

## EVF Extra-departmental positions

**Keywords:** Academic Administration, Graduate Career Diversity, Curricular Innovation & Humanities Pedagogy, Humanities Initiative/Centers, Public Humanities

### 1. Georgetown

**Position Title:** Postdoctoral Fellow, Georgetown Humanities Initiative

**Department/Division/Center:** Georgetown College

**Fellow responsibilities:** Georgetown University recently launched the Georgetown Humanities Initiative (<https://humanities.georgetown.edu>) that aims to support the research and teaching of the university's scholars in the humanities. For the 2020-2021 academic year, we seek a postdoctoral fellow who will contribute to Georgetown Humanities by providing expertise in one of the following subject areas: medicine and the humanities; racial justice and the humanities; the environment and the humanities. While we will give priority to the aforementioned areas of study, we welcome applications that center on humanistic scholarship more generally. We are especially interested in work that will be broadly accessible and that will have a public-facing and a digital dimension. The fellow will be expected to participate in university initiatives that are compatible with their area of expertise and will also serve as an *ex officio* member of the Georgetown Humanities Initiative Advisory Board.

**Fellow:** Ayten Tartici

**Activities:**

- Participating in Georgetown Humanities Initiative Advisory Board Meetings with faculty members from across the university (medicine, law and political science)
- Served as a panelist in a webinar, "Humanities in Action: Academics and Public Writing" with 3 Georgetown faculty members with public humanities backgrounds
- Teaching a new Interdisciplinary Studies course, "Hyphenated Americans," cross-listed with English and American Studies.
- Contribute to Georgetown Humanities Initiative's Humanities and Cura Personalis page
- Expanding own public humanities portfolio and developing articles for national publications.

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### 2. Harvard

**Position title:** metaLab Curricula and Culture Research Manager

**Department/Division/Center:**

**Fellow responsibilities:** The Emerging Voices Fellow will serve as Curricula and Culture Research Manager for the metaLab - an idea foundry, knowledge design lab, and production studio experimenting in the networked arts and humanities. The Curricula and Culture Research Manager will be responsible for implementing a humanistic research program to document and analyze curricular and institutional shifts in higher education in light of the novel coronavirus pandemic.

**Fellow:** Rebecca Croog

**Activities:**

- Participating in curriculum development initiative's steering committee meetings and producing research deliverables to support ongoing development
- Collaborating with faculty to develop a blueprint for next steps
- Attending talks in various departments and centers with allied research interests.

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### 3. Princeton

**Position title:** Emerging Voices Fellow

**Department/Division/Center:** Center for Digital Humanities (formal appointment through a humanities department, the Humanities Council, or Computer Science)

**Fellow responsibilities:** The Emerging Voices Fellow will devote 50% of their time developing a research project in Digital Humanities based in the Center for Digital Humanities (CDH). Fellow may collaborate with faculty, graduate students, librarians, programmers, and designers on DH projects, providing consultations, offering workshops, or virtually attending regular staff meetings. The other 50% of the fellow's time will be used to participate in the Humanities Computing Curriculum Committee (HC3), which integrates methods from the humanities and computer sciences in the Princeton undergraduate curriculum. Fellows may collaborate with faculty, graduate students, librarians, programmers, and designers on DH projects, providing consultations, offering workshops, or virtually attending regular staff meetings. The Fellow will be given the option to teach one course in the Spring 2021 semester, subject to sufficient enrollments and with the approval of the Dean of the Faculty.

**Skills:** The successful candidate will have research expertise that bridges humanistic and computational methods and work that engages with issues of justice, equity, and ethics in the context of emerging technologies. The Fellow must show excellence in teaching and must have skill and interest in advising students and colleagues in digital humanities, media studies, or information studies.

