



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 [www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers](http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers) 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:** The Rochester Reform Trail: Women's Rights, Religion, and Abolition on the Genesee River and the Erie Canal

**Institution:** The College at Brockport, State University of New York

**Project Director:** Jose Torre

**Grant Program:** Landmarks of American History and Culture Workshops

## **2014 NEH Landmarks Workshop For School Teachers**

### **The Rochester Reform Trail:**

#### **Women's Rights, Religion and Abolition on the Genesee River and Erie Canal**

**Introduction:** This NEH Landmarks workshop will bring together schoolteachers, public historians, and scholarly experts for two weeklong programs focusing on Rochester's iconic 19<sup>th</sup> century technological, economic and reform landmarks. Through field trips, scholarly presentations, and seminar-style discussions, participants will examine the complex nature of historical change as expressed in landmarks such as the Erie Canal, the Broad Street Aqueduct, the Susan B. Anthony House, the nearby Seneca Falls Women's Rights National Historical Park, and others. Teachers will visit these sites while studying the writings of the men and women who made Rochester a center for reform culture in antebellum America. By combining site visits with scholarly sessions on Rochester reformers, the workshop hopes to illuminate several broader themes: the economic and technological changes that shaped the mindset, worldviews, and everyday experiences of 19<sup>th</sup> century American reformers; the role that religion played in expanding reform movements; and the impact of African Americans and women on reform culture both before and after the Civil War. Rochester has an unrivalled collection of 19<sup>th</sup> century technological and reform landmarks; this workshop hopes to highlight their importance to American society as a whole. A version of this workshop ran successfully in 2011, with over 120 applications for 80 positions; in addition, the U.S. State Department selected the seminar as a destination for three international teachers.

Although the proposed Landmarks workshop will be hosted by the College at

Brockport, State University of New York (SUNY), its daily meetings will be held at Strong National Museum of Play. Established in 1968 by a Rochester philanthropist, Strong Museum is located in the heart of downtown Rochester, offering easy access to participants' housing, restaurants and other amenities. One of the most dynamic history museums in the United States, Strong has held teacher training programs and workshops annually for two decades. Dedicated to innovative educational programs, Strong also offers smart classrooms and wireless internet access. Sara Shaw, a master teacher from Strong, will join workshop participants on a daily basis to facilitate discussions about teaching Rochester reform history at their home institutions.

The workshop will be directed by Jose R. Torre, a scholar who specializes in 19th-century American economic and cultural history and has worked extensively with schoolteachers and public historians on a variety of educational initiatives. Torre, associate professor of history at the College at Brockport (SUNY), served as co-director of the 2011 NEH Landmarks' Workshop for School Teachers on Rochester Reformers. The seminar's visiting faculty – Erik Seeman (University at Buffalo, SUNY), Richard Newman (Rochester Institute of Technology), Alison Parker (the College at Brockport, SUNY), and Carol Faulkner (Syracuse University) – are distinguished scholars of American reform whose presentations will frame participants' understanding of the link between Rochester reform history and broader economic, social, and political developments in 19<sup>th</sup> century America.

**A. Intellectual Rationale:** The technological changes that shaped the American landscape and economy in the nineteenth century had a tremendous impact on household

and social structure as well. The Erie Canal in particular, transformed the “Empire State,” creating numerous inland “port” towns (Fairport, Brockport, Lockport, etc.), upending recently established frontier towns like Rochester, and bringing a broader countryside into national and international markets. Manufacturers’ harnessing of waterpower along the banks of the Genesee River grew exponentially with the canal and accelerated the dissolution of the extended kin-based agricultural household, creating the first generation of deracinated Americans seeking a livelihood in factories, as well as the first generation of middle class managers no longer in control or responsible for the well-being of their “servants.” This economic transformation of household structure created something new in America: the independent wage laborer, with or without a family, permanently landless and outside the safety mechanisms and control of extended kinship networks. In this way the economic changes that shaped Rochester and the national landscape contributed to the reform movement – literally creating both the middle class agents and the working-class objects of benevolent, charitable and temperance reform.

