



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/bridging-cultures-community-colleges> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: East European Studies in America: An NEH Bridging Cultures Project

Institution: University of Pittsburgh

Project Director: Robert Hayden

Grant Program: Bridging Cultures at Community Colleges

The Community in the College: Internationalizing Community College Curricula through Cultural Studies of Local East European Ethnic Groups

Intellectual Rationale

The University of Pittsburgh (Pitt) and Community College of Beaver County (CCBC) propose a partnership to internationalize the humanities curriculum of CCBC in collaboration with local East European ethnic communities. CCBC faculty members will participate in a series of professional development workshops on the cultures, history and literature of selected East European countries and develop modules to incorporate this content into their courses, as well as a new course focusing on East European literature. These curricular enhancements will then be disseminated to faculty at other community colleges in Southwestern Pennsylvania and beyond.

CCBC is located in a small county situated 30 miles northwest of Pittsburgh, with a relatively high concentration of residents who have ancestral roots in Eastern Europe. Over the past three decades, the Pittsburgh region has undergone a sometimes challenging transformation from a socioeconomic structure based on heavy industry to a new, more post-industrial reality. In many respects, this is similar to the challenges that have faced post-communist states throughout Eastern Europe. In both cases, individuals and societies confront the need to find means of adapting to a new way of life. People face the dilemma of watching old social and economic structures disappear, while they struggle to maintain the familiarity of related cultural practices. Thus, change and adaption viewed through the lens of East European cultural studies will constitute the central humanities theme of this project. Countries in which a significant number of Beaver County residents had ancestors—including Serbia, Croatia, Slovakia, Poland and Ukraine—will be highlighted as case studies in order to draw on the natural interest of CCBC

students and instructors in their own family backgrounds.

The target audience of community college students and faculty in Beaver County has a great need for increased exposure to international perspectives, particularly on the theme of change and adaptation. The county has in some ways never fully recovered from the demise of the steel industry in Southwestern Pennsylvania and the impact of this process on the well-being of the populace, with its foundation of deep ethnic, religious and family ties. In the 1900s, steel production was the lifeblood of Beaver County, with mill workers often clustered by ethnic background into neighborhoods within company towns such as Aliquippa, home of the Jones and Laughlin Steel Corporation's Aliquippa Works plant. The ethnic cultures in these communities were centered on family and church. Beginning in the 1920s, schools were viewed as a means to both educate and "Americanize" the first generation of children born to immigrant parents. With many good jobs available, sons typically followed their fathers into the mills. After World War II, second and third generation ethnic families sent their children to college in increasing numbers. Benefiting from the GI Bill and baby boom affluence, they created a new group of educators, medical professionals, lawyers and businesspeople. At the same time, the secure jobs of the steel mills continued to draw people to choose this option, as they too were able to build solid, middle class lives. However, the rapid deindustrialization of the 1980s changed this situation dramatically, as factory employment declined from 35,300 jobs in 1980 to 16,100 in 1986. The permanent loss of thousands of industrial jobs meant that those seeking employment had fewer alternatives without post-secondary education.

The central location of the CCBC campus within Beaver County places it no more than 17 miles from any community in the county. Nevertheless, there are still students of all ages who consider it psychologically inaccessible. Traditionally, in many ethnic cultures of the region,

men held dominant roles and were thus more educated, while women were typically not encouraged to pursue education. It is therefore not uncommon for CCBC faculty members to find their female students have been discouraged from attending school by spouses, partners and/or other family members. While this has generally changed for third and fourth generation families, some of these old beliefs have not completely disappeared.

CCBC serves communities that are proud of their ethnic origins within the home, but are not necessarily aware of how these heritages are perceived on a wider basis, or even in their East European homelands. Much like heritage speakers of a language, their understanding of their cultural origins is largely “frozen” at the moment their ancestors arrived in the U.S., and they have little knowledge of contemporary events in the homelands. While Beaver County has many festivals that celebrate ethnicity—often focusing on food and folklore—there is no formal recognition of the contributions made by various ethnic groups to the region, or of the leadership and professional successes of members of these groups in both Western Pennsylvania and their home countries. This proposal seeks in part to update and reanimate “frozen” cultural practices by connecting members of these communities to “live” developments in their countries of origin. The significance of ethnic and cultural identities amid changing conditions in the region will serve as a starting point to foster interest in a series of readings, workshops and other events uniting the community colleges, the University of Pittsburgh, the region’s ethnic groups, and constituents in the various East European homelands.

The study of post-industrial transitions necessarily involves a component of economics and other social sciences; however, for the purposes of this project, those disciplinary perspectives will mainly provide a background for selecting appropriate humanities readings to explore the theme of individual, societal and cultural change and adaptation. Within this overall

conceptual framework, readings will be chosen to introduce more focused topics related to changes in everyday life, social relations, value systems, and the existential questions facing any individuals living through a major change in their environment. Likewise, adapting established gender roles (not only women's roles, but men's as well) to changing external conditions can be an exemplar of an even more focused exploration of a text. Both the protagonists of the selected texts and the authors themselves will be subjects of inquiry for the project participants.

