16 April 2014

TO: Paul DeLuca, Provost  
Martin Cadwallader, Dean, Graduate School

FROM: John Karl Scholz, Dean

RE: Proposal to create a new graduate certificate in the Public Humanities

CC: Sara Guyer, Director, Center for the Humanities  
Lea Jacobs, Associate Dean for the Arts and Humanities, Graduate School  
Kelly Haslam, Assistant Dean Academic Assessment and Funding, Graduate School  
Elaine Klein, Assistant Dean for Academic Planning, L&S  
Jocelyn Milner, Associate Provost and Director, Academic Planning and Analysis  
Susan Zaeske, Associate Dean for the Arts and Humanities, L&S

ATTACHMENT: Proposal to create a new Graduate Certificate in the Public Humanities (March 2014)

On March 4, 2014, the L&S Academic Planning Council considered the attached request to create a new Graduate Certificate in the Public Humanities (March 2014).

This program is intended to enhance the skills of graduate students completing degrees in the humanities, to help them prepare for careers outside academia by training them in the theory and method of public engagement in the humanities. The curriculum is action-focused and flexible, challenging students who complete the core course to develop an individualized, thematically linked set of courses that will culminate in a final project that focuses on public communication about topics in the humanities. This focus will build skills for the students, and bring the humanities to a wider audience, well beyond the narrow confines of the academy. Thus, this proposal reflects the Center for the Humanities’ ongoing engagement in the national conversation about the need to identify different employment pathways for graduate students in the humanities, for whom there are fewer academic jobs overall. In this program, students will develop the translational skills that will help students adapt to new and emerging opportunities, to train them the translational skills they need to adapt to new, non-academic environments.

The L&S APC unanimously approved this proposal, which we now recommend to you.
Implementation Form – Graduate/Professional Certificates

This form must accompany a graduate/professional certificate proposal. An updated form should be submitted when changes to the certificate are made. It is used by administrative offices to better assist departments and programs with implementation. Questions in this form reflect guidelines in the Full Guidelines for For-Credit Certificates, http://apir.wisc.edu/certificates.htm.

Document Date: 04/16/2014
Name of Graduate/Professional Certificate: Public Humanities
Faculty Program Director: Sara Guyer
Primary Faculty/Staff Contact: Sara Guyer
Home Department/Academic Unit (Name/UDDS):
   Approval Date:
School/College:
   Approval Date:
GFEC Approval Date:
UAPC Approval Date:
Implementation Term (typically the fall term after UAPC approval):
Year that first program review is scheduled (usually 5 years after implementation):

Information to be completed by RO and APIR:
Plan Code (assigned by the Registrar’s Office):
CIP Code (assigned by Academic Planning and Institutional Research):
Primary Divisional Disciplinary Assignment (assigned by APIR for analysis purposes only):

Curriculum (check one):
   _____ Included in detail in the proposal
   ___X___ A list of required and elective courses is attached

Credit total required (9-12 credits):
Projections for annual enrollment:
Credits required to be taken in residence at UW-Madison (must be at least 50%):
**Please answer the following:**

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<tr>
<th>Question</th>
<th>Yes</th>
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<td>Will there be limits on enrollment?</td>
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<td>X</td>
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<td>If Yes, please explain:</td>
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<td>Confirm that all core/required courses are approved through the school/college curriculum committee.**</td>
<td>X</td>
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<tr>
<td>Confirm that courses in curriculum are offered on a regular basis and have space for students in this program.</td>
<td>X</td>
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<tr>
<td>Confirm that all courses numbered 300 or above.</td>
<td>X</td>
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<tr>
<td>Confirm that courses taken as Pass/Fail or Audit are <em>not</em> allowed.</td>
<td>X</td>
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<td>Are courses taken Credit/No Credit allowed?</td>
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<td>X</td>
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<td>If yes, specify limits:</td>
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<tr>
<td>Confirm that special topics courses are only used if all instances count for the certificate.</td>
<td>X</td>
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<tr>
<td>Will the certificate use the typical minimum GPA requirement of 3.0 for all course work for the certificate?</td>
<td>X</td>
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<td>If no, specify other requirements:</td>
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<td>Will exceptions to the course core requirements be allowed?</td>
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<tr>
<td>If yes, specify limits and process:</td>
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<td>Confirm that the program/department has a process in place to report certificate enrollment to the Registrar’s Office.</td>
<td>X</td>
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<tr>
<td>Confirm that the program/department has a process in place to monitor student progress and to notify the Registrar’s Office when students complete the certificate requirements.</td>
<td>X</td>
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<tr>
<td>Confirm that the program faculty and staff understand that a student’s graduation should not be delayed to complete the certificate.</td>
<td>X</td>
<td></td>
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<tr>
<td>Assessment plan – confirm that the proposal includes a plan that describes how the faculty will regularly evaluate student learning.</td>
<td>X</td>
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Specify overlap provisions – name degree/major, doctoral minors or certificate programs that may *not* be earned along with the certificate. Note that majors take priority over certificates. (Students may not earn a graduate certificate if they are also earning a post-baccalaureate major/degree or doctoral minor with the same name.)

None – please see attached.

What provisions have you made in the admissions process to gain consent from students’ degree/major program(s) to participate in the certificate program?

