



The Community College HUMANIST

A Tri-Annual Publication of the Community College Humanities Association

2015 National Conference concludes; division conferences set for fall 2016



Long-time Contributing Editor for *The Humanist*, Emily Somer-Tai, was one of two CCHA members awarded the Distinguished Humanities Educator Award at the CCHA National Conference in Phoenix. Scott Samuelson also received the award and was recently awarded the Hiett Prize (see p. 5).

Phoenix, AZ—From Nov. 5th-7th CCHA held its national conference at Phoenix’s Renaissance Downtown Hotel.

Hosted by Maricopa County Community College District, the conference theme was *The Humanities: Creative Strategies for Confronting the Chaos of Our Times*, and the three days of presentations ranged across the spectrum of challenges currently facing the Humanities as a discipline.

Emily Somer Tai, Queensborough Community College (NY), and Scott Samuelson, Kirkwood Community College (IA), received National Distinguished Humanities Educator Awards.

Division Conference Dates

Eastern Division—Oct. 20-22, Providence, RI

Central Division—Nov. 3-5, Omaha, NE

Southern Division—TBD

Southwest Division—Nov. 10-12, Fort Worth, TX

Pacific-Western Division—Nov. 10-12, Portland, OR

Proposal deadlines are forthcoming. For more information, go to www.ccha-assoc.org/divisions.html

CCHA announces 2016 American Academy in Rome, upcoming summer institute, and project opportunities

CCHA encourages applications for its summer 2016 American Academy Affiliated Fellowship in Rome from June 6th-July 4th. The application deadline is January 28th, 2016.

One candidate will be chosen to use Rome and the surrounding area as a platform for research. Targeted areas of research include Ancient Studies, Medieval Studies, Renaissance and Early Modern Studies, and Modern Italian Studies.

Conditions of Award: room and board; lunch and dinner Monday through Friday; lunch on Saturday. CCHA will provide up to \$1100 for travel expenses; anything over \$1100 must be covered by the chosen candidate.

In the year following the Fellowship, the awardee will conduct a workshop on

home campus and present at sessions of the CCHA regional or national conference. For more info, go to www.ccha-assoc.org/projects/CCHA-Academy-Rome-Info.pdf.

Amy Clark Knapp, the 2015 AAR recipient, reports on her experience on p. 7 of this edition of *The Humanist*.

CCHA Sponsored Summer Institute
“On Native Grounds (see p. 10)

CCHA Sponsored Project
Survey Courses Project: Workshops in American History and Culture (see p. 17)

NEH Summer Seminars and Institutes
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Faculty Profile

25 years of Humanities advocacy

Executive Director David Berry

Professor of History, Essex County College

CCHA Leadership Transition

After 25 years as CCHA's executive director, David Berry is stepping down. This profile commemorates his stellar leadership in this capacity. Andrew Rusnak, of the Community College of Baltimore County, is CCHA's new executive director.

By Emily Tai
Queensborough Community College (NY)

David Berry traces his own discovery of the humanities to his freshman year at the University of Rochester. Enrolled as a pre-med student, he took a required survey of Western Civilization with Hayden White—future author of the historical analysis classic *Metahistory* (1973), but then a relative unknown—and found himself hooked. “It woke me up,” Director Berry remembered. While White would depart for the University of California at Santa Cruz, Berry made his way to the University of Connecticut, and then New York University, shifting his sights from a medical career to a study of the history of medicine, specifically, the history of insane asylums in nineteenth-century Europe. “It’s all Foucault’s fault,” Berry joked to *The Community College Humanist*. “I read Foucault’s *Madness and Civilization* (1961) and never looked back.” In 1969, as a young graduate student, Berry helped to build a History Department at Newark’s Essex County College with a group of colleagues who would look to him as chair the early 1970s. “There was a great urban experiment underway in Newark,” Berry explained of those exciting times. “We were young, and very eager.”

Berry’s dedication to promoting the study of history led him to the Community College Humanities Association, which had emerged, under the initial leadership of Donald D. Schmeltekopf (then a professor of philosophy at Union College in New



David Berry, Essex County College (NJ)

Jersey), as a consequence of a conference funded with a grant from the National Endowment for the Humanities in the fall of 1979. Over the decades that followed, first under the leadership of William Bennett (1981-1986) and, thereafter, of Lynne V. Cheney (1986-1994), the National Endowment for the Humanities continued to fund proposals from CCHA supporting a series of institutes at which community college faculty were able to work on projects that enabled them to develop curriculum and grow as scholars. Berry has good memories of a CCHA research institute on applied ethics that brought together faculty in philosophy and nursing to discuss “life and death” topics at Tufts University. “That NEH Institute was my introduction to grant writing,” Director Berry recalled.

As Eastern Division President to the fledging CCHA, hosted, during those first decades, by the Community College of Philadelphia, Berry spent eight years organizing conferences, writing grants, and acting as the organization’s most valued trouble-shooter under three successive

Executive Directors. By 1989, the CCHA Board had decided they wanted Berry to lead, rather than assist, and so began Professor Berry’s tenure as Executive Director of the Community College Humanities Association.

During his years at the helm, Berry has worked to hone the CCHA into “a learned society for faculty in the Humanities.” “Our fields are so interesting, and deal with the human experience in all its aspects,” Director Berry explains. “The CCHA’s job is to convince institutions that faculty need to be able to do scholarship and research...to be actively involved in their discipline...in order to keep the faculty intellectually alive.” “Many community college leaders—good community college presidents—recognize that you have to nurture faculty—that you want faculty who are active and engaged,” Director Berry goes on. “That’s why they support the CCHA.”

Advocating for the Humanities, Berry contends, also means taking this message to Washington, D.C., where Berry has worked with legislators, fellow educators, and fellow member organizations of the American Council of Learned Societies, to support the National Humanities Alliance, and encourage the participation of community college faculty in Humanities Advocacy Day. This annual two-day event, held in mid-March, aims to raise the awareness of legislators regarding the importance of such programs and agencies as the National Endowment for the Humanities; the Fulbright program; and Federal funding for the study of foreign languages; the maintenance of historical museums, the Library of Congress, and the United States National Archives. Even when trips to Washington are not feasible, Berry urges community college faculty to reach out to their state

See **Berry** p. 18

NEH News

NEH announces \$21.8 Humanities grants

The National Endowment for the Humanities (NEH) today announced \$21.8 million in grants for 295 humanities projects, including new grants to digitize historical materials held by individuals, give a second life to important out-of-print humanities books, and support public programs on pressing contemporary challenges. For more info go to www.neh.gov/news/press-release/2015-12-14.

NEH announces new Next Generation Humanities PhD Grant Program

The National Endowment for the Humanities (NEH) announced a new grant program designed to inspire innovative models of doctoral education in the humanities that incorporate broader career preparation for PhD candidates.

Data collected by the “Humanities Indicators” project show that humanities PhDs pursue careers in many different professions, both inside and outside academia. Yet most humanities PhD programs in the United States still prepare students primarily for tenure-track positions at colleges and universities—positions that are increasingly in short supply.

The NEH Next Generation Humanities PhD grants seek to address the disparities between graduate student expectations for a career in academia and eventual career outcomes and to promote greater integration of the humanities in the public sphere. These grants will allow colleges and universities to plan for major changes to PhD programs and then implement programmatic initiatives that will transform understanding of what it means to be a humanities scholar.

“Through the Next Generation Humanities PhD grant program, NEH expects to play a leading role in helping humanities doctoral programs prepare students for the challenges and opportunities of the 21st century,” said NEH Chairman William D. Adams. “The knowledge and skills that students acquire through humanities PhD programs can make an important contribution to society in ways that go beyond the customary career track for doctoral students.”

The new grant program offers one-to-one cost-sharing grants, so that recipient institutions must raise or contribute \$1 for every \$1 of NEH grant funding.

NEH turns 50

In late September, 2015, the National Endowment for the Humanities (NEH) kicked off a year-long celebration of the agency’s 50th anniversary.