An additional advantage of the "change and adaptation" theme is the potential practical benefits that community college students and faculty can gain from observing and discussing the failures and triumphs—along with the considerable "muddling by"—of individuals who share their various ethnic identities as they confront unfamiliar environments. This may not only become a source of pride and personal enrichment, but students can also gain inspiration and even coping strategies from individuals they encounter in the project readings (of course, there will be some examples of "worst practices" as well). This theme, in turn, complements the mission of community colleges to serve the community through an open-door policy. Many community college students face significant needs for change and adaptation, along with uncertainty on how to proceed. Often the changes are unwanted or unforeseen; CCBC has even had homeless individuals appear at registration. In fact, the need to assist students with challenging situations has manifested in the widespread introduction of specialized freshman orientation courses at community colleges throughout the nation. This project will seek to develop innovative new ways of addressing this need.

Thus, the directors of the proposed project envision a program that will benefit multiple constituencies: 1) CCBC will internationalize its curriculum by inviting diverse ethnic voices onto the campus and incorporating these perspectives into the classroom through new courses

and modules; 2) community college faculty will benefit through exposure to culturally diverse humanities readings that can be used as springboards to both academic and student-focused discussion; 3) community college students will benefit through developing a greater appreciation of their own cultures by learning how East Europeans have adapted to dramatic economic changes, and therefore will gain enhanced intellectual resources and resiliency; 4) members of local ethnic groups will benefit through participation in humanities-focused events that foster interest in further education, while strengthening ties to their homelands; and 5) faculty, students and community members in several East European countries will benefit from cross-cultural communication with Americans of similar ethnic backgrounds.

Along with serving the needs of these target audiences, the theme of this project directly addresses the NEH “Bridging Cultures” objectives of exploring “the ways in which cultures from around the globe, as well as the myriad subcultures within America’s borders, have influenced American society” and enhancing “understanding of diverse countries, peoples, and cultural and intellectual traditions worldwide,” as specified in the application guidelines. The project will improve the quality of humanities offerings at CCBC by providing professional development opportunities for faculty, introducing a new course on East European literatures and cultures, and infusing international humanities content related to the project theme into other courses (particularly those focused on literature, writing, and history) across the curriculum at CCBC, while broadly disseminating the project results to encourage replication of these activities at other community colleges in Southwestern Pennsylvania and beyond.

Content and Design

As stated above, project activities will be organized around the broad theme of change and adaptation. Within this general theme, the Pitt/CCBC project team has identified four

subthemes: 1) economic change and adaptation, 2) changing gender roles, 3) dealing with cultural differences in changing communities, and 4) values, traditions and social mores. The coordinators of the project workshop series will select humanities readings for each subtheme from a range of East European countries, based on participants' interests and availability of appropriate country-based readings for a given topic. For instance, the history of intergroup conflict in the former Yugoslavia will make readings from this area particularly appropriate for the third subtheme, as detailed in the reading list section of Appendix 1. It is anticipated that readings focused on nearly any country in the region would be appropriate for the remainder of the subthemes. Most readings will cover multiple subthemes, as any text dealing with change and adaptation will likely speak to changes in values and social mores, gender relations, economic hardship and changing community identities. Professional development activities for faculty participants will focus on how each of the four subthemes is addressed in the readings. When appropriate, excerpts from East European films that are subtitled or dubbed into English will also be incorporated into the project workshops to give participants a visual representation of contemporary realities. Please see Appendix 1 for the project workplan, schedule of workshop activities and full list of anticipated readings.

As detailed in the workplan, the project will consist of the following stages:

Fall 2014: Up to 20 participants will be selected from among the CCBC faculty. In October of each year, faculty from CCBC and three other regional community colleges meet for a professional development summit day sponsored by the Western Pennsylvania Community College Resource Consortium. The 2014 event will serve to announce the "Community in the College" program and invite faculty applications. In addition, five CCBC faculty members have already indicated their intentions to participate (Julie Durbin, Maryanne Frabotta, Brian Hayden,

Kim Revay, and Paul Rogers; see Appendix 2 for résumés and letters of commitment). The selection process will be completed by December 2014. Please see the “Selection Process” section of this narrative for further information on participant selection.

Winter–Spring 2015: Two faculty co-coordinators affiliated with the Center for Russian and East European Studies (REES), an interdisciplinary academic center housed within the University Center for International Studies (UCIS) at Pitt, will develop the above-mentioned list of humanities readings for the CCBC faculty participants. Readings will consist of primary and secondary materials focusing on the overall project theme and subthemes, including both historical and current materials, with emphasis on contemporary literature by authors from the various East European countries. Selected cultural studies readings will also be included to provide a framework for the participants to process new cultural encounters.