These revolutions in technology and economy were also, however, critical to the *logic* of the reform movement. The Erie Canal was not simply an artificial river crossing a massive state through numerous engineering triumphs that “harnessed” nature in the service of humanity. It was also part of a new *ideology of progress* that was key to the reform movement and was clearly expressed in the religious revivals of men like Charles Grandison Finney. The men and women who imagined and created the Erie Canal had confidence in human agency and institutions. They represented a new generation of Americans who thought that “internal improvements” could break the cycle of decay that dominated the social thought of eighteenth century figures like Thomas Jefferson.

Jefferson and many of his fellow travellers had no confidence that an industrial society could avoid corruption and collapse. They vigorously opposed bridges, roads and other transportation systems that promised to develop American society through time rather than through space: that promised to push America into a new phase of economic development instead of maintaining a static agricultural society expanding into the frontier. Advocates of internal improvements like the Erie Canal understood American society would never be the same as a result of the changes they imagined. However they had a faith in progress that was at the core of the Second Great Awakening's "moral perfectionism" and the reform movement's confidence that through their associations they could "perfect" American society – ameliorating the negative consequences of industrialization, ending alcohol consumption and its social evils, and, eventually, abolishing slavery, and bringing rights to women. Americans with the confidence to build a 360 plus miles canal with 800 foot "water bridges" imagined they could create associations to ameliorate the changes they wrought; and then they imagined they could solve the long-standing ills of racial and gender inequality too. This ideology of progress and confidence in human agency and institutions marked Rochester's physical landscape and its reform associations.

The most potent landmark expression of this confidence was at the crossing of the Erie Canal and the Genesee River in the heart of Rochester. To cross the river canal engineers constructed an 800 plus foot aqueduct, then considered one of the great engineering accomplishments of its time. Postcards in a variety of languages with rough imprints of the aqueduct projected to the world the vision of boats crossing a river on a river elevated in space. It was these very engineering marvels that brought many of the

nations' reformers to Rochester; and this was their first impression of the city then known as the "Young Lion of the West." Coming to Rochester from the east they would have glided unto the aqueduct through a bustling business center. Underneath, the Genesee River raged to High Falls where the Brown brother's millrace diverted a portion of the flow to power tons of machinery before channeling the water back over the gorge almost 200 feet down to the riverbed.

Second Great Awakening revivalist minister Charles Grandison Finney, sponsored by early women's reform organizations in his hometown of Utica, would have approached the city from that vantage. In the 1830s and 1840s Finney preached the millennial idea of human perfectibility and ignited a series of revivals that exhorted Rochester's managerial middle class citizens to perfect the world around them as a way of demonstrating their worthiness to God; they responded by creating a myriad of moral suasion reform organizations aimed at the working class men and women in their factories. The canal also brought a community of Hicksite Quakers to settle in Rochester. Attracted by the new opportunities in commerce provided by the canal, and inspired by the Hicksite Quaker belief in progress and the perfectibility of humanity, they organized some of Rochester's first benevolent charitable and temperance organizations, then turned to women's rights and abolition societies. Susan B. Anthony, raised a Quaker, settled with her family in Rochester in 1849. She started her reform career in temperance before launching a six-decade long and ultimately successful challenge to patriarchy. It was also Hicksite Quakers that invited Frederick Douglass to settle in Rochester where he published his three newspapers (including the *North Star*) and took a leading role in a community that included African-American and white abolitionists. All of these

nationally significant reformers settled in Rochester and initiated a social experiment on the banks of a new “artificial” river floating majestically over the rapids of a swollen Genesee River driving the water wheels and turbines of change.

Two fundamental perspectives have shaped the proposed workshop: first, that Rochester's vivid landmark geography wonderfully illuminates the way that American reform was rooted in a new ideology of progress; and second, that Rochester’s status as a home base for several of the nation’s most important reform leaders – particularly Frederick Douglass, Susan B. Anthony, and Charles Grandison Finney – makes it an ideal locale for the study of 19th-century reform movements. By studying Rochester reformers’ lives and efforts on the landmarks sites that transformed their societies, the workshop hopes to deepen participants’ understanding of the interdependent relationship between grand movements for social change and the physical forces that inspired them.