Fifty years ago, on September 29, President Lyndon B. Johnson signed into law the National Foundation on the Arts and the Humanities Act of 1965 at a White House Rose Garden ceremony, attended by scholars, artists, educators, political leaders, and other luminaries.

The law created the National Endowment for the Humanities as an independent federal agency, the first grand public investment in American culture. It identified the need for a national cultural agency that would preserve America’s rich history and cultural heritage, and encourage and support scholarship and innovation in history, archeology, philosophy, literature, and other humanities disciplines.

In the five decades since, NEH has made more than 63,000 grants totaling \$5.3 billion, including leveraging an additional \$2.5 billion in matching grants to bring the best humanities research, public programs, education, and preservation projects to the American people.

NEH announces data challenge contest

The National Endowment for the Humanities (NEH) launched a nationwide contest, challenging members of the public to produce creative web-based projects using data pulled from *Chronicling America*, the digital repository of historic U.S. newspapers.

The *Chronicling America* database, created through a partnership between the National Endowment for the Humanities and the Library of Congress, provides free digital access to ten million pages of historically significant newspapers published in the United States between 1836 and 1922.

In a competition posted at Challenge.gov, NEH encourages contestants to develop data visualizations, web-based tools, or other innovative web-based projects using the open data found at *Chronicling America*.

“*Chronicling America* is an invaluable resource that preserves and makes available to all the first draft of America’s history,” said NEH Chairman William D. Adams. “We at NEH would like to invite hackers of all ages to put their talents toward uncovering and presenting the many treasures to be found in this remarkable collection.”

Entries should uncover trends, display insights, explore a theme, or tell a story. All contest details, including eligibility and submission requirements, are available at Challenge.gov.

NEH will award winning entries \$5,000 for First Prize, \$3,000 for Second Prize, and \$2,000 for Third Prize. NEH may award up to three separate K-12 Student Prizes of \$1,000 each. In addition to cash prizes, winners of the contest will be invited to Washington, DC in September 2016 to present their work at an annual National Digital Newspaper Program meeting at NEH headquarters.

The contest closes on June 15, 2016. NEH staff will review entries, and will send the top submissions to a panel of expert judges. NEH will select a judging panel consisting of three outside experts, chosen for their achievements in the humanities and digital humanities. Contest winners will be announced in July 2016.

All contest details, including eligibility and submission requirements, are available at Challenge.gov

Sydney Elliott takes on editor position for *Community College Humanities Review*

Sydney Elliott teaches English at Tillamook Bay Community College in Tillamook, Oregon. In August, Elliott earned her MFA in Creative Writing from the Rainier Writing Workshop at Pacific Lutheran University in Tacoma, Washington. She has her MA in English from Portland State University with a creative thesis in poetry.

While earning her MFA, Sydney was awarded a fellowship and served as an editor and contributing writer for RWW's online literary journal, *Soundings*. Elliott's prior editing duties include co-editing and co-authoring her institution's Self Study reports required for the accreditation process as well as serving as a co-editor for nearly ten years for *Fireweed: Poetry of Oregon*, one of Oregon's longest running poetry journals. Elliott was the 2014 recipient for the Pac-Western Division Distinguished Humanities Educator Award.

Elliott, who was awarded the Pacific-Western Division's Distinguished Humanities Educator Award in 2014, is excited in her new role as editor of *The Community College Humanities Review* and wants to honor its long-standing tradition as a signature publication of CCHA. She intends to work in tandem with intake editor Emily Tai to preserve the integrity and heart of *The Review* while looking for a journal re-design that will debut before the 2016 regional conferences.



Sydney Elliott, Tillamook Community College and editor of *The Community College Humanities Review*.

National Humanities Medal Winners announced

On Sept. 3rd, 2015, the White House announced the distinguished recipients of the 2014 National Humanities Medal. The awardees include historians, writers, a philosopher, scholar, preservationist, food activist and an education course. President Barack Obama conferred the medal in a Sept. 10th ceremony in the East Room.

The National Humanities Medal honors an individual or organization whose work has deepened the nation's understanding of the human experience, broadened citizens' engagement with history and literature or helped preserve and expand Americans' access to cultural resources.

"The National Endowment for the Humanities is proud to join President Obama in celebrating the achievements of these distinguished medalists," said NEH Chairman William D. Adams. "The recipients of this medal have sparked our imaginations, ignited our passions, and transformed our cultural understanding. They embody how the

humanities can serve a common good."

Here are the 10 recipients of the 2014 National Humanities Medal:

- The Clemente Course in the Humanities www.neh.gov/about/awards/national-humanities-medals/the-clemente-course-in-the-humanities
- Annie Dillard www.neh.gov/about/awards/national-humanities-medals/annie-dillard, author
- Everett L. Fly www.neh.gov/about/awards/national-humanities-medals/everett-l-fly, architect and preservationist
- Rebecca Newberger Goldstein www.neh.gov/about/awards/national-humanities-medals/rebecca-newberger-goldstein, philosopher and novelist
- Evelyn Brooks Higginbotham www.neh.gov/about/awards/
- national-humanities-medals/evelyn-brooks-higginbotham, historian
- Jhumpa Lahiri, www.neh.gov/about/awards/national-humanities-medals/jhumpa-lahiri, short story writer and novelist
- Fedwa Malti-Douglas, www.neh.gov/about/awards/national-humanities-medals/fedwa-malti-douglas, scholar
- Larry McMurtry, www.neh.gov/about/awards/national-humanities-medals/larry-mcmurtry, novelist
- Vicki Lynn Ruiz, www.neh.gov/about/awards/national-humanities-medals/vicki-lynn-ruiz, historian
- Alice Waters, www.neh.gov/about/awards/national-humanities-medals/alice-waters, author and food activist

CCHA member Scott Samuelson awarded Hiett Prize in the Humanities

By Emily Tai
Queensborough Community College (NY)

This year, Scott Samuelson, Professor of Philosophy at Kirkwood Community College and author of *The Deepest Human Life: An Introduction to Philosophy for Everyone* (University of Chicago Press, 2014), became the first



Scott Samuelson

community college professor to be awarded the Hiett Prize in the Humanities from the Dallas Institute of Humanities and Culture.

Founded in 1980, the Dallas Institute of Humanities and Culture is dedicated to “bringing the riches of the humanities to...

public spaces,” particularly the city of Dallas itself, Dallas Institute Executive Director, Dr. Larry Allums, explained in a telephone interview with *The Community College Humanist*. While much of the Institute’s work focuses upon primary and secondary school educators, the institute has also looked to collegiate educators to help fulfill its mission to “foster a spirit of liberal learning.” “The University is a natural resource for the humanities,” Dr. Allums goes on, “but getting it out into the world was a challenge.”

The Hiett Prize was established in 2005 to meet that challenge. The prize, endowed in perpetuity by Kim Hiett Jordan, a Lifetime Board Member of the Dallas Institute, awards a grant of \$50,000 as “seed money,” meant to encourage and reward the recipient, a young scholar, to embrace the role of “public intellectual.” “Scott embodies that,” Dr. Allums told *The Community College Humanist*, not just in his “fine credentials,” but in his choice “to teach at a community college.” Dr. Samuelson, for his own part, is working on his next book, which will discuss teaching philosophy to incarcerated students in an Iowa prison.

The Dallas Institute of Humanities and Culture invites applications for the 2016 Hiett Prize. Interested faculty may learn more about the award at dallasinstitute.org/events/hiett-prize-in-the-humanities/.

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The Humanities in the Public Sphere: Local Resources

Part 2 in a three-part series

By Karen Marcotte
Palo Alto College (TX)

The great breadth of the humanities disciplines may lead some to consider that depth is not an inherent component of said disciplines. And yet, the Humanities reach deeply into any area that affects the human condition. Humanities faculty pursue research in their individual areas of post graduate work and develop classroom-based research. Through professional activities such as institutes funded by the National Endowment for the Humanities, and sponsored by the Community College Humanities Association, they engage with other scholars while continuing their own journey in teaching and learning.

