INTERVENTION

Doing Public Geography, Making Scholarship Public

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This intervention will explore an attempted contribution to understanding public scholarship, and its relevance for radical geographers today. By collectively mapping experiences and examples of different forms of public scholarship, at the Institute of Geographies of Justice (IGJ) in Durban, June 2013, we were able to identify collective similarities and potential problematics of what it might mean to be public geographers or make geography public. Using a structured map to facilitate our discussion allowed us to visually represent our different projects–helping identify commonalities, as well as forcing us to question normative assumptions about the meaning of "public". Through subsequent reflections, using examples of "publics" from IGJ participants, we engaged with: different ways of understanding the public; how publics are created; counter-

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public narratives; tensions between activism and the academy; what a public geographer might look like; and how geography could be made more public. We hope to address how we go about producing radical, engaged research and how this might function in practice.

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Introduction

This project came out of a collective attempt to re-describe and engage with the questions of what public scholarship is, how it's made, and how as radical geographers we might aim to effect changes and interest in the field.

We undertook this conversation and investigation collectively at the Institute for the Geographies of Justice (IGJ) in Durban, June 2013. Through discussions of public geography projects in which we had been involved, we mapped our various experiences of research and what the public meant to us within them, identifying similarities and points of contention. This investigation is based on the collective and varying experiences of those who attended the IGJ, rather than a representative or exhaustive list of public geographies.

Figure 1: The IGJ participants making the map at the workshop

By using a rigid mapping structure (see Figure 3 below), we were forced to question some of the normative assumptions of what "the public" meant, as well as what constituted "public" scholarship. This tool facilitated a number of informative discussions, as well as allowing us to compare and see differences between our projects. Through developing these maps, analysing the discussions and literatures on public geographies, we hope to engage with what it might mean to "do public geography" or "make geography public". Consequently, we hope that this tool can be used as a way of engaging with thinking about publics from the start of a research project, rather than after a project has already happened.
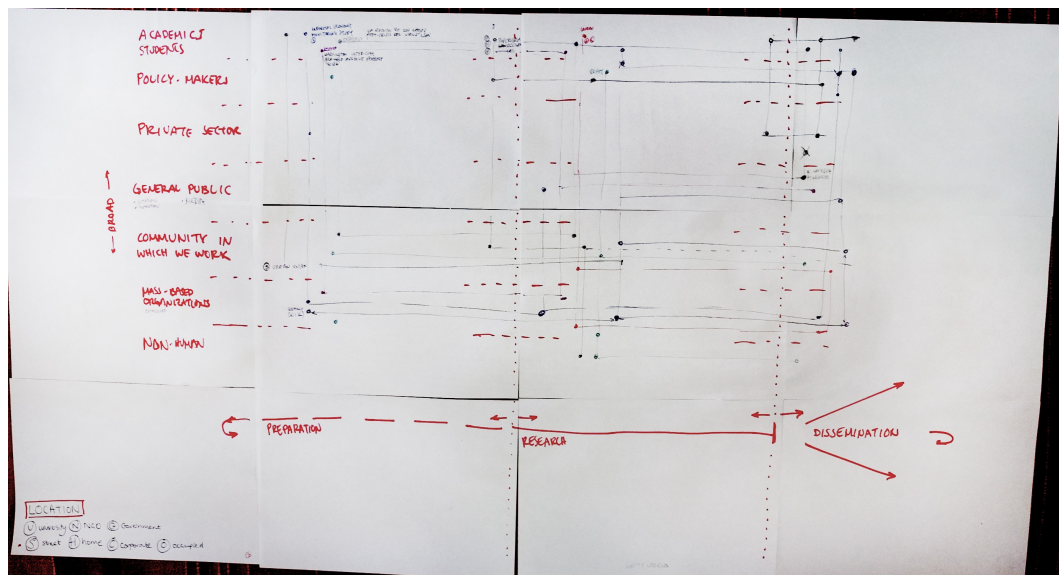

Figure 2: The map

Following these analyses and debates a key difference that we identified was *when* the idea of a public was conceived of in a project. In this sense, there is a distinction between "doing public geography" and "making scholarship public": each conceives of a different time when engagements take place. The temporality of engaging in public highlights a different imagination of engagement, either as something outside of the research process or as a part of shaping and creating it from within. This demonstrates a different role for the public, either as key to the production of knowledge in a space, or as separate actors with which knowledge will be shared. This difference in conception of what a public is highlights very different approaches to research and engagement, either as from within the academy onto an audience, or as part of co-creating knowledge within communities. Therefore, the use of the same term for these different movements is confusing. This initial difference sparked numerous debates and explorations at the IGJ that we elaborate through this intervention. Particularly, how these different uses of public have been articulated within neoliberal research frameworks, as opposed to as strategies of engaging in research and activism, and how consensus around the idea of a general public might be produced, as opposed to how we can create an iterative and connected understanding of general public and activism.
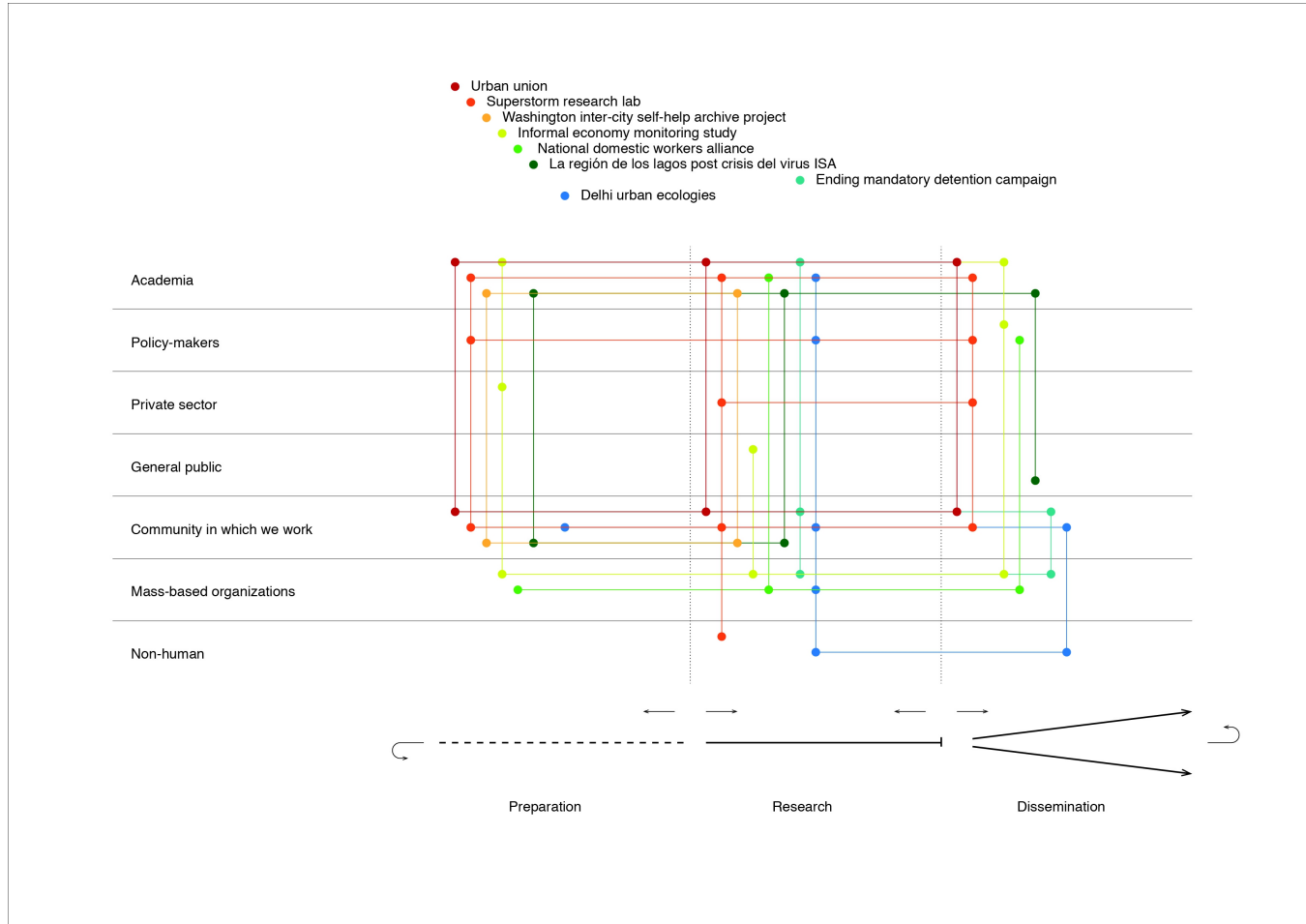
Figure 3: Mapping structure with projects indicated by colour