**Fellow:** Kavita Kulkarni

**Activities:**

- Participated in a two-day staff retreat to brainstorm for CDH's 2020–20201 strategies and our own individual professional development which included: time for reflecting, sharing, and listening to each person, space to have meaningful exchange, especially given newer commitments and alignments related to 2020's pandemic and political orientations.
- Collaborated with the Associate Director and Director of the CDH on co-writing a \$5 million grant proposal for an initiative focused on anti-racism in higher learning (opportunity to explore, imagine, and articulate the kinds of pedagogical models and administrative structures needed to support existing and ongoing social justice work, in equitable partnership with communities beyond the university).
- Supporting the greater humanities and (HC3) initiative, meeting with undergrads, affiliated faculty and administrators on the project and collaborating with supervisors on strategy and outreach.

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### 4. University of Utah

**Position:** Post-Doctoral Fellow in Digital Humanities University Library

**Department/Division/Center:** Department of English (formal hosting appointment)

**Fellows responsibilities:** The post-doctoral fellow would facilitate growing partnerships between the College of Humanities and the School of Computing, contributing to the University's initiative to develop interdisciplinary certificate programs in Information Studies and video game design and research. Primary duties would involve curriculum developments—identifying Humanities courses central to areas of information studies—and organizing round-table discussions in areas such as digital literacy, data ethics and digital narratives.

**Fellow:** Yomna Elsayed

**Activities:**

- Collaborating with the Tanner Center for Humanities to lead the formation and programming of a new research group titled HATS (Humanities, Arts, Technology and Sciences) to enable conversations and foster collaborations between disciplines.
- Outreach to Communication's faculty about how digital tools can facilitate their research.
- Arranging meetings with Computer Science faculty to explore possible collaborations between the schools of sciences and humanities.
- **Teaching:** Leading a course on Communication Technology and Culture that offers students an overview of technology and communication to help them develop an understanding of theories and debates surrounding past and present technology. They will develop a new skillset through hands-on-activities using digital humanities tools and be able to critically question the role of technology in facilitating/hindering our communication, privacy, public discourse and activism.
- **Professional Development:** Exploring the range of jobs in academia and industry and receiving career coaching to tailor application material; Developing an online portfolio and learning new technological skills; attended a mental health awareness workshop for faculty and students during the time of COVID about the psychological effects of COVID-19 on the students and how we as educators can be more accommodating and understanding of their stressors.

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## 5. University of Washington St Louis

**Position title:** ACLS Emerging Voices Fellow in Digital Humanities

**Department/Division/Center:**

**Fellow responsibilities:** (1) teach two courses in the spring semester (perhaps one for their home department and one for the Humanities Digital Workshop), (2) participate year-round in the Humanities Digital Workshop; and (3) perhaps (if they like) contribute to the College's effort to explore best practices for HyFlex teaching.

**Fellow:** Setsuko Yokoyama

**Activities:**

- **Administrative:** Collaborating with a team of interdisciplinary colleagues in the Redefining Doctoral Education initiative to develop a critical practicum course for graduate students at Washington University and degree-seeking students at the Missouri Eastern Correctional Center (MECC). The course, "Freedom | Information | Acts" introduces students to the role of archival scholarship in nurturing civic engagement, drawing on Civil Rights era documentary film archives to examine the formation of historical and contemporary social movements.
- **Professional Development:** Presented a paper for the Center for the Study of Race, Ethnicity, and Equity audience on October 27<sup>th</sup> and presenting book proposal for the Humanities Digital Workshop in mid-November.
- **Teaching:** Fall - Leading the course, "Introduction to Digital Humanities," for interdisciplinary undergraduate students to interpret how contemporary digital technologies intersect with the questions of gender, race, class, and disabilities and to reimagine how technologies ought to work for everybody via the final critical art project. Spring - teaching a course called "The Sonic Color Line & Language Diversity," for graduate and advanced undergraduate students to investigate how linguistic imperialism and scientific racism constituted the "sonic color line" in the early twentieth-century U.S. and formulate ways to redress historical violence repeatedly inscribed and reinforced through the development of cultural collections.