Local community resources can contribute critically to this lifelong commitment to intellectual growth. These resources are equally valuable as a means to engage and refine student research skills. Student research topics can be modest, rather than extensive. As Gibran states, “In one drop of water are found all the secrets of all the oceans.” Using local community resources can stimulate more student interest and better research products. Obviously, critical research skills will be honed as the students handle a variety of print sources such as books, newspapers, letters, magazines, legal documents (ie, deeds), on line resources, visual material and, perhaps, conduct oral interviews. By conducting research on local issues or matters of interest, students may come to know and appreciate their neighborhood, their city or town, and the individuals who helped form their communities both past and present.

Multiple faculty have been able to successfully incorporate local resources into assignments for their classes. Professors Peter Myers and Rob Hines at Palo Alto College in San Antonio, Texas, have developed the Interactive History Project for use in the US History classes. Professor Myers focuses on oral history projects and explains their value for his students. “History - omitted from the traditional textbook – is alive and well when Palo Alto College students go beyond the large sweep of the past by doing oral histories of their elders, who have stories to tell about the past,” Professor Myers explains. “From the immigrant grandmother who came to America to find a better life for herself and her young child to the grandfather who was a pinsetter at a local bowling alley, each oral history weaves another patch into the American tapestry.” Professor Hines has students learn about the small towns that surround San Antonio. “As a historian I have come to the conclusion that the mainstream media in this country wants us to believe that anything worth knowing comes out of big cities. ... Much of our cultural foundations are grounded in rural America. Our economy is dependent upon it; our religions are steeped in it. Our increasing national ignorance of the economic and historical importance of rural America bodes ill for the future. To ignore the farm and small town is to ignore ourselves ...” Both of these faculty members provide handouts, time lines and clear instructions for students to accomplish these assignments. The success has been phenomenal and heartwarming as students learn about

themselves, their families and their communities. (For more information on the projects as well as student papers, visit pacweb.alamo.edu/interactivehistory/projects/people/projects_oral.htm).

These achievements by both faculty and students are not limited to San Antonio. Another colleague and friend, Professor Pat Ledbetter of North Central Texas College in Gainesville, Texas, has not merely helped students learn about their history; she has changed history. Professor Ledbetter introduced her students to the Great Hanging of 1862 in Gainesville, Texas. This Civil War massacre occurred when the Confederate supporters feared Yankee sympathizers and executed 40 men by hanging, and killed another two who were trying to escape. While the story had been omitted from textbooks, Prof. Ledbetter and her students studied the sources, wrote papers and even a play about this lesser-known tragic episode in Texas history. The community has been supportive although some feared a blight upon the town’s honor. Today, the Great Hanging Memorial Committee has erected a monument, there is an annual ceremony of remembrance and a film documentary is in the process of being made. For these students history is not a boring class; it is a vibrant, active participation in their past and the present. (More information on the Great Hanging and the efforts dedicated to the memorial are available at www.greathanging1862.com/)

While many of these examples are in the realm of history, all college disciplines can benefit from the use of local resources. Topics such as the Holocaust can be approached from the varied perspectives of History, Political Science, Economics, Science, Psychology and the study of Propaganda. A local Holocaust museum or memorial may be a good place to start. Newspaper archives can provide information on a town or city’s growth, development, major industries and social conflicts over time. Ethnic groups can be studied through church archives. The San Antonio Institute of Texan Cultures, for example, (www.texancultures.com/) is dedicated to the many ethnic groups who came together to make up twenty-first century Texas. Similar institutes may exist in your own town—resources that may commemorate the history of communities; milestones in local history; or the construction of local monuments and historic buildings. Let us not forget that architecture brings art, design, and engineering together with history.

Once again, it is useful to remember that each member of a Humanities faculty brings a wealth of local resources to students through their own research and professional development. As the faculty model the research process, students may discover another perspective that enhances the teaching and learning process. CCHA

Watch for the final article in this series, on libraries, in the spring, 2016, edition of *The Community College Humanist*

Amy Clark Knapp reports on her 2015 American Academy in Rome experience

By Amy Clark Knapp
Clark State Community College (OH)

My fellowship at the American Academy in Rome (AAR), was one of the most enriching experiences of my academic career. My fellowship project was titled, “The Symbolic Iconography of Etruscan Sarcophagi”. In 2012, I participated in the CCHA/NEH institute *Etruscans and the Early Roman City*. As an art historian with an emphasis on visual communication and symbolism, I became intensely focused on the imagery and figural gestures consistently used on Etruscan sarcophagi. I was certain that this decorative motif held a deep and profound cultural meaning, and that the Etruscans were communicating an important message. Thus, my objective was to use my time at the AAR to research the imagery that was used on their funerary artifacts, determine what the Etruscans were trying to communicate, and identify the intended audience for that message.

At the AAR, I was given a private apartment—it was perfect. Comfortable sleeping quarters, bath, kitchenette, and dining area, allowed me to stay focused on my research. Lunch and dinner was provided for the “fellows”; the food was always freshly prepared and tasted extraordinary. I often ordered “panini” for lunch, which implied to the chef that I needed it “to go.” A packed lunch may not sound very exciting, but the “picnic lunch”, as they called it, allowed the fellows to head out and spend the day on location.


The AAR location was a mere 15 minute stroll to Vatican City, and one could reach almost any destination in the city of Rome by foot in less than an hour. Rome’s museums hold some of the greatest collections of Etruscan artifacts. I was in the midst of more than 2500 years of history, and it was all within walking distance; research in other cities such as Firenze and Orvieto, was only a few hours away via train. But “going out” wasn’t always necessary, because while at the academy I had 24/7 access to the AAR’s unique and extraordinary library. At night or on rainy days, I could follow the covered walkway around the open courtyard, and access scholarly texts and rare sources of information.

On most days, packed lunch, book bag, and map in hand, I walked through Rome. I wanted to walk so I could soak up “old Rome” and gain a better understanding of the location that prompted the development of not only the Roman Republic and Empire, but the pre-existing culture that had my full attention—the Etruscans. I ventured to and researched at the prestigious Etruscan collections in Rome, including the Villa Giulia and Capitoline Museum. After acquiring my Vatican Library Card, I took advantage of the rich resources held in the Vatican collection and archives. I typically returned to the academy in the mid-afternoon. With the bells of San Pietro in Montorio ringing softly through the windows, I would spend the rest of the

day organizing my information and sorting through dozens of photos.

Evenings were an amazing time at the academy. The chefs with the Rome Sustainable Food Project prepared remarkable cuisine each evening. But the fellows gathered for more than a hardy meal at the close of a long day. It was at these beautiful candlelit events that we would talk about our projects, share research ideas, and relax for a few moments while soaking up the magic of the academy and the ancient city.

Renowned scholars frequent the AAR. In celebration of scholarship, some of the dinners were festive events held on the grounds of the academy. These events offered the opportunity for the fellows to mix, mingle, and discuss their research with some of the greatest academic minds in the world. I was lucky—one of our visiting scholars was the distinguished Etruscologist, Larissa Bonfante. I was able to share and discuss my project with her. I was beyond happy that she took great interest in my research.

The Community College Humanities Association—American Academy in Rome Affiliated Fellowship provided me a unique academic environment to conduct hands-on, on-site, investigative study; it was intensely challenging and supremely rewarding. This experience was vital in the completion of my research, enriching me both as an educator and as a colleague. I left the academy with new found knowledge, along with valuable contacts, new friends, and treasured memories. 

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For additional information, contact Alex Belknap at 202-884-7415 or e-mail at Belknap@aacu.org.