Please see support letters attached.

**Status of the Core Course is currently in discussion with Dean Zaeske.**
Proposal for a new Graduate Certificate in the Public Humanities

Overview

The University of Wisconsin-Madison Center for the Humanities of the College of Letters and Science proposes a new interdisciplinary Graduate Certificate in the Public Humanities. The Graduate Certificate in the Public Humanities is a curricular pathway that naturally grows out of the Center’s internationally recognized projects for graduate students like the Public Humanities Exchange (HEX) and the Public Humanities Fellowships; it builds on nearly fifteen years of wide-ranging public humanities programming. The approval of this Certificate will allow us to join a select group of universities, including Yale, Brown, and the University of Washington, that have established similar programs aimed at training students in the humanities to expand the audiences for their scholarship. Once in place, the Graduate Certificate in the Public Humanities will help prepare graduate students in the humanities for careers outside of academia and train students who wish to remain within academia to articulate new horizons for their research. Through coursework and hands-on project development, the program will provide students with theoretical, historical, and practical knowledge that will help them to develop alternative applications for their scholarly research and training and engage their scholarly methods for use in a broader context. This program responds both to clear student interest in obtaining translational skills and appropriate credentials as well as major cultural shifts and policy recommendations in the academic humanities today.

A $1.1M grant from the Mellon Foundation supports the development of the Certificate. The grant provides lecturer-replacement funds, if needed, to departments whose faculty will offer the core course and yearlong fellowships for graduate students. The Center for the Humanities’ staff is currently poised to manage all aspects of the Certificate, and the Faculty Director of the Center for the Humanities will serve as the Faculty Director of the Public Humanities Certificate.

Background and Description

The Graduate Certificate in the Public Humanities responds to two aspects of the current condition of graduate education in the humanities.

First, there are fewer jobs in the professoriate. Dramatic changes in higher education, including the shrinkage of humanities departments within universities and colleges and the growing interest in online education with a global reach, will continue to reduce the number of tenure-track jobs available to our PhD recipients. As major academic organizations like the Modern Language Association and the American Historical Association have recognized, these developments charge PhD-granting programs in the humanities with new responsibilities to ensure that their students are prepared for employment. At the same time, these changes give universities an opportunity to recognize the humanities PhD as leading to careers outside of academic teaching. By establishing a
synthetic pathway, the Public Humanities Graduate Certificate will bring greater recognition and coherence to interdisciplinary and cross-institutional work that already is occurring across campus, and will prepare and certify students in our graduate programs for alternative careers in the humanities, whether in other sectors of higher education, cultural organizations, new media, government, or research.

Second, although not regularly acknowledged, each year many graduate students in the humanities choose to find careers outside of academia, especially in the non-profit sector. Rather than see this career choice as a form of failure, this program is part of a national effort to recognize and support alternative careers as a key outcome of advanced graduate work in the humanities. The Certificate recognizes that alternative careers are not an afterthought, but rather a goal requiring a coordinated program of cross-disciplinary study that complements existing coursework and scholarly research. In the face of this rethinking of the humanities PhD, the Graduate Certificate in the Public Humanities will provide students with training and experience in essential knowledge and skills required for career paths that may not include traditional university teaching positions.

The Center for the Humanities is ideally poised to design and implement this new graduate certificate for four reasons:

1) The Center has as its mission the support of interdisciplinary research and teaching.
2) The Center has a nearly 15-year history of innovative public humanities programming; has developed an advisory committee of faculty interested in the public humanities; and has established successful partnerships with organizations across Madison and schools across the state.
3) The Center has received a multiyear grant from the A.W. Mellon Foundation in support of a Public Humanities initiative for faculty and graduate students. The grant will fund at least twenty graduate fellows (over four years) and will cover the cost of teaching a core course (providing lecturer replacement funds for the department supplying the faculty instructor), support staff, visiting scholars, and other programming.
4) The Director of the Center for the Humanities has been a leader in the international discussion of the redesign of graduate education in the humanities and the role of public scholarship.

Students seeking admission into the program will complete an admissions form, attached here as an appendix, which will be reviewed by the Associate Director of the Center for the Humanities (Certificate Advisor). The application will require a signature from the Director of Graduate Studies or Graduate Chair in the student’s home department.

Curriculum

The curriculum for the Graduate Certificate in the Public Humanities builds upon our 1-credit graduate workshops and proven track record of graduate projects in the community. The number of attendees in our ongoing public humanities workshop series (a 1-credit course) has ranged from 15-25, depending on the semester. In addition, 4-6 students who are interested in pursuing public humanities courses have contacted us for additional information about the Graduate Certificate in the Public Humanities. Due to the increased excitement and interest in the workshop series and the
Center’s public humanities programming, we expect to have 3-6 students enroll initially and at least 30 students within the first three years.

Students will be expected to take the **core course** in “Public Humanities: Theories, Methods, Cases” coupled with a **thematic sequence of three courses** selected in consultation with a faculty advisor and a **project or portfolio-based capstone**.

A multiyear grant funding from the AW Mellon Foundation provides for lecturer replacements as needed in order to ensure that faculty are able to offer a core course in their home departments. In fall 2013 and 2014, it is offered as Comparative Literature 770, and will not “double count” for credit towards the primary degree and towards the Certificate. In the long term, it will be offered as a 700-series course through Interdisciplinary L&S.

