

CALL FOR ABSTRACTS

The Graduate School Press of Syracuse University, in cooperation with Imagining America's Publicly Active Graduate Education (PAGE) program, invites submissions for **an edited volume on publicly engaged scholarship** in the arts, humanities, and social sciences, to be published by the Graduate School Press and distributed by Syracuse University Press. We invite contributions from graduate students, faculty, and administrators.

This resource is intended, on the one hand, to document the pathways to engaged graduate education taken by graduate students from institutions around the country, and, on the other hand, to provide theoretical and practical reflections on how graduate degree programs might be transformed in order to better foster engaged scholarship. Such a collection will help make the existing work of engaged graduate education more visible, and will be of value to students, to their faculty advisors, and to faculty and administrators constructing and adapting graduate programs that foster engaged scholarship.

Possible topics include:

- What place does publicly engaged graduate education have in the 21st century research university?
- What *is* publicly engaged graduate education? What are its ends and goals? How does it relate to civic/community engagement, activist scholarship, service learning, public cultural practice, etc.? What are the implications of these various terminologies for and within graduate training? Which do you think best defines the work you do and envision?
- What are the imagined and lived geographies of publicly engaged graduate education? How do graduate students negotiate local and global dynamics in their publicly engaged research and activism? What are relationships and differences between projects that are geographically near a student's home institution, and those that are thousands of miles away?
- What practices are encouraged by publicly active graduate work? How do these relate to, expand, or challenge the skills fostered by our disciplinary training? In turn, how do our disciplinary investments shape our public work?
- How can we integrate the goals of public scholarship within our disciplines? Should we?
- How do publicly engaged graduate students think about their professional trajectories? What commitments do engaged graduate students bring *to* graduate school? How do we sustain those commitments? What do we do when we graduate?
- How can publicly engaged graduate work be integrated into the undergraduate curriculum?
- What role does pedagogy have in publicly engaged graduate education? What are the limitations and advantages of a teaching-centered approach to public work?
- What are some of the difficulties or risks that publicly engaged graduate students may face?
- What are the unique needs of publicly engaged graduate students? How can advisers, departments, and administrators support these needs?
- What can those advocating for engaged graduate education learn from the history of multi-ethnic studies?

- How can universities evaluate publicly engaged scholarship, for tenure or other assessments?
- What implications does engaged graduate education have for your discipline? For your institution? For higher education? What new agendas do you see publicly engaged graduate students and programs setting?
- Do initiatives that foster publicly engaged graduate research belong in our departments? In our colleges? In our graduate schools? What are the dangers and advantages of locating publicly active graduate education initiatives within each of these sectors?
- How does publicly engaged graduate research foreground the tensions between activist and academic work? How do we fulfill our public commitments and meet our disciplinary requirements for “scholarly objectivity”?
- What is the future of publicly engaged graduate education?

The Editors encourage submissions in multiple genres and forms, including: syllabi for graduate courses in civic engagement or publicly engaged graduate course; theoretical or practical reflections on specific national and institutional initiatives in publicly active graduate education (institutes on public scholarship, certificate or portfolio programs, conferences, fellowships and post docs emphasizing engaged graduate research, etc.); and personal narratives from graduate students, faculty, and administrators. We also welcome abstracts on other topics related to publicly engaged graduate education.

Abstracts should be 500 words or less. Invited authors will be asked to submit essays between 3,000 and 7,500 words.

Please direct inquiries to:

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