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1. Neoliberalizing and counter-neoliberalizing forms of publicness

[i] "Nothing about us, without us, is for us": making explicit the purpose of a public engagement

The discrepancy between "making public geography" and "making geography public"; the "nothing about us, without us, is for us" approaches to scholarship as opposed to approaches that are only interested in, or required to do some form of "dissemination" to, "the public" (e.g. projects having a "public" requirement due to funding emerged at IGJ, like David Wachsmuth's and Beatriz Bustos'). These approaches engage in contrasting conceptions of what the public and public engagement means, whereby the conception, approach, methods and results of a project are different. These approaches conceptualise the idea of a public differently, as "nothing about us, without us, is for us" (a South African disabilities slogan during the struggle against apartheid) situates the public as knowledgeable co-creators. The public is therefore involved; they are shareholders in organising a project, side by side with any researcher, shaping how the project progresses and what they want to find out, where their knowledge is valued. This is different from an approach that focuses on sharing information with a group from which the researcher is separate, after it has been researched.

[ii] Active and passive public engagements–who decides?

Undertaking research there is a difference between "active" public-ness and "passive"; the first is an indispensable and transformative component of the research, while the second is trying to

communicate research to the public (a one-way transfer where the research itself isn't transformed, regardless of the public's reaction). In other words, the active is a form of bilateral channel between scholarship and public, and the passive is a unilateral relationship.

The discussion of the Chilean lakes region presented at the IGJ emphasises the differences between passive and active publics within research. Passive public engagement can often be compulsory (e.g. a requirement of a grant-maker, or for it to benefit from the endorsement of a public institution), and can involve merely making content or setting up an interface that is, in principle, accessible to anyone, without necessarily being required to pursue exposure or exchange. In this example, the passive component was the blog (as in the Chilean case, mentioned during the session: "the community that I work in doesn't follow blogs. That's not the kind of engagement that they want"). However, actively-sought "public moments" would have to prioritise engagements that were open to the public, things they wanted to engage (e.g. located in accessible places to the desired public, in ways that do not alienate them). In this example the active component could be the seminars, or maps that they collectively developed.

Another way to approach active and passive public conditions is to understand how the research is structured to facilitate these "public moments". An active public research approach would facilitate an open interface where the public will be able to dialectically transform (the research project) and be transformed (by it). A passive public condition would be to engage in dissemination strategies that do not directly affect the project in question, but help the researchers to receive input from a certain public for the benefit of their own experience and possibly of the following projects; this is regardless of whether the public moments take place before, during, or after the research process. In this case, the role of researcher and researched, and the divide between them, is maintained.

[iii] Neoliberalizing and counter-neoliberalizing public scholarship

These interactions with public-ness foster different forms of engagements, organising even citizenship as Margit Mayer (2010) addresses in *Social Movements in the (Post-)Neoliberal City*. Here Mayer locates the origins of "participation" in the 1980s when the state, after the experience of protests in the 1960s and 70s, decided to turn contestation into cooperation and invite protesters to participate. In this way a public participation in the production of the city was a way to co-opt movements and reduce conflict, whilst also changing the ability of radicals to dissent.

Requirements to have public consultations could in theory provide opportunities to democratise institutions and give locals a say. However, as Meyer identifies, this can also be employed as a strategy to justify action after the fact, whether or not the public is listened to. This instrumentalisation of engagement can be a method of allowing an outlet for public responses, which have very few results in terms of action.

Therefore, the use and understanding of active or passive publics in research is very powerful; as a neoliberalizing strategy, it relies on its justification through "public engagement" in order to foster a legitimate image. However, understanding this difference can also be an important tool in changing and addressing these neoliberal policies.

2. Personal activism and public scholarship: cultural and theoretical aspects

[iv] Theoretical colonialism

Whilst engaging in scholarship and being mindful of global inequalities, hierarchies and divisions, engagements with "nothing about us, without us, is for us" are essential. As Jenny Robinson and others have discussed, the inequalities between the "global South" as object of study and the "global North" as domain of theory have for too long been embedded in the academy. How can we begin changing this?

Projects can challenge the system that recreates these divides of global North and South, through active participatory/public projects and by embedding other (marginalized, southern) narratives that are currently not part of what "theorizing" is regarded as. In doing so, it is important to recognise the substantive difference between some of the opportunities in highly funded (yet decreasingly so) northern institutions, with access to space, resources, libraries, research leave and specific histories of researching on certain groups, and the opportunities in less well funded places. In this context, it is crucial that engaged research is undertaken and specificities of individual difference are taken into account, rather than relying on disseminating to the public through a generalised approach.

[v] Personal activism and unitary public conditions

The difference between one's "activism" and one's own academic work appeared as a tension in the examples that we discussed. Some, like Melanie Samson or Amanda Huron, participated in

the projects they presented, but it was not clear whether it was an "academic" project or something they were doing in their capacity as engaged citizens. It was clear that they got involved because they were regarded as knowledgeable by being academics and/or having a graduate education, but it appears they did this because they believed in the projects. To regard academics and university-linked professionals as "knowledgeable" also has a cultural basis. Similarly, the division between one's academic role and the rest of your life is often blurred, particularly the difference between an engaged research process and activism; this also shifts the conception of what public means in these cases.

