LEADERSHIP TEAM:
Kamran Rastegar (International Literary and Cultural Studies),
Kendra Field (History and Africana Studies),
Brian Hatcher (Religion – on leave 2018-19),
Lisa Lowe (English -- on leave Fall 2018)

Project Director: Kamran Rastegar (International Literary and Cultural Studies)

Additional Leadership Team members:
• Not all individuals listed below have been contacted as yet or have agreed to serve in this capacity. We are awaiting final approval of this proposal before doing so, but will aim to finalize this list by the first week of September

  Alessandra Campana (Music)
  Greg Crane (Classics)
  Kris Manjapra (History)
  Alecia McGregor (Community Health)
  Nadim Rouhana (Fletcher School)
  Adriana Zavala (Art History)
EXECUTIVE SUMMARY (1 page)

Tufts has a demonstrated strength in international studies of law, diplomacy and social science. We seek to match this proven leadership in international studies with a robust comparative global humanities studies. Culture, History, and Translation names such a research nexus that brings together research faculty strengths in Anthropology, Art History, English, Comparative and Romance Literatures, History, and Religion, to consider the transmission, adaptation, and adaptation of cultures over the longer world history of contact, encounter, and exchange. Culture, History, and Translation names an interdisciplinary research project that builds upon traditional strengths of humanistic study - languages, textual exegesis, hermeneutics, philosophy of history, aesthetics and literary interpretation - but is committed to rethinking culture, art, language, religion and civilization beyond the nation, not only in the present, but also in the study of the past. In the larger profession, humanities studies are being recast in terms of new thematics that emphasize contacts, intimacies, and entanglement that occur through colonialism, slave trade, immigration, and cosmopolitanism, as well as cross-border, regional, hemispheric, and transoceanic encounters, exchanges, and translations. Cultural exchange, interpretation, and translation above and below the level of the nation have played deeply influential roles in the making of art, ideas, culture, religion and society, in the past and in the present. A foundational value articulated in the T10 Strategic Plan is the embrace of global perspectives, described as an appreciation for commonality and complexity, universality and specificity, and the global issues and experiences that weave into our community’s structure and function. This exploration of threads of commonality that link the local to the global takes place by means of methodologies that employ cultural comparison, interpretation, and translation. The training and expertise in reading, interpretation, and analysis of culture and representation lie at the heart of humanities approaches to knowledge production, and are essential for innovation in the studies of religions, literatures, histories, societies, and cultures, as well as in the visual and musical arts. To maintain its distinction as a research university, Tufts must uphold its commitment to providing researchers with the tools and resources to collaborate across disciplinary, cultural, linguistic and political boundaries. Learning to understand, interpret, and translate cultural representations sits at the very heart of humanities research that seeks to be adequate to challenges of studying global cultures and histories. If our goal is the education of global citizens who will have a meaningful impact on their world, we must commit to educating our students to be linguistic, cultural, and historical translators in the fullest sense of the term.

Humanities research that contributes to the interpretation of histories of global encounter, conflict, and exchange helps us to understand better the legacies of ongoing disparities of social, cultural, and economic power. Thus, our work is deeply relevant to contemporary public debates and the fate of our society. Humanities research on histories of social inequality and social justice enables public engagement on critical civic issues, building a diverse, robust discussion in the public humanities. We already conduct this work in the existing humanities centers: Center for the Humanities (CHAT) and the Center for the Study of Race and Democracy (CSRD), but with university support, we could grow our public humanities connections with local libraries, museums, and communities.
MISSION AND GOALS (1 page)

Research Priority Area Mission: (Please provide a succinct statement of the research area. Limited to 75 words.)

_Culture, History, and Translation_ considers longer histories of connection, exchange, and interdependency in ways that unsettle discretely bounded territories and recast received historical periods, by reconsidering formerly studied “areas” by recasting the global study of Europe, transoceanic studies, hemispheric American studies, global Black diaspora studies, and global Asia studies. Specifically, we critically engage translation as interceding on settled notions of _culture_ and _history_ and as imbricated in constructions of colonialism, race, empire and diaspora.