The core course will be the only required course. Each student in consultation with their advisor and a committee will select a coherent, thematic sequence designed to support their scholarly and professional goals. While students will be able to develop their own course of study, the Center suggests that they consider the following rubrics as they tailor their program of study:

1. **Engaging Communities**: Community-engaged research; institutional structures; community building; communication. Students also may focus on non-profit administration; histories of inequality; social movements; health and environment; access; public history; and other forms of social justice. The focus may be global, local, or cross-regional.

2. **Understanding Public Cultures**: The range of public cultures studied through the theory and history of institutions (including museums and libraries), publication, the public intellectual, public art, and the public sphere.

3. **Translating Humanities for New Audiences**: Practical skills and translating methods and concepts from the humanities for new audiences, including administration; curation; urban development; education; public and private sector organization; digital media and communication; production; design; organization of knowledge, etc.

Upon applying to the program, a student will submit a list of possible courses that could fulfill the program’s 12-credit requirement, summary of their relation to the thematic sequence, and an initial plan for the capstone project. All documents pertaining to coursework will be kept on file at the Center in order to track progress. An example of the courses students may take alongside the core course are provided here as an Appendix. These reflect regularly offered courses in departments across campus from spring 2012-spring 2013.¹

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¹ Beginning in January 2012, the Public Humanities Exchange coordinator has kept track of available courses and obtained enthusiastic approval from faculty in humanities and social science departments to publicize these courses to students interested in the public humanities. Of the courses we have as identified from Spring 2012-Spring 2013 as meeting one or more of the working criteria for a public humanities course, 50% were offered regularly, 42% were offered occasionally, and 6% were offered infrequently. Moreover, there is ample flexibility within the program to allow students to tailor a program. We are confident that students will be able to select from a diverse range of classes in order to fulfill the elective requirements for the Certificate. The appended letters of support for the Certificate program also indicate that space will be provided for students pursuing the Certificate in those courses.
Finally, funding from the Mellon Foundation will allow for at least four visiting scholars who will offer 1-3 credit courses each spring. For example, in 2013-14, Philosopher Frédéric Neyrat offered a 3-credit course on “The Public Intellectual,” and Doris Sommer (Harvard) will offer a 1-credit mini-seminar on “Cultural Agency.” We also will continue to offer the 1-credit Public Humanities Workshops. Students in the Certificate program will be encouraged, although not required, to take these courses. Three 1-credit mini-seminars or workshops can serve as the equivalent of a 3-credit seminar. The existence of these public humanities courses will ensure that students are able to meet the requirements to obtain the certificate in a timely fashion.

The Graduate Certificate in Public Humanities will train students with the ability to:

- Produce scholarship and create new knowledge within the field of the public humanities (i.e., attend conferences, publish articles, etc.)
- Translate and communicate research in the humanities to audiences outside of the university through programs, new media (including digital, film, etc.), and a range of formats (journalism, public history, popular writing).
- Practice methods of the public humanities, which may include: community-engaged research, public history, performance, non-profit administration, curation, and/or scholarly communication.
- Ability to repurpose scholarly methods for new projects (e.g., to use archival, linguistic, and critical skills in non-scholarly contexts) and in doing so support departments across the humanities concerned about the current job market.

The primary vehicle for student assessment will be graded coursework and successful completion of the capstone requirement. More specifically, students must receive no less than a 3.0 GPA in their courses and one of the following capstone options:

(1) Complete a Public Humanities Exchange project, which requires that students develop and implement a project that translates their research for audiences outside of the university; receive a yearlong Public Humanities Fellowship during which they work collaboratively in a nonacademic position; or in the case of students who wish to implement projects outside of Madison receive approval from the Associate Director of the Center for the Humanities to undertake a project that meets the same goals as a HEX or Fellowship project (i.e., curating an exhibition; developing a plan for a non-profit organization; obtaining a relevant internship, etc.). Both the Public Humanities Exchange and Public Humanities Fellowship programs have a rigorous application and selection process that includes at least two members of the Center for the Humanities Advisory Committee. Students will work with the Public Humanities Program Manager throughout the process, and, if selected, during the implementation period as well. Center staff and supervisors at their respective community-based host organizations will provide evaluation of the student’s work and report to the Certificate Advisor. In order to fulfill the capstone requirement the student will need to submit a final report on their project.

(2) Develop a portfolio of work that reflects a practice within the public humanities. This can include a public history project; popular writing (e.g., a selection of op-eds or “professional” blog posts); development of a website, podcast series, film, radio program, etc. The student will need approval from the Certificate Director prior to initiating this project. The portfolio will include all of the
relevant examples and a detailed report on the work produced. Because of the range of media represented by this project, there is no specific page requirement, but students will need to receive approval for the proposed project prior to submission and should discuss work requirements at that time.