While American reform history remains a standard topic in many K-12 classrooms, and the literature on reform movements continues to expand, the relationship of the local and vernacular landscapes to reform movements often receives little mention. In fact, much like Philadelphia and Boston, whose buildings and historic sites remain intimately linked to the study of the American Revolution, Rochester’s landscape offers a rich array of 19th-century landmarks that encapsulate the very development and meaning of American reform: the Erie Canal and Broad Street Aqueduct, vehicles of change and physical symbols of progress, created both the context and the infrastructure necessary to carry out such an ambitious plan; the Susan B. Anthony House, the longtime home and reform headquarters of this famous suffragist; nearby Seneca Falls, home to Elizabeth Cady Stanton, site of the first women's rights convention in the United States in 1848,

and now home to the Women's Rights National Historical Park; the Frederick Douglass Collection at the University of Rochester, a major material culture and history archive dedicated to the nation's leading 19<sup>th</sup> century African American reformer; Third Presbyterian Church, where radical preacher Charles Grandison Finney initiated the emotional revivals that helped propel the Second Great Awakening in the 1830s; and finally, the gravesites of Susan B. Anthony and Frederick Douglass, located in the picturesque setting of Rochester's 1838 Mt. Hope Cemetery, part of the Rural Cemetery Movement, and itself a landmark for the reform of society through landscape gardening and the creation of public recreational space.

Rochester's landmark geography shows that key American reformers – Douglass, Anthony, Finney and more – created their ideas about social change not in an abstract intellectual universe but in a vibrant 19<sup>th</sup> century port town undergoing a series of social, economic and cultural transformations. Defined by the new faith in progress, Rochester seemed to many settlers like a world created anew. Many activists believed that, as a frontier boomtown remade into a center of egalitarian movements, Rochester would serve as a model for all American cities in the west. Just as Erie Canal engineers had built an artificial river where no such waterway had previously existed, so too would a new generation of reformers chart a path towards social equality throughout the American republic.

**B. Content and Design of the Project:** To make Rochester's history and landscape manageable in a week's time, the Landmarks workshop will undertake five guided landmark field trips, accompanied by scholarly guest lectures, seminar discussions, and



readings. The five landmark experiences will be organized around significant themes in Rochester and national reform history: 1) technological and economic change and its relationship to the reform movement; 2) the rise of religious reform in western New York – particularly the activism of Presbyterian minister Charles Finney; 3) black activism in Rochester – especially Frederick Douglass’ editorial career between 1847 and 1872; 4) women's rights activism and the Seneca Falls Convention of 1848; 5) Susan B. Anthony, her efforts for women’s suffrage, and the Fifteenth Amendment. Each field trip includes at least one landmark registered in the National Register of Historic Places or some other designation utilized by the National Park Service to recognize significant historical value.

At the beginning of each week, participants will assemble for a Sunday evening dinner, welcome, and social hour at the Hyatt Regency in downtown Rochester. In addition to the director, the introductory session will include public historians from the Susan B. Anthony House, Frederick Douglass Papers at the University of Rochester, and educators from Strong Museum. We will ask participants to share experiences about teaching American reform history in various K-12 school classrooms and about using landmarks to enhance their pedagogy. We will also detail expectations for the workshops and explain the assigned journal and landmark/object interpretive pedagogical assignments (discussed in detail below) that will serve as a capstone for the week.

During the first day we will consider the relationship between Rochester’s economic development and its status as a reform capital by taking a walking tour of the city’s High Falls-Brown’s Race district and the Broad Street Aqueduct, both situated within a single square mile of the Hyatt . The first stop will be the aqueduct, an engineering marvel of the 1820s (the current aqueduct was built in 1842) and a landmark

of Rochester's rapidly expanding economy, located only a quarter-mile away from the hotel. The workshop participants will enter and tour the aqueduct led by Thomas Hack the City of Rochester Chief Structural Engineer. Mr. Hack volunteered his services for this purpose in 2011 and the tour was extremely informative and popular. The aqueduct is made up of a series of elegant stone arches that support Broad Street (above) so the site is lit by natural daylight and is maintained by city officials. From there, participants will tour the High Falls-Brown's Race Historic District. Brown's Race is an early nineteenth century millrace where the city's first and still extant factories were built. Early home to the city's workers and factory operators, it spawned Rochester's first reform efforts – largely temperance and Bible study movements – initiated by charitable benevolent societies worried about class conflict and social control. Brown's Race has a marked walking tour through the well-maintained, displayed and interpreted remnants of the 19<sup>th</sup> century technologies that drove Rochester's early factories. Both Brown's Race and the Broad Street Aqueduct and Bridge are listed on the National Register of Historic Places.

