NATIONAL ENDOWMENT FOR THE HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant 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 application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current guidelines, which reflect the most recent information and instructions, at https://www.neh.gov/grants/education/humanities-connections

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: 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: *Rochester: Mapping Place, Space, and Identity*

Institution: St. John Fisher College

Project Director: Oliver Griffin and Kimberly Chichester

Grant Program: Humanities Connections Implementation Grants

I. Introduction. St. John Fisher College (SJFC), a private, liberal arts college serving more than 3,600 students in Rochester, New York, proposes "Rochester: Mapping Place, Space, and Identity." This three-year implementation project will feature interdisciplinary collaboration between humanities faculty from history, American studies, and religious studies and non-humanities faculty from biology, chemistry, sociology, and data science. Participating faculty members will engage in collective learning and develop a series of five new courses for SJFC's core curriculum focused on topics related to greater Rochester's history, culture, and environment that will engage students from their freshmen to senior year. Through experiential learning activities designed for and embedded in each of the five courses, participating faculty and students will develop content for an interactive web-based "deep map" of the Rochester region. Deep maps are maps that impart a layered and multifaceted sense of place, narrative, history, and memory. The deep map created for this project will serve as a multi-dimensional and fluid archive created by students over time, incorporating historical primary documents, media coverage, and Census and other rich survey data to create an interactive view of Rochester from the 19th century to the present. The proposed map will illuminate the forces that fostered the socioeconomic, environmental, and demographic evolution of the Rochester metropolitan area.

II. Intellectual rationale. (**A**) **Topic and need:** Rochester, New York, and the surrounding region are exemplary in American history. The greater Rochester area was, by turns, (1) a trading nexus for Native Americans and British colonists; (2) part of the first advanced technological corridor represented by the engineering extension of the Erie Canal, which opened in 1825; (3) the site of Grandison Finney's religious revival in 1830-1831, a key moment during the Second Great Awakening; and (4) home to fierce debates about rights and freedom—from abolition to women's and civil rights—throughout the 19th century to the mid-20th century and after. In the

20th century, it was the headquarters for Eastman Kodak, Xerox, and Bausch and Lomb, and the site of one of the first major metropolitan race-related riots in 1964. Frederick Douglass and Susan B. Anthony lived and conducted foundational abolitionist, civil rights, and women's rights initiatives in Rochester. From Douglass' arrival to this area to the bicentennial anniversary of his birth in 2018, citizens, readers, visitors, and legislators have connected him to this particular place. The same is true of Susan B. Anthony: in the November 2016 election, thousands of women recognized the historic candidacy of Hillary Clinton by leaving "I voted" stickers on Anthony's gravesite.

More than half of SJFC students (57%) come from Rochester and the 150-mile radius surrounding the college, and a similar number (58%) remain in the area after graduation. Despite this, faculty members and administrators have observed that many students are unaware of the issues affecting the Rochester community. There is consequently a need for greater understanding of the historical and social contexts for the contemporary affairs that affect residents of Rochester.

Through the proposed project, which aligns with the NEH's "A More Perfect Union" special initiative, faculty from the humanities, social sciences, biology, chemistry, and data science will create five new courses for the core curriculum that SJFC introduced in Fall 2020. SJFC's new core includes a learning community program for first-year students and four years of scaffolded learning around eight all-college learning outcomes: (1) written, oral, and visual communication; (2) inquiry and analysis; (3) integrative and applied learning; (4) ethical reasoning; (5) collaboration and leadership; (6) citizenship and civic engagement; (7) diversity, equity, and inclusion; and (8) content and discourse of major field-of-study.

Each course will feature experiential learning activities that guide undergraduate students

to use the lens of place to develop an interactive deep map of Rochester. This map will traverse and access the city's rich history and unique place in the American story on a level beyond narrative alone. For example, the map will show how chemical and industrial practices throughout history led to localized areas of pollution over time, trace the experience of German immigrants in Rochester, and uncover sites of importance to African-Americans and the history of civil rights in Rochester. The deep map will provide the intellectual and physical armature to bring together disciplinary conversations and generate cross-disciplinary insights into the changing way that people in Rochester saw—and continue to see—themselves as Americans, as Rochesterians, and as humans seeking to articulate their lived experiences in relationship to the past, present, and future.

The deep map created through this project will constitute a living, cumulative archive that scholars of American history, literature, and religious studies can continue to supplement over time and will serve as a model for other humanities scholars exploring use of deep maps. The deep map offers us important tools for representing the human experience holistically, a key promise of the humanities. According to Apgar and James, "The deep map encourages humanities scholars to consider all of the actors—human, environmental, social, economic—that contribute to our way of engaging our fields of study. A deep map is particularly salient in the environment of a liberal arts education that at its foundational level aims to build links across academic fields, an environment in which students are challenged to make meaning from the full-range of human experience."[1] The humanities promise some of the most compelling answers to our fundamental quandaries regarding what it means to be human in 2020. In a world deeply

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[1] Apgar, Richard B. and Christopher M. James, "Guest Editors' Introduction: Spatial Humanities and the Liberal Arts." *International Journal of Humanities and Arts Computing*.
https://www.euppublishing.com/doi/full/10.3366/ijhac.2018.0201 (Accessed 8/20/2020.)

divided by class, race, health, and education, it is essential to provide new ways to access the humanities and explore our understanding of contemporary life and the experience of the citizens who came before us.

(B) Project objectives: SJFC has established the following goals for the project: (1) enrich the new core curriculum with a series of five interdisciplinary, experiential courses that facilitate humanistic inquiry of equity, diversity, civility, civic engagement, and other topics; (2) create, maintain, and continually expand a deep map that will serve as an interactive, ongoing universally accessible digital archive of humanistic narratives, images, and socio-cultural demographic and economic data related to the greater Rochester area; (3) promote interdisciplinary endeavor and intellectual cross-pollination among SJFC faculty members resulting in cross-disciplinary, team-taught courses; and (4) foster humanistic inquiry, civic engagement, and a nuanced sense of place among students through rich, community-based experiential learning activities.