Administrative staff at the Center for the Humanities will ensure that students are making appropriate progress, understood as: 1) completion of the application to the program, including submission of a study form, course justification, and capstone proposal; 2) successful completion of coursework (i.e., 3.0 GPA or above) before preliminary examinations for PhD students and prior to graduation for any other graduate or professional student; completion of the capstone project or portfolio. A final evaluation of individual students will take place before they receive the Certificate, ensuring that these criteria have been satisfied. PhD students will be encouraged to complete the certificate before achieving dissertator status to avoid losing special fee status. In the case of students who undertake a fellowship or Public Humanities Exchange project, Center for the Humanities Staff will assist in project development, partnership formation, and implementation, and ensure successful completion of the project, which is based on selection and implementation. This builds upon the existing processes for evaluating HEX projects. In the case of capstone projects that are not executed through an existing program, there will be an annual committee responsible for evaluation of projects to ensure that they fulfill the standards, which include originality of content, coherence, successful communication of ideas, and sufficient material to represent a portfolio.

Administrative Staff at the Center for Humanities will oversee student advising and will coordinate with each student’s home department as needed. Funding from the Mellon Foundation through the Engaging the Humanities award has raised staff support within our office by 57%, spread across academic and support staff, with the explicit goal of implementing the Certificate and related public humanities programming. Interactions between the College, the Graduate School, and the Registrar’s Office will be managed by the Director and Associate Director of the Center for the Humanities and largely communicated by our administrative staff. Our offices have ample support for meeting with and advising students, as well as tracking student progress. Marrion Ladd, our current Department Administrator, previously worked in the Department of Interdisciplinary Studies in the School of Human Ecology, where she worked on all aspects of their PhD program. As a result, she is experienced in the practical work of administering the Certificate. Center for the Humanities staff will support current and potential students in the program, by making available each semester a list of potential courses.

There will be no exceptions or substitutions made for the required core course. Courses that satisfy students’ major requirements will not be allowed to “double count” for the Certificate. There would be no formal prerequisites for matriculation into the graduate certificate program in terms of coursework. However, only those students with B.A. or B.S. degrees from accredited colleges or universities who are currently enrolled graduate students at the University of Wisconsin-Madison would be permitted to enter the graduate certificate program. Special students and undergraduates are ineligible to receive the certificate. The graduate certificate would be awarded to master’s students upon completion of the coursework even if that coursework is completed prior to graduation. Non-graded courses are not allowed to fulfill required coursework for the certificate.
Possible Programs of Study (Examples)

1. A Student in French & Italian wishes to focus on “The Humanities in the Global Public Sphere”
   Core Course: Public Humanities: Methods, Theories, Cases
   English 706: Writing and the Global Movement of People
   Music 909: Music and Culture Workshop
   German 948: Comparative World Literature
   CAPSTONE: Public Humanities World Literature Fellowship: developing a World Literature Curriculum for High School Students across the state of Wisconsin

2. A Student in English wishes to focus on “Humanities and Public Health”
   Core Course: Public Humanities: Methods, Theories, Cases
   Philosophy 955: Health, Well-Being, and Cost Effectiveness
   Medical History 734: Studies in Contemporary Biosciences
   Gender & Women’s Studies: Gender, Sexuality, and Reproduction: Public Health Perspectives
   CAPSTONE: HEX Project with Access Community Health

3. A Student in History wishes to focus on “Bringing Research to the Public through Museums”
   Core Course: Public Humanities: Methods, Theories, Cases
   Art 548: Artists as Curators
   English 706: New Media Interfaces and Infrastructures
   Sociology 617: Community Development
   CAPSTONE: HEX project with Madison Children’s Museum focused on new technology and exhibits.

4. A Student in Philosophy wants to focus on “The Public Intellectual”
   Core Course: Public Humanities: Methods, Theories, Cases
   Comparative Literature: The Intellectual: Between Theory and Practice
   African American Studies 672: James Baldwin & African American Music
   Design Studies 642: Taste

The Public Humanities Certificate is unique on the UW-Madison campus and part of a growing movement nationally, as evidenced by Center Director Sara Guyer’s sold-out workshop on teaching “How to Teach the Public Humanities” at the Chicago Humanities Summit in January. At UW-Madison, there is no other program with this name. Other certificate programs on campus also reflect emerging fields and interdisciplinary study within the humanities (e.g., CHE, Visual Culture); the Folklore Program in the College of Letters & Science and the Interdisciplinary Studies PhD in Human Ecology support graduate work in community-based research; and a professional program (Bolz) within the business school focuses on Arts Administration, but there is no designated program aimed at graduate students who wish to obtain humanities-based training that will prepare them for engaging their research beyond their scholarly communities and expose them to the specific field of public humanities. The Certificate will draw support and student participants from the Center for the Humanities’ broad repertoire projects on campus, including conferences, working groups, and public humanities programs.
Learning Outcomes

1. Community Engagement
   a. Discover the inherent value of working collaboratively with constituencies outside of the university, especially community based program partners.
   b. Learn how to more effectively assess the needs and capacities of program partners and community organizations in general.
   c. Advance the Wisconsin Idea and its of community engagement across racial, ethnic, economic, and cultural differences.

2. Knowledge
   a. Recognize the range of public cultures as studied through the theory and history of institutions, publication and program development, the public intellectual, public art, and criticism in the public sphere.
   b. Gain an understanding of the Public Humanities as an emerging and significant field, and its current and potential value in academic and non-academic contexts.
   c. Understand the theoretical, historical, and practical foundations of the Public Humanities, as well as current discussions and debates about its nature and value.
   d. Develop concepts and practical skills in translating the humanities for constituencies outside of the university.