Instructor finds “Transcendentalism and Reform” summer institute revitalizes on-going projects

By Gary Grieve-Carlson
Lebanon Valley College (PA)

I was lucky enough to spend two weeks this summer in Concord, Massachusetts, at a CCHA sponsored NEH Summer Institute on “Transcendentalism and Reform.” Part of my goal in attending the Institute was to revise an essay on Thoreau and John Brown that I’d been working on for several months, but another part was to revitalize my “Survey of American Literature I” class. Everyone teaching a survey faces the “breadth vs. depth” dilemma (which we’ll never solve), but this semester I taught Emerson’s “Self-Reliance” after his “Divinity School Address,” and the sequence worked well. The “Divinity” essay is more accessible (I start with the passage at the end, about sitting through a dull church service while watching a beautiful snowstorm through the window), but it gives students enough of Emerson so that when they come to a phrase in “Self-Reliance” like “we lie in the lap of immense intelligence which makes us organs of its activity and receivers of its truth,” they have some sense of what he’s getting at. They also felt enough confidence in their grasp of Emerson that some of them were willing to criticize him as self-absorbed or selfish (for his comments on philanthropy and on shunning one’s father, mother, wife, or brother when one’s “genius” calls), while others defended his resistance to conformity and society’s making us worry so much about what other people think of us. For Thoreau, I’ll start with “Resistance to Civil Government” and use its ideas as a springboard into “Slavery in Massachusetts” and then into “A Plea for Captain John Brown”—each essay grows less abstract and more specific, and to my mind, less persuasive, but I’m interested to hear what my students will have to say.

My First-Year Experience is built around the issue of “telling the truth about history,” and right now we’re reading Bruce Olds’s historical novel *Raising Holy Hell*. Of the several John Brown novels out there (including very good ones like Russell Banks’s *Cloudsplitter* and James McBride’s *The Good Lord Bird*), in my judgment Olds’s works the best at generating topics for a first-year writing class. It’s a somewhat difficult novel in terms of its form—it’s written as a

series of fragments, some of which are fictional and some of which are excerpts from historical sources, and sometimes it’s difficult to tell the difference because Olds never cites his sources. This means that the reader has to do some work in order to “construct” the story, but it also means that Olds is able to present Brown from several competing points of view. Short excerpts on the Middle Passage, Nat Turner’s Rebellion, the Dred Scott decision, and the Caning of Charles Sumner help readers to place Brown’s actions in their historical context and to understand why well-educated, wealthy Easterners would bankroll something that seemed, on the surface at least, as crazy as the attack on Harpers Ferry, and why men like Emerson and Thoreau would compare him to Jesus Christ (which also seems crazy, at least on the surface). We’re almost through it, and in both of my sections the students have been engaged and talkative. I’m eager to see what their essays will look like.

The Summer Institute gave me a chance to hear presentations from leading scholars of Transcendentalism (including Pulitzer Prize winners) and to work in several world-class archives of Transcendentalist material, but it also gave me the chance to live and work alongside other two- and four-year college teachers with heavy course loads who don’t always have the time or resources to do the kind of scholarly work they’d like to. But everyone there was at work on some sort of impressive critical or creative project, and I came away filled with new energy. My Thoreau essay, which had been too one-sided and unfocused before the Seminar, went through several major re-organizations and revisions, but at last I think I’ve laid down a clear, coherent line of thought that honors the complexity of the men and the situation but still makes the point I initially wanted to make about my dissatisfaction with the “Plea for Captain John Brown.” I’ve sent it off to a journal, and perhaps, like the bug that gnawed its way out of the old apple-wood table at the end of *Walden*, it will have turned into something lively, with an appetite and teeth. CCHA

Interested in Becoming More Involved with CCHA? Become Your Institution’s Humanities Liaison Officer

For more information on being a CCHA liaison office, contact the National Humanities Liaison Officer Program Coordinator Jeff Clausen (email: jclausen@greenriver.edu) and ask him to send you an appointment

form. This form is filled out by your president and then sent to the CCHA national office. Jeff can also answer any other questions you might have about the Liaison Officer Program.

The Community College Humanities

Association is the only national organization that exclusively serves to strengthen the humanities in the nation’s community colleges. Your efforts can help further this goal for you and your fellow humanities faculty.

Former CCHA regional president named Lebrecht Endowed Chair for Scholarly and Civil Engagement

If you've ever held an old handwritten letter in your hands, you know there is something special about the experience.

The swoop of cursive lettering, depending on penmanship, can either illuminate or obscure the words. The paper might feel brittle with age or give off a scent of perfume. The author may have done little drawings, either illustrative or just to add a touch of whimsy for the reader to enjoy. Those things all add up to a sensory experience that some worry is slowly dying away.

With the rise of almost instantaneous communication in the form of e-mail, text messaging, Twitter, SnapChat and other messaging services, it is becoming increasingly rare for people to communicate via handwritten letters.

Humanities Professor Dallie Clark's collection includes many examples of letter writing and correspondence accoutrements through time. Above is an example of "cross-hatch" writing, which allowed the writer to get the maximum use out of a page. (At top) Clark's office features many examples of letter-inspired art. Clark was named the Lebrecht Endowed Chair for Scholarly and Civic Engagement in August.

Acquainting a new generation with the beauty of handwritten communication is certainly one of the reasons behind Humanities Professor Dallie Clark's "The Letter as Art in the Digital Age," a multi-discipline, multimedia project, currently in planning, made possible in part by the Lebrecht Endowed Chair for Scholarly and Civic Engagement. Dr. Clark was named as chair in August. The proposed exhibit represents an outgrowth from her 2012 doctoral dissertation at the University of Texas at Dallas. "My UTD professors, as well as my colleagues at Collin College, were very supportive as I conceived of and wrote about this exhibit," she said.

Although the concept will continue to evolve as the project proceeds, "The Letter as Art in the Digital Age" will consist of a mobile art exhibition and short documentary film showcasing various aesthetic aspects of the handwritten letter. Having already



Dallie Clark seeks to create an exhibit on the lost art of letter writing (photo by Andy Jacobson, *Dallas Morning News*). Here she holds an antique letter box.

collected and framed many samples and artifacts, Dr. Clark will continue building the collection over the next year.

Although obvious ties to history, literature and art are integral to the project, she also hopes to draw on the benefits of letter writing from an interdisciplinary, scientific and neurological perspective. Her idea is not to deny the obvious advantages of digital correspondence, but rather to show that handwritten missives can be integrated into modern life as beautifully and beneficially as any other form of communication.

"I want to create an exhibit and short documentary that will remind us of the cultural heritage and beauty of letters as well as an appreciation for their artistic aesthetic; I also hope to reignite an excitement to create them again," Dr. Clark said. "Just because we are now so technologically entrenched doesn't mean we can't stop to learn how to create a piece of art imbued with meaning and depth."

To that end, the eventual exhibit will highlight the aesthetic elements of the letter, a look at how the letter has changed in terms of material and cultural practices, and how powerfully letters have inspired other peripheral art forms such as film, music and visual

art. Additionally, the exhibit will include newly created student and community art submissions illustrating that influence, thoughts on the future of letter writing, and a writing station for patrons to practice the art.

Dr. Clark will use the time afforded her by the Lebrecht Endowed Chair position to continue developing the idea, but one of the possibilities she has floated includes speaking to people whose worlds have been altered by the receipt of a letter.

"There are some extraordinary stories I plan to feature in the documentary accompanying this exhibit," she said, "especially about people in the elderly population who can attest to how letters have shaped their lives. Even in the modern day, countless stories exist about how letters have changed lives and shaped the world."

Dr. Clark will be seeking community partners to help bring the project to fruition, both as subjects to interview and as artists to contribute. For more information on the project and how you can be a part of it, contact Dr. Clark at dclark@collin.edu.

This article was republished, unedited, with permission from Collin College (TX). It can be found on the web at www.collincollegenews.com/2015/09/01/professor-finds-art-in-handwritten-letters/

NEH Summer

NEH Sponsored CCHA Summer Institute

On Native Grounds: Studies of Native American Histories and the Land

Deadline: March 1, 2016

Dates: June 19-July 16 (4 weeks)

Project Director(s): George Scheper, Laraine Fletcher

Visiting Faculty: Ned Blackhawk, Kathleen DuVal, C. Joseph Genetin-Palawa, Daniel K. Richter, John Rennie Short, Gray Whaley, Michael Witgen, John Wunder

Location: Library of Congress, Washington, DC

For more information: berry@essex.edu (973) 877-3204, NativeGrounds2016-NEH-CCHA.org.