(C) Planning process: Planning for this project began in fall 2016 with conversations among a small group of faculty members and administrators about revising SJFC's core curriculum and enhancing SJFC's role as an anchor institution in the City of Rochester. Campus leaders sought to strengthen the sense of place in the SJFC curriculum but were not yet confident how to do so. Larger interdisciplinary stakeholder meetings followed that included faculty from history, media and communications, data science, and more. Discussions soon turned to using mapping, spatial humanities approaches, and geographic information system (GIS) data and technology to engage more deeply in place-based explorations and to incorporate such explorations into SJFC's new tiered, four-year core curriculum.

Experimentation and pilot projects began in winter 2018. SJFC invited representatives from the Rochester Public Library to lead a workshop aligned with the library's exhibition on Green Books, annual travel guides for African-American motorists published between 1936 and 1966. Workshop participants engaged in a mapping activity to trace Green Book citations on large physical copies of maps posted around the room. Soon after, Mark Rice, an American studies faculty member, started an ongoing project that builds upon the Green Book project. Rice tracks important sites related to the Civil Rights Movement, pairing historical images with photographs of how such places appear today and then mapping the sites on a Google Map. In summer 2019, faculty member and Monroe County historian Carolyn Vacca began a pilot project with her students to map subscribers to Frederick Douglass's *The North Star* newspaper on a Google Map. (See pp. 5-6 of Attachment 4 for more detail about Vacca's project.)

Given the success of the Green Book project and positive student response to Vacca's project, the planning team began looking at ways to combine these activities into a larger project that could be sustained over time. While at a conference in Germany, Dean of the School of Arts and Sciences Ann Marie Fallon viewed a web-based project mapping the influence of poverty on the thinking of Karl Marx. Fallon shared this example with the planning team, and they soon developed the concept for the five-course series that will culminate in a deep map of Rochester.

(D) Project scale: The project will engage at least eight faculty members from the following seven academic programs: American studies, biology, chemistry, history, religious studies, sociology, and data science. SJFC expects to enroll as many as 132 undergraduates in the new courses during the grant period and to strengthen or establish at least eight community partnerships to carry out experiential learning activities.

III. Content and design. **(A) Intended audience/curricular setting:** The new courses will

target each year of the developmental core curriculum from the first year through the senior year.

A diverse range of undergraduates from multiple disciplines will take the courses to meet general

education requirements. There are no pre-requisites for the courses, and, while students may

choose to take multiple courses, they are not designed to be taken sequentially by the same

cohort of students. Each course will be offered at least once over the period of performance, and

the first- and second-year courses will be offered twice. With maximum capacity of 22 students

for each course offering, SJFC expects to serve up to 132 total students. The project faculty team

expects to continue expanding map content, which will be used in a diverse range of future SJFC

undergraduate courses across multiple disciplines, thus reaching hundreds more students and

faculty members in the years following the grant period. The team also expects the deep map of

Rochester, which SJFC will make freely available on the SJFC library's Fisher Digital

Publications digital repository, to interested members of the broader Rochester community,

especially individuals active with the Rochester Historical Society, Rochester Public Library, the

Rochester Museum and Science Center, and other community-based organizations.

      (B) Project structure, courses, and key texts: SJFC proposes a 36-month period of

performance beginning June 1, 2021, and ending May 31, 2024. During summer 2021, the

project will commence with a collective learning and professional development workshop series

for participating faculty members. The eight-person faculty team will meet weekly for a series of

six two-hour workshops that will explore the following topics: (1) What is a deep map and how

do you create one?; (2) fundamentals of geocoding multimedia information and using web GIS

in teaching across disciplines; (3) pedagogical methods for integrating deep maps in curricula;

(4) promoting digital literacy among undergraduates; (5) aligning courses with the new SJFC

core curriculum; and (6) engaging community partners. Additionally, faculty will participate in a

reading and discussion group, led by historian Carolyn Vacca, that will explore place-based humanities, including Rochester's history from the 19th century to the present. (See Attachment 3 for the proposed list of readings for the reading and discussion group.)

Faculty members will work in interdisciplinary pairs to develop five new courses, including two linked first-year learning community courses, for the SJFC core curriculum. The faculty team will meet monthly during the project's first academic year to discuss course design and experiential learning activities, and to share feedback on draft syllabi. The following questions will guide course development and tie together the five courses: What does it mean to be a citizen of Rochester? How do citizens in our community connect with one another in the present to understand our past and to define our city, our country, and our future? How do the spaces in which we live influence the people we become?

Experiential learning will be deeply woven into each course, and the results of student work from experiential learning activities will populate the first stages of the deep map of Rochester. Among other activities, students will map GIS data; collect soil samples and prepare reports on the results for neighborhood associations and other community organizations; conduct archival research at multiple libraries and archives beyond the SJFC campus; and photograph historical sites. Students will engage with a wide range of community partners including, but not limited to, the City of Rochester Planning Department, neighborhood associations, community gardens, the Rochester Museum and Science Center, Rochester Public Library, and the University of Rochester.

"Rochester and its River: Mapping Historical Narratives" will be a learning community for first-year students developed by historian Carolyn Vacca and biologist Michael Boller. Learning communities at SJFC involve faculty from two academic disciplines teaching linked

concurrent courses on a common theme. Learning communities target writing, discussion, research, and group work skills for first-year students who take both linked courses as a cohort. Students in the "Rochester and its River" learning community will discover the power of the historical narrative when juxtaposed with basic mapping of a temporally and spatially discrete area of Rochester, NY, along the east and west banks of the Genesee River. Exploring the interaction of geological and natural history with cultural histories in the area—and the subsequent interaction among the ecosystems, built environment, and the generations of residents—will facilitate a better understanding of how these historical areas have been blighted or underused in modern times. The first of the linked courses, "Rochester on the Genesee," will be taught by Carolyn Vacca. The course will explore the rich history of Rochester through an examination of the Genesee River, those who inhabited its banks, and the impact of the river generations of Rochester residents. The second linked course will be "Rochester EcoSYSTEMS," taught by Michael Boller. In this course, students will apply systems thinking— the application of systems theory to illuminate how the complementary components of constructed and organic systems interact both individually and in aggregate—to examine how ecosystems and the constructed environment work. They will also use basic GIS to build and map out models of change over time, and connect environmental history to the current state of local ecosystems. For the experiential learning component of the linked courses, students will conduct visual surveys of selected areas of the City of Rochester and work with the City of Rochester Planning Department and neighborhood associations to collect and present GIS data. Learning community students will create the foundations of the deep map of Rochester by building a basic understanding of GIS layers and data, and starting to construct a map that connects stories and history to place. Key texts will include *Rochester on the Genesee*, by Blake

McKelvey; selected issues of the journal *Rochester History*; and *Thinking in Systems: A Primer*, by Donella Meadows.