With such landmarks in mind, participants will go to Strong Museum for a discussion of some of the key questions about the rise of American reform movements. Did technological and economic change create the necessary preconditions for reform activity? How did the ideology of progress implicit in internal improvements and massive projects like the aqueduct and the Erie Canal shape contemporary ideas about the perfectibility of humanity? How did the early benevolent reform movement – steeped in the language of class and dominated by charitable and temperance institutions – transform into the more radical demands for gender and racial equality? Three background essays will frame our discussion of these questions. The first, an excerpt

from Carol Sheriff's *The Artificial River* (a study of the building and meaning of the Erie Canal), will shed light on the way that the Canal set the stage for Rochester's tremendous growth as an urban and reform center before the Civil War; the remaining two essays will examine the relationship of charitable and benevolent reform organizations created as a reaction to industrialization, to later more radical movements focused on gender and racial equality (Jed Dannebaum, "The Origins of Temperance Activism and Militancy Among American Women," *Journal of Social History*, Vol. 15, No. 2 (Winter, 1981), pp. 235-252; Nancy Hewitt, "Feminist Friends: Agrarian Quakers and the Emergence of Woman's Rights In America," *Feminist Studies*, Volume 12, No. 1 (Spring, 1986), pp. 27-49). Director Jose R. Torre will lead this discussion and offer a presentation on the online resources available to teachers wishing to use Rochester documents and images in their classes.

On Tuesday, participants will focus on revivalism and reform in Rochester during the 1820s and 1830s. The morning session will feature a presentation by Erik Seeman, professor of history and director of the humanities institute at SUNY-Buffalo, on "Finney's Revivalism in Rochester and Beyond." Participants will also read selections from Finney's "Autobiography," which recounts his epic stay in Rochester in 1830-31 and the way that Rochester's middle-class citizens reacted to his emotional call to perfect the world around them. Teachers will also consult Paul Johnson's authoritative account of the economic and social backdrop to Finney's Rochester revivals, *A Shopkeeper's Millennium*, particularly the class dimensions of his preaching. The director will then lead a discussion on these issues, examining ways that Finney is presented in classroom activities, textbooks and course modules – and ways to update such presentations.

During the afternoon, participants will trace portions of Finney's revival circuit on an Erie Canal boat tour to the nearby town of Pittsford, a suburban village that still contains 19<sup>th</sup> century inns and homes. As the workshop reviews from 2011 indicate, the popular canal tour allowed participants to see what Finney saw: a rising industrial city born of a transportation revolution that facilitated and inspired the mobility of people as never before. For Finney and many Rochesterians, the Erie Canal inspired Americans to rededicate themselves to moral uplift and reform; it was testament to the tremendous potential of human achievement. The canal tour features stops at a famous lock (illustrating the still spectacular marvels of 19<sup>th</sup> century engineering), places associated with Finney's outdoor revivals, and Third Presbyterian Church (which marks Finney's impact on global religious reform). The National Park Service has designated the Erie Canal a National Heritage Corridor.

On Wednesday, participants will focus on black activism in Frederick Douglass's Rochester. A former slave who became one of the nation's leading abolitionists and reformers during the 19th century, Douglass moved to Rochester in 1847, where he not only published antislavery newspapers but also operated a station on the Underground Railroad. Douglass owned two different homes in Rochester and raised a family in the city, confronting both the best and worst of northern society: he received incredible support for his antislavery activism but faced some white residents' opposition to enrolling his own children in the local school. In a lecture entitled "North Star Country: Douglass in Two Worlds," Richard Newman will examine how Douglass's alternating sense of hope and anxiety about the nation's racial future flowed very much from these mixed experiences in Rochester. The director will then lead a discussion of Douglass in

Rochester based on excerpts from Douglass's 1855 autobiography, *My Bondage and My Freedom*; his newspaper, *The North Star*; and William McFeely's celebrated biography of Douglass.