As Melanie, reflecting on the "Informal Economies Monitoring Study" project stated: "If I'm an activist working with mass-based organizations all the time, does that mean that all the organizations that I'm working with do research that is participatory and that I'm involved in what is called 'public research'? That would mean 'public' means doing something that is not doing research on my own for myself."

[vi] The artificial separation between "scholarship" and "actual interventions"

This divide between academic and activist can highlight the separation between scholarship (research, teaching, *'understand…'*) and an actual intervention (a project, an action, *'…in order to change'*). During the discussion of the 'Urban Union' project, this division was highlighted as, in order for the team to be organized in some way, an "artificial" division was produced: the sociologists, political economists, and lawyers became known as the "strategic research unit", and the cultural producers and community organizers became the "action research unit". The names suggest that the former do not act, and the latter are not strategic.

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One of the recurrent issues in understanding the role of the public was establishing who "the scholar" was? Amanda explained that the academic in the WISH project would refer to her. However, in reality the project consisted mostly of archival work, which (with the time and money resources to enable them to do it) a community member could have done. The skills required were not specifically "academic". Culturally, scholars are often highly regarded and respected, as Nik Theodore explained: it was the domestic workers, through the National Domestic Workers Alliance, that approached the university for the project he was involved with, looking for help from academic institutions to carry out the research. Melanie was working at an NGO when part of the Informal Economy Monitoring Study, but as she had academic credentials (even though she wasn't associated with a university), her role in the project was as a "scholar". Beatriz also problematized this distinction of who is/isn't an academic as within her project students would develop individual projects: "I don't know if undergraduates and graduates are academics, or just students."

The roles of publics, communities, academics and researchers are complex. The artificial separation between academe and activism is something that is challenged through radical, militant research practices or by engaging with participatory action research (PAR). Whilst there are differences in the way that research is engaged with, both of these practices highlight ways of engaging with the divide between praxis and theory. Some groups such as Colectivo Situaciones work as part of movements with a clear rejection of some normative academia, focusing on building *potencia* or power to act, building new forms of political engagement in Argentina. This means rejecting academic practices that create divides between action and research such as "abandoning the desire to lead others or be thought of as an expert" as well as researching outside of the university (Colectivo Situaciones 2007: 79). Many of these ideas have developed in Latin America, not only through the desire to overcome divisions and hierarchies, but through

the political act of linking these "normalised" practises to oppressive regimes and other mental conceptions derived from advanced-capitalist countries (Fals-Borda 1991: 3). Therefore, this divide between action and scholarship is something that can be differently conceived of and acted upon.

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3. The production of "the general public"

[vii] Who is excluded and included in "the general public"?

The category of "the general public" was a real issue during our mapping exercise–who are they? David mentioned that he immediately thought this referred to the mass media, such as newspapers, magazines, and TV. Melanie jumped-in to say that the newspaper-reading public was really specific in the context of South Africa ("when we use that term what we mean is the literate, internet-accessing, newspaper-reading public"), from which many are excluded. Nik told us that in the North American context anything that intends to steer policy-makers' views needs first to appear in mainstream newspapers. The point here is that a few different "publics" emerged: the public one is working with; a public ones is targeting; an undefined "general" public ("the people" perhaps); even non-human publics. In this sense, then, what one conceives of as a public shapes the sorts of engagements and interactions it is possible to have. A public conceived of as "people that read newspapers" is a very detached understanding, and it would be difficult to have a truly participatory and engaged project with this kind of public.

[viii] Language within and across fields

Related to who is included and excluded from the general public, was a question of language. It is important to identify in our research which publics are being addressed, as the *New York Times* doesn't speak the same language as Telemundo, and neither have the same style as an academic publication like *Antipode*. Academic publications are often written for a highly specific audience;

a restricted debate can be productive, but one cannot assume that these are open and accessible to a public. In order to be a "public scholar", what would it mean to engage with different types of audiences? Similarly, costly access to journals, the predominance of certain debates, and publishing in English all serve to exclude. What would a more equitable and engaged access to these resources look like, from a language, network and institutional perspective? Do Creative Commons copyright and open access publishing provide a different way to engage with the encryption of the academic knowledges that we produce, or even if we make them "open" will they still be difficult to access for many?

4. Radicalizing scholarship: embedding the public and the collective into a unitary, renewed, contemporary, and socially-relevant urban practice

[ix] Individual and collective scholarship

Academic scholarship frequently means adhering to certain conditions, such as working as an individual researcher. The experiences that participants presented at IGJ reveal a degree of collectivity, in which "the scholars" were not only working collectively amongst themselves, but also in collaboration with other groups with diverse composition in terms of disciplinary background, demographics, and classes. How can collective conditions be built into scholarship? How can public scholarship be better linked to collective practices, throughout the process of research, from design to publishing? The session revealed an existing desire to move in this direction amongst participants, regardless of whether the experience was regarded as successful or the aim was accomplished; at this point the fact that many participants had an experience to share on collective approaches can be regarded as an indicator amongst scholars around this as part of a particular notion of what is radical. Furthermore, this discussion takes place in the context of academic publishing practices which reinforce individual ownership and characterize conservative positions. Whilst these practises are counteracted by groups and projects defending notions like "the commons", the operational question is whether those situating themselves for the commons have developed (or rediscovered) tactics, methods, and team assemblages to understand and act differently. Can these projects, in this time of increasing neoliberalisation of universities, resist and create more collaborative projects, within the current system?

[x] Public scholarship "deliverables"

Academic work within the academy requires outputs. How can we problematize this presupposition and requirement to produce specific sets of academic outputs, which are required in order to be validated within the current system. Items like "the paper" and "the book" are commonly regarded as standard outputs, to be presented to symposia, seminars, conferences, etc. It takes considerable effort to defend incorporating a theatre play, a poster campaign, or the script for a neighbourhood-produced soap opera for scholarly purposes. The suggestion here is nevertheless not simply to divert resources for these "unorthodox" methods, but rather to put an emphasis on the process rather than merely a "final" deliverable. In other words, engage in a kind of scholarship in which should a standard deliverable not come to fruition (e.g. a book not published, a paper rejected), a socially-relevant intervention embedded in the process remains (e.g. a play staged, a poster campaign completed)–and a lived experience remains not only for the benefit of the researcher but in the collective memory of a constituency. A public scholarship would demand a very different set of strategies if aiming for different outcomes, it would also make it possible to respond more to what a public actually wanted. An academic output too often doesn't benefit a local community group, so is not part of co-creating a "useful" project for them. How can we collectively make a radical and engaged public scholarship when we still have to deliver certain outputs from our projects?

