column as dean. In the first week of April, I will go on sabbatical and our new dean, Tyler Stovall, will open the spring issue. I want to express my appreciation for the opportunity to have served as dean and my thanks for all the assistance, support, kind words, and energetic engagement from faculty, staff, and students in the division during this time. It has been an honor and an adventure to lead the division in these times and a joy to work with the superb divisional staff who support the dean and the departments. I believe that the division is in a strong position, with momentum to move forward to greater things as the next half-century of UC Santa Cruz opens.

A handwritten signature in black ink that reads "W. A. Ladusaw".

William Ladusaw
Dean of Humanities

Letter from the Assistant Dean



During the early 1980's, sixteen years after UC Santa Cruz first opened its doors, a young scholar – a native of Michigan – was accepted into the History of Consciousness Ph.D. program. He had started his undergraduate work in Colorado, but his studies were interrupted by three years of service in the military. He returned to Colorado to graduate magna cum laude, and then arrived at UC Santa Cruz, ready “to engage in a profound way with a broad range of disciplines,” and to follow his interest in the French philosopher Maurice Merleau-Ponty, who argued that perception plays a foundational role in understanding and engaging the world.

During that same time period another promising scholar was accepted into the History of Consciousness Ph.D. program. A native of North Carolina, her mother was a union organizer and her father was an historian. Her undergraduate work at UC Berkeley included interests in African-American and Feminist studies, and her organizing efforts during the Free Speech Movement influenced many young activists.

During those early days of graduate study, neither of them knew exactly where they were headed. They were different people from different backgrounds, but each would chart a path marked by distinction – a path that traveled through the UC Santa Cruz Humanities Division. Time passed. The first scholar, William Adams, was recently named the Chairman of the National Endowment for the Humanities, and has launched a new initiative: “The Common Good: Humanities in the Public Square.” The second scholar, Bettina Aptheker, settled in UC Santa Cruz and teaches one of the most popular courses on the campus. She continues to inspire feminist studies here and around the world (and will be hosting Anita Hill’s visit to the campus in February). The political analysis and unconditional love she delivers in her courses bring students “into a greater wholeness,” as she puts it.

Our current graduate students, regardless of where they started, face a different world, or rather, one that will test their skills and ethics, their hopes and dreams, in a different way. What hasn’t changed is the nature of asking critical questions. Besides History of Consciousness, our other graduate programs in Feminist Studies, History, Linguistics, Literature and Philosophy all endeavor to bring students into that “greater wholeness” and to produce not just great teachers, but great alumni in other walks of life who are skilled in asking those questions that get to the heart of the matter. Some of our graduate students may not know, at this moment, exactly where they are headed, but thinking creatively and acquiring the habits of mind needed to find solutions to important problems are two learning outcomes we provide that may endow distinction to their career trajectories. Time will tell.

A handwritten signature in black ink that reads "David Symonik".

David Symonik
Assistant Dean

Alumni Profile: Greg Gable

Dean Ladusaw formed an advisory council in November 2012 to provide insight, advocacy, and support for the purpose, delivery and impact of a humanities-based, Liberal Arts education and degree from UC Santa Cruz. Six members make up the council. The fifth member to join is Greg Gable, senior vice president and head of public relations for San Francisco-based Charles Schwab Corporation.

About Greg

Education

- BA, University of California, Santa Cruz: American Studies
- MA, University of Pennsylvania's Annenberg School of Communications

Career

Under Greg's lead, the public relations group at Schwab manages all external public relations for the corporation and its subsidiaries including reputation and issues management, product and services support, executive visibility, corporate publications and corporate website. Greg also leads the company's Social Media Steering Committee.

Before joining Schwab in 1997, Greg was director of strategic planning at The Understanding Business, a San Francisco-based communications consulting firm. Prior to that he was vice president of communications at Age Wave, Inc. the leading consulting and marketing services resource on the business, social and communications implications of an aging population.

Greg began his communications career at public relations firm Porter Novelli in Washington, D.C., managing national public relations programs for government, industry and not-for-profit associations.



How did your experience in the humanities at UC Santa Cruz influence your career interests and decisions?

I was an American Studies major which gave me the opportunity to study broadly across different disciplines. That suited my personality. I'm interested in how people construct a point of view almost as much as learning about the point of view itself, and so I liked learning about the disciplines and how they approach building an understanding of the world or solving a problem. That generalist education is very suited to communications, which is what I studied in grad school and ended up doing as a career.

What advice do you have for students whose career paths aren't following a straight line?