In the afternoon, the seminar will visit several Douglass landmarks; participants will visit the Talman Building where Frederick Douglass published the *North Star* newspaper and where siblings John and Harriet Jacobs, former slaves and abolitionists, maintained an abolitionist reading room in the 1840s. The tour will then visit Douglass and Susan B. Anthony's gravesites in Mt. Hope Cemetery. The final resting place of numerous Rochester abolitionists, Mt. Hope Cemetery is listed as a landmark in the National Register of Historic Places and in the National Park Services National Underground Railroad Network to Freedom. Finally, participants will visit the Frederick Douglass Papers Project at nearby Rush Rees Library on the University of Rochester campus. Archivists who work with Douglass's unpublished private papers will offer glimpses into his personal life and reform efforts; for many of the 2011 workshop participants this proved to be a profoundly moving experience. Physically examining a lock of hair he had given to Rochester friends made a man usually known only through words and images corporal again.

On Thursday, the seminar considers women's activism in the greater Rochester region. Susan B. Anthony, a former schoolteacher, began her Rochester reform career in temperance before she took up her lifelong struggle to achieve women's voting rights. In this endeavor, Anthony was joined by a series of local women's rights advocates (lesser known Rochesterians like Isaac and Amy Post), though none was more important than her longtime activist colleague Elizabeth Cady Stanton. Stanton lived roughly 60 miles

away in Seneca Falls, a nineteenth century factory town and milling center built on a canalized portion of the Seneca River. The Anthony-Stanton partnership made the Rochester region the center of women's rights struggles during the 19th century. The morning workshop features a presentation by Carol Faulkner, Professor and Chair of the Department of History at Syracuse University, entitled "The Spirit of 1848: From Seneca Falls to Women's Rights Activism Nationally and Internationally." The director will then join Professor Faulkner for a discussion of women's activism in the Rochester region overall. Participants will read selections from the Anthony-Stanton papers, including Stanton's address to the New York State legislature (presented by Anthony in 1854) asking for the right of women to divorce drunken and abusive husbands, as well as Anthony's essays on abolitionism during the Civil War era. To further examine these key questions – and ways to deal with them in the classroom – we will read excerpts from Jean Baker's insightful book, *Sisters*, which probes the private as well as public lives of both Anthony and Stanton

In the afternoon participants will take a fieldtrip to the Seneca Falls National Historical Park. National Park Historian John Stoudt will lead workshop participants on a tour through the actual buildings women's rights activists met in, and the NPS maintained Elizabeth Cady Stanton home. Built on the banks of the Seneca-Cayuga Canal, linked to the Erie Canal in 1828, and standing in the shadow of Seneca Falls' textile factories, the home where Stanton raised her children and fought for women's rights brings many of the personal, social, and economic workshop themes together.

On Friday morning, participants will meet for a final lecture and discussion on the 15<sup>th</sup> Amendment, which in 1870 provided voting rights to African American men but not

black or white women. Alison Parker, Professor of History at the College at Brockport (SUNY), will offer a presentation on debates over the amendment in the 1870s, both locally and nationally. With Douglass, Anthony and Stanton all living in close proximity to each other, Rochester became a center of heated discussion over voting rights following the Civil War. Though acknowledging its limitations, Douglass believed that the 15<sup>th</sup> amendment offered black communities a solid political foundation during Reconstruction, one they needed to surmount white racism. Anthony and Stanton felt betrayed and wondered how longtime reformers like Douglass could accept anything short of universal suffrage? After hearing Dr. Parker's presentation, we will read Stanton and Anthony's correspondence on voting rights struggles in the 1870s as well as the National Women's Suffrage Association's "Declaration of Rights of the Women of the United States" (1876). We will also examine *The Life and Times of Frederick Douglass*, his final autobiography, in which he revisits local and national divisions over voting rights.

In the afternoon the workshop will tour the Susan B. Anthony House and Museum (designated by the National Parks Service as a National Historic Landmark). En route we will stop at the memorial marking the place where Susan B. Anthony voted in violation of the law in 1872. Anthony moved to Rochester in 1849 and used this home as her base until her death in 1906. The Museum exhibits and house tour chronicles her experiences in the reform movement over most of her life. The learning center includes ways in which teachers might teach the history of the struggle for woman's suffrage and the role that Susan B. Anthony played in that effort. The entire neighborhood has been designated by the City of Rochester as the Susan B. Anthony Neighborhood and is

recognized by the Landmark Society of Western New York as one of the last complete nineteenth century communities in Rochester. The nearby Anthony Square Park memorializes the Anthony-Douglass relationship with two life size bronze statues of the reformers.