[xi] Radicalizing scholarship

This work is projective, in the sense that we hope for a future in which scholars won't find a way of engaging in their work if not within collective initiatives; if not deeply embedded within

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groups directly affected by the issues at stake; or if not useful for ongoing long- or short-term social dynamics. A point at which research in seldom done in isolation, where the scholar transcends the popular identity of a know-it-all yet unintelligible character and becomes an actor commonly regarded as accessible and useful. This dialectically affects the production of new knowledge (*savoir* as well as *connaissance*) and new interventions; a different way of acting through a different way of understanding. Research should be radically reframed if it is to remain as the core task for emerging radical scholars; the trilogy of reading-writing-teaching/lecturing needs to be exploded so as to reconstruct scholarship as a wide array of modalities through which a renewed and diverse breed of scholars could operate. This does not equate to disregard for disciplinary ("traditional") ways of undertaking scholarship, but a process of radical restructuring would be needed for it to find its new (more adequate) place as only one out of many other ways to perform as (at least radical) scholars. This endeavour cannot become narcissistic in nature (i.e. merely to make *our* work "relevant" or "more interesting"), but rather ought to be outspoken in that the aim of finding new modes of understanding is intrinsically embedded with projective socially-necessary engagements within collective structures. In this way it could hold better chances to expand the existing cracks, inform and potentiate anti-systemic movements, shed light on, and help pave, alternative pathways, in creating its new "publics".
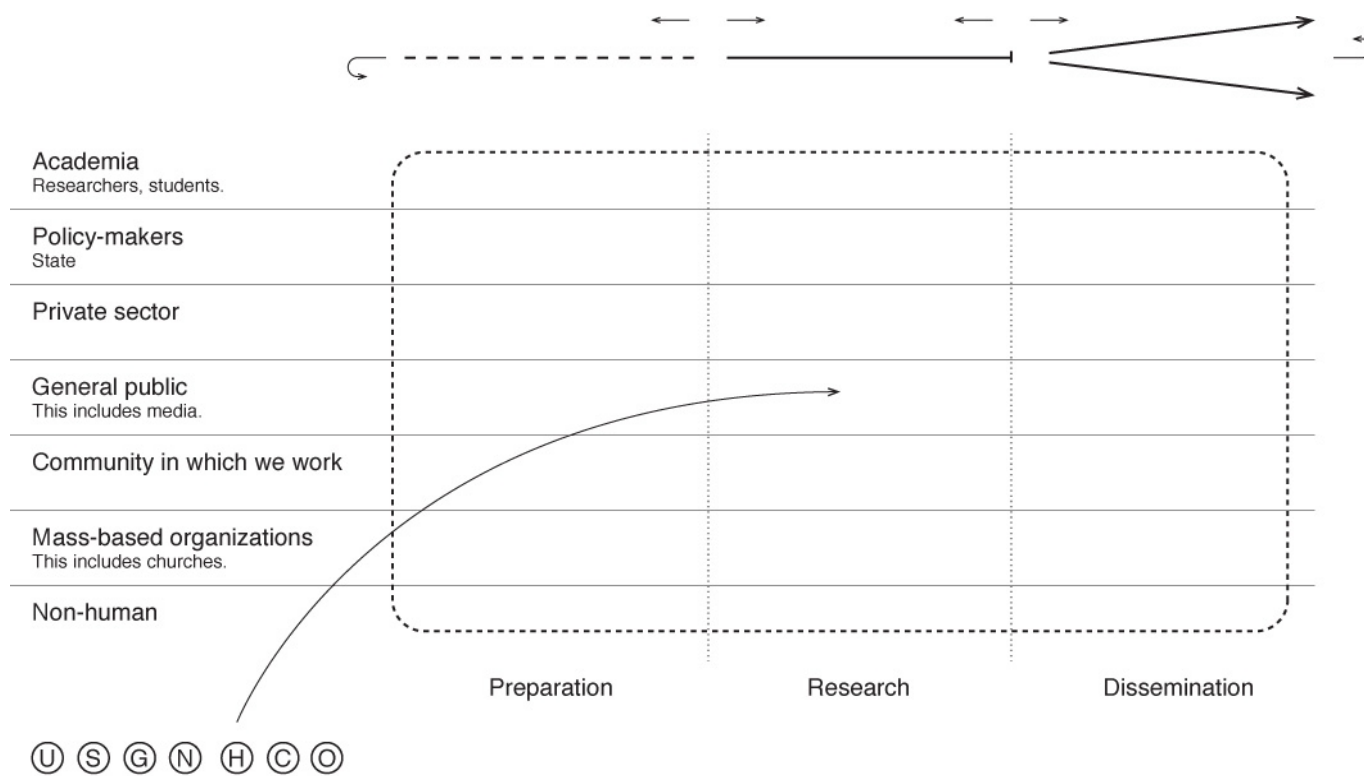
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5. The projects

To facilitate the discussion of "doing public geography and making scholarship public" at the IGJ, Victoria Habermehl, Guillermo Delgado and Nik Theodore designed a matrix in order to organize and compare the contributions of the participants of the session. The matrix was intended to find a set of components that could be identified within the different contributions that would allow the projects to be compared. It is important to note that the matrix was designed on site, and therefore has all the shortcomings (and virtues) of a spontaneous attempt to find a common ground.

The matrix was organized on a x-y plane, in which the x-axis would indicate the phase of the project and the y-axis the public involvement. Initially, the space where the "public moment" took place was identified as a key element of the process, but since it was not possible for all the projects to indicate this, it was ultimately not incorporated. The different examples of publics included in the y-axis were: academia–namely researchers, students, teachers, thinkers; policy makers–namely the state; the private sector; the "general public" (a tentative and much debated category that included not just the media but "everyone"); the community in which the project is focused on and working with; mass-based organizations (including churches); and non-human parties (e.g. fauna, flora).

Figure 4: The matrix

The team was aware that representing the development of research projects as linear on the x-axis–as a sequence of preparation, research, and then dissemination–was problematic. Part of the discussion during the session focused on the limits of the matrix, which forced people to question how they saw the public. In particular the fixed linear development of the research projects on the x-axis raised the question of the temporalities in which these components of public scholar engagement unfold. Ultimately, some of the comments revolved around whether (1) preparation, (2) research, and (3) dissemination happened in (A) a subsequent way, (B) with some overlaps in their development, (C) in an iterative way, (D) simultaneously, or (E) in a cyclical way. For representation purposes, the possible components of the research project were represented in a subsequent way.
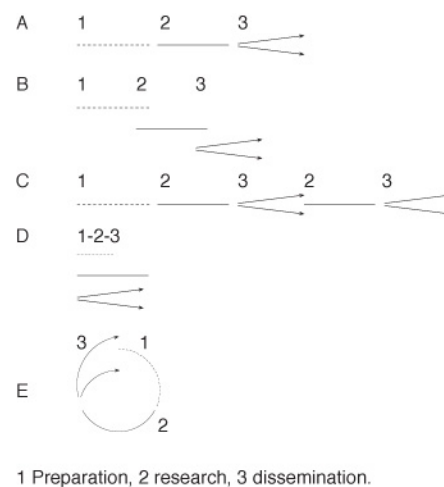