Make the most of it. The world is made up of curves, zigs, zags, and spirals, not just straight lines. Even people who think they are pursuing a straight line often find themselves somewhere they never expected. Pursue something with passion and I believe you'll find that what you learn in the process – about yourself, about others, about the world – will have a profound impact on how you think, how you show up in the world and how you apply yourself to challenges and opportunities.

What advantages/benefits can be gained from enrolling in courses of interest, even though those courses may not necessarily align with anticipated career trajectories?

There is no doubt that employers look positively on certain practical experiences and skills and so it can be prudent to get some of those under your belt. But in a complex interconnected world where employees are taking on increasing levels of responsibility, the ability to think critically, problem-solve, anticipate reactions, understand diverse points of view, and communicate and lead effectively are all highly valued skills and the kinds of things that a humanities background develops.

“Being human is a wonderfully, endlessly mysterious thing. The humanities helps unlock some of that mystery and makes us all the richer for it.”

If you had the opportunity to go back in time, what would you change about your undergrad experience, if anything?

Could we all look back and consider things we could have done differently? For sure. Today is always yesterday's tomorrow, so it's easy in retrospect to say I could have done more to prepare for the future. But I think a crucial way to do that is to be as engaged in the moment as possible to get full advantage from your experiences. If I could pick one thing to change about my time at UC Santa Cruz, I would have engaged with my professors more. They are a tremendous resource for new ideas and ways of thinking, and as a sounding board to test out your own.

I'd like to add that being human is a wonderfully, endlessly mysterious thing. The humanities helps unlock some of that mystery and makes us all the richer for it.

Faculty Profile: Jaye Padgett

His academic career has taken him all over the world, but these days, Linguistics professor Jaye Padgett is logging miles between Stevenson College and Kerr Hall.

Jaye is currently serving a 2-3 year term as Faculty Assistant to the Campus Provost and Executive Vice Chancellor (CP/EVC) on matters of undergraduate retention and time to degree – two of the CP/EVC's major initiatives for UC Santa Cruz. He's also teaching. As it turns out, the intersection of academia and administration is a good place to be, in spite of the distance between offices.

How did you first become interested in splitting your time between teaching and administration?

"It's an amazing feeling when a former student gets in touch after years and tells me that I made a positive difference to them in some way. That's all I could hope for."

To be honest, I was surprised to have the administration opportunity. I believe the CP/EVC asked me to take the job because of my experience with the Committee on Educational Policy (CEP). The CEP is the faculty committee that oversees all of UC Santa Cruz's major and minor requirements, approves courses, and decides on policy for undergraduate education. When I worked on the committee, one of the things we did was create the current UC Santa Cruz general education requirements. To make this happen, we had to work with faculty and departments all over campus, and with students and with administrators. In my new role, I work with people all over campus to find ways to help more students graduate and graduate on time. So I think there is some similarity there.

What does a typical day look like for you? How do you transition from working with students as a professor to working as a faculty advisor on student retention matters?

Every day is different. I may be teaching a class, holding office hours, and meeting with students at regular times, but my retention work gets scheduled all over the day. On one recent day I walked between Stevenson College and Kerr Hall four times each way. (But that's extreme.) The transition is strange. In my administrative role I am always thinking and talking about things the university could do differently to help students, but the connection to students can feel pretty abstract. When I teach I'm 'on the ground', enjoying the direct connection I'm having with those same students.



Tell us about some of the projects and initiatives that you're working on to improve student success.

Everything I do, I do with the help of other people on campus. There are so many talented people working on behalf of student success at UC Santa Cruz. One thing we are trying to do is establish an 'early alert' system. Right now, the way the campus usually finds out that a student is at risk is by seeing the Fs and Ws on their transcript at the end of a quarter. To help students succeed we have to find them and intervene much, much sooner. To do this we'll need the help of the faculty on the ground. We're also exploring 'non-cognitive' interventions, which focus not on academic preparedness per se but on things like a student's sense of belonging.

When you retire (a long time from now!), how would you like to be remembered by your students and colleagues?

It's an amazing feeling when a former student gets in touch after years and tells me that I made a positive difference to them in some way. That's all I could hope for. That's what I hope for from my colleagues at UC Santa Cruz too.