The readings will be examined in depth through seminar-style discussions and other collaborative learning activities, facilitated by the faculty co-coordinators at bimonthly evening workshop sessions in January–April 2015 (see “Schedule of Activities” section of Appendix 1 for a list of workshop session topics). The books, chapters and/or articles to be discussed will be provided to the CCBC participants in advance of each workshop session. Guest lectures by additional faculty experts from Pitt and other local universities will be included to give the participants an overview of the countries focused on in the readings within their respective historical and cultural contexts, as well as addressing contemporary political, social and economic developments in the region. At the final spring workshop session, each participant will present a plan to develop a course module in his/her own academic field, incorporating international humanities content from the reading series. The participants will then complete their modules over the following year, present them at the October 2016 summit day (see below),

and incorporate them into existing courses that they teach at CCBC and/or expand them into new course offerings. This will result in the infusion of East European cultural studies content into courses across the CCBC curriculum, enabling even students who are not specializing in traditional humanities fields to situate their studies within an international context.

During the workshop series, the Pitt project team will also inform the CCBC faculty participants of a range of 3- to 6-week summer study abroad programs offered annually through REES in countries such as Croatia, Hungary, Montenegro, Poland, Russia, Slovakia and Ukraine. Some focus on language instruction, while others are centered on history, arts and culture, or recent socioeconomic developments in the region. This would provide a valuable opportunity for participants to gain direct experience of present-day conditions in Eastern Europe.

Fall 2015: A new, Eastern Europe-focused section of the existing “World Literature” course at CCBC—which presents the literature of non-Western world regions—will be introduced to enrich the CCBC humanities curriculum. This course will be team-taught by a REES-affiliated instructor from Pitt and a faculty member from CCBC who has participated in the January–April reading series. The course will then be incorporated into the regular curriculum of CCBC and taught again in Fall 2016, as well as future terms, entirely by a CCBC faculty member. The syllabus will be made available on the project website (see “Follow-up and Dissemination” section) for use by faculty at other colleges in Southwestern Pennsylvania and beyond in developing their own courses on East European literatures and cultures.

Fall 2015–Spring 2016: A monthly Saturday morning event series (required for the project participants) will establish a bridge of cross-cultural communication between CCBC faculty, local Southwestern Pennsylvania ethnic communities and East European homelands. REES’s extensive network of institutional partnerships in Eastern Europe (see “Institutional

Context” section of this narrative), as well as ongoing research collaborations by REES Director Robert Hayden and Associate Director Andrew Konitzer with colleagues in the region, will prove very valuable in establishing linkages with university scholars and students in these countries. Dr. Nives Rumenjak, a scholar of Croatian and Serbian descent in the Netherlands who was recently an instructor at CCBC and visiting researcher at REES, and Julie Durbin, a CCBC instructor who resided for a decade in Ukraine and is conducting dissertation work on Ukrainian culture and spirituality, will also assist in arranging guest lectures and discussions between humanities scholars at East European institutions and the CCBC project participants.

This monthly event series will additionally utilize connections with the various U.S. State Department-sponsored American Corners located in East European countries to serve as anchors in the homelands. According to the U.S. Embassy in Budapest, “American Corners serve as regional resource centers for information and programs highlighting American culture, history, current events, and government. American Corners typically host discussion groups, seminars, digital video conferencing (DVCs), poster exhibits, and meetings with U.S. and local specialists” (http://hungary.usembassy.gov/american_corners2.html). The Cultural Section of the U.S. Embassy in Belgrade, Serbia has expressed interest in hosting DVC discussions with the project participants and their students, residents of Belgrade, and civic groups from towns outside the capital such as Kragujevac (a medium-sized Serbian industrial city which, similarly to Pittsburgh, is pursuing new investments). Other potential American Corner host sites are located in countries including Croatia, Bosnia and Herzegovina, Slovakia and Ukraine. American Corners in various towns throughout Bosnia afford a particularly promising opportunity for conversations on changing cultural identities, due to the ethnic diversity (Croatian, Serbian, and Bosnian Muslim) of these towns and their relatively recent experiences with interethnic conflict.

Modern videoconferencing equipment at CCBC will be used for delivery of the American Corner events, as well as guest lectures by international scholars, at the monthly Saturday event series. The series will also include a roundtable discussion with leaders of local East European communities in Beaver County on serving the educational needs of students from these communities. In addition to attending this series, throughout the 2015-16 academic year the CCBC faculty participants will also continue to develop their individual course modules.

Fall 2016: The annual professional development summit day of the Western Pennsylvania Community College Resource Consortium will be held on the CCBC campus in October 2016. This event will include breakout sessions organized by academic discipline, where all CCBC faculty project participants will present their course modules, and a presentation on the outcomes of the Fall 2015 offering of the World Literature course section focusing on Eastern Europe. Local East European ethnic community leaders from the Beaver County area will be invited to attend the presentations and provide comments and feedback on the course modules. The CCBC participants will also present their modules at a poster exhibition as well as in the breakout sessions. Since this annual summit event is attended by faculty from the Community College of Allegheny County (CCAC), Butler County Community College (BC3), and Westmoreland County Community College (WCCC) in addition to CCBC, the presentations will encourage replication of project activities by faculty at other institutions, thus giving a broader range of community college instructors and students the opportunity to benefit from this project.