The sophomore course, "The Ethical Chemist," will be developed and co-taught by chemist Kimberly Chichester and theologian Linda MacCammon. Students will explore the integration of scientific decisions with ethical considerations through an examination of serious soil lead toxicity in and around the City of Rochester. Students will consider the ecological, ethical, social, and workforce issues raised by this toxicity. For the experiential learning component of the course, students will learn soil and water sampling techniques and disposal skills for waste generated during chemical analysis. Students will go on to conduct field work throughout Rochester, collecting and analyzing samples and reporting on their results to homeowners and community partners. These partners may include residential neighborhoods, local corporations, Foodlink (a Rochester non-profit organization that fights hunger), and community gardens. Data collected will be integrated into the deep map of Rochester to trace the toxicity of heavy metals around the city. Soil remediation efforts in some neighborhoods will also be indicated on the map. The primary text for the course will be Jeffrey Kovac's *The Ethical Chemist: Professionalism and Ethics in Science*, which will be supplemented with scientific journal articles.

"From the Rhine to the Genesee: The German Immigrant Experience in Rochester, 1848-1967" will be a junior-level course developed and taught by historian and Project Director Oliver Griffin and sociologist Marta Rodriguez-Galan. The course will examine the growth and experience of German immigrants in Rochester through analysis of newspapers, public health records, and other primary sources available from the Rochester Historical Society, Rochester Public Library, Rochester Museum and Science Center, and the University of Rochester library

and archives. Students will review census data, read translations of select articles from three German-language newspapers published between 1851 and 1967, and study a number of historical secondary sources about German immigration. A partnership will be explored with the Federation of German-American Societies. Students will pay special attention to how German immigrants in Rochester fared during the period of the 1918 flu pandemic. The course will also examine the German experience in larger comparative perspective, with particular attention to how racial, ethnic, and class inequities; the circumstances of their arrival; and larger policy and political factors facilitated the integration of this group more readily than others. Students will contribute narratives, images, and data to the deep map of Rochester, highlighting residential areas populated by German immigrants.

"Race and Place in the Mid-Century City" will be a senior capstone course, developed and co-taught by American studies professor Mark Rice and geographic information scientist Chris Badurek, that will map the African-American community in Rochester around the mid-20th century. For the course's experiential learning activities, students will work with digital and paper archives to document sites of African-American homes, businesses, and public institutions in the mid-20th century. Pairing historical photographs (when available) with contemporary photographs, students will generate a visual archive of individuals and businesses and reveal patterns of continuity and change. Students will also work with the Howard Coles papers in the Rochester Museum and Science Center. Finally, they will conduct site work across Rochester, locating and photographing locations of importance to Rochester's African-American community using ESRI ArcGIS Collector, a web GIS app for data and image collection on mobile devices such as smart phones and tablets. Important sites will be highlighted on the deep map of Rochester, accompanied by photographs and narratives by students. Core readings will

be drawn from *Toward Spatial Humanities: Historical GIS and Spatial History* (2014) and *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship* (2008.) Tutorials on using web GIS tools will enable students to work independently on their additions to the deep map for the course.

The project will culminate in an interactive web-based deep map of Rochester that will be freely available to all as part of Fisher Digital Publications (fisherpub.sjfc.edu), an online repository administered by the SJFC library to organize, preserve, and increase the impact of scholarly and creative work. The deep map will include photographs, narratives, and other documents. The five new courses will populate the initial content for the map, and SJFC faculty members and students will continue to add to the map over time. GIS expert Chris Badurek will develop and implement the deep map using ESRI web GIS tools, including ArcGIS Online and Story Maps, with guidance and input from the faculty team. In addition, Badurek will collaborate with the SJFC Library to link documents and media content from the Fisher Digital Publications repository to the deep map.

IV. Collaborative team roles and responsibilities. Oliver Griffin, assistant professor of history, will serve as project director. Griffin holds a Ph.D. from Harvard University, has taught at SJFC since 2003, and directed the college's Honors Program between 2007 and 2015. He has actively promoted community engagement by co-organizing and presenting at the annual Model United Nations Conference for area high school pupils that convenes on the SJFC campus every March. As project director, Griffin will supervise the professional development activities during the first year, provide oversight for course development, serve as the primary liaison with Chris Badurek to create the deep map of Rochester, and communicate project outcomes to the NEH

and SJFC administrators. Griffin will also co-develop and co-teach the junior-level course "From the Rhine to the Genesee."

Kimberly Chichester, associate professor of chemistry and chair of the departments of chemistry and physics, will serve as project co-director. Chichester holds a Ph.D. from Wake Forest University and has taught at SJFC since 2008. She was co-principal investigator on a National Science Foundation grant to develop lab experiences for institutes of higher education without proper analytical instrumentation and an international American Chemical Society grant for K-12 students to study the effects of industry on community waterways. As project co-director, Chichester will ensure that the courses offered by faculty members outside of the humanities mesh with the offerings of humanities faculty members. Chichester will also co-develop and co-teach the sophomore course "The Ethical Chemist."

Other participating faculty members who will co-develop and co-teach courses include Michael Boller (associate professor of biology and program director of sustainability); Linda MacCammon (associate professor of religious studies); Mark Rice (professor of American studies); Marta Rodriguez-Galan (associate professor of sociology and program director of gerontology); Carolyn Vacca (professor and chair of the history department, and Monroe County historian); and Chris Badurek (adjunct professor of data science at SJFC, and associate professor of geography at the State University of New York Cortland).