For more information about graduation rates and time to degree, visit: <http://cpevc.ucsc.edu/initiatives/Retention/index.html>

Special Feature: Paths of Distinction

Introduction

By Chrysta Kazanchyan (Human Biology), Humanities Division Web and Publications Assistant



As a Human Biology student, I'm often asked what I'm doing in the humanities. My response is always the same and with an encouraging smile I say, "newsletters." It's often expected from us students that we submerge ourselves in our work and stick to one world, but that only narrows our vision. Working in the Humanities Division, with students, faculty, and their stories, I've come to see the benefits of stepping out of our expected world. Quite often I hear about students who took a chance, decided to take a class out of their comfort zone, or explore a completely foreign territory. Seven times out of ten, these students change the path they were on, enriched by this new knowledge and experience. The other three times out of ten, students learn more about themselves.

Every year that I've been here at UC Santa Cruz, I've altered my path. Sure, I've always wanted to be in medicine, but like most first years, I couldn't get more specific than that. By my second year, I was leaning towards an orthopedic surgeon; by my third year it was physical therapy. Now? I'm considering family medicine, but I know it's not set in stone. The more exposure I get,

the more challenging it becomes to narrow down where my path is headed, but the more confident I become in my future.

In the realm of academia, a lot can happen to push you off your path. Sometimes, an unexpected detour will lead you to your future career. Deciding when to endure the sticks and rocks trying to catch your feet and when to go in a different direction can be challenging. It's a difficult process, but one that is necessary for our growth as scholars and individuals. The bottom line is, the path is what we make of it, whether we choose to observe the clear blue sky overhead or the bright yellow banana slug at our feet; whether we decide to veer left or continue trudging forward. This educational journey is ours to attain.

In the end, my advice is to pick a path of your own, and don't be afraid to veer from it. There's always room for creativity, so explore out of your comfort zone. Hopefully, the stories of the humanities students featured in this issue will help shed more light on academic paths and all the great places where those paths can lead you.

Student Profile: Conner Lowe (History)



East Asian history was not a strong interest of mine until I stumbled into Professors Alan Christy's and Alice Yang's co-taught WWII Memories of the Pacific Theater class two and a half years ago. I studied modern literature and had no intention of taking history classes. But that one class entirely altered my perspective on the study of history, and forced me to engage with difficult material that was entirely absent from any high school curriculum. I was so inspired by the structure of the class and the obvious passion with which the instructors mediated both lecture and discussion that I knew within a few weeks I was meant to study Asian history.

"I am truly thankful for the education I have received, as it has prepared me to enter the world with an insatiable aspiration to learn and to make an attempt at understanding its complexities."

Since then, I have been repeatedly taken by the grace with which professors navigate complex and controversial historical and contemporary issues. In the classroom, they work not only to foster important analytical and research-oriented skills, but professional ones as well. For example, many classes ask students to consider alternative ways of presenting information, such as building wiki pages and digital-visual elements. The drive for alternative learning continues outside of the class. Last winter I was given the opportunity to study with one of Professor Christy's classes in Japan, where we did archival research, visited museums, performed interviews and oral histories,

and worked with students from Yokohama National University and the University of the Philippines on the topic of post-war U.S. occupation of Japan and the continued military presence throughout East Asia.

As I am about to graduate, I have spent a significant amount of time reflecting on the then and now. Studying East Asia at UC Santa Cruz has allowed me, personally, to engage with issues I might otherwise never have encountered, and to work with a vast array of driven students and faculty who are dedicated to the region's linguistic, cultural, and historical importance. I am truly thankful for the education I have received, as it has prepared me to enter the world with an insatiable aspiration to learn and to make an attempt at understanding its complexities.

I plan to travel and work in either Japan or China in the coming years, and eventually to continue my education in the history of the region.

Student Profile: Ysabel King (Languages & Applied Linguistics)

What did you have in mind before UC Santa Cruz? Did you know this is where you wanted to be, what you wanted to do?

I had a vague idea of what I wanted to do based on the fact that I was really excited to choose what I studied. I knew that I loved languages and movies, and I wanted to see if taking classes in those areas was as interesting as I hoped they'd be. I also knew that I wanted to study abroad, but I didn't know where. I studied in Osaka for a year during high school, and it was such a valuable and key point in my life that I knew I had to do something similar again. But I wasn't sure if I wanted to go back, or immerse myself in a new place.

“The things that you will learn while you’re abroad don’t just round you out as a person, but they give you perspective on what you’re doing in school here and show you how precious it really is.”



What was your first year like?

My first year was simultaneously very relaxed and very hectic. I knew that I wanted to take a film class and a Japanese class as soon as I could, because those were (and still are) some of my favorite subjects. But I couldn't take them right away. Introduction to Film Studies was full before I could even sign up, and the Japanese level I'd tested into wasn't offered until the spring. My freshman year could have become a sort of waiting period, but I ended up busying myself in other ways. I took some interesting GE classes, joined a few clubs, and took up a new language: Mandarin.