Saturday morning and afternoon will feature presentations by teachers on a Rochester reform topic (a person, place, or document) that they plan to incorporate into their teaching modules. In 2011, the teaching workshops divided educators into two different groups: one defined by their teaching cohort (so that elementary school educators could focus on age-appropriate lesson plans, for instance), the other defined by a cross-section of teachers across K-12 and AP cohorts. This proved to be a very popular seminar structure, allowing educators to both focus and broaden their horizons. Teachers were also asked to select a place, object or icon from the week of study on Rochester Reformers, using this as a way to discuss with students, friends and family what they learned. The director and master teacher will then facilitate a general discussion on the lessons offered by Rochester's technological and reform landscape, followed by a closing reception and dinner at the Hyatt.

Teachers will be expected to participate thoughtfully in daily workshop activities, particularly discussions about area landmarks and the way they relate to new pedagogical approaches to American reform. To facilitate workshop activities, web links to Rochester landmarks and documents will be posted on the project website in advance of the first meeting. This will include a virtual "Rochester Reform Trail" with helpful discussions of the many landmarks the workshop will visit. In addition, a packet of readings will be made available for prior study, if participants choose. Participants will be asked to read



roughly 250 pages during the week, a third of which will be composed of primary sources. Teachers will also have time to prepare a portfolio of informal journal entries on readings and site visits. These portfolios will serve as the basis for final projects: a brief essay (and presentation) on a Rochester reform topic participants plan to integrate into their teaching curriculum.

### **C. Project Faculty:**

**The Seminar Director:** Jose R. Torre is the author *The Political Economy of Sentiment*, which examines economic and cultural change in early national Boston. He also edited a four-volume anthology, *The Enlightenment in America, 1720-1825*, which won a CHOICE Outstanding Academic Title Award in 2009. He has previously participated in a USDE Teaching American History grant with Rochester area schoolteachers and administrators. Professor Torre teaches a number of required courses in the College at Brockport History Department's Public History track for its MA in History program, including courses on Rochester reform (The Rochester Reform Trail) and material culture. He is currently supervising numerous material culture student projects at the Emily Knapp Museum in the Village of Brockport.

**Visiting Scholars:** The workshop's visiting faculty are experts in American religion and reform. Each week, they will offer presentations on Rochester's 19<sup>th</sup> century reform history and landscape, emphasizing the links between local and national trends. Erik Seeman, associate professor of History at SUNY-Buffalo, focuses on religion in early American history and is the author of several important books, including *Pious Persuasions*, which examines the rise of religious revivalism in and beyond New

England; Alison Parker, associate professor of history at SUNY-Brockport, is a leading scholar of 19<sup>th</sup> century women's rights activism and the author of several books, including *Articulating Rights: Nineteenth-century American Women on Race, Reform, and the State*; Carol Faulkner, Associate Professor at Syracuse University, is a renowned scholar of women's rights reformer and the author or editor of several books, including *Lucretia Mott's Heresy*. The workshop will also have a master teacher from Strong Museum: Sara Shaw, who has an M.S. in teaching and has lead an Advanced Placement Conference on American History at Strong Museum for over a decade. Having worked with K-12 teachers in a variety of settings, from their own schools to museums, she will offer insights on ways to bring Rochester Reform History into teachers' classrooms.

**D. Selection of Participants:** The selection committee would be comprised of the workshop director, Carol Faulkner, a scholar on the program, and Sara Shaw, Educational Coordinator at Strong Museum. Together, they will ensure that all applicants meet the NEH's selection criteria and make every effort to choose a well-rounded, talented, and a diverse group of teachers who express a desire to immerse themselves in Rochester's history. Once all participants have been selected, they will develop regular communication with them about travel, arrival and departure times, reading materials, site visits, special needs of individuals, and housing.