Badurek has more than 15 years of experience teaching (including as an adjunct at SJFC) and developing GIS educational resources across disciplines. SJFC will hire him to lead GIS-related professional development and to build the information architecture embedding content from the Fisher Digital Publications platform into the deep map. Mia Breitkopf from the SJFC Library will coordinate library support for Badurek. She will provide faculty professional

development on the Fisher Digital Publications platform and speak to each project class about how to add to this online repository. Breitkopf will coordinate project involvement by library staff members, including Ben Hockenberry, who manages the platform that hosts the Fisher Digital Publications repository. Cathy Sweet, SJFC's assistant dean of assessment, will lead project evaluation efforts. Ann Marie Fallon, dean of the School of Arts and Sciences, and Erin Barry, director of the Institute for Civic and Community Engagement, will each lead one professional development workshop. (See Attachment 5 for résumés of all project personnel.)

V. Institutional context. SJFC, an independent, higher education institution, offers programs in traditional academic disciplines as well as more directly career-oriented fields. The college is guided by its liberal arts tradition and Catholic heritage, as expressed in the motto of its founders: "teach me goodness, discipline, and knowledge." Since the college's founding in 1948, the humanities have been central to the core curriculum, which was originally grounded in philosophy and religious studies; today, SJFC's new core maintains a strong humanities foundation but operates across a variety of disciplines. The core focuses on the big questions that guide the humanities: What does it mean to be human? How do we collectively address climate change? How do we address social inequality? All undergraduate students experience the humanities in the core from first-year learning communities to senior capstones. SJFC serves 262 and 233 students majoring and minoring in the humanities, respectively, and has 43 full-time humanities faculty members.

Experiential learning activities will be supported by the Institute for Civic and Community Engagement, which was established in 2018 to strengthen experiences and content that broaden students' perspectives.

VI. Impact and dissemination. The proposed project will have sustained, long-term impact on the humanities and place-based learning at SJFC. The college is committed not only to maintaining the deep map of Rochester created through this project, but also to facilitating the map's ongoing growth and development. The deep map will continue to be used in courses, and in student and faculty research projects. Participating faculty will share what they learn with department peers, and create instructions and templates for incorporating deep mapping experiential learning activities into courses, especially core courses. The project faculty team will establish an informal mentoring program through which faculty members who have successfully offered a course that contributes to the deep map of Rochester will mentor faculty members who are eager to learn more about deep maps, place-based learning, and creating a core curriculum course that contributes to the deep map. Participating faculty members will make presentations at SJFC's annual faculty scholarship event and during break-out sessions at twice-yearly convocation events. Students who take the five courses will be encouraged to present at the annual undergraduate research symposium, which is typically attended by several hundred individuals.

Participating faculty members will share project results with colleagues at other institutions through conference presentations, potentially including the biannual conference on chemical education and those sponsored by organizations and associations such as the Council of Independent Colleges, American Association of Colleges and Universities, the German Studies Association, and the American Chemical Society. The project co-directors expect to author one or more articles about their experience working on the project for submission to a peer-reviewed journal, possibly to include the *German Studies Review*, *Journal of Chemical Education*, or *Chemical Educator*.

VII. Evaluation. Cathy Sweet, SJFC's assistant dean of assessment, will oversee formative and summative project evaluation. Formative evaluation will take place at the end of each semester when the faculty team meets to assess progress and adjust the work plan.

SJFC will add questions to course evaluations for the new courses to solicit student feedback on experiential learning and mapping activities. SJFC will survey community partners to gain insights into the impact of experiential learning activities. Students will complete a pre- and post-course Likert-scale survey of knowledge, technical GIS skills, and degree of interest in using deep maps in humanities courses. Students will also provide short-answer responses to a prompt on their experiences in using maps for understanding the environmental, historical, and social context of Rochester at pre- and post-course intervals. Evaluation of these responses will provide measurable qualitative indicators of improvements to learning as well as capabilities in improving understanding of place using mapping tools.

Key quantitative evaluation measures include the number of new courses created; student enrollment in the new courses; the number of new community partnerships established; number of visitors to the online deep map on the Fisher Digital Publications website; and the number of faculty members who express interest in developing a core course to contribute to the deep map.

At the conclusion of all grant activities, Sweet will compile all data collected and prepare a written summative evaluation for submission to the SJFC administration and the NEH. Project Co-directors Griffin and Chichester will prepare a "lessons learned" white paper, which will be posted on the SJFC website and shared with the NEH, the SJFC administration, and interested colleagues from peer institutions and community partner organizations.

Attachment 2: Work Plan

Project personnel:
- Project Director (PD) = Dr. Oliver Griffin, Assistant Professor, History
- Project Co-Director (Co-PD) = Dr. Kimberly Chichester, Associate Professor and Department Chair, Chemistry
- Dean = Dr. Ann Marie Fallon, School of Arts and Sciences
- Assistant Dean = Dr. Catherine Sweet, Assistant Dean of Administration and Assessment, School of Arts and Sciences
- Faculty participants = Michael Boller (Associate Professor of Biology and Program Director of Sustainability); Linda MacCammon (Associate Professor of Religious Studies); Mark Rice (Professor of American Studies); Marta Rodriguez-Galan (Associate Professor of Sociology and Program Director of Gerontology); Carolyn Vacca (Professor and Chair, History Department, and Monroe County Historian); and Chris Badurek (Adjunct Professor of Data Science at SJFC and Associate Professor of Geography at the State University of New York Cortland)
- Librarian = Mia Breitkopf, Coordinator of Instruction and Research Services
- Systems Librarian = Benjamin Hockenberry
- Geographic Information Systems (GIS) Expert = Chris Badurek
- Community engagement (CE) expert = Erin Barry, Director of the Institute for Civic and Community Engagement
- Community partners = Rochester Museum and Science Center, Rochester Historical Society, Rochester Public Library