My first year at UC Santa Cruz didn't make me "rethink" my academic career so much as it reinforced my ambitions and allowed me to see how broad my options were within the language and film worlds. Taking GEs solidified my confidence that I had chosen the right things to study because, while fascinating, they didn't get me excited in the same ways as classes for my majors. Taking up Chinese widened my linguistic perspective, and I decided to study abroad to improve it further.



What about the following years?

In my sophomore year I was finally in classes that I really wanted to take. I got to take some upper division film, and I decided to apply for the Production Concentration. I took part in the Chinese International Playhouse production, and even though I'm not very talented on the stage, it was a great way to push myself out of my comfort zone. I also was accepted into a summer Education Abroad Program at National Taiwan Normal University, where I went to spend my summer. It was a truly unforgettable experience.

How is this current year different, or how are you different, from your first year at UC Santa Cruz?

This year is my third year here, but I'll only be here for one quarter. I decided to go abroad again and see even more sides of the world through a program called Semester at Sea. I'm trying to make the most of my time before I leave. It's bittersweet leaving, and I know I'm trading a lot of opportunities for others. I'm already making lists of things that I want to squeeze into my senior year when I get back. I'd say I'm definitely more focused and more driven than my first year at UC Santa Cruz. The further into more specialized upper division classes I'm able to get, the more I realize what I don't know, but want to.

What about your expectations?

Before coming to UC Santa Cruz, I was expecting to be met with much more uncertainty about what I wanted to do. I saw my friends struggle with declaring their majors or dealing with homesickness. These were not the problems that I had. Instead I was surprised by how welcoming the entire process was and how deeply I ended up jumping in immediately.

Where do you hope to go from here?

From here, I plan to make the most of my time abroad and (hopefully) come back with stories to share. When I'm back, I want to savor my time with the wonderful people I've met here and finish up my majors, possibly with an added international twist. Ideally, I want to then use the tools that I've gained here to go abroad and show others (through film or translation or something) how absolutely amazing other places are.

What's your advice to prospective students?

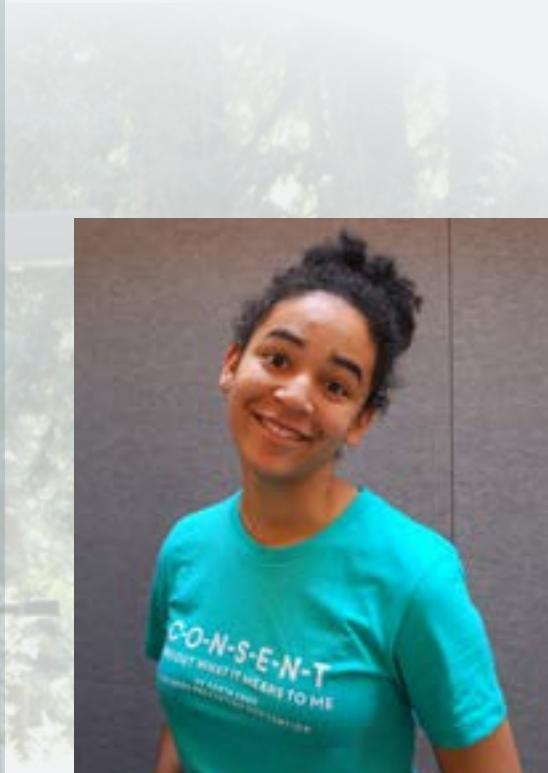
Definitely, definitely, definitely go abroad. It's the best experience you can ever have, even if it's hard to fit in with a demanding major or if you are worried about being homesick. It's worth it. The things that you will learn while you're abroad don't just round you out as a person, but they give you perspective on what you're doing in school here and show you how precious it really is.

Student Profile: Marley Lix-Jones (History)

Before I attended UC Santa Cruz, I had hoped to become a history major but I was unsure what focus I wanted to pursue. Throughout my experience at UC Santa Cruz I have become interested in early American history and more specifically in studying slavery. I am interested in the way slavery and the belief systems that sustained it and opposed it impacted America's understanding of race. I am also interested in the way that slavery and the opposition to slavery united people across regional divides.

My advice to future students is to pursue something that you are interested in and something that excites you. Also, go to office hours.