3. Critical Thinking
   a. Be able to critically analyze and engage with the role of the public intellectual.
   b. Develop alternative applications for scholarly research and training for use in a broader context.

Assessment Benchmarks and Methods

In addition to monitoring certificate completions and grades (as a measure of students’ good standing in the program), the program committee will use the following methods to judge whether or not the program as a whole is achieving its goal of bringing students to achieve these learning outcomes:

1. Students will be surveyed upon completion of the programs. These surveys will invite students to reflect on their individualized programs in relation to how they perceived themselves to achieve the learning outcomes.
2. Students’ projects completed while in the program, and particularly those that address new audiences (op-eds, blog posts, public programming in a non-university setting), will be evaluated by the Program Committee (independent of the course for which that work was produced) in relation to the learning outcomes.
3. Resultant competitiveness and quality of applications/proposals submitted to the Center’s Public Humanities Exchange and Public Humanities Fellowships program. We expect that students in the Certificate program will have a higher rate of success because of their Public Humanities-related coursework, exposure to widely-accepted best practices in the Public Humanities, and past work with public agencies.

Administration and Governance

The Director of the Center for the Humanities (Sara Guyer), appointed by the Dean of the College of Letters and Science for a five-year (renewable) term, will serve as the Director of the Certificate
Program. The Associate Director (Grant Samuelsen) and the Department Administrator (Marrion Ladd) will handle all aspects of program administration. The Center has an Advisory Committee, appointed to three-year terms by the Director with the approval of the Associate Dean of Arts and Humanities. This committee will bear responsibility for governance and oversight. A large Public Humanities Advisory Committee, established in 2011, will support the appointed committee in the establishment of intellectual vision and with advising. Members of this committee will include members from affiliated departments and programs that will provide academic counseling, teach elective courses in their home departments, and participate in programming related to the Certificate. The primary advisor for the Certificate will be the Director of the Center for the Humanities, although each student will be required to identify a Faculty Advisor from the Public Humanities Advisory Committee who will oversee his or her work. The faculty advisor can also be the dissertation director if he or she is a member of the committee.

The Public Humanities Certificate Program Committee will consist of five faculty members each serving three consecutive one-year terms (or for members who also serve on the Center for the Humanities Advisory Committee, for as long as they remain on the Center for the Humanities Advisory Committee). The Public Humanities Certificate Program Committee will evaluate matters pertaining to the Graduate Certificate in the Public Humanities, including review of student applications, new course proposals, promotion of the Certificate and recruitment of new faculty affiliates, approval of course instructors, and overall program oversight. In addition, representatives from the Center’s Advisory Committee will also be responsible for the selection of Public Humanities Exchange (HEX) Scholars and Public Humanities Fellows, two of the co-curricular activities that fulfill the capstone requirement for the Graduate Certificate in the Public Humanities.

The Director of the Center for the Humanities will be a non-voting member of the Committee, and will convene at least one meeting per semester during the academic year. Membership will include at least two representatives from the Center for the Humanities’ Advisory Committee, and up to three additional member associates. The Center’s existing Public Humanities Advisory Committee may also be sourced for members of the Certificate committee. At least three members of the Committee will belong to the College of Letters & Science.

We will require that a majority of the Committee membership will be tenured faculty, but the committee will ideally include at least one non-tenured faculty member. While the Center recognizes the inherent value of engaging junior faculty who are frequently on the frontlines of emerging fields, it is cognizant of the burden of obtaining tenure and will work to prevent undue strain. Nominations will come from the current Director of the Center for the Humanities, current Program Committee members, and other department chairs or center directors. The Program Committee will be elected annually by affiliated faculty, with each term running from July 1 to June 30. In order to ensure for staggered terms, in the first two years of the Committee, representatives from the Center for the Humanities Advisory Committee will serve in the second or third year of their three-year terms.

Students will be responsible for submitting a study form to the Director of the Certificate Program upon completion of coursework and for meeting with the Center’s administrative staff and their faculty advisor once per semester. The Center for the Humanities’ Department Manager (Marrion Ladd) will assume responsibility for submitting information to the Registrar’s Office. Successful completion of the Certificate will be dependent upon no less than a 3.0 GPA within the required 12
course credits and successful completion of one of the capstone options. Program faculty/staff are responsible for following Registrar Office procedures for reporting certificate enrollment and completion information.

Success of the entire Certificate Program will be assessed on the basis of reaching the program’s goals: recruitment of graduate students; enrollment of students in the core course; development of student cohorts among Certificate participants through bi-monthly workshops and other ongoing opportunities hosted by the Center for the Humanities; successful completion of certificates for individual students; and tracking of students who have completed the Certificate to understand how this program of study has affected their career paths. We acknowledge that there will be a program review five years after implementation.

Resources and Ongoing Commitment

The A.W. Mellon Foundation grant to fund the Engaging the Humanities initiative will cover a course buyout for faculty teaching the core course, visiting scholars, and staff increases. The Director of the Center for the Humanities will manage these resources together with the department administrator. The Certificate Advisor will work with the Public Humanities Program Manager to continue to track courses of interest for Certificate students and to contact faculty to ensure space in their courses for those students.