Goal 1: To enrich the new core curriculum with a series of five interdisciplinary and experiential courses that will facilitate humanistic inquiry of equity, diversity, civility, civic engagement, and other topics.	
Key stakeholders: PD; Co-PD; Dean; Assistant Dean; faculty participants; Librarian; GIS expert; other SJFC humanities faculty; CE expert; and community partners.	
Outcomes: • Participating faculty members deliver new co-taught, interdisciplinary courses that integrate the concept of deep maps as the experiential learning component. • Participating faculty gain knowledge of and confidence in creating deep map projects for their students. • Participating faculty acquire and/or enhance their digital humanities skills. • Additional humanities faculty integrate deep map concepts and experiential activities in their courses.	
Activities for Implementation	**Timeline**
PD and Co-PD design professional development program and create evaluation tools (pre- and post-surveys) with assistance from the Assistant Dean.	June 2021
Deliver professional development to participating faculty members to learn how to integrate deep maps into curriculum. Professional development will be delivered weekly via six two-hour workshops covering the following topics: • What is a deep map and how do you create one? –GIS expert Chris Badurek	July - August 2021

• "Narrating Space and Place" by David J. Bodenhamer (2015)
 	
 • GIS training (fundamentals of geocoding multimedia information, how to use web GIS tools in teaching across disciplines, organizing digital information visually, creating story maps, and mapping qualitative and quantitative data) –GIS expert Chris Badurek
 	
 • Pedagogical methods for integrating deep maps in curricula and creating spatial humanities projects –SJFC Librarian Mia Breitkopf
     • "Spatial Information Literacy for Digital Humanities: The case study of leveraging geospatial information for African-American history education" by Long, Bynum, Johnson, Sdunzik, and Qin (2017)
 	
 • Identifying key information literacy concepts and skills –Lavery Librarian
     • "Framework for Information Literacy" by the Association of College & Research Libraries (2015)
 	
 • Aligning your course with the College Core –Dean
 	
 • Engaging community partners –Erin Barry, Director of the SJFC Institute for Civic and Community Engagement
 	
 Historian Carolyn Vacca will lead the group through online and in-person discussions of shared readings that explore Rochester's history from the 18th century to the present.	

PD and Co-PD evaluate professional development session (administer pre- and post-surveys to assess attitudes and knowledge gained) and analyze results with support from the Assistant Dean.	July - August 2021
Faculty participant pairs develop the new courses. PD and Co-PD facilitate monthly meetings to discuss course design, experiential learning plans, and deep map activities. Faculty members seek and share feedback on draft syllabi with each other.	September 2021 – May 2022
Faculty pairs meet with course community partners (at least twice) to identify appropriate data to be incorporated into the deep map and research activities for students.	September 2021 – May 2022
Faculty submit course syllabi to the Dean for review and approval.	May 2022
First iteration of first-year (fall) and sophomore courses (spring) are delivered to students; course evaluation data are collected, as well as a narrative reflection from participating faculty.	2022-2023 academic year
Second iteration of first-year (fall) and sophomore courses (spring) are delivered to students; course evaluation data are collected, as well as a narrative reflection from participating faculty.	2023-2024 academic year

First iteration of junior-level (fall) and senior-level courses (spring) are delivered to students; course evaluation data are collected, as well as a narrative reflection from participating faculty.	2023-2024 academic year
PD and Co-PD analyze narrative reflections from participating faculty who implemented courses.	Fall 2022 – Spring 2024
Assistant Dean reviews and analyzes student performance in new courses.	Fall 2022 – Spring 2024
Participating faculty disseminate project outcomes and lessons learned through faculty presentations at SJFC's annual faculty scholarship event and during break-out sessions at twice-yearly convocation events. Students who take the five courses will be encouraged to present at the annual undergraduate research symposium.	Spring 2023 – Spring 2024
PD, Co-PD, and/or participating faculty present teaching and learning outcomes related to the new courses, the new SJFC core curriculum, and deep maps at a professional meeting (e.g., Council of Independent Colleges, American Association of Colleges and Universities, the German Studies Association, and the American Chemical Society).	January 2023 – May 2024

Goal 2: To create and build a deep map that will serve as an interactive, ongoing universally accessible digital archive of humanistic narratives, images, and socio-cultural demographic and economic data related to the greater Rochester area.	
Key stakeholders: PD, Co-PD, Dean, participating faculty, SJFC students, Librarian, and Systems Librarian	
Outcomes: • Students enrolled in the new courses make meaningful contributions to the deep map of Rochester as reflected in the multiple layers of data incorporated.	
Activities for Implementation	**Timeline**
First iteration of first-year learning community course "Rochester on the Genesee" is delivered to students.	Fall 2022
First iteration of first-year learning community course "Rochester EcoSYSTEMS" is delivered to students.	Fall 2022
First iteration of sophomore course "The Ethical Chemist" is delivered to students.	Spring 2023
First iteration of junior-level course "From the Rhine to the Genesee: The German Immigrant Experience in Rochester, 1848-1967" is delivered to students.	Fall 2023
Second iteration of first-year learning community course "Rochester on the Genesee" is delivered to students.	Fall 2023
Second iteration of first-year learning community course "Rochester EcoSYSTEMS" is delivered to students.	Fall 2023
Second iteration of sophomore course "The Ethical Chemist" is delivered to students.	Spring 2024
First iteration of senior-level course "Race and Place in the Mid-Century City" is delivered to students.	Spring 2024

GIS expert creates Infrastructure for the deep.	June 2021 – May 2022
Students populate deep map.	Fall 2022 – Spring 2024
Deep map is incorporated into the Fisher Digital Publications webpages and becomes available to the public.	Fall 2023 – Spring 2024