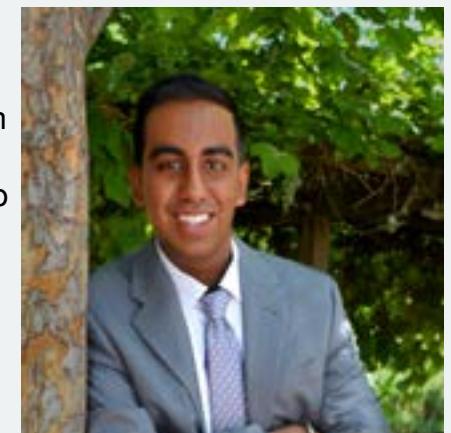
In 2014, Marley won the History department's "Linda Peterson Award"¹ for the best undergraduate trans-regional essay.



¹ Each year, the History Department solicits nominations from its faculty for the best undergraduate papers written in a history course or as a history senior thesis. The awards program is named in honor of Linda Peterson, UC Santa Cruz alumna (History, 1970), Associate General Counsel for Occidental Petroleum, UC Santa Cruz Foundation Trustee, and member of the Humanities Division Advisory Council.

Student Profile: Rajan Gill (History)

Rajan Gill is currently in his second year in the History Ph.D. program at UC Santa Cruz. He studies the Indian diaspora and their role in anti-colonial movements (specifically looking at a revolutionary group called the Ghadar Party).



What was your background before UC Santa Cruz?

I was an undergraduate at UC Davis, where I majored in History and minored in Middle Eastern/South Asian Studies, with a focus on the Punjabi-Sikh diaspora in California. During my fourth year at UC Davis, I was appointed by Governor Jerry Brown to the California Commission on Asian and Pacific Islander Affairs. This board advises the Governor and the legislature on how to best approach issues regarding California's Asian Americans and Pacific Islanders (AAPI) communities.

What was your first year as a graduate student at UC Santa Cruz like?

I always knew I wanted to pursue a professional degree, and UC Santa Cruz was one of the best fits for what I wanted to study. My first year was both challenging and exciting. One truly becomes a professional in his or her field while in graduate school. The hardest adjustment was getting used to the sophistication of the History program here. Graduate school has been a much more positive experience than I expected it to be. Being able to digest the writings of many great academics has allowed me to grow as a person.

This year I am more involved with the Sikh Student Association here at UC Santa Cruz. After I graduate, I hope to find a position at a university, teaching students on Punjabi-Sikh history.

Visit <http://sikhstudies.ucsc.edu/news-events/profiles/UCSC-SSA.html> for more information about UC Santa Cruz's Sikh Student Association.



Student Profile: Ayana Smythe (History of Consciousness)

What do Distinguished Professor Emerita of History of Consciousness Angela Davis, Associate Professor of Feminist Studies Gina Dent, Assistant Professor of History Marc Matera, and History of Consciousness Ph.D. student Ayana Smythe have in common, besides the Humanities Division at UC Santa Cruz?

A South African adventure.

In summer 2014, Angela, Gina, Marc, and Ayana attended a two-week workshop called, Archives of the Non-Racial: A Mobile Workshop in South Africa. Workshop participants included international scholars, students, public intellectuals, independent scholars, artists and performers, traveled by bus from Johannesburg to Swaziland, to Durban's BAT Centre, to the Mandela Museum, to the Steve Biko Center in Ginsberg on the Eastern Cape, ending their journey in Cape Town.

A collaboration of The Johannesburg Workshop in Theory and Criticism (under the umbrella of the Wits Institute for Social and Economic Research) and the Seminar in Experimental Critical Theory (a program of the UC Humanities Research Institute), the workshop represented innovative modes of working in the human and social sciences.

In continuing the experimental tradition of research and intervention in the humanities and social theory, the Archives of the Non-Racial workshop assessed the possibilities and limits of the "non-racial" in terms of the politics of the modern world and its core values: democracy, freedom, dignity, equality, the human, universality, justice.



Why did you decide to participate in the mobile workshop?

As soon as I saw the call for applications, I could tell that the Johannesburg Workshop in Theory and Criticism (JWTC) was a prime opportunity that I shouldn't miss. A significant motivating factor was the fact that two renowned professors from UC Santa Cruz, Gina Dent (Feminist Studies) and Angela Davis (Emerita, History of Consciousness and Feminist Studies), as well as British historian Marc Matera (History) would also be coming along on the journey. However, while it was great to know that colleagues from my academic home would be coming along, I was really inspired by the other global scholars who have regularly influenced my work such as Françoise Vergès and Achille Mbembe. I thought of the trip as a full immersion of sorts, totally enveloped in the theories, creativity, politics, and sociality of the Global South and all focused around a particular set of questions. The opportunity to discuss race and non-racialism in the face of the particular racial histories of Southern Africa while in conversation with the geopolitical concerns of my own research (specifically Italy and Eastern Africa) was a great reason to participate.