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## 6. University of Illinois, Urbana

**Position:** ACLS Emerging Voices Fellow for Inclusive Pedagogy

**Department/Division/Center:** College of Liberal Arts and Sciences

**Fellow responsibilities:** The College of LAS seeks a post-doctoral fellow with interests and expertise in inclusive pedagogy in the humanities. In the context of COVID-19, the fellow will assist with a major campus humanities priority: developing and delivering hybrid and online versions of courses satisfying the U.S. Minority Cultures requirements in our General Education curriculum. We seek an ACLS post-doctoral fellow to support efforts to identify and implement alternative methods and formats that build in the embodied encounter with difference that is central to the learning experiences of these courses. Such formats might include synchronous and/or asynchronous delivery, social distancing-based small classroom experiences, or any combination thereof.

**Fellow:** Keyanah Nurse

**Activities:**

- Participating in UIUC's Training in Digital Methods for Humanists to acquire new technical skills in data visualization and data storytelling with respect to both digital humanities and career diversity initiatives in journalism and media to explore writing for a broader public
- Crafting fall and spring workshops that support doctoral humanities students interested in learning how to write for a broader public.
- Developing a new online course on the history of communication throughout the African Diaspora
- Refining application materials for tenure-track positions and roles that support the production of publicly oriented scholarship.

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## 7. Northwestern

**Position Title:** Postdoctoral Fellowship in the Public Humanities.

**Department/Division/Center:** Kaplan Humanities Institute, College of Arts and Sciences

**Reporting To:** Jessica Winegar (Director, Kaplan Institute) and Tom Burke (Assistant director)

**Fellow responsibilities:** With the support of a Kaplan Humanities Institute graduate assistant in the public humanities and mentoring from colleagues, the Public Humanities Postdoc will be responsible for helping to grow and manage several initiatives including the Public Humanities Research Workshop for faculty and graduate students--a yearlong program that spotlights public-facing humanities work. The postdoc will also gain experience in coordinating an ongoing program of career development workshops for graduate students.

**Fellow:** Negar Razavi

**Activities:**

- Working with the Senior Program Administrator for the Kaplan Institute to manage daily administrative tasks, including learning more about the structure of the university's leadership, the past history of public humanities initiatives, and contact for campus outreach to organize the workshop.
- Collaborating to organize a year-long Public Humanities research workshop for graduate students. In the process of finalizing the events for the fall term and recruiting graduate students for the workshop.
- Outreach to potential collaborators including Northwestern's Director of career services for graduate students and Postdoctoral fellow at the Center for Civic Engagement.
- Invited to give a talk in the Middle East studies department in fall.

- Joined an informal working group, comprised of other faculty and postdoctoral fellows on campus who similarly work on Iran.

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## 8. New York University

**Position title:** Assistant Professor/Faculty Fellow, and Assistant Director of the Public Humanities Initiative in Doctoral Education.

**Department/Division/Center:** Graduate School, Public Humanities Initiative in Doctoral Education

**Fellow responsibilities:** Fellow will work alongside the Assistant Dean for Professional Development to assist in the administration of the Graduate School's [Public Humanities Initiative in Doctoral Education](#), including coordinating Public Humanities internships, developing professional development opportunities for interns and other interested doctoral students, and maintaining the Initiative's website. The required teaching load is 1-1, plus Public Humanities Initiative work equivalent to one course. Courses will be assigned by the Chair of the department/program in consultation with the department's Director of Undergraduate Studies. Courses will likely be a mix of topic-driven seminars, designed primarily for undergraduate majors/minors, and small (20-30 students) lecture courses designed for a broader range of undergraduate students.