Goal 3: To promote interdisciplinary endeavor and intellectual cross-pollination among SJFC faculty members resulting in team-taught courses.	
Key stakeholders: PD, Co-PD, Dean, participating faculty, SJFC students	
Outcomes: • Five new interdisciplinary courses (three stand-alone courses and two linked courses) are developed and delivered by four humanities and four non-humanities faculty. • Participating faculty are exposed to methodologies, perspectives, and student experiences in other disciplines through the team-teaching experience and/or through informal mentoring. • Participating faculty contribute to and teach in the core curriculum.	
Activities for Implementation	**Timeline**
Participating faculty work in interdisciplinary teams to develop and team teach the new courses.	Fall 2022 – Spring 2024
Participating faculty share what they have learned with department peers, and create instructions and templates for incorporating deep mapping experiential learning activities into courses, especially core courses. The project faculty team establishes an informal mentoring program between faculty members who have successfully offered a course that contributes to the deep map of Rochester and faculty members who want to learn more about deep maps, place-based learning, and interdisciplinary teaching.	Fall 2023 – Spring 2024
Participating faculty members will present at SJFC's annual faculty scholarship event and during break-out sessions at twice-yearly convocation events.	2022-2023 and 2023-2024 academic years
Students who have taken the five courses present at the annual undergraduate research symposium.	Spring 2022, 2023, 2024
Using evaluation results (surveys, course data, and narrative reflections) and reviewing course syllabi, PD and Co-PD work with the Dean and Assistant Dean to identify best practices and challenges encountered by participating faculty in delivering project courses.	Fall 2022 – Spring 2024

Goal 4: To foster humanistic inquiry, civic engagement, and a nuanced sense of place among students through rich community-based experiential learning activities.	
Key stakeholders: PD, Co-PD, Dean, participating faculty, SJFC students, and community partners	
Outcomes:	

- Students develop their analytical and writing skills.
- Students demonstrate proficiency in digital literacy (organizing digital information, using GIS tools).
- Students increase their civic awareness and cultural competency.

Activities for Implementation	Timeline
Through the five courses, students engage in experiential learning activities and visit community partners to collect data to include in the deep map.	September – May in years 2 and 3
Students organize data, create relevant stories, and use GIS tools to map the information.	September – May in years 2 and 3
Students analyze data in deep map.	September – May in years 2 and 3
Faculty evaluate student performance.	September – May in years 2 and 3

Attachment 3: Readings and Resources
Rochester: Mapping Place, Space, and Identity

<u>Selected readings for the summer professional development workshop</u>

<u>Readings on spatial humanities and GIS</u>

Ball, E., & Lai, A. (2006). Place-Based Pedagogy for the Arts and Humanities. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 6(2), 261–287. https://doi.org/10.1215/15314200-2005-004

Gregory, I., & Geddes, A. (Eds). (2014). *Toward Spatial Humanities: Historical GIS and Spatial History*. Indiana University Press.

Hillier, A., & Knowles, A.K. (Eds). (2008). *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship.* Redlands, CA: ESRI Press.

Kong, N., Bynum, C., Johnson, C., Sdunzik, J., & Qin, X. (2017). Spatial information literacy for digital humanities: The case study of leveraging geospatial information for African American history education. *College & Undergraduate Libraries*, 24(2-4), 376–392. https://doi.org/10.1080/10691316.2017.1329044.

<u>Readings on local history</u>

Hill, L. (2010). "We are black folks first": the black freedom struggle in Rochester, NY and the making of Malcolm X. *The Sixties*, 3(2), 163–185. https://doi.org/10.1080/17541328.2010.525842

Kammen, Carol. (2011). On the Doing of Local History in New York. *The Public Historian*, 33(3), 58–69. https://doi.org/10.1525/tph.2011.33.3.58.

Logan, L., & Logan, S. (1984). *Maplewood history*. Neighborhood History Project.

McKelvey, B. (1993). *Rochester on the Genesee: The growth of a city* (2nd ed.). Syracuse University Press.

McKelvey, B., & Rosenberg-Naparsteck, R. (2001). *Rochester: A panoramic history*. American Historical Press.

Sanders, J. (1990). *Rochester Black History 1795-1990.* Sanders Publishing.

Topical selections depending on interest: *State of Black Rochester, Douglass' Rochester,* etc.

Readings related to the proposed courses

Apgar, R. B., & James, C. M. (2018). Guest Editors' Introduction: Spatial Humanities and the Liberal Arts. *International Journal of Humanities and Arts Computing*, *12*(1), 1-4. https://www.euppublishing.com/doi/full/10.3366/ijhac.2018.0201

Brown, C. W. (2010). *Descendants of German Immigrant Henry Ferdinand Schoenheit, 1834-1907 of Rochester, New York: With Allied English Lines of Powell and Turner*. Carol Willits Brown.

Burkett, B. (1996). *Emigrants from Baden and Wuerttemberg in Eighteenth Century*. Picton Press.

Cody, D. D. (2010). *Rochester Coughed: The 1918 Influenza Epidemic in Rochester, New York*. [History master's thesis, The College at Brockport: State University of New York]. Digital Commons @Brockport.

Eckelman, M., & Nasiri, F. (2011). Review of the book *Thinking in Systems* by Donella H. Meadows. *Journal of Industrial Ecology*, *15*(1), 156–157.

Gregory, I., and Geddes, A. (Eds.) (2014). *Toward Spatial Humanities: Historical GIS and Spatial History*. Indiana University Press.

Hill, L. W. (2012). FIGHTing for the Soul of Black Capitalism: Struggles for Black Economic Development in Postrebellion Rochester. In L. W. Hill & J. Rabig (Eds.), *The Business of Black Power: Community Development, Capitalism, and Corporate Responsibility in Postwar America* (pp.45-67). University of Rochester Press.

Hill, L. W. "We Are Black Folks First": The Black Freedom Struggle in Rochester, NY, and the Making of Malcolm X. *The Sixties: A Journal of History, Politics and Culture* 13:2 (2010): 163-185.

Hillier, A., and Knowles, A.K. (Eds). (2008). *Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship*. Redlands, CA: ESRI Press.

Kovac, J. (2018). *The Ethical Chemist: Professionalism and Ethics in Science* (2nd ed.). Oxford University Press.

Kraut, A. M. (2010). Immigration, Ethnicity, and the Pandemic. *Public health reports 123*(3), pp. 123-133.

LeMay, M. C. (1987). *From open Door to Dutch Door: An Analysis of US Immigration Policy since 1820*. ABC-CLIO.