1 Preparation, 2 research, 3 dissemination.

Figure 5: The development of different research projects

This form of representation could also be used as a visual presentation of different attributes of public engagement. While emphasizing once again that the matrix is not normative, using this visualization enables the comprehension of the variety of public engagements that were presented during the sessions. For instance, if the community was involved in the three stages of development of a project, it could be said to be "community-led"; if the people involved throughout were within academia, the project could be said to be "academic-led". Other variants that could also be visualized through this exercise were the involvement of multiple parties: while in some cases only two parties were involved, others appeared to include a wide range of parties.
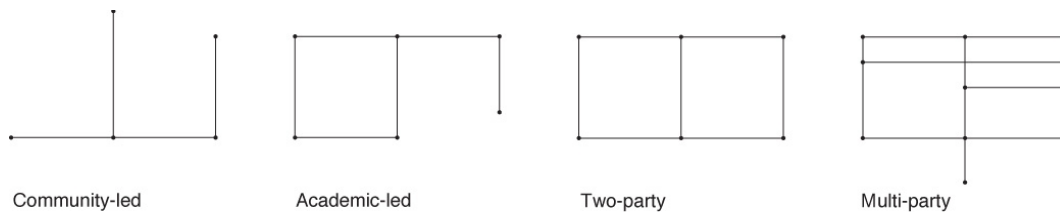

Figure 6: The variety of public engagements

Rather than aiming at producing a "catalogue" of public engagement, the idea here was to start grasping the different characteristics of the range of public engagements that were presented. Therefore, it is worth saying that rather than trying to only categorize the projects in a simplistic way, it was clear to the participants and the team that the actual character as well as virtues and shortcomings of each contribution could have only been fully conveyed in combination with the narrative and personal experiences of participants, which included perceptions, post-

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rationalizations, and sentiments about the lived experience of these public processes. As such, the diagrams provided a useful tool to think through and compare what we meant by "public", forcing us to engage more deeply with this issue. More information on each of the projects follows, and the matrix is available on AntipodeFoundation.org if you would like to analyse your own project.[1]

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1   https://radicalantipode.files.wordpress.com/2014/10/the-matrix.pdf

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(A) Urban Union

Rotterdam, the Netherlands

Participants at IGJ: Guillermo Delgado (University of Cape Town) and Phillip Lühl
(Polytechnic of Namibia)

"This project was initiated by Cohabitation Strategies (http://www.cohstra.org/), an international cooperative for socio-spatial research, design and development. Its focus was a marginalized neighbourhood geared for redevelopment in Rotterdam. The project was organized in two different bodies: one was the "strategic research unit", composed of those doing research (the "academics"); and the other was the "action research unit", composed of people engaging in actual interventions on the ground. Both were related through three main large topics–labour, urban rights, space–and were able to converge in a physical space set-up within the neighbourhood, the Urban Union. The space was for inhabitants of the neighbourhood to come and use the services that the three projects were offering (e.g. legal advice, information and training about access to government grants, urban rights orientation). This created the conditions for both units to interact in everyday circumstances with inhabitants. Although the project involved different parties at different stages, the general strategy was structured so that the program had an academic as well as a community-embedded component of knowledge production in the three phases of development (which happened in a simultaneous way). The organization that initiated the project is structured itself into two components, with academic and community-embedded practices working in continuous dialogue."
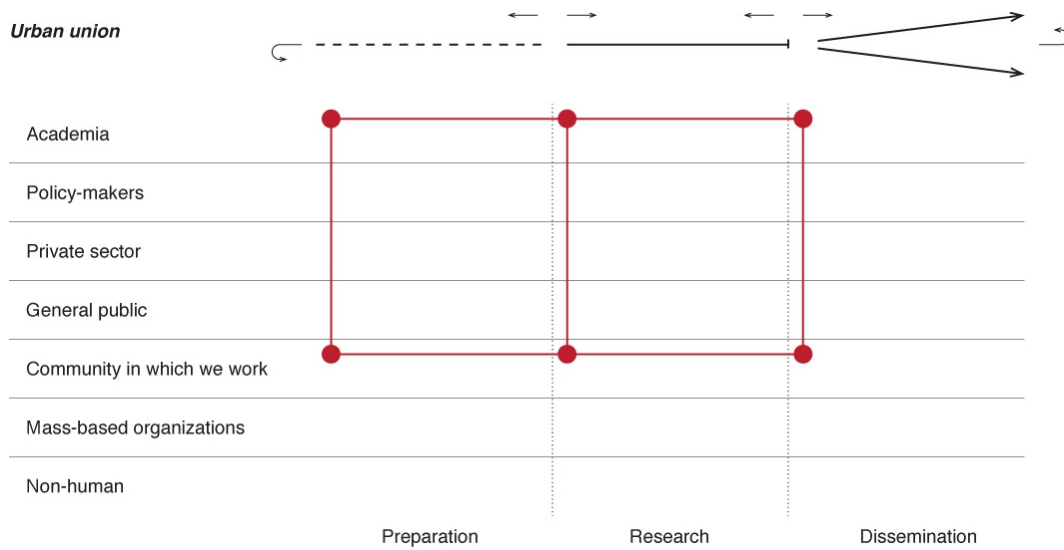
Figure 7 shows how the Urban Union's engagement with public demonstrates that throughout all of the project stages–preparation, research and dissemination–the same specific groups of publics were targeted, that is, the community they were working with and academia. Having these publics involved equally throughout all stages of the process demonstrates a specific understanding and conception of public scholarship.

(B) Superstorm Research Lab

New York, USA

Participant at the IGJ: David Wachsmuth (University of British Columbia)

"Superstorm Research Lab (http://superstormresearchlab.org/) is a mutual-aid research collective looking at the impact of Hurricane Sandy in New York. This project is a collaboration between academics and policy-makers, but also involved talking to people on the ground doing recovery efforts. The project has a public mandate, funded by the Institute for Public Knowledge at New York University. From the start it had the idea of generating knowledge that can help people think about how activists might respond to community better, and how recovery processes can be less unjust."
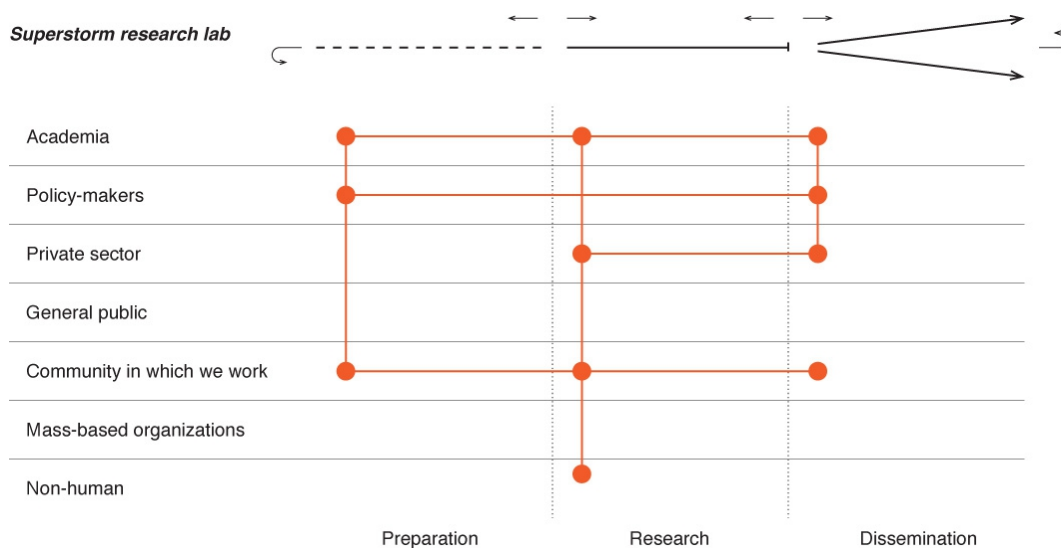
Figure 8 demonstrates the multiparty approach that the SRL fostered in order to effectively engage with the appropriate publics at each stage of their project. At different moments in the process they engaged with different sorts of public audiences or stakeholders. However the groups, academia, and community in which we work were constants throughout all aspects of the project. In the research and dissemination phases policy-makers were also key to engage with and address, whereas in the research phase there were non-human factors to take into account as well as the private sector. This project demonstrates that having a public mandate involves taking multiple different stakeholders into account throughout the phases of the research, and engaging with these different groups at the appropriate time of research.