The Center’s current multi-year A.W. Mellon Foundation grant, Engaging the Humanities, will support the certificate program in its first three+ years (academic years 2014-15, 2015-16, 2016-17, and fall semester 2017). During this time, Mellon funds will support a course buyout for faculty members teaching the core course, visiting scholars, and staffing costs required to effectively administer this and other aspects of the Engaging the Humanities Initiative. For over a decade, the Mellon Foundation has clearly demonstrated a high level of interest in the Center's programs, and we anticipate that this support will continue. Assuming success in its first three years, we will include a request for renewed funding of the Public Humanities Certificate program in our next proposal to the Mellon Foundation, to be submitted in 2017.

In addition to our continuing work with the A.W. Mellon Foundation, the Center is developing new funding strategies for our rich spectrum of public humanities programming, including the Certificate. Building on our position of national (and international) leadership in this emerging and important area of the humanities, our overall strategy is to create a clear, integrated identity for our slate of public humanities programs, including the proposed Certificate program, HEX program, Public Humanities Fellows, Great World Texts in Wisconsin, and other initiatives. We believe that a strategic framing of our public humanities programs under a single, easily identifiable banner – one which we believe will resonate powerfully with anyone concerned with the real value of the humanities – will result in our ability to reach out to new individual, foundation, and government funders. Recently, the Bradley Foundation has requested a proposal for aspects of our public humanities programs, and we also have applied for a grant from the Baldwin Endowment. In the coming years, our ability to point to the success of a Certificate program will be a critical aspect of our external funding efforts.

All of this said, should we encounter a situation in which no additional or new funds become available for the Certificate, we would be able to continue to run the Certificate at no additional cost
to the College. Because the Certificate is a priority for the Center, we would allocate staff time to its administration. We estimate this to be .15 FTE at proposed levels of enrollment. Because faculty are interested in teaching in Public Humanities, an interest that we are convinced only will grow (as evidenced by public humanities becoming a clear priority for the American Historical Association and the Modern Language Association), we have no concerns about our long-term ability to offer appropriate courses.

Appendices

Appendix A: Graduate student certificate study plan and admissions form
Appendix B: Letters of support from academic units with overlapping interest
Appendix A
Study Plan/Admissions Form

Graduate Certificate in the Public Humanities
Center for the Humanities
University of Wisconsin-Madison

STUDY PLAN

Name: (Last Name) (First Name) (Middle Name)

ID#: Intended Degree: MA PhD Department:

Current Address & Phone No. Street Address & Apt. #: City:

State: Zip:
Telephone:

Email Address: Major Advisor:

WI Resident: Yes No Birthdate Male Female

Previous Undergraduate and Graduate Degrees:

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**In 2-3 Paragraphs, please describe your proposed thematic sequence and capstone project. This narrative should explain how coursework will fulfill the certificate requirements and meet your intellectual goals. Your narrative also should include a brief overview of the capstone project (e.g., project or portfolio, potential community partner, goal, etc.)**
## Certificate Courses:

<table>
<thead>
<tr>
<th>Dept/Course#</th>
<th>Specific Course Title</th>
<th>Credits</th>
<th>Sem/Yr</th>
<th>Grade</th>
</tr>
</thead>
</table>

*Core Course in the Public Humanities Required (3 cr.)*

*Workshop Option and/or Minicourses with visiting scholars (1 cr.)*

*Identification of Faculty Advisor*

**Total Credits (12 credit minimum)**

**Note:** Courses that satisfy major requirements will not be allowed to double count

**Program Chair’s Approval**

__________________________
(Date)  
(Signature)

**Certificate Director’s Approval**

__________________________
(Date)  
(Signature)

**COMPLETED ON:**
Appendix B
Letters of support from academic units with overlapping interest

Attached
May 21, 2013

Lenora Hanson
Center for the Humanities
University of Wisconsin-Madison

Dear Ms. Hanson:

The Department of Anthropology faculty voted unanimously on May 13, 2013 to offer formal support to the development of a Certificate in the Public Humanities.

We commend you on this effort, and we hope that you will keep us apprised of your progress.

Yours very truly,

Maria Lepowsky
Professor and Chair
MEMORANDUM

To: Sarah Guyer, Director, UW Center for Humanities
From: Laura McClure, Chair and Professor of Classics
Re: Public Humanities Certificate Program
Date: April 9, 2013

On behalf of the department of Classics, I am happy to support the proposal of the UW Center for Humanities to establish a Public Humanities Certificate Program. Such a program will provide valuable training for graduate students in Classics as well as potentially broaden their opportunities for employment upon the completion of their degrees. It will make a great addition to graduate studies on the UW campus.

At present, however, the Classics department does not offer any courses that would fit under the Public Humanities rubric. All of our graduate-level courses require extensive training in the classical languages and are therefore not accessible to a broad sector of our graduate population. Should courses be developed in the future that could include certificate students, we would be happy to have you include them in your curriculum.
May 21, 2013

To whom it may concern:

I am writing to express the Department of Art History’s enthusiastic support for the Center of the Humanities proposal for a Public Humanities Certificate Program for graduate students.