McKelvey, B. (1993). *Rochester on the Genesee: The growth of a city* (2nd ed.). Syracuse University Press.

McKelvey, B. (1958). Germans in Rochester: Their Traditions and Contributions. *Rochester History,* 20(4). https://www.libraryweb.org/~rochhist/v20_1958/v20i1.pdf

McKelvey, B. (1963). Rochester's Ethnic Transformations. *Rochester History*, 25(3), **"**Rochester's Ethnic Transformations" https://www.libraryweb.org/~rochhist/v25_1963/v25i3.pdf

Mullaney, T. W. (1916). *Four-Score Years: A Contribution to the History of the Catholic Germans in Rochester*.

Pagnini, D. L., & Morgan, S. P. (1990). Intermarriage and Social Distance among US Immigrants at the Turn of the Century. *American Journal of Sociology 96*(2), pp. 405-432.

Pfaefflin, H. F.W. (2007). *A 100-Year History of the German Community in Rochester, New York (1815-1915)*. The Federation of German-American Societies.

Rothstein, R. (2017). *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright Publishing.

Steinberg, S. (2001). *The Ethnic myth: Race, Ethnicity, and Class in America*. Beacon Press.

Wilkerson, M. E., & Salmons, J. (2008). GOOD Old Immigrants of Yesteryear, Who Didn't Learn English: Germans in Wisconsin. *American Speech 83*(3), pp. 259-283.

Attachment 4: Relevant research or data

2018-2023 St. John Fisher College Strategic Plan (Summary)
The proposed project supports the strategic plan for St. John Fisher College: Renewing our Purpose. Broadening our impact. The five pillars and associated goals for the strategic plan are presented below. The asterisks identify goals that are be supported by the proposed NEH Connections grant project.

Pillar 1: Intellectual Engagement
St. John Fisher College will revitalize and enrich its curriculum and foster innovative approaches to academic programming that extend its thought leadership to multiple audiences and prepare students to build successful lives of purpose.
Goals:
- Develop new fields and methods of inquiry*
- Grow programming to engage targeted student populations
- Design a distinctive general education program
- Revitalize our liberal arts tradition*
- Extend thought leadership

Pillar 2: Student Success
St. John Fisher College will design a robust living and learning environment and an integrated system of student support that creates transformative opportunities to develop leaders for the future.
Goals:
- Improve academic student success*
- Maximize co-curricular learning
- Develop integrated approaches to support the whole student
- Construct and enhance facilities to support student learning

Pillar 3: Community Engagement
St. John Fisher College will serve as an anchor institution by engaging in purposeful and mutually beneficial partnerships to develop enriched learning opportunities and to broaden its impact in the Rochester area and beyond.
Goals:
- Formalize our commitment to civic and community engagement
- Expand mutually beneficial partnerships*
- Implement our civic action plan*
- Extend our commitment to our Catholic, Basilian heritage

Pillar 4: Equity, Inclusion, and Community
St. John Fisher College will cultivate and equitable, inclusive learning and working environment that attracts, retains, and supports a diverse community of lifelong learners to positively impact today's complex, global world.
Goals:
- Infuse principles of equity and inclusion into the campus community
- Create a more diverse community through recruitment and retention efforts

- Develop cultural competency skill sets
- Cultivate an environment that supports inclusiveness

Pillar 5: Institutional Excellence
St. John Fisher College will promote collaboration, accountability, and communication in order to be responsive to the rapidly changing environment of higher education and extend its mission into the 21st century.
Goals:
- Integrate planning, assessment, and budgeting processes
- Improve governance, reporting, and communication processes
- Support professional development of faculty and staff
- Build a model institutional advancement program

The Revision of the core at St. John Fisher College (summary of the planning process)
The proposed NEH Connections grant project supports revision of the College's core curriculum, which has been underway since 2016. The series of scaffolded courses that will be developed for the grant project align with core objectives, learning outcomes, and the curriculum framework.

During the 2017-2018 academic year, the core steering committee embarked on a reconsideration and revision to the General Education core at SJFC. The impetus for reconsideration of the core curriculum dates back to Middle States Review in February 2016 (MSCHE 2016 Self Study Report). Therein, the report concludes that, "In the spirit of curriculum renewal, the institution should thoughtfully and holistically reflect on the core Curriculum and consider what, if any, revisions are warranted." This direction is further articulated in the core steering committee White Paper released in December 2017. Therein, support for reconsideration of the core is evidenced within the context of the new Strategic Plan and a survey of faculty and staff conducted in April 2017.

The steering committee was charged with reviewing the general education requirements for all St. John Fisher College undergraduates and ensuring that the core curriculum is meaningful to students and reflects our institutional values. While the current core curriculum has served the Fisher community well since 2005, the Strategic Planning Committee on Pillar 1, "intellectual vitality," has particularly identified the revision of the core curriculum as a key opportunity for supporting engaged student learning at Fisher.

Core learning objectives:

In designing a new core, the steering committee identified that the new core should be developmental and outcomes-based. The work to meet these general objectives, drawn from numerous sources including Middle States and the AAC&U, has resulted in the following set of Student Learning Objectives and their corresponding rubrics (see below). Each objective includes a brief description.

| Inquiry and Analysis | Fisher students will demonstrate the ability to analyze issues, concepts, and artifacts in determining valid evidence, developing sound arguments, and making informed decisions. |

Ethical Reasoning	Fisher students will be able to discern the moral aspects of a situation in order to produce ethically justifiable positions.
Written, Oral, and Visual Communication	Fisher students will be able to communicate effectively and persuasively with and to diverse audiences.
Citizenship and Civic Engagement	Fisher students will be prepared to be active participants in a democracy by applying classroom knowledge to community collaborations.
Diversity, Equity, and Inclusion	Fisher students will demonstrate an understanding of the sociocultural, historical, and political underpinnings of inequality and injustice.
Content and Discourse of Field	Fisher students will demonstrate knowledge of their chosen field-of-study and its relation to other fields, and develop the ability to apply the tools and methods of their field-of-study to produce independent work.
Collaboration and Leadership	Fisher students will be able to collaborate with others in a constructive manner and will demonstrate initiative and effectiveness in these interactions.
Integrative and Applied Learning	Fisher students will be able to synthesize knowledge gained from curricula and co-curricular experiences and transfer learning to new, complex situations within and beyond the classroom.