What was your greatest revelation during the journey?

I was truly amazed by the level of intellectual rigor and passion on this trip, but my greatest revelation was about how intellectual and creative production is made manifest within/by physical space. While I have been to workshops and seminars of this sort before, the reality of a mobile workshop was absolutely not something I had been expecting! Our objects of study were intense: race, racism and racialism in their geopolitical, material, and cultural specificities. The greatest revelation I had was just how profound the range of human reaction could be. We were dealing with a lot of proximity and consistent interaction (65 of us on a bus throughout two countries), but the responses to some of the provocations during the workshop resulted in interdisciplinary thinking, in spontaneous music and poetry and other art, in a breaking down of language barriers and increased human-intellectual understanding that I was able to bring to my own work as a scholar, a writer, and as someone with political and social commitments centered around anti-racism.

Related Links:

- Wits Institute for Social and Economic Research: <http://wiser.wits.ac.za>
- Johannesburg Workshop in Theory and Criticism: <http://www.jwtc.org.za>
- Seminar in Experimental Critical Theory: <http://sect.uchri.org/archives/9/index.php>
- University of California Humanities Research Institute: <http://uchri.org>

How did the experience influence the ways in which you think and learn?

While there was ample representation from the U.S., Europe, and other parts of the Global North, it was great to be constantly challenged by the fact that my work must be relevant to the communities I am thinking about in Southern Italy and East Africa. That is to say, travelling throughout South Africa, reading African scholars and listening to speakers from across the globe presented a strong impression on the kind of scholar I want to be, one with an eye towards participating in knowledge production that does not come from the West but does not pretend to ignore it or its histories of cultural imperialism. These and so many other life lessons learned on this trip have greatly affected my scholarship and also my pedagogy.



Faculty Accomplishments



Our faculty's accomplishments in a diverse range of disciplines speak to the intellectual breadth and flexibility that distinguishes the Humanities Division's work.

Bettina Aptheker, Distinguished Professor,

Feminist Studies is involved in events celebrating the 50th anniversary of the Free Speech Movement at UC Berkeley.

<http://fsm.berkeley.edu>

Karen Bassi, Professor, Literature is directing a University of California Humanities Research Institute (UCHRI) Research Residency in fall 2015 on the topic of The History of Mortality: Interdisciplinary Approaches. A workshop on this topic will be held at UCHRI in January 2015.

<http://uchri.org/cfps/residential-research-group-fellowship-f2015/>

Angela Elsey, Lecturer in French, Languages and Applied Linguistics is in her last year as one of three Licker Chairs at Cowell College and was in Francophone Africa in summer 2014 doing research in Senegal and Cameroun.

<http://cowell.ucsc.edu/academics/lickerchairapplication1/index.html>

Sharon Kinoshita, Professor, Literature is Principal Investigator and co-director (along with Humanities Research Professor Brian Catlos) of an National Endowment for the Humanities (NEH) Summer Institute for 2015: "Negotiating Identities: Expression and Representation in the Christian-Jewish-Muslim Mediterranean."

<http://www.neh.gov>

Marcia Ochoa, Associate Professor, Feminist Studies was appointed editor of GLQ, the flagship queer theory journal.

<http://glq.dukejournals.org>

Life as a Researcher: The Challenge Program



Launched in spring 2014 and sponsored by Kresge, Merrill, and Stevenson colleges, the Challenge Program provides high-achieving students with the opportunity to participate in a rigorous program emphasizing individual attention and dynamic interaction with UC Santa Cruz faculty and academically motivated peers in classes, social settings, and collaborative research projects. Students (fresh and junior transfers) are selected on the basis of their first quarter performance in UC Santa Cruz classes, a faculty recommendation, and a written application. The Challenge Program includes special seminars, colloquia, experiential learning, and research projects, spread over several quarters during the first two years of their enrollment. Seminar classes focus on the development of critical reading, analysis, writing, communication, and interdisciplinary research or field study/experiential learning skills. Students are invited to hear faculty speak about their research and discuss this research during dinner receptions. Faculty mentors guide students in formulating research questions and developing proposals that can be completed by individual students or teams of students working with a faculty member. The top six student-faculty collaborative research proposals will receive funding support and all projects will be shared with the campus community via a public forum.