This proposed certificate will validate, in part, what we are already doing across campus, but will also undoubtedly spur new innovations in our curriculum to meet the growing need for public humanities opportunities. Art History faculty and students have a particular, vested interest in the success of the initiative because exhibitions, curatorial practice and field-work courses, are so central to what we do to engage a broader public with faculty and student research. Our visual objects of study offer significant windows on such central concerns as global exchange, racial and gender identity, political propaganda and religious practices. Graduates of our program go on to work in art and history museums, historical societies, and public arts programs.

Two courses offered by Art History faculty are already listed as part of the Public Humanities curriculum: Art History 556/856, a seminar on Modernism/Fascism/Totalitarianism in the Arts team-taught by Suzy Buenger with Pam Potter of music and German; and Art History 431, a topics course on Queer Theory and Visual Culture, taught by Jill Casid, that includes optional public performance pieces and exhibitions. Our engagement with the public humanities is much broader, however. The Buildings-Landscapes-Cultures program, coordinated by Anna Andrzejewski includes summer field schools that focus on vernacular architecture in small towns and cities throughout Wisconsin. Students contribute to the cultural history of the State by documenting and researching historic buildings in local archives and engaging residents in oral histories. Ann Smart Martin’s material culture courses often engage students with the objects found in local historical societies in the State, and frequently include internships. Prof. Martin also recently conducted a seminar that prepared a permanent collection display for the Smithsonian Museum of American History. Nancy Marie Mithlo’s regular exhibitions at the Venice Biennale bring indigenous artists of the state to one of the best known international exhibitions of contemporary art, and offer graduate students experience in indigenous curating practices abroad. A recent collaborative, interdisciplinary course, called “Fauhaus” team-taught by Art History professor Henry Drewal and Artist in Residence, Faisal Abdu’allah from London, brought theory and practice together and produced a series of public performance pieces and exhibitions on and off campus.
Indeed, curatorial and exhibition practice are so crucial to the future professional lives our students—even those who go on to academic careers—that we are in the midst of preparing a new curatorial studies certificate and graduate track. Key elements will include exhibition courses, a broader methods course emphasizing a range of practical skill sets from exhibition design to management and budgeting, internships and a final student exhibition project. We believe that this new initiative will fit very well with the Public Humanities Certificate and will draw students from a wide range of disciplines.

We look forward to contributing to the proposed Public Humanities Certificate program.

Sincerely,

Thomas E. A. Dale
Chair and Professor of Art History
Dear Prof. Hilmes,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

The public humanities encourages graduate scholars to see public engagement as integral to their lives as intellectuals and teachers, thus promoting the extension of humanistic work and research into spaces and conversations beyond the university. The Public Humanities Certificate program has two related goals: to prepare PhD’s in the humanities for careers beyond tenure-track positions in higher education, and to expand the definition of meritorious or recognized products within the academic profession. Public humanities projects take a range of forms here at UW-Madison, and include creative writing workshops and reading groups in locations from prisons to senior centers as well as theatre, drama, and pedagogy workshops for non-traditional and ESL learners at community centers and Madison College; they invite participants to become their own publishers by making hand-made books at the Literacy Network and they curate historical and arts-based exhibits; they produce local archival and oral history documentaries, and much more. By institutionalizing the Public Humanities Certificate Program, the University will provide sustainable support to and professional acknowledgement of the many students who are already translating their academic research into projects that establish a reciprocal engagement with community audiences. Ultimately, the Certificate program will prepare graduate students for careers outside of academia and train students who wish to remain within academia to articulate new horizons for humanistic research.

We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in relevant courses, with consent of instructor. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

[Signature]

Department Chair, Communication Arts
April 23, 2013

Dear Prof. Layoun,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such regularly offered course as: 500, 750, etc. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.
I’m more than delighted to endorse the Public Humanities Certificate Program and do so with pleasure and enthusiasm for this important effort of which I’m happy to be a part in whatever way possible.

__________________________
Professor of Comparative Literature and Chair
Department of Comparative Literature and Folklore Studies
Dear Prof. Kelley,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a statement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in courses that are regularly offered in the English department. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

______________________________
Department Chair
May 21, 2013

Lenora Hansen
UW-Madison Center for the Humanities
319 University Club
432 East Campus Mall
University of Wisconsin
Madison, WI 53706

Dear Ms. Hansen,

I am writing to express the enthusiastic support of the Department of Gender & Women’s Studies Department for the Certificate in Public Humanities. This is a timely and innovative certificate that will benefit many students on our campus, including Gender & Women’s Studies students and those pursuing our certificate. We welcome collaboration with this project.

Regards,

Jane Collins
Chair, Gender & Women’s Studies
Dear Prof. Mallon,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such regularly offered courses as 901, 982, 983, etc. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

[Signature]

Department Chair, History
May 13, 2013

Dear Colleagues:

I wish to write in brief but with great passion in support of the application by the Center for the Humanities for a new graduate certificate in Public Humanities. The value of such a program can be justified on two grounds, the first of which is that it would meet the rising demand voiced by graduate students in our program for such a qualification. Graduate students entering our discipline today see ours and other humanities disciplines in terms other than the traditional dyad of teaching and academic research that motivated people in my generation. This may partly be a recognition of the limited number of purely academic positions available to graduate students upon completion of their degrees, but I suspect it also represents a desire to reconnect the humanities with the public’s interest. And that is my second reason for supporting this proposal – that now more than ever the humanities needs to demonstrate their value as a public good. In an era when the value and costs of education are measured ever more in terms of narrowly defined occupational skills, the very survival of our disciplines as serious participants in public discourse depend on essentially on programs such as this one. Thus both for the education of our graduate students and for the good of the humanities as a public good, this proposal deserves your strongest support. It is urgently needed.