Curriculum framework for the core:

As in the case of the learning objectives, the development of the core curriculum is developmental and outcomes-based. These developmental outcomes, intended to foster students' growth towards these learning objectives, are framed within a progressive sequence of core courses. The courses span all four years of the undergraduate student experience and provide avenues for assessing students' development throughout the curriculum. Changes in Middle States review have decoupled general education requirements from a strict 45 credit hour requirement. This new flexibility allows the cumulative credit load for the core to be reduced from 45 credits to 30 credits, which affords all major programs additional flexibility within their respective liberal arts requirements and should also facilitate on-time student graduation.

Foundation (Freshman) Courses – These courses incorporate much of the existing First-year program, with the addition of a Data Analysis course that develops quantitative reasoning skills.

- Learning Community #1
- Learning Community #2
- Research Writing/Writing Immersion (1990)
- Data Analysis

Exploration (Sophomore/Junior) Courses – These courses are a new element of the revised core.

- Ethical Reasoning
- Diversity, Equity, and Inclusion
- Inquiry and Analysis
- Citizenship and Civic Engagement

Culmination (Junior) Course –This junior-level experience serves as a preparatory springboard for students to engage in their pinnacle Cardinal Experience. The focus on writing and analysis provides students with the appropriate skills to tackle the breadth and complexity expected in their final, culminating senior-level course (see below).

- Research Writing II/Writing Immersion II

Culmination (Senior) Course – This culminating core experience (Cardinal Experience) is the signature element of the new core model and represents the pinnacle of student development that the core is designed to engender. The Cardinal Experience is meant to provide students with an opportunity to collectively apply the skills and knowledge that have been built throughout the length and breadth of their undergraduate experience, incorporating knowledge and skills developed and honed both in the major and in the core. This experience need not be directly tied to the academic major although, as in prior courses, programs are welcome to explore developing a course that attends to the appropriate core learning objectives.

- Cardinal Experience

Excerpts of student feedback on previously offered service-learning courses, demonstrating the strong impact of these courses on Fisher students:

BIOL 406 course, spring 2018:
How did the SL project help you understand the course content and enhance the meaningfulness of what you learned in class? And vice versa. How did you apply your course content to your SLF work in the community?

"Helped me use what we learned in class on real world problems, which helped to strengthen my knowledge of instruments in the lab and issues that are going on in the community."

"Helped understand the course by doing hands on experiments to learn about the methods."

"I was able to apply my knowledge of analytical techniques that can be used to detect heavy metals. This being applied to detecting the concentration of lead in soil samples form the poorer areas of the City of Rochester that are still struggling with high lead concentrations."

EDUC 350 course, fall 2018:
What have you learned about (or changed in the way you think about) the people you have "served," the issues in our community, and/or your role in our community? What professional or personal learning did you develop?

"They are doing a great job at monitoring the levels of potentially harmful chemicals in the river water."

"Service is an amazing thing to do and be involved with. Its being a part of something bigger than you and I love that."

"I have always known that the water quality here in Rochester isn't that great. We can visually see the rivers and lakes are a yucky green color. To be able to analyze the Genesee River and to see what components and how much of it is in the river is really interesting. Being a part of this project made me think about how we should be taking care of our environment and we should try to raise awareness so that the public can help as well."

How was your final product and/or client support effective in meeting the needs of your community partner? If it didn't meet the identified needs, why not?

"It was very helpful, a written report was given to the company to tell them how much of certain chemicals in the river water."

"Outlined various parameters for the Genesee River that may need to be met to ensure clean drinking water for Rochester citizens."

"We generated quantitative results of the Genesee River water sample. These results represented the water quality from different locations along the Genesee River."

BIOL 108 course, fall 2019
How was your final product and/or client support effective in meeting the needs of your community partner? If it didn't meet the identified needs, why not?

"Allowed us to provide valuable information to Ganondagon [State Historic Site] about the contents of the stream waters and the possible harm the pollutants may currently be causing or cause in the future."

Summary of a mapping project led by Dr. Carolyn Vacca in summer 2019

In summer 2019, faculty member and Monroe County historian Carolyn Vacca began a pilot project with five students to map subscribers to Frederick Douglass's The North Star newspaper on a Google Map. Beginning with readings in articles and book excerpts, students became well acquainted with both Douglass' arguments on the meaning of freedom and the power of his words. Each student considered different areas: his understanding of religion, his attitude towards politics, and his reflections on family. They then began to work in primary sources, including Douglass newspapers, manuscript census, grantor/grantee records, and city directories. As students engaged these sources in a dialogue about Douglass' life as a husband, father, businessperson, and community member, some surprising elements emerged. One of those was the list of subscribers that Douglass often included in his newspapers, most likely in an effort to encourage others to join in. However, the students quickly realized that there were subscribers whose addresses were not in the usual neighborhoods we had tracked.

Intrigued by this apparent reach of his readers, the students identified addresses and began to map where these subscribers were located. What became clear was that his newspaper reached not only every corner of the region, but also spanned the country, and even crossed the Atlantic. The historical narrative of Douglass as a printer and newspaper owner was most likely affected by the abolition narratives of the day that emphasized the hardships that slaves and former slaves endured. And Douglass frequently asked his supporters for financial assistance for his papers. What these students discovered was that his print business was in reality successful, and trained other men, including his sons, in the trade. His newspaper had advertisers that could be located, and Douglass successfully used the knowledge that he gained to make successful investments in real estate. At one point, students were able to aggregate the value of his holdings to be equivalent to over $200,000 today. They then decided to track home ownership among other identified African Americans and found that it exceeded any modern rates.

The students made important contributions to the historical narratives about Douglass. By studying and mapping the importance of this place in the growth of Douglass as a successful father, and entrepreneur, they contributed to a very different landscape, one that reaffirms Douglass not as supplicant, but as a dominant leader as not only in activism but also the business community.