(C) Informal Economy Monitoring Study

South Africa

Participant at the IGJ: Melanie Samson (University of the Witwatersrand)

"The Informal Economy Monitoring Study (http://www.inclusivecities.org/iems/) is an NGO project, in which we were trying to track what was happening to informal workers in towns and cities around the world. We designed the project in a way that built the capacity of mass-based organizations to do research themselves. At the preparation stage it involved academics, people who work for NGOs, and members of the mass-based organizations, who were getting training in both participatory urban appraisal and quantitative methods. The actual research is public in the sense that it is being done by mass-based organizations for mass-based organizations, but involving academics. However, the researchers were not academics: they went to the university and had professional training, but were at the time of the project working for NGOs."
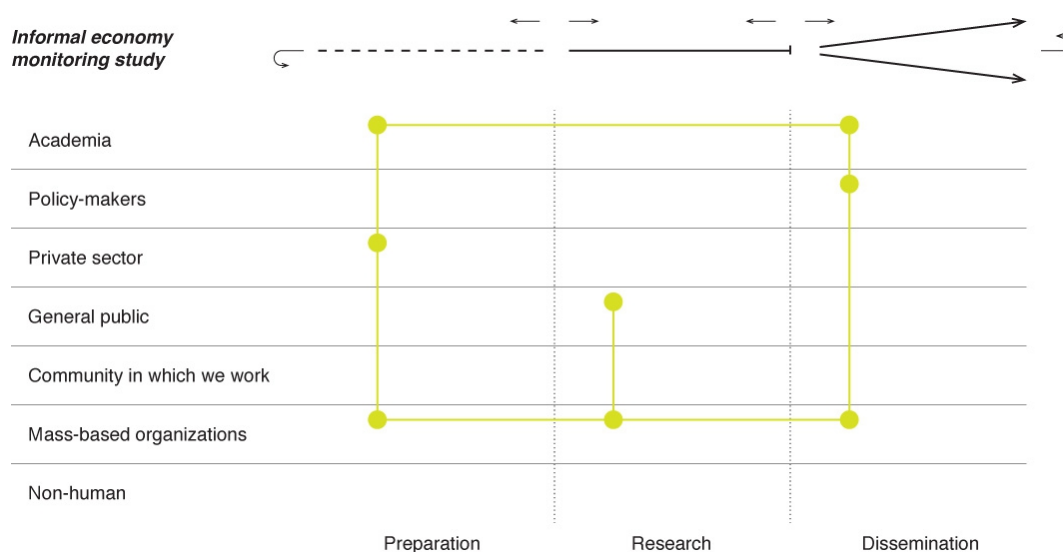
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Figure 9 demonstrates the approach of the IEMS towards engaging with making scholarship public. Unlike the two previous projects, the academic audience was not the main focus of all three stages of the project. As emphasised above, this was because the project was being carried out by a mass-based organization for a mass- based organisation. As such, the premise and engagement with academics was not crucial at all stages of the project, so during the research stage the focus was instead on the general public and mass-based organisations. This demonstrates the different focus of public projects, and questions the necessity for academic engagement at all stages of public scholarship.

(D) Washington Innercity Self Help (WISH)

Washington D.C., USA

Participant at the IGJ: Amanda Huron (University of the District of Columbia)

"WISH has been working as a housing organizing group for 25 years in the D.C. area, and I was asked to help organize their archives. I worked in conjunction with people who were part of WISH and some of the community members that were doing work with them. The outcome of the project was to create an archive of all the papers of this group. We put these papers in the public library in order for them to be available for anybody to come and access as a community resource. It was a pretty small project, and when I say it involved academics this refers to me being involved. Importantly, the mass-based organization asked for this project to be done. The "research" involved spending time figuring-out what's going on in the photos, what's the story that is being told there. I'd say it was a very powerful experience for the ten to 15 people involved in the project. For the actual dissemination, we held a big party with people involved in this project. It was open to the public, but I guess only those who had a connection to this project actually came."
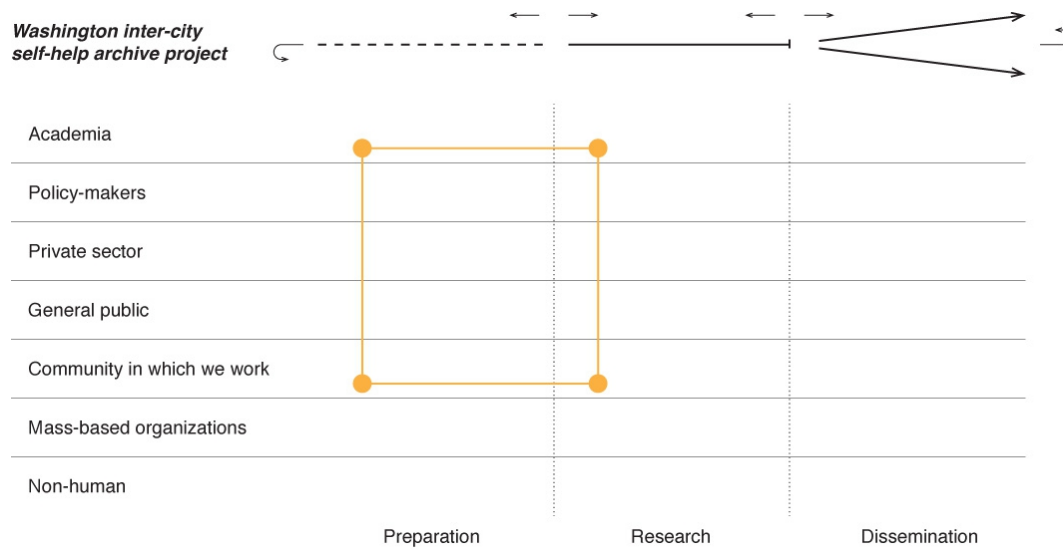
Figure 10 shows the public engagement of the WISH project. Again this is a two-party public focused project, focused around public groups within academia and the community in which we work. However, the WISH project focused on the public within the stages of preparation and research but not dissemination. As a small project, the dissemination was predominantly within the group involved, and therefore, it was not perceived to be a public engagement. This analysis highlights a differentiation between being publicly engaged actively and passively: the archive is open to the general public; however, as this wasn't actively pursued, the participant did not include this as a public engagement.