Project Personnel

Dr. Robert Hayden, Director of REES and Professor of Anthropology at Pitt, and Dr. John Gall, Director of Liberal Arts and Sciences at CCBC, will serve as co-directors to provide overall academic guidance for the project. Gina Peirce, REES Assistant Director/Outreach

Coordinator, will serve as Program Manager, overseeing the implementation of various project components including assessment and reporting; and Eileen O'Malley, REES Associate Director for Finance and Personnel, will administer the project budget. A Project Coordinator will be selected at CCBC to arrange the logistical aspects of the evening workshops and Saturday event series and the 2016 summit event on the CCBC campus. The readings and workshop series will be co-organized by two REES-affiliated faculty members at Pitt, Dr. Joel Brady (for the northern tier of countries including Poland, Slovakia and Ukraine) and Dr. Ljiljana Duraskovic (for the Balkans region including Serbia, Croatia, and Bosnia and Herzegovina). Résumés and letters of commitment from key project personnel are appended to this proposal.

Selection Process

Both regular and adjunct faculty members at CCBC will be eligible to apply for participation in the proposed program. Applicants will be required to send their résumés to the project directors, along with an essay explaining their interest in the program theme and how they plan to use this professional development opportunity to enhance their teaching. A committee of humanities and international studies faculty and administrators from the University of Pittsburgh and CCBC will select and notify the participants by December 2014. Selection criteria will include the extent of applicants' teaching experience, relevance of the courses and subjects they teach to the project theme, other relevant academic experience (e.g., publications and presentations), overall quality of the applicants' essays and evidence of their commitment to the project's goals, and diversity of representation of disciplinary perspectives. The selected participants will receive stipend payments for their successful completion of each stage of the project, including the Winter-Spring 2015 evening workshop series, 2015-16 Saturday event series, and course module presentation at the October 2016 summit day.

Institutional Context

The Community College of Beaver County (CCBC) is an open-door admissions institution that offers over 60 programs of study leading to associate degrees, certificates and diplomas in areas including the arts and sciences, business, technology, health and human service careers, as well as non-credit enrichment courses and workforce development programs for the local community. CCBC and the other community colleges involved in this project are members of the Pennsylvania Commission for Community Colleges, with a mission “to increase the workforce readiness skills and educational attainment level of Pennsylvanians to create a productive workforce and vibrant economy” and provide “access and opportunity for all – academically, financially, geographically” (<http://pacommunitycolleges.org/>). A team of key administrators and instructors from CCBC has worked closely with Pitt’s REES to develop this project in order to improve humanities instruction at their institution by strengthening and diversifying its international content.

As the collaborating institution for the project, the University of Pittsburgh (founded in 1787) is one of the oldest institutions of higher education in the U.S. With total enrollment of 35,000, the University hosts students from over 100 countries reaching across all of the world’s cultures, languages and religions. Pitt has a well-established reputation for comprehensive and internationally oriented research and teaching. A member of the Association of American Universities, Pitt ranks near the top among the nation’s public universities in receiving federal research grants and contracts. The University Center for International Studies (UCIS) serves as the matrix organization for teaching, research and public service activities related to international studies at Pitt. UCIS is composed of 16 distinct programs, including three centers (for Russian and East European Studies, Latin American Studies, and Global Studies) that receive funding

from the U.S. Department of Education as Title VI National Resource Centers.

The Center for Russian and East European Studies (REES) has 65 affiliated faculty members from a wide range of Pitt departments and professional schools, whose teaching and research efforts focus on Eastern Europe or the former Soviet Union. The Center offers Undergraduate and Graduate Certificates to students who complete a multi-disciplinary study of the REES world area and attain competency in at least one regional language. REES also coordinates the collection of materials on its world region in the University's library system, maintains the REESWeb virtual library of Internet resources on the region, publishes the well-known *Carl Beck Papers in Russian and East European Studies*, sponsors an active school and community outreach program with lectures and special events held on a weekly basis, and coordinates academic exchanges or study abroad programs with approximately 30 overseas partner institutions. Access to the diverse resources and personnel available through REES will greatly enhance the quality and implementation of this project by enabling program activities to draw on Pitt's deep pool of expertise on East European cultures, as well as connections to educational institutions in Eastern Europe, and extending the use of these resources to community college participants.

Follow-up and Dissemination

Following the October 2016 summit day presentations, the course modules developed by the CCBC faculty participants will be posted on a website created for this project. Participants will also have an opportunity to write journal-style blogs on the site to document their individual impressions and learning experiences throughout all stages of the program. The project website will be hosted and maintained at CCBC to ensure continued availability of the program materials to a wide audience of educators and institutions after the grant period.

In addition, CCBC will explore the feasibility of bringing international students to their

campus for a year of non-degree study through the Global Undergraduate Exchange Program in Eurasia and Central Asia (Global UGRAD; see www.irex.org/project/global-undergraduate-exchange-program-eurasia-and-central-asia-global-ugrad) in the following years. Serving as a host institution for Global UGRAD will serve to further internationalize the campus and provide greater opportunities for students to interact with peers from their ancestral homelands, resulting in increased understanding of contemporary cultural developments in these countries.