NEH Summer Seminars

Chaucer's Canterbury Tales

Deadline: March 1, 2016

Dates: July 18 - August 13 (4 weeks)

Project Director(s): Susanna Fein, David Raybin

Visiting Faculty: Ardis Butterfield, Stephen Fliegel, Richard Firth Green, Robert J. Meyer-Lee

Location: Kent, OH

For more information: sfein@kent.edu (330) 221-8803, www.kent.edu/neh-chaucer.

Exploring American Democracy, with Alexis de Tocqueville as Guide

Deadline: March 1, 2016

Dates: July 18-29, 2016 (2 weeks)

Project Director(s): Olivier Zunz, Arthur Goldhammer

Location: University of Virginia, Charlottesville, VA

For more

information: neh.tocqueville.seminar@virginia.edu (434) 924-6390, tocqueville.as.virginia.edu.

Mapping, Text, and Travel

Deadline: March 1, 2016

Dates: July 11-August 12 (5 Weeks)

Project Director(s): James R. Akerman, Jordan Dym

Location: Chicago, IL

For more information: smithctr@newberry.org (312) 255-3541, www.newberry.org/07112016-mapping-text-and-travel.

Postsecular Studies and the Rise of the English Novel, 1719-1897

Deadline: March 1, 2016

Dates: July 11-August 5 (4 weeks)

Project Director(s): Lori Branch, Mark Knight

Visiting Faculty: Misty Anderson, Colin Jager, Deidre Lynch, Regina Schwartz

Location: Iowa City, IA

For more information: postsecular-novel@uiowa.edu (319) 353-2466, www.uiowa.edu/postsecular-novel.

Take Note and Remember: The Commonplace Book and

Its American Descendants

Deadline: March 1, 2016

Dates: July 17-31 (2 weeks)

Project Director(s): Laura Gardner, Laura Dufresne

Visiting Faculty: Susan Tucker, Katherine Ott, Ellen Garvey

Location: Asheville, NC

For more information: nehseminar@winthrop.edu (803) 323-2654, www.winthrop.edu/neh-seminar.

Transcending Boundaries: The Ottoman Empire, Europe and the Mediterranean

Deadline: March 1, 2016

Dates: June 20-July 15 (4 weeks)

Project Director(s): Betül Başaran

Visiting Faculty: Virginia Aksan, Pinar Emiralioğlu, Eric Dursteler

Location: Washington, D.C.

For more information: bbasaran@smcm.edu (240) 895-2026, grants.smcm.edu/neh-summer-seminar-2016.

The American Maritime Commons

Deadline: March 1, 2016

Dates: June 27-July 29 (5 weeks)

Project Director(s): Glenn Gordinier, Eric Roorda

Visiting Faculty: Mary Bercaw Edwards, W. Jeffrey Bolster, James T. Carlton, John Hattendorf, John O. Jensen, Christine Keiner, Rod Mather, Matthew McKenzie, Lisa Norling, Christopher Pastore, Marcus Rediker, Helen Rozwadowski

Location: Mystic Seaport Museum, Mystic, CT 06355

For more information: munson@mysticseaport.org (860) 572-0711 x5, www.mysticseaport.org/munson-neh/.

Arts of Survival: Recasting Lives in African Cities

Deadline: March 1, 2016

Dates: July 5—July 27 (3 weeks)

Project Director(s): Eileen Julien, James Ogude

Visiting Faculty: Akin Adesokan, Grace A. Musila, Oana Panaïté

Location: Bloomington, IN and New Orleans, LA

For more information: ias@indiana.edu (812) 855-1513, ias.indiana.edu/neh-summer-2016/program-description/.

Confucian Asia: Traditions and Transformations

Deadline: March 1, 2016

Dates: June 13-July 15 (5 weeks)

Project Director(s): Roger T. Ames, Peter Hershock

Visiting Faculty: Shana Brown, Donald Clarke, Hugh Kang, Thomas Kasulis, Yong-Hee Kim, Fred Lau, Stanley Murashige, Michael Nylan, Edward Shultz, Richard Smith, Xu Dongfeng

Location: Honolulu, HI

For more information: mineia@eastwestcenter.org (808) 944-7337, asdp-confucianasia.org/.

Ernest J. Gaines and the Southern Experience

Programs

Deadline: March 1, 2016

Dates: May 30-June 24, 2016 (4 weeks)

Project Director(s): Matthew Teutsch, Cheylon Woods, Sheryl Curry

Visiting Faculty: John Wharton Lowe, Gary Edward Holcomb, Richard Yarborough, Keith Eldon Byerman, Thadious M. Davis, Herman Beavers, M. Marcia Gaudet, Maria Herbert Leiter

Location: Lafayette, LA

For more information: gainescenter@louisiana.edu (337) 482-1848, ernestgaines.ucs.louisiana.edu/summerscholar/.

Extending the Land Ethic: Current Humanities Voices and Sustainability

Deadline: March 1, 2016

Dates: June 19-July 14, 2016 (4 weeks)

Project Director(s): Joan McGregor, Dan Shilling

Visiting Faculty: Mike Anderson, Elizabeth Brandt, Robin Morris Collin, Thomas Finger, Andrea Houchard, Michael Simone, Bron Taylor, Gioa Woods

For more information: ihr@asu.edu (480) 965-3000, humanities-sustainability.asu.edu.

The History of Political Economy

Deadline: March 1, 2016

Dates: May 29-June 17 (3 weeks)

Project Director(s): Bruce Caldwell

Visiting Faculty: Angus Burgin, Bruce Caldwell, Duncan Foley, Craufurd Goodwin, Thomas Leonard, Steven Medema, Edward Nik-Khah, Maria Pia Paganelli, Nicholas Phillipson, Bart Wilson

Location: Durham, NC

For more information: az28@duke.edu (919) 660-1848, hope.econ.duke.edu.

Modern Mongolia: Heritage and Tradition Amid Changing Realities

Deadline: March 1, 2016

Dates: June 6-July 1, 2016 (4 weeks)

Project Director(s): David Dettmann, Morris Rossabi

Visiting Faculty: Christopher Atwood, Pamela Crossley, William Fitzhugh, Elizabeth Endicott, Charles Krusekopf, Clyde Goulden, Nancy Steinhardt, Johan Elverskog, Susan Witte, Peter Marsh

Location: Philadelphia, PA

For more

information: ddettmann@mongoliacenter.org (360) 356-1020, mongoliacenter.org/neh_summer_institute.

Moral Psychology and Education: Putting the Humanities to Work

Deadline: March 1, 2016

Dates: May 30-June 24 (4 weeks)

Project Director(s): Deborah Mower, Phyllis (Peggy)

Vandenberg

Visiting Faculty: Randall Curren, Justin D'Arms, Catherine

Elgin, Owen Flanagan, Steven Fesmire, William Flesch, Michael B. Gill, Dan Johnson, Mark Johnson, Carlton Mackey, Margaret Moore, Deborah S. Mower, Shaun Nichols, Michael S. Pritchard, Richard Shusterman, Nancy E. Snow

Location: Grand Rapids, Michigan

For more information: nehinstitute2016@gvsu.edu (616) 331-2496, gvsu.edu/neh-institute.

Presuppositions and Perception: Reasoning, Ethics, Politics, and Aesthetics

Deadline: March 1, 2016

Dates: June 26-July 21 (4 weeks)

Project Director(s): Susanna Siegel, Nicholas Silins

Visiting Faculty: Michael Brownstein, Andy Clark, Jonathan Dancy, Kristie Dotson, Anil Gupta, Jonathan Kramnick, Rae Langton, Fiona Macpherson, Kate Manne, Matt McGrath, Eric Mandelbaum, Jessica Moss, Phia Salter, Jason Stanley, Winnie Wong

Location: Ithaca, NY

For more information: neh.perception@gmail.com (617) 495-1884, projects.iq.harvard.edu/neh_perception.