"The Challenge Program lecture series, 'Life as a Researcher,' is meant to inspire students via small seminars, close contact with dynamic faculty, and a good look at the intellectual work of the academy – all well before most students begin to imagine these options," said Elizabeth Abrams, Senior Lecturer with the Writing Program, Merrill College Provost, and co-author of the Challenge Program proposal.

"So far in this lecture series we've gotten tastes of an incredibly diverse range of fields, but the lecturers themselves have in several aspects remained constant," said Holly Pike, a sophomore who intends to double major in cognitive science and computer science. "We've seen three passionate, engaging, enthusiastic, and welcoming lecturers that without fail make you want to listen to them talk for hours more."

"This past fall, I was in a class called Theory and Practice of Field Study that was taught by Mike Rotkin, former mayor of Santa Cruz," said Yewande Alabi, a second-year Human Biology major. "The class aimed to teach us about the city of Santa Cruz and how it slowly turned from a conservative city to the liberal city that we have today. Many of us have lived here for years, yet we don't truly get to know the city that we live in. Now that I've taken this class, I have a deeper appreciation for the city and its people."

For more information about The Challenge Program, visit: <http://stevenson.ucsc.edu/academics/challenge/index.html>

Eye on the IHR: Anniversaries are occasions to celebrate

This year the IHR is celebrating its 15th anniversary. Since 1999, the IHR has given out 69 fellowships to faculty, 148 to graduate students, 150 to undergraduate students, and has seeded 22 research clusters. Over the past decade and a half, the IHR has grown into a vibrant hub of Humanities research on campus and a model for other Humanities centers in the University of California system.

Also this year, UC Santa Cruz will be celebrating an important anniversary—its 50th. The campus is planning a series of celebratory events, three of which appear below. Visit <http://50years.ucsc.edu> for a full list of events.

Questions that Matter: Making the Cosmos Local

January 27, 2015 at 6:00 p.m., Kuumbwa Jazz Center, Santa Cruz

A series of public dialogues presented by the Institute for Humanities Research

This series brings together UC Santa Cruz scholars with community members to explore questions that matter to all of us. Featuring: Minghui Hu (History) and Anthony Aguirre (Physics). Facilitated by: Nathaniel Deutsch (IHR Director).

For millennia, people across the globe have searched the sky for answers. They have imagined and reimagined the cosmos, from an infinite and eternal backdrop full of other worlds, to a young Earth encircled by nearby planets and crystal spheres of stars. What is the relation between our lives here on Earth and the wider realm of nearby planets, distant stars, unfathomably faraway galaxies, and a potentially infinite universe—or swarm of universes? Where do we find, or create, meaning in such a picture?

Visit: <http://ihr.ucsc.edu> for details.

The Feminist Architecture of Gloria Anzaldua: New Translations, Crossings and Pedagogies in Anzaldúan Thought