(E) La Región de Los Lagos post-crisis del virus ISA (The Lakes Region infectious salmon anemia virus post-crisis)

Chile

Participant at the IGJ: Beatriz Bustos (Universidad de Chile)

"The research was funded by the Chilean Science Foundation, an organ of the state, so it is in this way "public". One of the requirements is to make the progress public through a website–one that in reality can be read by very few people (http://loslagospostisa.wordpress.com/). I went to the community to present my research to get a sense of what the community thought was important for them, regarding the questions I was asking about post-crisis (the virus ISA) in the rural communities. One component of the research is participatory mapping, so I'm working with the community to define what sort of themes or issues they would like to have included in that mapping. That's an important component that is participatory, or public. The idea was that these maps would be for the benefit for the community. I'm also working with undergraduate and graduate students doing their research project within my area. I organized a workshop with them and the community on socio-ecological issues and to think through what it means to do research under these post-crisis circumstances. I also included in the research project a public seminar to open the discussion up, so each year I prepare this seminar for the general public. This seminar is in the region that I'm working to share the results and communicate what we are doing."
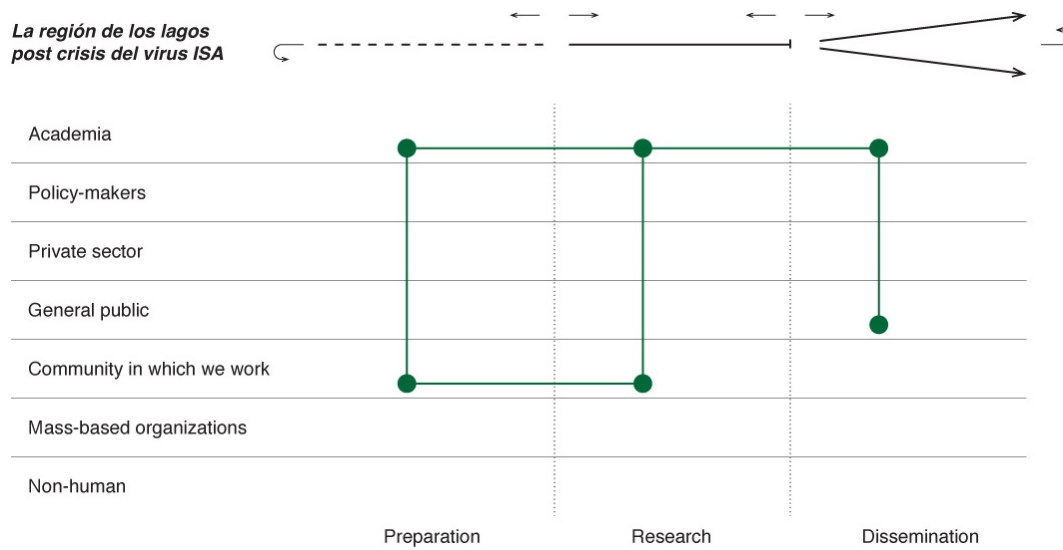
Figure 11 demonstrates the public engagement of the Chilean lakes region project. Like the WISH project, during the preparation and research phases engagement with public focused on academia and the community in which we work. However, unlike the WISH project, the dissemination phase was also seen to be a key stage of public engagement with the project, at the level of academic public and general public. As such, differences are highlighted between working with the community, as a specific public in the preparation and research, and then disseminating to a general public. This also highlights the difficulties in creating active public engagement with a community, particularly in the setting in which this project was taking place, for a student research project.

(F) Ending mandatory detention campaign

Taylor, Texas, USA

Participant at the IGJ: Lauren Martin (University of Oulu)

"I worked on a campaign in which my activism and scholarship coincided. The timeframe of the research was two years because of publication procedures, while with a campaign you require outputs to be ready on the next day. The project was to develop a media campaign, and we were not allowed to think of "the general public"–it couldn't be a target, that was the first sentence our media trainer said. The general public is not a person, you cannot deliver a message to it, and there are a lot of strategic issues when dealing with the messages you want to deliver through the media. In some cases the target included policy-makers; in others it included churches. We were thinking about reaching religious organizations that we knew were already active in immigration and detention issues; in other words, reaching organizations that were already organizing people. That was part of the research project. It was a place-based intervention. The idea behind it was that it ought to be inter-scalar, to be part of a national campaign, maintaining a critique of immigration policy. The community was happy to have a grassroots campaign and be part of it. At the same time, there were pieces written about it in the *New York Times* and *Washington Post*."
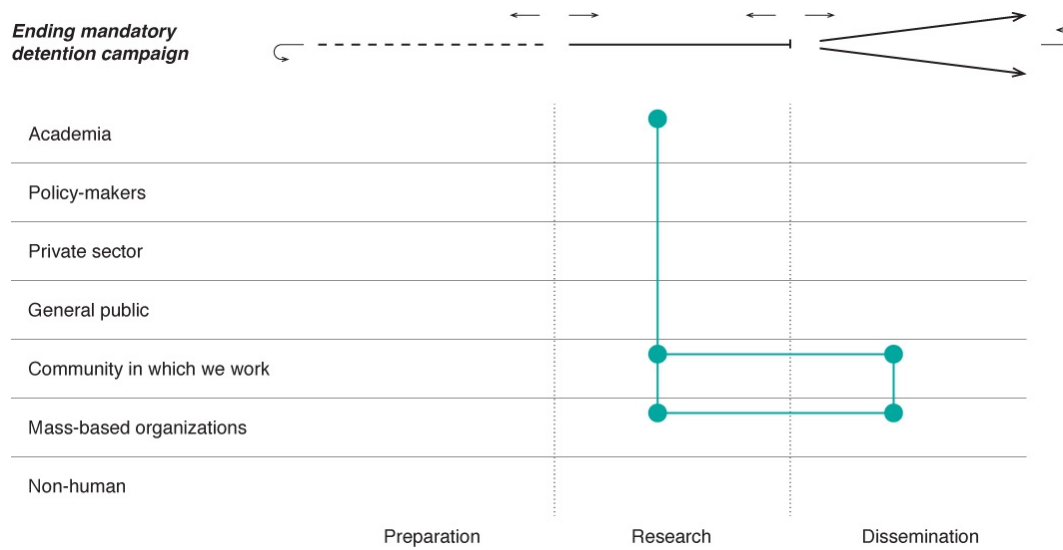
Figure 12 demonstrates how the campaign to end mandatory detention focused on engagements with various publics. Here, identifying the specific public to engage with in research and dissemination was key as "the general public is not a person". In this case the engagement with publics was in the research and dissemination phases and comprised mass-based organisations and the community in which we work, as well as academic publics in the research phase. However, within each of these publics, a specific type of person or group was targeted to make sure that the appropriate people were engaged with.
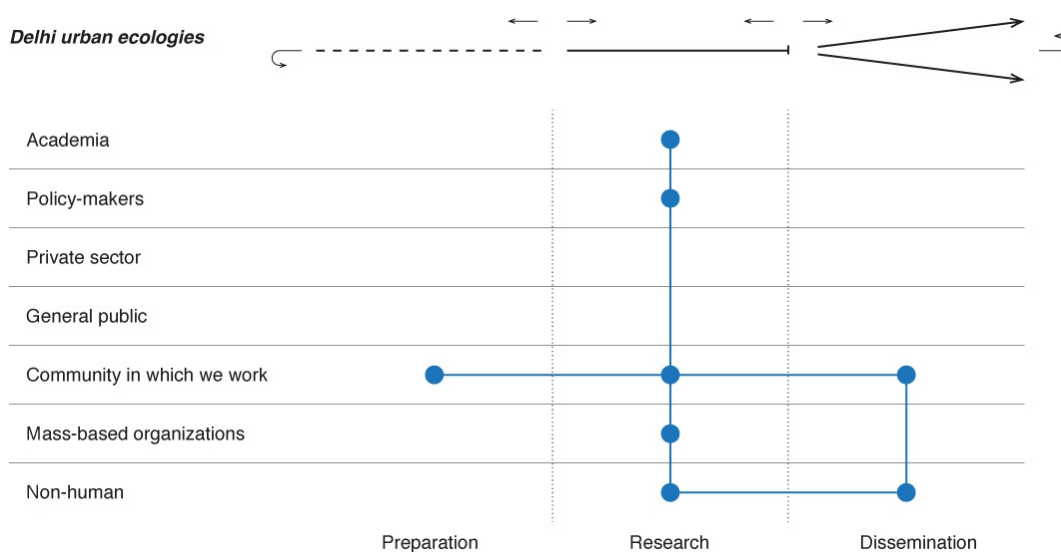
(G) Delhi Urban Ecologies

