

WHAT IS PUBLICLY ENGAGED SCHOLARSHIP?

CENTER FOR LAW & METROPOLITAN EQUITY FELLOWS WORKSHOP
DECEMBER 12TH, 2015

ON LANGUAGE & WRITING

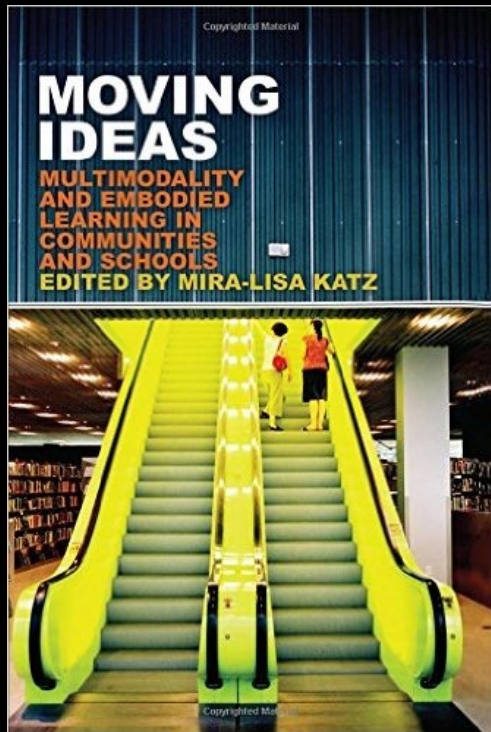
Jhumpa Lahiri

[BIO](#) [BOOKS](#) [EVENTS](#) [INTERVIEWS](#) [PRESS](#) [REVIEWS](#)

ABOUT THE AUTHOR

Jhumpa Lahiri was born in London and raised in Rhode Island. She is the recipient of a Guggenheim Fellowship, and author of two previous books. Her debut collection of stories, *Interpreter of Maladies*, was awarded the Pulitzer Prize, the PEN/Hemingway Award and The New Yorker Debut of the Year. Her novel *The Namesake* was a New York Times Notable Book, a Los Angeles Times Book Prize finalist and was selected as one of the best books of the year by USA Today and Entertainment Weekly, among other publications. She lives in Brooklyn, New York.





PASTURE PEDAGOGY: REFLECTIONS FROM THE FIELD ON EMBODIED LEARNING

Sometimes I find myself clucking. When people texting madly veer across the walkways on campus. When a driver, irritatingly cautious, takes too long changing lanes, blinker flashing.

When my students, slow as molasses, move their desks after I have asked them to get into groups: chk, chk, chi, chi! It's a bad habit. And a hard one to break when more often than not, people respond, quickening their pace (though not without some quizzical facial expressions) to an encouraging cluck."

PEER-REVIEWED ARTICLE

Volume 7, Number 1 - Fall 2015


Erica Tom

Gender and Power in Narratives of “Natural Horsemanship”: The Production of “Prey-Identified Masculinity”

1. **Overview.** Through visual and textual analysis, this cultural studies project examines the production of what I call “prey-identified masculinity” — a discourse of masculinity where the performer identifies with prey as a means to explain his empathy and sensitivity, while remaining in a dominant subject position. Drawing on the work of Louis Althusser, Michel Foucault, and Judith Butler, I evaluate the ideologies and discourse being produced through two cultural artifacts concerning “Natural Horsemanship” practitioners Monty Roberts and Buck Brannaman — the autobiography, *The Man Who Listens to Horses* (1996), and the biographic documentary *Buck* (2010). This analysis seeks to add to the developing field of horse-human relations, specifically the scholarship on Natural Horsemanship by Lynda Birke, Keri Brandt, and Joanna Latimer. By focusing on cultural productions (rather than the *practice* of the discipline) this article seeks to contribute to literature on “the representation of equestrian sports in the media” of which there is, “a striking dearth of research specifically on gendered representations of equestrians in media coverage” (Adelman and Knijnik 2007).¹ Positing that prey-identified masculinity offers a new identity that may provide a sense of agency to a specific population, I also consider the pitfalls of a discourse that is grounded in sexist ideology. This analysis is concerned with the social power relations of performativity, how cultural narratives structure identities, and what is at stake in the production of prey-identified masculinity.²

PUBLICLY ENGAGED SCHOLARSHIP AT CLIME

RUTGERS




The Center on Law in Metropolitan Equity

Researching Public Law and Public Policy in the Public Interest

Search CLIME.edu All Search

- Home
- CLiME Profiles
- Commentary
- Legal Material
- CLiME News
- Publications
- Mission
- Using This Site



The Rutgers University School of Law in Newark, NJ

The Gap In Conceptualizing Achievement In America's Public Schools: An Analysis Of The Achievement Gap

JOANNA MAULBECK CLIME October 01, 2015

Since the achievement gap has been utilized to justify a plethora of reforms, it is critical to re-analyze our understanding of the phenomenon, as well as our understanding of educational equity in a broader sense. This paper studies the way that equity has been conceptualized within the education system, including how the achievement gap has been defined, measured, and addressed by practitioners and researchers, ultimately examining strengths and limitations, with implications for more effective ways of addressing the issue.