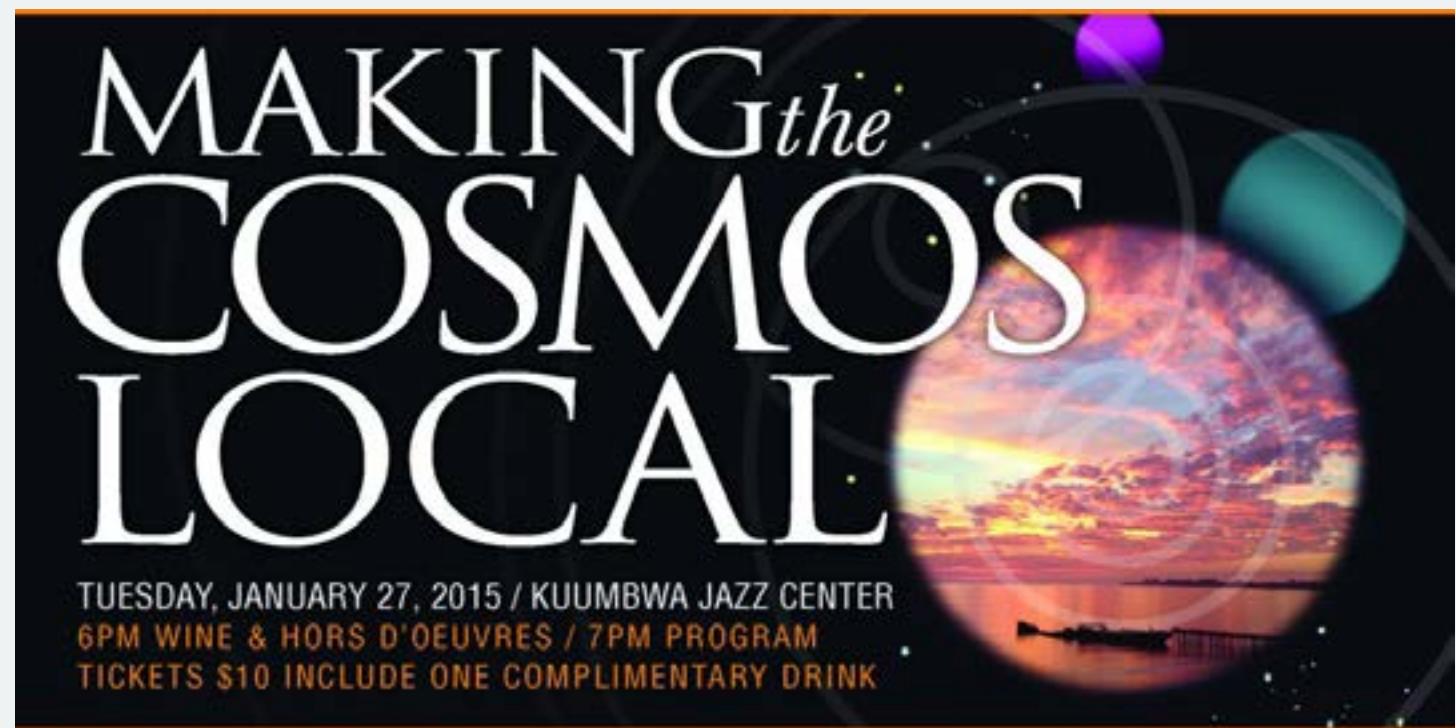
April 10-11, 2015, Humanities Lecture Hall, UC Santa Cruz

A Conference on the Work of Gloria Evangelina Anzaldua

Gloria Evangelina Anzaldúa -- poet, philosopher, and critical scholar -- founded, wrote, and encouraged a transformative body of writing and scholarship, with generative influences on critical race, feminist, queer, and decolonizing ways of knowing. Importantly for UC Santa Cruz, Anzaldúa was a vital presence on our campus for over twenty years, and her legacy is a profound part of the 50th anniversary celebrations of the campus.

The UC Presidential Chair in Feminist Critical Race and Ethnic Studies is proud to initiate a celebration of the intellectual legacy of Gloria Anzaldúa. This year-long celebration includes a series of undergraduate workshops and creative writing seminars, advanced study seminars for graduate students and faculty, performances by artists and poets as part of the creative writing Living Writers' reading series, and an installation of Anzaldúa's writing altar from her archives in McHenry Library's Special Collections. The celebration will culminate in a two-day (April 10-11, 2015) scholarly conference: The Feminist Architecture of Gloria E. Anzaldúa: New Translations, Crossings, and Pedagogies in Anzaldúan Thought.

Visit <http://ihr.ucsc.edu/event/anzaldua/> for details.



Anita Hill: "Speaking Truth to Power: Gender and Racial Equality – 1991-2015"

February 26, 2015, College 9/10 Multipurpose Room, UC Santa Cruz

UC Presidential Chair in Feminist Critical Race and Ethnic Studies is pleased to bring Anita Hill to UC Santa Cruz for a public talk on sexual harassment law, gender and race equality. After the talk Anita Hill will be signing copies of her book, "Reimagining Equality: Stories of Gender, Race, and Finding a Home."

In 1991, Judge Clarence Thomas's Senate Confirmation hearing sparked nation-wide conversations regarding gender representation, sexual harassment, and race. This lecture by Anita Hill, who testified about Thomas's inappropriate sexual behavior in the workplace when he served as Assistant Secretary for Civil Rights in the Department of Education and Chair of the Equal Employment Opportunity Commission. In it, she explores the impact of the hearing, including the legal developments, and related issues of credibility, consent, agency, and the interplay of culture, race, class, gender, and sexuality. Drawing on history, social science and legal decisions, Professor Hill will encourage a candid dialogue about ongoing public and legal resistance to the recognition of individual civil rights, current debates around campus sexual assault and other challenges to equality in 'post-identity' America.

There will also be a public screening of the film "ANITA: Speaking Truth to Power" at the Nickelodeon Theater in Santa Cruz on Sunday, February 22, 2015 at 11:00 a.m. and Monday, February 23, 2015 at 7:00 p.m.

Visit <http://ihr.ucsc.edu/event/anita-hill/> for details.



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