Problems of the Study of Religion

Deadline: March 1, 2016

Dates: May 31-June 17, 2016 (3 weeks)

Project Director(s): Charles Mathewes, Kurtis R. Schaeffer

Visiting Faculty: Edward Slingerland, Courtney Bender

Location: Charlottesville, Virginia

For more information: amt6vr@virginia.edu (434) 924-6708, studyofreligionseminar.wordpress.com.

Teaching Beowulf in the Context of Old Norse-Icelandic Literature

Deadline: March 1, 2016

Dates: June 20 - July 15 (4 weeks)

Project Director(s): Jana K. Schulman

Visiting Faculty: Robert Fulk, Dawn Hadley, Heather O'Donoghue, Gisli Sigurðsson, Kevin Wanner

Location: Kalamazoo, MI

For more information: Pamela.mottley@wmich.edu (269) 387-2574, wmich.edu/Beowulf.

Teaching the Reformation after Five Hundred Years

Deadline: March 1, 2016

Dates: July 11-29 (3 weeks)

Project Director(s): Karin Maag, Kate van Liere

Visiting Faculty: David Whitford (Lead Faculty), Katherine French, John Roth, Kristen Walton

Location: Grand Rapids, MI

For more information: kmaag@calvin.edu (616) 526-6089, www.calvin.edu/meeter/NEH/2016/.

Tokyo: High City and Low City

Deadline: March 1, 2016

Dates: June 4-30 (4 weeks)

See Programs p. 15

Tennessee Board of Regents Community Colleges awarded NEH grant to study religious pluralism

By Mary A. Evins

Middle Tennessee State University

The most recent, and perhaps final, round of Bridging Cultures at Community Colleges grants announced by the National Endowment for the Humanities in spring 2015 went to programs in Tennessee, Indiana, Massachusetts, and Nevada. The projects in the latter two states focus on Latino studies, the first two on religious pluralism. Three of the four 2015 Bridging Cultures projects support faculty development in single-institution programs, funding course modules, new courses, and content development.

In Tennessee, however, the Bridging Cultures project is spread across a number of the state's community colleges, working to impact a statewide system and students across the state, under the auspices of the Tennessee Board of Regents. The lead institutions for the Tennessee NEH program are Cleveland State Community College in East Tennessee and Jackson State Community College in West Tennessee. Faculty from Dyersburg State and Nashville State Community Colleges are also engaged, with the American Democracy Project of Middle Tennessee State University (MTSU) as program administrator.

Teams from the four principal community colleges met in Murfreesboro, Tennessee, July 2015, to study together for a week under the guidance of distinguished humanities scholars: philosopher Carlos Fraenkel from McGill, religious ethicist M. Christian Green from Emory, English professor and transformational-change-through-literature guide Emily Auerbach from University of Wisconsin-Madison, and historians Laurie Maffly-Kipp and Ronald Messier from Washington University-St. Louis and MTSU, respectively.

During the five-day summer workshop, community college participants sat for meals with Muslims, Hindus, Sikhs, and Buddhists. They were welcomed at interfaith dialogues at a mosque and a Buddhist temple. They talked with an imam and a swami. They met with vocal women religious



Ms. Kasar Abdulla, American Muslim Advisory Council of Tennessee and a recipient of President Obama's Champion of Change award, and Sister Mary Sarah, president of Aquinas College, both of Nashville, were two of five Women of Faith panelists who dialogued with one another and community college faculty participants during one of the many programs of the five-day Bridging Cultures at Community Colleges workshop.


leaders representing multiple faiths and nationalities. With a Civil Rights Freedom Rider, they traveled to the American Baptist Theological Seminary where John Lewis, Bernard LaFayette, and C.T. Vivian studied, and to training sites in church basements where the activists of the Nashville Student Movement learned nonviolent resistance.

Both content learning and experiential learning during the week of Bridging Cultures study, summer 2015, boosted the humanities resources from which the community college faculty have been able to draw in the current academic year. They returned home to their respective schools ready to implement course enrichment changes, which they are most assuredly doing. Remarkable work by Tennessee community college faculty is taking place across the state to engage students and open their minds and hearts.

Since summer, faculty learning communities on civic learning and democratic engagement now meet once

or twice monthly throughout the 2015-16 academic year at each school to support the faculty in their ongoing work. The colleges are developing programs, speakers, and events to grow ideas and further involvement on their own campuses. There is shared "faculty lounge" space online for ongoing dialogue among the state's NEH program participants, spread as they are across more than four hundred miles of geographic distance. Everyone gathers back together soon, at MTSU in January 2016, to present progress reports and plan for the coming year.

The Tennessee NEH Bridging Cultures colleges, faculty, and program welcome support, mentoring, and input from CCHA and the earlier Bridging Cultures project faculty as we move forward with our own program. We invite your guidance.

For more info on the grant, go to <https://securegrants.neh.gov/PublicQuery/main.aspx?f=1&gn=ME-228682-15>. 

Instructor offers hopeful perspective in time of crisis for the Humanities

By Angela M. Lohr
Clark College (WA)

It is a dark day in the sun-drenched halls of Clark College. It is the twilight of the Humanities Department.

In the latest wave of “budget crisis” to plague the state college system, Clark administrators voted to eliminate the entire Humanities Department-- smiting from the books a thriving group with a robust offering of over 40 sections per year. In six short months, these classes will no longer exist, and the faculty teaching these courses (all adjunct) will be yet another forgotten relic of brighter times in academia.

How can it be, that the very cornerstone of liberal arts education has lost its value?

The default setting by administration is money (isn't it always?). Yet, the Humanities Department at Clark brings in over \$500,000 per year, easily clearing any pesky expenses like adjunct pay.

The climate has become “us versus them”. In an era where the liberal arts fund many technical and trade programs, our disciplines continue to lose their inherent value to the decisioning authorities.

I suspect, and I fear, that my experiences are no longer unique.

The argument, then, is not whether or not Humanities is facing a national crisis. We all know our disciplines are under attack, and many of us have spent the better part of our careers fighting to justify the implicit worth of what we do and why it matters.

At Clark, my students took action. Nearly 300 Humanities students signed a petition to save the department, and dozens sent personal letters to their administrators, describing how Humanities education impacted their lives. A handful of students even organized a campus gathering, and spoke with the local paper.

The amount of student activism spurred by these events was inspiring as our primary stakeholders made their voices heard. However, Clark administration chose to vote against the

voices of these students.

We can analyze, scrutinize, and criticize—you may empathize and sympathize—but what action is left to take?

Where do we go from here?

We go back to our roots.

The Renaissance in Italy didn't start as an art movement, or a financial endeavor. The cultural revolution which swept Europe began with the “umanistas”, the group of educational renegades who vowed to value the Humanities again, and dared to conjure a spirit of self-discovery and empowerment in their students.

The real path to revolution, the way to change how people think about the world, is to begin at the core. At this pinnacle time in academic history, we must tether ourselves to the very heart of Humanistic andragogy. To win this unintended fight, to re-legitimize our disciplines again, we must do more than argue with myopic administrators. We must go back to the very center of what we teach and how we teach, to ignite passion in our students, to create learning opportunities which are life-changing and life-affirming. When our students have transformative experiences through Humanities education, they will take up the fight. They will fight through the attitudes, perspectives, and values each student takes into the rest of their world.

In the short term, many of us (myself included) are out of a job. It can be insufferable to infuse good energy into anything when our hearts are broken and spirits crushed, but that is exactly what we must do. As Humanist educators, we must rise through this and support one another, with the knowledge that what we do in the classroom has the power to shine light through the dim halls of academia yet again.

We no longer have to fight, we will fight together. **CCHA**

The Humanist invites submissions focused on the state of the humanities on your campus. Members interested in publishing an article in *The Humanist* should contact Jake Agatucci, editor, at jagatucci@cooc.edu, or Emily Somer-Tai, contributing editor, at etai@qcc.cuny.edu.

\$700K in grants set to turn out-of-print books into free e-books

The National Endowment for the Humanities (NEH) and The Andrew W. Mellon Foundation, the largest funders of humanities research in the United States, announced more than \$700,000 in new grants that will give a second life to outstanding out-of-print books in the humanities by turning them into free e-books.