Incorporation of the East European section of the World Literature course into the regular CCBC curriculum will also constitute a sustained impact of the project on humanities teaching at the college. Other new cultural studies courses, such as a cross-cultural communication course proposed by Julie Durbin (see résumé and commitment letter in Appendix 2), may be developed by project participants as well. Finally, implementation of the course modules developed by the CCBC faculty participants will infuse project content into existing courses in fields such as literature, writing, history, philosophy, sociology, education of English-language learners, and even some subjects not traditionally associated with the humanities (e.g., economics and business), thus exposing a broad range of community college students to cultural studies scholarship in a context relevant to their individual academic and professional goals.

Assessment

The project directors and coordinators at Pitt and CCBC will develop and implement a comprehensive internal assessment plan for this program. At each stage of the project, the Pitt/CCBC project team will discuss the extent of progress toward the designated benchmarks and plan for any necessary adjustments to program implementation in order to achieve greater progress. Summaries and discussion of the results of this internal assessment process will be included in the required interim and final project reports submitted to NEH. Given the central

project objectives of professional development of CCBC faculty and strengthening humanities teaching by infusing East European cultural studies into the CCBC curriculum, benchmarks for formative evaluation while the project is ongoing will include the following measures:

Short-Term Outcomes: It is anticipated that approximately 20 CCBC faculty participants will complete the reading and workshop series and development of course modules, and a total of approximately 40 students will enroll in the World Literature course sections offered at CCBC in Fall 2015 and Fall 2016. Other outcome measures will include faculty participants' self-assessment of gains in their knowledge of East European history, literature, cultures and societies, based on surveys conducted at the conclusion of the reading and learning activity series; qualitative assessment by co-instructors of students' final exams and writing assignments for the Eastern Europe-focused section of the World Literature course; and qualitative assessment by REES-affiliated faculty members of the content of project participants' individual course modules. Each of these assessments is expected to show substantial gains in the program participants' knowledge and understanding related to the project theme.

Long-Term Outcomes: Assessment measures will include the incorporation of participants' course modules and the Eastern Europe-focused section of the World Literature course into the regular CCBC curriculum, as demonstrated by plans by the faculty participants to incorporate the modules or other project-related content into their existing or new courses, based on surveys conducted at the time of the Fall 2016 summit day. Another method will be qualitative assessment by a committee of REES faculty members of the educational value of the project website to humanities faculty and students at community colleges throughout the U.S., with emphasis on its potential to stimulate replication of project activities at other institutions. These assessments are expected to show broad impact and sustainability of the program.

Appendix 1. Project Workplan, Schedule of Activities and Reading List

PROJECT WORKPLAN

September 2014: Preparation and distribution of publicity materials to Community College of Beaver County (CCBC) faculty to recruit project participants; project team begins collecting participant applications. Pitt and CCBC project leaders attend national directors' meeting in Washington, DC.

October 2014: Announcement of project at Western Pennsylvania Community College Resource Consortium's annual professional development summit day (for continued recruitment of faculty participants and informing faculty and administrators from other regional community colleges of the project goals).

November – December 2014: Review of project participant applications and selection of up to 20 participants by Pitt and CCBC faculty and administrators; applicants are informed of their acceptance status.

January – April 2015: Selected CCBC faculty participants attend bimonthly evening workshop series on East European history, literature and culture that includes expert speakers, discussions and learning activities based on the project readings. Workshop sessions facilitated by Pitt faculty co-coordinators Joel Brady (for northern tier of East European countries) and Ljiljana Duraskovic (for countries in Balkan region). Each CCBC faculty participant develops a plan for a course module incorporating international humanities content from the workshop series. Detailed workshop schedule appears below under "Schedule of Activities."

September – December 2015: New section of existing World Literature course introduced at CCBC, focusing on the literature of Eastern Europe. This course will be team-taught by a Pitt instructor and one of the CCBC faculty participants, who will have been selected during the Winter–Spring 2015 workshop series.

September 2015 – April 2016: CCBC faculty participants attend monthly Saturday morning event series consisting of: (1) lectures on East European history and culture by Pittsburgh-area faculty experts and faculty from Pitt's international partner universities in the region, and (2) discussions with community members in Eastern Europe, hosted by U.S. State Department-sponsored American Corners in the region. Those events with international participants will be delivered to the CCBC faculty via videoconferencing. The series will also include a roundtable discussion with leaders of local East European communities in Beaver County on serving the educational needs of students from these communities. The complete schedule for the Saturday event series will be determined by the project team in consideration of the CCBC participants' specific interests and discussion topics that will have emerged from the Winter–Spring 2015 bimonthly evening workshop series. Throughout the 2015-16 academic year, the CCBC faculty participants will also work on fully developing the content of their individual course modules.

September 2016 – February 2017: The World Literature course section focusing on Eastern Europe will again be taught at CCBC in Fall 2016, with instruction provided solely by a CCBC faculty project participant. This enhanced course offering will be incorporated into the regular CCBC curriculum. The course modules developed by the project participants will be incorporated into other existing CCBC courses, including some taught in Fall 2016 and some in Winter–Spring 2017. All participant course modules will be posted on the project website for dissemination to faculty at other community colleges. Project leaders will present the results of the project at appropriate conference events for further dissemination.