Delhi, India

Participant at the IGJ: Rohit Negit (Ambedkar University Delhi)

"We've had a project running since last year, and there has been mobilization and action. It crosses across policy-makers and community. Some organizations want to turn these green patches in Delhi into some sort of place for morning joggers. In that kind of ecosystem, we take into account the antelopes, and the carnivores that are present in that space. At the same time, not wanting to plant evergreens only for joggers nor cutting the patches into smaller places. We have cameras to look for jackals. In this case there is a mobilization, and the media has a role to play. We are also talking to the people living on the edges of these patches, but they are not the ones that are mobilizing around it. The ones mobilizing around it are the bourgeois environmentalists."

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Figure 13 shows the public engagement for the Delhi Urban Ecologies project. Unlike the previous projects, this project was predominately community led, with an academic public only engaged at the research phase. Due to the nature of the project, non-human factors were also crucial at the research and dissemination phases. However, in this project, due to the multiple other factors and people involved daily, most engagements with publics were during the research phase.

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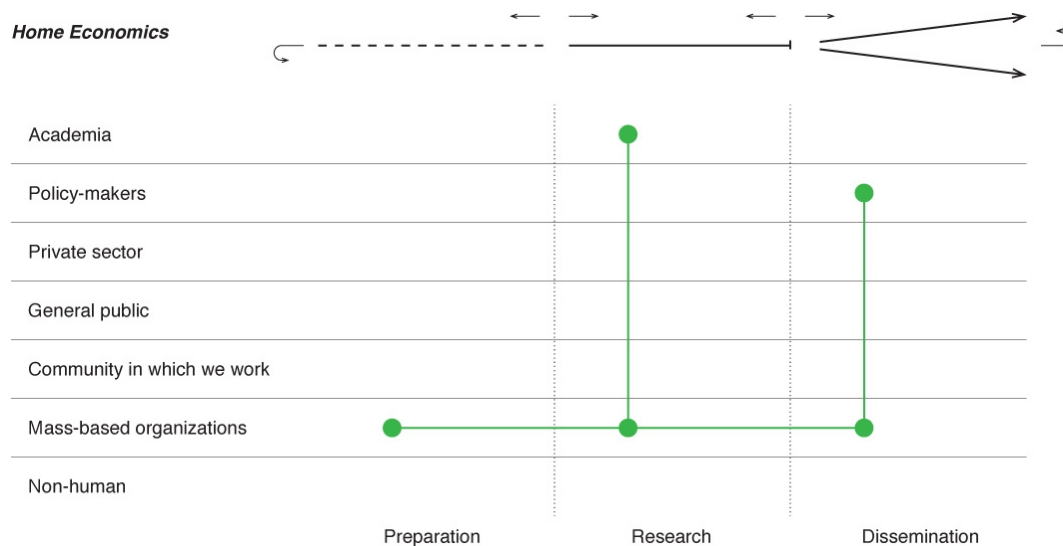## A Radical Journal of Geography

(H) Home Economics

USA

Participant at the IGJ: Nik Theodore (University of Illinois at Chicago)

"The National Domestic Workers Alliance (http://www.domesticworkers.org/homeeconomics/) is a national alliance of base-built organizations in cities across the United States. They contacted me, an academic, so this process starts with them. They initiated a research project with the ultimate goal of making it public. The goal was to shift public opinion and policy, with other goals interwoven within that. To initiate the process we assembled a team: four domestic workers; two domestic workers organizers; one organizer from the national alliance; two organizers from a couple of organizations; and three people affiliated to the university. The team designed a survey. This survey was translated by the domestic workers organizers into nine different languages, and then implemented by the domestic workers and domestic workers organizers–at homes, in parks, in NGOs, and so on. We completed 18,006 surveys in 40 cities across the country. Then it comes to the university where the data is entered. The information is put into summary tables and we have a meeting with 80 domestic workers. We put the information in big papers on the wall, and we did what we called "moving groups of analysis" on the findings. We did this in four languages. Domestic workers start to put up their analyses. Then two people went to write a report of this session. Linda Burnham (from the NDWA) and I go and write up the report. At that point, the report gets shared, it gets translated, and then we try to project it; and this is where it gets public. Domestic workers are nationally excluded from a number of labour laws, so the NDWA tries to change this state by state. For this, you need to have policy-makers to start to think about this as a problem. They try to change the way domestic workers' employers think about domestic work: domestic workers are not family members, but

they have an employment relationship with the family. Then, within their own kind of organizations, the NDWA had multiple goals: domestic workers were doing the survey amongst themselves in order also to recruit within those base organizations. The challenge then was how to get the report out. In the US, the way for something to influence policy-makers is that it has to appear in the newspaper. It has to be discussed, it has to appear on television, so that was one of our publics. To get this into the *New York Times*, to get them to write an editorial. The other way was to get it into the communities, to get it into community newspapers. To get it on Telemundo, the Spanish-speaking TV channel in the US. I didn't write about this for academic audience. We have gotten emails from Morocco, Russia, and other parts of the world from organizations that are trying to replicate this study."

Figure 14 explains the engagement with publics for the Home Economics project. This was predominantly for the public group of mass-based organisations, throughout all the stages of research, as this was also the initiating group. However academics were involved in the research phase, with policy-makers in the dissemination.

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