Under the new Humanities Open Book program, NEH and Mellon are awarding grants totaling roughly \$774,000 to publishers to identify great

humanities books, secure all appropriate rights, and make them available for free, forever, under a Creative Commons license.

For centuries, printed books have been the primary written medium for expressing, communicating, and debating ideas in the humanities, which are defined as research and study on topics including history, philosophy, linguistics, and others. However, most scholarly books printed since 1923 are not in the public domain. As a result,

today's scholars, teachers, students, and members of the public don't have access to a large swath of knowledge. Modern e-book technology can unlock the potential of these books.

The grants awarded were selected through a rigorous review process that measured how the digitized books would be of demonstrable intellectual significance and broad interest to current readers. For more info go to www.neh.gov/news/press-release/2015-12-17.



*** NHC LESSONS OF LEADERSHIP CONTEST ***

* **Guidelines:** Leaders have always been called upon to make critically important decisions, ones that can determine the fate of their people while also shaping how they are viewed in a historical context. With the upcoming Presidential Election, the **3rd annual Lessons of Leadership Contest** invites student members of the NHC to select an elected official and describe how this person risked his or her career making a decision that was at odds with public opinion. Using descriptive examples of the risks, consequences, and rewards associated with this act of political courage, we seek to be inspired by the vision and determination of previous leaders, whose courage and honor can guide us today. Students are encouraged to think broadly for this contest, and figures can range from ancient to modern, domestic (local, state, national) and foreign.

Contest entries can be submitted in any three of the following formats:

* **An essay** of not more than 2,000 words, supplemented with a bibliography and endnotes. Entries may be submitted in either of the following forms: 1) Microsoft Word document or 2) PDF document.

* **A documentary** that reflects your ability to communicate your figure's importance, and also helps you develop skills in using photographs, video, graphic presentations, etc. Documentaries should not exceed more than 10 minutes, and sources used should be credited in an annotated bibliography.

* **A website** that reflects your ability to use website design software and computer technology to communicate how your historical figure influenced history. Your website should include a collection of web pages, interconnected with hyperlinks, that presents primary and secondary sources and interactive multimedia. Sources used should be credited in an annotated bibliography.

All entries must be received by April 1, 2016 and can be emailed to **Bob Nasson** at rnasson@nationalhistoryclub.org (please type "Lessons of Leadership" in the subject line). Submissions will be judged by the NHC Advisory Board and winners will be announced at the end of April.

Awards:

First Place - \$2,000

Second Place - \$1,000 (two prizes)

Third Place - \$500 (two prizes)

Programs cont. from p.11

Project Director(s): Steven Heine, Hitomi Yoshio

Visiting Faculty: Masako Kubota, Matthew Marr, Amy Marshall, Eric Messersmith, Laura Nenzi

Location: Miami, FL

For More Information: asian@fiu.edu (305) 348-1914/1914, asian.fiu.edu/neh/.

Veterans in American Society

Deadline: March 1, 2016

Dates: July 10-29 (3 weeks) □

Project Director(s): James M. Dubinsky, Bruce Pencek

Visiting Faculty: Marc Brodsky, Benjamin Busch, David Cline, Edward Fox, Mariana Grohowski, Eric Hodges, Carlton Kent, James Marten, Peter Molin, Donna Musil, Heidi Nobles, Paul Quigley, Jaime Rand, Jonathan Shay, Nancy Short

Location: Blacksburg, VA

For more

information: Dubinsky@vt.edu (540) 231-1939, veteransinsociety.wordpress.com/amvetsinsociety-neh2016.

Visual Culture of the American Civil War and Its Aftermath

Deadline: March 1, 2016

Dates: July 11-22 (2 weeks)

Project Director(s): Donna Thompson Ray

Visiting Faculty: Lynne Bassett, Joshua Brown, Sarah Burns, Keith Davis, Gregory Downs, Thavolia Glymph, Lauren Hewes, David Jaffee, Ari Kelman, Maurie McInnis, Megan Kate Nelson, Kirk Savage, Susan Schulten, Scott Manning Stevens

Location: New York, NY

For more

information: DThompson@gc.cuny.edu (212) 817-1963, ashp.cuny.edu/civil-war-150/nehinstitute/.

Westward Expansion and the Constitution in the Early American Republic

Deadline: March 1, 2016

Dates: June 13-24 (2 weeks)

Project Director(s): Kevin Butterfield, Paul Gilje

Visiting Faculty: Andrew R. L. Cayton, Amy S. Greenberg, Peter J. Kastor, Peter S. Onuf, Lindsay G. Robertson, Alan Taylor, Fay A. Yarbrough

Location: Norman, Oklahoma

For more information: iach@ou.edu (405) 325-7697, cas.ou.edu/expansion



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NEH seminar on American women's history

By Suzanne McCormack
Community College of Rhode Island (RI)

For two weeks in July 2015 twenty-four faculty from across the United States participated in a National Endowment for the Humanities (NEH) Summer Institute for College and University Teachers titled "Early American Women's History: Teaching from the Archives," hosted by the Newell D. Goff Center for Education and Public Programs at the Rhode Island Historical Society (RIHS) in partnership with the Community College of Rhode Island (CCRI). Participants were lodged at the Rhode Island School of Design (RISD) in the heart of historic downtown Providence.

While the majority of participants were professors of history, literature, or writing at a U.S. community college, the group also included museum professionals, graduate students, and a handful of faculty from four-year colleges who teach primarily first and second-year students. The institute was co-directed by Elyssa Tardif, PhD, Director of RIHS's Goff Center, and myself, Suzanne McCormack, PhD, an associate professor of American history at CCRI. Marie Parys, NEH Grant Coordinator at the RIHS provided essential logistical and organizational support to the participants and co-directors.

Central to the intellectual goals of the institute was the need to address the pedagogical concerns of community college faculty in history and literary studies. By exploring successful models of collaboration with local libraries, archives, and historical sites Institute participants were able to consider a variety of methods in which to help students access and engage with primary sources. Visiting scholars enhanced the participants' understanding of how women have been pushed to the margins of history and literary studies, emphasizing the value of both uncovering and sharing those stories with students, and offering best practices.

In addition to working with the staff of the Rhode Island Historical Society's Robinson Research Center, during the first week of the Institute, participants visited the Rockefeller and Hay Libraries (Brown University), the American Antiquarian Society (Worcester, MA), and the Massachusetts Historical Society (Boston). At the AAS and MHS our Institute participants explored the vast digitized collections. Since ours was a geographically diverse group representing nearly two-dozen states, the opportunity to learn how best to utilize archival materials thousands of miles from our classrooms was fruitful and energizing. Our faculty participants were expertly guided by library professionals through documents, images, and material culture artifacts with an eye towards identifying ways in which we could directly implement such sources into our courses. Small-group discussions of the practical uses of such materials provided our participants with additional opportunities to consider what has and has not worked for them in their past usage of archival sources, and to build upon previous experiences with the

methods and ideas shared by presenters.

For many participants the high points of the Institute were the presentations by visiting scholars. During the first week we heard from Kristina Bross (Indiana University) on Native American women in early New England and Catherine Brekus (Harvard Divinity School) who offered participants methods by which they could incorporate 17th & 18th century women's religious writing into their history, literature, and writing courses. Phoebe Bean (Robinson Research Center) offered a fascinating look at 18th-century Newport, RI, printer Ann Franklin and demystified the archival process by giving participants a behind-the-scenes look at how materials are accessioned and organized in archival repositories. In our second week we welcomed Lois Brown (Wesleyan University) and Cassander Smith (University of Alabama), who presented their work on African-American women's literary efforts and activism and 17th-century women's legal testimony respectively. Many participants had their first introduction to Rhode Island women's history through Elizabeth Stevens's (Editor-in-Chief, *Rhode Island History*) talk on abolitionist Elizabeth Buffum Chace and through walking tours of historic Providence neighborhoods, the John Brown House Museum (Providence, RI), and Kingscote (Newport, RI), a Gothic Revival mansion.