October 2016: Project leaders and participants will present at the Western Pennsylvania Community College Resource Consortium’s annual professional development summit day, which is attended by many faculty members from CCBC and other community colleges in the region. This event will include breakout sessions organized by academic discipline, where all CCBC faculty project participants will present their course modules, and a presentation on the outcomes of the Fall 2015 offering of the World Literature course section focusing on Eastern Europe. The participants will also present their course modules in a poster exhibition. Local East European ethnic community leaders from the Beaver County area will be invited to attend the summit and provide comments and feedback on the course modules.

SCHEDULE OF ACTIVITIES FOR WORKSHOP SERIES

The proposed Winter–Spring 2015 faculty workshop series on “Change and Adaptation in Eastern Europe” will be held from 6–9 p.m. one evening every other week in January through April (the day of the week will be selected in Fall 2014 through a poll of the Pitt faculty coordinators and CCBC participants). Workshop session topics will be as follows:

Session 1 (January 2015): Overview of project schedule, main themes and countries to be studied; pre-19th century history of the East European region.

Session 2 (January 2015): History of East European region from 19th century to the present, with emphasis on the empires that impacted the history of the region (Austro-Hungarian, Ottoman, Russian/Soviet); the emergence of national identities and consciousness in the 19th century; the world wars and postwar communist period in the 20th century; and major political, economic, social and cultural developments in the post-communist period.

Session 3 (February 2015): East European immigrant experiences in the U.S., including comparative case studies of Jewish immigrant communities from the region; Slovak Catholic immigrant communities; and Rusyn communities with ties to both the Eastern Orthodox and Greek Byzantine religious traditions. Discussion of the shifting and/or loss of national, ethnic, cultural, and religious identities as a part of the immigrant experience.

Session 4 (February 2015): Histories, cultures and literature of the countries of the former Yugoslavia, including Serbia, Croatia and Bosnia, in the 19th and 20th centuries prior to the Balkan wars of the 1990s.

Session 5 (March 2015): The post-Tito period in Serbia, Croatia and Bosnia, including the wars of the 1990s, the breakup of Yugoslavia and subsequent political, economic, social and cultural developments up to the present day.

Session 6 (March 2015): Historical, cultural and literary developments in Poland from the 19th century to the present day. Case study of an East Central European country that has adopted a “Western” political and economic system and joined “Western” institutions, such as NATO and the European Union, while maintaining a strong sense of its unique national and cultural identity.

Session 7 (April 2015): Historical, cultural and literary developments in Ukraine from the 19th century to the present day. Case study of an East European country with a rich, yet contested, national and cultural identity and political, economic and societal institutions that are continually influenced by strong neighbors to both the east (Russia) and west (the European Union).

Session 8 (April 2015): Wrap-up and brief review of themes addressed throughout the workshop series; presentation of course module ideas by CCBC faculty participants and receipt of feedback and suggestions from Pitt workshop coordinators and other CCBC participants.

READING LIST FOR WORKSHOP SERIES

The proposed Winter–Spring 2015 faculty workshop series on “Change and Adaptation in Eastern Europe” will cover readings selected by the series co-coordinators from among the following works. The faculty participants will also receive a bibliography of all of these sources, including those not selected for the workshop series, to facilitate independent reading in support of their course module development and individual teaching needs and interests.

General readings on modern East European history:

Judt, Tony. “The Past Is Another Country: Myth and Memory in Postwar Europe.” In *Memory and Power in Post-War Europe. Studies in the Presence of the Past*, edited by Tony Judt, 157–83. Cambridge: Cambridge University Press, 2002. An important article covering the complexities of collective memory and myth-making in postwar Europe up to the present.

Drakulic, Slavenka. *How We Survived Communism and Even Laughed*. London: Harper Perennial, 1993. A humorous collection of short stories about “really existing socialism.” The main theme is how people in Eastern Europe adapted to the often bizarre living conditions under state socialism.

Readings on East European immigrant communities in the U.S.:

Dyrud, Keith P. *The Quest for the Rusyn Soul: The Politics of Religion and Culture in Eastern Europe and in America, 1890-World War I*. Philadelphia; London: Balch Institute Press; Associated University Presses, 1992. Treatment of the Rusyn/Russian/Ukrainian immigrant experience and the battle by Russian and Austro-Hungarian governmental and religious actors, carried out on American soil and directed toward migrant communities.

Alexander, June Granatir. The immigrant church and community [electronic resource]: Pittsburgh’s Slovak Catholics and Lutherans, 1880-1915. Pittsburgh, PA: University of Pittsburgh Press, 1987. Treatment of religious/national conflicts among Pittsburgh’s Slovak immigrants.

Bodnar, John E. *The Transplanted: A History of Immigrants in Urban America*, Interdisciplinary Studies in History. Bloomington: Indiana University Press, 1985. Revisionist, synthetic history—challenges many assumptions about Southern and East European immigration, particularly those made by the Handlin school.

Handlin, Oscar. *The Uprooted: The Epic Story of the Great Migrations that Made the American People*. Boston: Little, Brown, 1951. Classic, Pulitzer Prize-winning book by one of the fathers of American immigration history. Established many of the myths of American immigration, since refuted by more rigorous scholarship (synthesized, for example, in Bodnar’s *The Transplanted*).