SEARCH OUR COLLECTION

SEARCH BY TOPIC

- Civil Rights
- Community Development
- Economic Inequality
- Educational Equity
- Equity Audits
- Fair Housing
- Immigration
- Infrastructure
- Mutuality
- New Jersey
- Poverty
- Public Finance
- Public Health
- Race Perspectives
- Segregation
- Spatial Mobility
- State/Local Government
- Sustainability
- Tax Policy
- Transportation

SEARCH GOOGLE SCHOLAR

LEGAL DATABASE

"Why Academics Stink at Writing" (2014)

Steven Pinker



Academic writing is
"turgid, soggy, wooden, bloated, clumsy, obscure, unpleasant to read, and impossible to understand."

“DEVELOP A NIGHT
COURSE IN CREATIVE
NONFICTION WRITING,
SPECIFICALLY FOR
PROFESSORS.”

- JEFF CAMHI

PROFESSOR EMERITUS OF BIOLOGY AT HEBREW UNIVERSITY OF JERUSALEM

"Here's Why Academics Should Write for the Public"

Jonathan Wai & David Miller

HUFFINGTON POST
ORIGINALLY PUBLISHED IN THE CONVERSATION
DECEMBER, 1ST 2015

"WE PROPOSE SOMETHING
SIMPLER: ACADEMICS JUST
NEED TO START WRITING,
GETTING EDITED AND SEEING
IF THE PUBLIC READS THEM"

- WAI AND MILLER

"Here's Why Academics Should Write for the Public"

Jonathan Wai & David Miller

- + Readership as "Public Peer Review"**
- + Reach thousands instead of a handful of readers**
- + Engage with the public to have social impact**
- + Increase academic career opportunity**

While publicly engaged scholarship is being encouraged on more campuses—it remains to be seen if such scholarship will pay off in academic advancement.

Why write public engaged scholarship?

WHAT IS
**PUBLICLY ENGAGED
SCHOLARSHIP?**

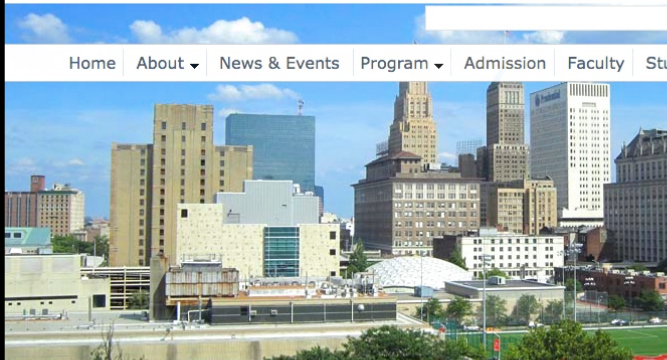
Who is the **public**?

WHICH **PUBLIC** DOES
CLIMATE WANT TO REACH?

HOW DO WE REACH THIS
PUBLIC?

HOW DO WE WRITE FOR
THIS PUBLIC?

Joint PhD Program in Urban Systems



New Jersey Institute of Technology

RUTGERS Newark College of Arts and Sciences University College - Newark

- << Back to Departments
- Home
- Our Courses
- Field Education
- Competency Outcomes: Course Assessments
- Competency Outcomes: Field Assessment
- Resources
- Photo Gallery
- Agency Fair Gallery
- Faculty & Staff
- Contact Us
- RELATED
 - BCWEP Program
 - "It's a New Day" Video Interview

Department of Social Work

| | | | | |
|----------|-------------|--------------------|----------------------|------------------|
| Overview | Social Work | Major Requirements | SW Field Internships | Western Monmouth |
|----------|-------------|--------------------|----------------------|------------------|

Department Mission and Objectives

The Rutgers-Newark Department of Social Work prepares students to become BSW level generalist professionals to carry out the mandates of the social work profession with a diversity of client systems and with the most vulnerable members of society. With a focus on the urban environment, the program seeks to develop a cadre of competent generalist practitioners who:

- Have a passion and a calling for the profession.
- Understand and adhere to social work ethics and values.
- Exhibit respect for diversity, demonstrate cultural awareness and competency.
- Advocate for social and economic justice.
- Contribute to and influence policy and research.
- Engage in life long learning.

The program is accredited by the Council on Social Work Education. Educational Policy and Accreditation Standards



Social Science Perspectives on Cities

The Joint PhD Program in Urban Systems examines the complex interrelationships within urban environments, including the social, cultural, political, economic, geographic, organizational, and bioenvironmental factors that influence urban populations. The program has three specializations: 1) Global Urban Studies, 2) Urban Environment, and 3) Urban Health.

