



Creating Knowledge in Common

Reading Club Meeting 2

A meeting to discuss experiences with and insights from reading [Creating Knowledge in Common](#)

“Creating Knowledge in Common” is the latest special collection on Ground Works, a2ruš online platform for arts-integrated research. Through peer-reviewed projects and a tagging system for navigation, it explores university/community partnerships that center the arts and design.

TIME:

60-75 minutes

PLACE:

Remotely via videoconference, or in person.

If in person, agree ahead of time on measures for being together so that everyone is safe and comfortable (e.g., indoors or outdoors? masks required? cameras on?).

Either way, we recommend including snacks and drinks, as appropriate!

TIPS FOR A SUCCESSFUL MEETING:

- Start and end on time.
- Whether your club members have never met or are long-time colleagues, start with some getting-to-know-you time. What are your current passions? What are you busy with these days?
- Be an active listener and engage in dialogue, rather than a monologue. Agree to self-monitor your speaking time.
- Practice respect.
- Use the prompts below as a starting point, but let the interests and insights of your club determine the direction of your conversation.

SUGGESTED READING FOR THIS MEETING:

The readings for today's meetings loosely cohere around the idea of Community Art-Making, but there are many other cross-cutting themes to explore as well; see the [Index tags](#) for ideas.

- [Mapping the Relationship Between a University and Community Music School](#)
- [Side by Side: Navigating the Messy Work of Staying Relational in University-Community Partnerships](#)
- Decolonizing the Curriculum: Evoking the Complexity of Black Lives in Florida

DISCUSSION PROMPTS:

- What stands out to you about these projects? What captured your attention immediately, or stuck with you later?
- Across these projects, community art-making shows up in different contexts, with different functions. How does its role differ across today's readings? What does making art do for the student podcasters in "Decolonizing the Curriculum..." or the composers of "Food is the Language" in "Mapping the Relationship..."?
- Partnering across the lines that separate universities from communities can entail risk. Where do you see risks taken across today's reading? What's at stake, and for whom?
- How are these projects reciprocal, or not? How do researchers and community members benefit from the work?