Magocsi, Paul R. *Our People: Carpatho-Rusyns and Their Descendants in North America*, 4th

rev. ed. Wauconda, Ill.: Bolchazy-Carducci Publishers, 2005. Comprehensive, accessible overview of the Rusyn experience in the U.S.

Roediger, David R. *Working Toward Whiteness: How America's Immigrants Became White (The Strange Journey from Ellis Island to the Suburbs)*. New York: Basic Books, 2005. Overview of the racial opposition/integration met by Slav immigrants in various spheres (political, economic, social) of American life in the late 19th and early 20th centuries.

“Early Jewish American Women”: www.nwhm.org/online-exhibits/. Online exhibit sponsored by the National Women’s History Museum, depicting how “women increasingly took on responsibility for preserving Jewish traditions and educating children in the Jewish faith, all the while creating vibrant Jewish communities throughout the nation. While adapting and even challenging tradition, women played a critical role in sustaining the Jewish identity within the context of American society and culture,” including in the context of East European Jewish immigrant communities.

Readings on the Balkan region:

General coverage of the region

Glenny, Misha: <http://www.amazon.com/Balkans-Nationalism-Great-Powers-1804-1999/dp/0140233776>.

Bought and Sold: <http://www.cornellpress.cornell.edu/book/?GCOI=80140100416370>.

Potential topics for learning activities and workshops: 1) the language question (Bosnian, Croatian, Serbian—similarities and differences and the politics of their joining and separation); 2) the wars of the 1990s, what happened and why; and 3) how the former Yugoslav countries relate today.

On Serbia

Albahari, David. *Snow Man*. Douglas & McIntyre, 2005 (a novel).

Cosic, Bora. *The Role of My Family in the World Revolution*. Northwestern University Press, 1997 (a novel).

Živković, Marko: http://www.iupress.indiana.edu/product_info.php?products_id=672912.

With Their Backs to the World: Portraits of Serbia. <http://www.amazon.com/With-Their-Backs-World-Portraits/dp/B000WCV8JI>.

Greenberg Jessica. *After the Revolution: Youth, Democracy and the Politics of Disappointment in Postsocialist Serbia* (forthcoming).

“Jagoda in the Supermarket” (film by Dusan Milic), <http://www.imdb.com/title/tt0322807/>.

On Croatia

Perisic, Robert. *Our Man in Iraq*. Black Balloon Press, 2013 (a novel).

Ugresic, Dubravka. *Baba Yaga Laid an Egg*. Canongate Press, 2011 (a novel).

Ugresic, Dubravka. *Nobody’s Home*. Open Letter Books, 2008 (essays).

Memories from Istria: <http://press.princeton.edu/titles/7366.html>.

On Bosnia and Herzegovina

Jergovic, Miljenko. *Sarajevo Marlboro*. Penguin, 1997 (a novel).

Veličković, Nenad. *Lodgers*. Northwestern University Press, 2005 (a novel).
Hemon, Aleksandar. *The Book of My Lives*. Farrar, Straus and Giroux, 2013 (a memoir).
Sacco, Safe Area Goražde (Bosnia): <http://www.amazon.com/Safe-Area-Gorazde-s-c/dp/1560974702>.
Contemporary situation in Bosnia: <http://www.amazon.com/New-Bosnian-Mosaic-Identities-Memories/dp/0754645630>.
Fuse (film on post-war period by director Pjer Zalica), <http://www.imdb.com/title/tt0347105/>.

Readings on Poland:

Paweł Huelle. *Moving House. Stories*. Hartcourt, 1996. A collection of short stories on various historical themes, by one of the best known contemporary Polish novelists. Other works by Pawel Huelle include: *Who Was David Weiser?*, *Castorp Serpent's Tail*, *Mercedes-Benz Serpent's Tail*, *The Last Supper Serpent's Tail*, and *Cold Sea Stories*.

Stefan Chwin. *Death in Danzig* [1995]. Translated by Philip Boehm. London: Vintage, 2006. A celebrated Polish novel, originally published in 1995, about Danzig/Gdańsk in the year 1945. The novel fits the theme of “adaptation” very well, as it describes the difficult adaptation of Poles moving to Gdańsk as a consequence of the forced population movements at the end of WWII. Other works by Chwin include *Hanneman*.

Olga Tokarczuk. *House of Day, House of Night* [1998]. Northwestern University Press, 2003. Another of the best known contemporary Polish novelists. This novel grew out of the author's upbringing in Silesia, a region with a complex history shaped by forced population movements. The theme is similar to Chwin's *Death in Danzig*, but Tokarczuk is a more mystical writer. Other works by Tokarczuk include *Primeval and Other Times*.

Pilch, Jerzy: *His Current Woman; A Thousand Peaceful Cities; The Mighty Angel* (novels).

Maslowska, Dorota: *Snow White and Russian Red; A Couple of Poor, Polish-Speaking Romanians; Honey, I Killed Our Cats* (novels).

Buzalka, Juraj. *Nation and Religion: The Politics of Commemoration in South-East Poland*, 2008. Anthropological study of post-socialist Poland, covering Polish Catholics and Rusyn/Ukrainian/Lemko Greek Catholics.