RUTGERS School of Law | Newark



News & Announcements

American Bar Association Approves Merger Creating Rutgers Law School

Read Story

Three Outstanding Alumni Recognized at Annual Dinner

At the Rutgers Law School's annual Alumni Recognition Dinner in early November, three outstanding graduates were



Spotlight On...

Rutgers Law School Bridges Gap

Originally published by the New Jersey State Bar Association, this article explores the Rutgers Law Associates program at Rutgers Law School.

From representing clients in custody issues to helping

- Law Library Website
- Institute for Professional Education [CLE]

Quick Links

- Rutgers Law School
- ABA Required Disclosures
- Academic Calendar
- Blackboard
- Calendar
- Campus Emergency Information
- Directions
- Due Process TV Online
- Legal Matter - SBA Store
- myRutgers
- Rutgers Today
- Web Mail
- Find us on FACEBOOK

RUTGERS Newark College of Arts and Sciences University College - Newark

Peace and Conflict Studies

Finding Paths to Peace and Justice



Master of Arts in Peace and Conflict Studies

Who We Are

Life is conflict. Life is cooperation. Both define the human condition. Conflict will never be eliminated, nor should it be, because conflict can foster change. But conflict can be approached in ways that not involve mass killings, assaults on human rights, and oppression. Structural violence that creates the appearance of order while people suffer. The newly created Master's Program (and Bachelor's/Master's Program) in Peace and Conflict Studies will

RUTGERS School of Public Affairs and Administration | Newark

School of Public Affairs and Administration (SPAA) Rutgers University - Newark

COMPETENCE | DIVERSITY | KNOWLEDGE | SERVICE | ETHICS

| | | | | |
|----------------------------------|------------------------|---------------------------------------|-----------------------------------|------------------------|
| ABOUT RUTGERS SPAA NEWARK | DEGREES & CERTIFICATES | KEY PERFORMANCE INDICATORS & OUTCOMES | STUDENT RESOURCES & ORGANIZATIONS | INTERNATIONAL STUDENTS |
| FACULTY & STAFF | ALUMNI & GIVING | EVENTS & CONFERENCES | CENTERS, INSTITUTES & NETWORKS | CAREERS & INTERNSHIPS |
| PUBLICATIONS, JOURNALS & REPORTS | RESEARCH & PROJECTS | INTERNATIONAL PARTNERSHIPS & PROJECTS | TEACHING RESOURCES | PUBLIC GATEWAY |
| NATIONAL CENTER FOR | PPMRN | Cases and Simulations | | |

Rutgers SPAA Newark Ranked #7 in the Nation U.S. News

SPAA News:

Rutgers SPAA Ranked 5th Most Innovative Public Service School in the Nation

Rutgers SPAA is First U.S. School to Receive International Accreditation for Public Administration Programs

Faculty Search in Public Administration and Public Management (Full-Time and Adjunct)

Rutgers SPAA Ranked 6th Nationally Based on Student Feedback

MORE NEWS

Upcoming Events:

SPAA Open House - 1/6/16
Wed, Jan 6, 2016 - 5:30pm to 7:30pm

WRITING
FOR YOUR FIELD →

WRITING FOR THE PUBLIC

WHAT ARE THE
ELEMENTS OF
EFFECTIVE
PUBLICLY ENGAGED
SCHOLARSHIP?

ELEMENTS OF EFFECTIVE **PUBLICLY ENGAGED SCHOLARSHIP**

- ACCESSIBLE LANGUAGE
- RIGOROUSLY RESEARCHED
- WELL STRUCTURED & ORGANIZED
- CLEARLY ARTICULATED ARGUMENT
- ENGAGING & ENGAGED IN AN IDENTIFIABLE CONVERSATION

THE HOOK

"In the wake of the death and devastation Hurricane Katrina visited on large swaths of Louisiana, Mississippi, and Alabama, it is not surprising that many people asked with some bitterness: "How could a loving God allow this to happen to so many innocent people?"

- Derrick Bell



"New Orleans is vitality and culture."

- Charles J. Ogletree Jr.

"Anyone who has experienced sudden death close up knows that it need not be instantaneous, but may take all day."

- David Dante Troutt

TEACH YOURSELF ITALIAN

JHUMPA LAHIRI

“My relationship with Italian takes place in exile.”

“I buy a book. It’s called ‘Teach Yourself Italian.’
An exhortatory title, full of hope and possibility.
As if it were possible to learn on your own.”

TASKS:

DEFINE A CLIME STYLE OF PUBLICLY
ENGAGED SCHOLARSHIP

- **EXPLORE** THE CONCEPT OF PUBLICLY ENGAGED SCHOLARSHIP
- **SHARE** OUR EXPERTISE AND ONGOING RESEARCH
- **DEVELOP** OUR WRITING FOR PUBLICATION