**Required Skills** (if any; we understand that you are designing with an eye to flexibility): The capacity to communicate with PhD candidates in the humanities and humanistic social sciences about the full range of careers they might be interested in pursuing, both within and beyond the academy

**Preferred Skills** (this will be very helpful in our matching process): An interest in and curiosity about the workings of higher-ed administration

**Fellow:** Craig Lanier Allen

### **Activities:**

- In capacity as the Assistant Director of the Public Humanities Initiative, tasked with developing curriculum for our cohort of doctoral-level humanities students preparing for careers outside of the academy.
- Proposed and planning a two-day conference hosted by NYU to explore and commemorate history of African American exile and expatriation in Europe. The conference will consist of a series of panels and talks by leading scholars of the period and personalities, as well as exhibits, film screenings and musical performances showcasing the lives and art of these Americans.
- Introduced to the whole of the Institute of French Studies (IFS) through a weekly graduate student workshop at which I was interviewed and presented my current book project.
- **Teaching:** teaching a graduate seminar called Paris Noir: The History of African Americans in Paris. Spring will be teaching an undergraduate course that I developed for the history department called Atomic Bombs and Station Wagons: American Fiction as Cold War History.

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## 9. University of Michigan.

**Department/Division/Center:** College of Literature, Science, and the Arts.

**Mentors:** Associate Dean for Humanities and the Associate Dean for Undergraduate Education.

**Fellow responsibilities:** Our postdoctoral position will focus on the liberal arts curriculum and on developing inclusive teaching practices. The teaching expectations are 1:1. In fall 2020 the fellow

will be one of the coordinating lecturers for the newly launched “Whirlwind Tour of the Liberal Arts” co-taught course for more than 300 incoming first year and transfer students to introduce o the full breadth of the liberal arts and sciences. Working on the Whirlwind Tour will provide the fellow with experience in designing and delivering complex interdisciplinary courses, working across disciplines, and creating engaging inclusive educational experiences even in online environments. It will also provide the fellow with an unusual opportunity to connect with both College leadership and senior faculty from across the disciplines, all working together to help young students understand the nature and purpose of a liberal arts education. In winter 2021, the fellow may help to offer the course again, working a new set of host faculty to create additional modules. They may also help to prepare a second-generation approach to the course for summer and fall of 2021.

**Fellow: Francisco Beltrán**

**Activities:**

- One of three lecturers for first-year and transfer students for “Whirlwind Tour of the Liberal Arts. facilitating conversations with and among students about the general breadth and scope of a liberal arts education and its applicability outside the classroom.
- Connect students from diverse backgrounds to the educational opportunities, campus resources, and community networks in Ann Arbor and greater Michigan

**Keywords:** Academic Administration, Curricular Innovation

10. Arizona State

**Department/Division/Center:** Institute for Humanities Research (IHR)

**Position Title:** Humanities Research Fellow

**Fellow responsibilities:** The Fellow will be asked to give one public lecture, participate in Institute of Humanities Research events that align with the Fellow’s interests, and work with the staff of the Institute to develop new public humanities programming (Particularly along the line of fellow’s research)

**Fellow:** Nnamdi Igbokwe

**Activities:**

- IHR:** Attending IHR staff meetings and developing a year-long digital humanities project leveraging podcast and data platforms to examine methodologies for an impact investment political risk barometer that instructs on best practices for the deployment of external development capital in emerging and frontier economies. Plans to contribute to the Black Ecologies Series in the Spring to examine the realities and vulnerabilities of African communities in the face of the wave of newly deployed environmental and sustainable development capital.
- SPGS:** Organized a three-part Fall speaker series titled "COVID and Corruption" that explores the political economy of corruption in the pandemic and examine the rise or renewal of various modes of rent-seeking that have emerged. Also exploring the possibility of organizing a Q&A workshop to answer questions from current graduate students on fieldwork, research methods, data collection, and dissertation writing.
- SHPRS:** Spring semester course titled, “Tocqueville to Trump: Origins of Democratic Despotism” I ask if despotism and democracy are mutually exclusive? This course is designed to explore the modern evolution of “democracy” alongside “despotism” as historical and political concept

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