Readings on Ukraine and Ukrainian-Americans:

Wanner, C. *Burden of Dreams: History and Identity in Post-Soviet Ukraine*. University Park: Pennsylvania State University Press, 1998. Discussion of historical representations, narratives, and symbols and the concept of nationality in Ukraine.

Kuropas, Myron B. *The Ukrainian Americans: Roots and Aspirations, 1884-1954*. Toronto; Buffalo: University of Toronto Press, 1991. Thorough treatment of three major ethnonational and religious “streams” among migrant communities in America (Ukrainian, Russian and Rusyn).

Sample Reading List for Proposed Project Subtheme, “Dealing with Cultural Differences in Changing Communities,” in Context of the Balkan Region

Former Yugoslavia: Dealing with Multicultural and Multinational Identities

Numerous Slavic ethnic groups in the Pittsburgh area consider countries of the former Yugoslavia their homelands. This reading list includes explorations of old and new identities in the region of the former Yugoslavia:

Bakić-Hayden, Milica. “Nesting Orientalisms: The Case of Former Yugoslavia.” *Slavic Review*, Vol. 54, No. 4 (Winter 1995), pp. 917-931.

Banac, Ivo. *The National Question in Yugoslavia: Origins, History, Politics*. Ithaca: Cornell University Press, 1988.

Bechev, Dimitar. *Constructing South East Europe: The Politics of Balkan Regional Cooperation*. St. Antony's Series, Basingstoke: Palgrave Macmillan, 2011.

Elias-Bursac, Ellen, Nicholas Yatromanolakis and Dimitris Keridis, editors. *New Approaches to Balkan Studies*. Dulles: Potomac Books Inc, 2003.

Glenny, Misha. *The Fall of Yugoslavia: The Third Balkan War*. London: Penguin Books, 1994.

Hayden, Robert M. *From Yugoslavia to the Western Balkans: Studies of a European Disunion, 1991-2011*. Leiden: Brill, 2012.

Lampe, John R. *Yugoslavia as History: Twice There was a Country*. Cambridge: Cambridge University Press, 2000.

Mazover, Mark. *The Balkans: From the End of Byzantium to the Present Day*. New Haven: Phoenix Press, 2002.

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The Serbian Ethnicity in Croatia: Between Old and New Identities

To explain Serbian heritage and identities of many ethnic groups that are present in Allegheny, Beaver, Butler, and Westmoreland Counties, one should look at the past and present of the country from which their ancestors migrated to the U.S., Croatia. The greatest concentration of migrants from Croatia came to Southwestern Pennsylvania at the turn of the 20th century. There are a few monographic resources about the history of Serbs in Croatia in that period available in English. These represent both some of the best and worst practices of adaptation and constitute

valuable material for scholarly discussion. The following texts deal with Croatia and the Serbs in Croatia:

Goldstein, Ivo. *Croatia: A History*. Montreal: McGill Queens University Press, 1999.

Krestić, Vasilije, Margot Milosavljević (Translator), *History of the Serbs in Croatia and Slavonia 1848-1914*, Beograd: Beogradski izdavačko-grafički zavod, 1997.

Miller, Nicholas J. *Between Nation and State: Serbian Politics in Croatia Before the First World War*. Pittsburgh: University of Pittsburgh Press, 1997.

Tanner, Marcus. *Croatia: A Nation Forged in War*. New Haven: Yale University Press, 2010.

Trifkovic, Srdja. *The Krajina Chronicle: a History of Serbs in Croatia, Slavonia and Dalmatia*. Chicago: The Lord Byron Foundation for Balkan Studies, 2010.

The Croats in the Pittsburgh Area: A Revealing Story of the Maxo Vanka Murals

St. Nicholas Croatian Catholic Church in Millvale, Pittsburgh is listed on the National Register of Historic Places because of its unique murals. Although the social, cultural and historic significance of the murals reaches far beyond the Croatian community in the U.S., they are still little known among local people of Croatian descent and truly represent one of Pittsburgh's neglected masterpieces. This reading list tells the story of a Pittsburgh landmark:

Barnes, Jonathan, "St. Nicholas Church Tells a Modern Story," *Pittsburgh Quarterly*, Spring 2008.

Brett, Edward. "A Monument to Catholic Social Justice: The Maxo Vanka Murals of St. Nicholas Croatian Church, Pittsburgh, Pennsylvania." *American Catholic Studies*, Volume 122, Number 1, Spring 2011, pp. 101-107.

Gaži, Stjepan. *Croatian Immigration to Allegheny County, 1882-1914*. [Pittsburgh: Croatian Fraternal Union of America, 1956. Print], Pittsburgh: University of Pittsburgh, Digital Research Library (<http://digital.library.pitt.edu/cgi-bin/t/text/text-idx?idno=31735056286622;view=toc;c=pitttext>)

Love, Kenneth. *Maxo Vanka's Masterpiece: The Murals at St. Nicholas Church*. Film, http://www.youtube.com/watch?v=lUD5_z-aPXY.

McCloskey, Barbara. "The Millvale Murals of Maxo Vanka: Background & Analysis," <http://www.vankamurals.org/mccloskey.html>.