During the second week I was privileged to host the Institute at the Community College of Rhode Island where reference librarian Marla Wallace worked with participants on designing research projects for introductory-level courses. Our focus was on how best to facilitate the use of campus library resources including reference tools, circulating books, academic databases, and—most important—the librarians whose expertise is instrumental in helping our students effectively use materials that are so foreign to them in the early semesters of college study. We concluded our library session with participants making informal presentations of web resources that they have used successfully with their students. Co-director Elyssa Tardif created an online archive and forum where participants could share the links they demonstrated during the session, as well as assignments and other best practices.

As co-directors we were thrilled with the overwhelmingly positive feedback we received from our participants. Since the Institute's conclusion we have heard from several of our scholars as they begin to incorporate the practices we modeled and discussed into their own classrooms. Participants have blogged about their time in Rhode Island and shared ideas with each other about possible future collaborations. Most gratifying to me as co-director has been hearing from our participants about the ways in which they have shared ideas with fellow faculty at their institutions. We look forward to the continued growth of these collaborations in the coming years.

CCHA

Member Announcement

After participating in two CCHA/NEH workshops (Concord 2008 and Plymouth 2010), Kari Miller was inspired to pursue her PhD, focusing on the nineteenth-century New England writer Jane Goodwin Austin. Miller successfully defended her dissertation in May of 2015 at Georgia State University and is currently writing a book about American historical fiction featuring Pilgrims.

Survey Courses Project: *Workshops in American History and Culture* back by popular demand

The *Workshops in American History and Culture* project is designed to help college and university professors improve their survey courses by providing them with fresh insights and rich new content information.

Sponsored by the Community College Humanities Association in cooperation with the White House Historical Association and the United States Capitol Historical Society, this project has been created for teachers in higher education who often find it difficult to find time to do research or take additional graduate-level coursework to improve their survey classes. This workshop provides faculty members with an intensive learning experience that will enable them to infuse new perspectives in their survey courses.

CCHA is proud to announce that the second workshop in the SCP series, *From the American Jubilee to the*

American Civil War: 1826-1865, will feature lively presentations by exceptional scholars, research opportunities at the Library of Congress, and site visits to key historical and culture institutions.

A sample of some of the exemplary scholars and specialists for the Survey Courses Project include: Pamela Scott, author of *Temple of Liberty: Building the Capitol for a New Nation*, William Bushong, author of *Inside the White House*, Steve Livengood, US Capitol Historical Society's Chief Capitol Guide, Paul Finkelman, author of *Slavery and the Founders*, Don Kennon, co-author of *In the Shadow of Freedom*.

The Nuts and Bolts:

Time: The 2016 Workshop will be held July 10-15

Place: Library of Congress, White House Historical Association, US Capitol Historical Society,

Smithsonian's American History Museum, & other significant historic sites


Program Fee: \$799 which will include all the workshop's programming

Registration Fee: \$59 holds a spot in the workshop

Housing: Low-cost apartment housing is arranged at George Washington University at approximately \$60 per night/per person

Estimated rooming costs WITH workshop fee: Workshop Program Fee w/Single Room \$1199.00 including tax
Workshop Program Fee w/Double Room \$1079.00 including tax

Deadline for Application and Payment is May 15, 2016

Complete the **Registration Form** at the Community College Humanities Association's website at www.ccha-assoc.org. 

NEH summer institute focuses on Civil War


The American Social History Project/Center for Media and Learning at the City University of New York Graduate Center will host a two-week NEH Summer Institute for college and university teachers in July 2016 on the visual culture of the American Civil War and its aftermath. Applications to participate will be accepted via mail, e-mail, and our online application system until March 1, 2016.

The Institute will focus on the era's array of visual media--including the fine arts, ephemera, and photography--to examine how information and opinion about the war were recorded and disseminated, and the ways visual media expressed and shaped Americans' understanding on both sides of the conflict. Guided by a team of four faculty that represents the range of work in the field, Institute participants will hear daily lectures and presentations by noted historians, art historians, and archivists; take part in hands-on sessions in significant museums and collections; and attend new media lab workshops. These Institute activities will introduce participants to the rich body of scholarship that addresses or incorporates Civil War era visual culture, encourage them to explore avenues for further research in the field, and assist them in developing their own research and/or teaching projects. Reading assignments preceding and during the Institute will prepare participants for full engagement in the Institute's discussions and activities. And time will be provided to prepare individual projects, undertake research at local archives, and meet with the four principal institute faculty members as well as guest speakers.

The institute will meet from July 11 to July 22, 2016 at the CUNY Graduate Center (34th Street and Fifth Avenue) and

other archival and museum sites around the city, including the New-York Historical Society and the New York Public Library. Faculty and visiting speakers include: Lynne Zacek Bassett, Joshua Brown, Sarah Burns, Keith Davis, Gregory Downs, Thavolia Glymph, Lauren Hewes, David Jaffee, Ari Kelman, Maurie McInnis, Megan Kate Nelson, Kirk Savage, Susan Shulten, Scott Manning Stevens, and Richard Samuel West.

While scholars and teachers specializing in U.S. history, American Studies, and art history will find the Institute especially attractive, we encourage applicants from any field who are interested in the Civil War era and its visual culture, regardless of your disciplinary interests. Independent scholars, scholars engaged in museum work or full-time graduate studies are also urged to apply. You need not have extensive prior knowledge of the Civil War or visual culture or have previously incorporated their study in any of your courses or research. However, your application essay should identify concrete ways in which two weeks of concentration on the topics will enhance your teaching and/or research. In addition, please describe a research or teaching project you will develop during the institute. The ideal institute participant will bring to the group a fresh understanding of the relevance of the topic to their teaching and research.

Full details and application information are available on the ASHP/CML Institute website at ashp.cuny.edu/nehinstitute/. For further information, please contact Institute Director Donna Thompson Ray at dthompson@gc.cuny.edu or 212-817-1963. 



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and municipal leaders. “We need to be public intellectuals,” Berry asserts, urgency mixing with his usual infectious enthusiasm. “The Humanities is not a mystery area.” Faculty, Berry recommends, should take their students to visit local legislators, “and let them know what we do.”

In 1997, Director Berry was recognized by the White House for his advocacy and leadership on behalf of the Humanities when he was numbered among ten distinguished recipients of the National Humanities Medal, conferred by former President Clinton. Reading President Clinton’s remarks at the ceremony, it’s notable that the former President devoted two full paragraphs of introduction to Executive Director Berry, as he praised both Berry’s work, and the mission of the two-year colleges. “David Berry and I share a goal;” President Clinton asserted, “to strengthen our Nation’s 2-year community colleges so that more Americans can get the education they

need to succeed in life, no matter how old they are or where they come from. As professor of history at Essex County College in Newark, New Jersey, he’s broadened the horizons and expanded the dreams of his students. As director of the Community College Humanities Association, he’s helping 2-year colleges all over the country to do the same.”

Berry’s work as CCHA Director has been seamlessly combined with continuing presence in the classrooms of Essex County College, where he teaches surveys of World Civilization; American History, and Modern Europe. As a mentor to Essex County College’s honors students—many of whom transfer to prestigious Baccalaureate-granting institutions with significant scholarship support—Berry assigns readings from ancient and modern classics, coupled with rigorous writing assignments. “One of the best papers I ever read,” Director Berry told *The Community College Humanist*, “was an analysis of *realpolitik* in Machiavelli’s

Prince.” Another student, he recalled, wrote a “sensitive” paper on “understanding Confucian morality.” The objective, Berry explained, is to teach students “to manage a complex set of literatures.” Years later, students will contact Berry to thank him for preparing them fully for the academic challenges that lay ahead.

As Executive Director Berry prepares to yield his office to incoming Executive Director Andrew Ruznak, Community College of Baltimore County, *The Community College Humanist* believes that all the members of our organization might similarly thank David Berry for preparing us to face the challenges of research, teaching, and advocacy that each of us negotiates every day as community college faculty. The CCHA has been immeasurably enriched by Professor Berry’s energy, vision, and leadership; as our organization heads into the twenty-first century, we can only hope to build upon his legacy as advocate for the Humanities.