Yours sincerely,

Thomas Broman
Professor and Chair, Department of History of Science
Dear Prof. Bühnemann,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such regularly offered courses as 524, 621, 628, etc. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

Gudrun Bühnemann
Professor and Chair, Department of Languages and Cultures of Asia
Dear Prof. Lederer,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in your regularly offered courses that are relevant to the Certificate. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

Susan E. Lederer, PhD.
Robert Turell Professor of History of Medicine and Bioethics
Department Chair, Medical History and Bioethics
Dear Prof. Shafer-Landau,

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such regularly offered courses as 520, 523, 524, 955, etc. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

[Signature]

Department Chair, Philosophy
Lenora Hanson
UW-Madison Center for the Humanities
Public Humanities Exchange Program Coordinator
319 University Club Building
432 East Campus Mall

23 April 2013

Dear Lenora Hanson,

I was delighted to learn of the plans for a Public Humanities Certificate Program. This is a wonderful initiative, and the Department of Scandinavian Studies will do whatever we can to accommodate students pursuing the Certificate.

Sincerely yours,

Kirsten Wolf
Chair, Department of Scandinavian Studies
Dear Prof. Wolf,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such regularly offered courses as 426 and 429. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

[Signature]

Department Chair, Scandinavian Studies
Dear Prof. Kornblatt,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in your regularly offered courses that are relevant to the Certificate. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

Judith Kornblatt
Department Chair, Slavic Languages and Literature
4.9.13
May 23, 2003

Lenora Hanson
UW-Madison Center for the Humanities
Public Humanities Exchange Program Coordinator

Dear Lenora,

I am writing to convey the support of the Sociology Department for the Public Humanities Certificate Program. We will try to assist by allowing students pursuing this Certificate to enroll in Sociology courses to the extent possible. Given recent cutbacks to the number of graduate courses offered by Sociology, we anticipate enrollment opportunities to become more constrained in the future. But Certificate students will have the same enrollment priority as Sociology PhD minor students, who are able to enroll in Sociology courses if there is room available after Sociology students have enrolled.

Sincerely,

James Montgomery
Professor and Chair
Dear Prof. Gross,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such course as 510, 560, 625, etc. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

______________________________
Department Chair, German
Dear Prof. Archbold,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

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We would like to request a brief acknowledgement of support for the Certificate program generally and an acknowledgment of overlap between the intent of the Certificate and graduate courses that are offered in your department. Thus, you would agree to work with the Center for the Humanities in order to provide space for students pursuing the Certificate in such regularly offered courses as 357, 424, 469, 619, etc. The Center for the Humanities will provide the bulk of the administrative work for course development and recruitment, but we are looking to individual departments to allow students pursuing the Certificate space in your regularly offered departmental courses. We welcome your signature of support below.

___________________________________
Department Chair, Theatre and Drama
Dear Prof. Krakauer,

This spring 2013, the Center for the Humanities will submit an application to the Graduate School’s Academic Planning Committee for a new Public Humanities Certificate Program. Like other Certificate programs, ours will seek to enhance and promote preexisting interests and work by providing institutional recognition and support. Its intent is to facilitate public, external engagement at the graduate level while also professionalizing students through exposure to alternative modes of scholarship and research. The Public Humanities Certificate will place UW-Madison alongside other institutions such as the University of Washington-Seattle, Brown, and Duke, in actively articulating a new vision for graduate education in the humanities.

The public humanities encourages graduate scholars to see public engagement as integral to their lives as intellectuals and teachers, thus promoting the extension of humanistic work and research into spaces and conversations beyond the university. The Public Humanities Certificate program has two related goals: to prepare PhD’s in the humanities for careers beyond tenure-track positions in higher education, and to expand the definition of meritorious or recognized products within the academic profession. Public humanities projects take a range of forms here at UW-Madison, and include creative writing workshops and reading groups in locations from prisons to senior centers as well as theatre, drama, and pedagogy workshops for non-traditional and ESL learners at community centers and Madison College; they invite participants to become their own publishers by making hand-made books at the Literacy Network and they curate historical and arts-based exhibits; they produce local archival and oral history documentaries, and much more. By institutionalizing the Public Humanities Certificate Program, the University will provide sustainable support to and professional acknowledgement of the many students who are already translating their academic research into projects that establish a reciprocal engagement with community audiences. Ultimately, the Certificate program will prepare graduate students for careers outside of academia and train students who wish to remain within academia to articulate new horizons for humanistic research.

By signing below, you indicate support for the Certificate program, its contribution to UW-Madison's campus and its potential to further the interdisciplinary endeavors within and beyond the university.

David Krakauer

Director, Wisconsin Institutes for Discovery