Three-Year Goals: (What do you hope to accomplish at the end of 3 years of work? What would 3 years of Tufts funding support prepare you to do next?)

Support for affiliated faculty, in terms of:

a) postdoctoral teaching to allow for course releases;
b) financial support for course releases; and
c) recruitment of faculty fellows as part of the development and maintenance of a vital community of scholars—through CHAT and CSRD—that provides intellectually productive engagements through visiting scholars, seminars and talks.
d) training of a cadre of undergraduates (sophomores/juniors) to be able to take on work as research assistants to faculty

Specific Goals and Metrics for Year One Funding:

Please list your goals for Year One. Include proposed metrics for each goal. Team goals should align with RSSP goals for year 1 listed on first page.

Year One Goals:

1) To solicit faculty affiliation with the CHT research project and draw together approx. 15 scholars to commit to involvement in the project through becoming non-resident CHAT fellows and members of a biweekly research seminar;
2) To recruit two new postdocs for the project, and to appoint two scholars from the group of applicants;

3) To advertise and then select faculty to be awarded research leaves in year 2 of the project;

4) Training program for undergraduate research assistants

5) To match selected postdocs with Tufts faculty to support scholarly production of faculty in this area... Postdocs will support teaching and mentorship of students in this area.
YEAR 1 PROJECT PLAN (3 pages)

A. Activities and Milestones for Year One

List and briefly describe the activities you propose to achieve Year 1 Goals. Please include the following milestones:

- Convene advisory board
- Internal Outreach effort, e.g. convene workshop on topic area
- Development of extramural funding strategy, including specific funding targets
- Submission of at least one proposal for extramural funding during Year 1
- Quarterly meetings with OVPR
- Submission of Progress Report/Renewal Application

B. Timeline of Proposed Activities for Year 1

September: Convene advisory board (in progress), organize open house at CHAT to launch project, select ~15 faculty fellows, begin faculty research seminar
Oct-Nov: Hire dissertation fellow to offer administrative support and to work with undergraduates towards developing a cadre of research assistants who can work with faculty —to assist faculty but also to gain useful training to prepare for graduate work in humanities. Advertise postdocs for Y2; extramural funding strategy; OVPR meeting
Nov-Dec: Advertise faculty course releases for Y2
Dec: Faculty fellows are invited to propose projects to be supported by HCT initiative, some of these will be refined for applications to receive course releases, others may become CHAT fellows or have other forms of support in Y2 and/or Y3
January: Select postdocs, select faculty course releases – targeting but not limited to Y1 faculty fellows (advisory board overseeing); OVPR meeting
Feb: Finalize plans for Y2: teaching to be done by postdocs, course releases for selected faculty
March: Intensive training program for undergraduate research assistants to be conducted by dissertation fellow
April: Culminating event for faculty fellows (e.g. symposium); OVPR meeting
May-June: Submit progress report and renewal application

C. Timeline of Proposed Activities for Years 2 and 3

Year 2: Postdocs arrive in fall; faculty course releases allow for selected fellows to conduct writing/research; faculty encouraged to submit extramural research funding proposal; CHAT
continues to function as an incubator and community for fellows and affiliated faculty to work individually and collaboratively

Year 3: Second year of postdocs, continued teaching by postdocs and course releases for selected faculty; submit extramural research funding proposal; fellows continue to work with support of CHAT – some with OVPR funded course releases, others as CHAT faculty fellows. By end of year, fellows are expected to have completed a part of their own proposed research and to present on it in a public setting (likely a conference or symposium)

MANAGEMENT AND COMMUNICATION PLAN (1 page)

As the director of CHAT, Kamran Rastegar will be responsible for day-to-day management of the research project, but will do so in close contact with Kendra Field, who as director of CSRD will be also located in the Fung House. Kamran and Kendra will jointly supervise the postdocs that are selected for Y2 and Y3.

Documents pertaining to the status of the project will be available to faculty leaders via the cloud on a Box folder.

The advisory board will meet once per semester and will be consulted on important decisions as necessary via email.