**E. Project Website:** Prior to meeting, the director will publicize the Landmarks workshop on a wide-range of academic and teaching list-serves, including H-Net sites. In addition, a website will be set up to post the schedule, site visits, readings, primary documents, web links, and other material pertinent to the workshop. Included in the website will be a virtual "Rochester Reform Trail" that features images of the landmarks

discussed in the proposal, interpretive content created by the director, and other resources. For example, the process of designating a place, building, or structure a National Historic Landmark involves intense and very useful archaeological and historical research, all of which is available on the web as PDF files, usually from the National Parks Service. While not all participants may want that level of detail, access to landmark documentation will be available to those who do. In addition, local landmark networks, like the Friends of Mt. Hope Cemetery, or the Landmarks Society of Western New York, have excellent online resources we can link to. Of course, the National Parks Service has excellent websites on the Erie Canal and National Women's Right Museum. More academic and less well-known sources are in the Monroe County Library. They have an excellent collection of maps, images, published records, newspapers, and a local history journal. In short, there are an incredible number of resources and ways to make the website a dynamic tool for the workshop participants and a wider audience, before and after the workshop. The website will also feature a chat room which will allow participants to communicate before, during, and after their stay in Rochester, and a blog designed to allow seminar participants to share their projects with a larger audience. The director is excited about the possibilities offered by EDSITEment and looks forward to working with the NEH on the wider dissemination of workshop content and projects.

**F. Professional Development:** For teachers seeking Continuing Education or In-Service credits, the director will furnish letters and certificates to participants certifying their completion of the workshop. Letters will describe readings, site visits, visiting faculty presentations, and other material that will illustrate the work teachers engaged in during the workshop. The director will ensure that participants receive any and all

documentation to facilitate their professional development.

**G. Institutional Context and Arrangements for Site Visits:** Daily workshops will be held at Strong Museum. Strong's physical plant has recently been updated and expanded, containing over 280,000 square feet of exhibit, meeting, and collection space dedicated to the understanding of American leisure activity and play, material culture, and K-12 education. The museum hosts lecture series on early American history and an annual Advanced Placement History Conference for K-12 teachers and students on themes ranging from 19<sup>th</sup> Century Reform Movements to the Great Depression. The museum features a large seminar room that is fitted with high-speed internet access for both individual research and group activity.

To create a stimulating social as well as intellectual environment for participants, securing comfortable housing and meal arrangements will be a priority of the director and those involved in fulfilling the terms of an NEH grant. Arrangements have been made for a suite of discounted rooms at the Hyatt Regency in downtown Rochester, located near Strong Museum. The Hyatt is near coffee houses, restaurants, movie theaters, classical music performances, bookstores and markets. A suite of double rooms housing two participants each will be available at a cost of \$50 per person per night; single rooms will be available at a discounted rate of \$99.00 per night; these prices include free wireless internet access. The Hyatt Regency is a full-service hotel with standard amenities, and 24-hour access. Participants will also have guest privileges at the Rochester Historical Society and Rochester Public Library located two blocks away from the Hyatt, ensuring that they will be able to immerse themselves fully in Rochester's reform history.

Prior arrangements for site visits will be made with the Susan B. Anthony House,

Seneca Falls Women's Rights National Historical Park, and the Frederick Douglass Papers at the University of Rochester. The director will discuss the workshop's goals with officials at each locale, making sure that both the instruction and physical tours meet the needs of participants. The director will also ask that time be made available for interaction between guides and teachers.

The director will ensure that bus transportation is available daily for all field trips and to transport participants to Strong Museum (in case of heat or inclement weather). The College at Brockport has also agreed to sponsor several receptions for the seminar.

**H. Response to Evaluations:** Regarding evaluation, on the last day of the workshop, the director will lead a discussion of the participants' experience and direct people to the NEH website for official evaluations. In addition, the director will ask all participants to comment directly on the content of the workshops by providing brief narrative evaluations of the readings, the site visits, the facilities, and suggestions for the future.

Participant evaluations from the summer of 2011 reveal that the accommodations, site visits, format, readings, and speakers were extremely successful. Further, participants were happy with the logistical support the director(s) organized (buses, water, etc.). However, based on the comments the director will adopt a number of changes. The most prominent will be a more extensive web presence for the workshop. Readings will be posted on the website well in advance. As well, the "Rochester Reform Trail" website will provide an online "tour" experience and a comprehensive preview and analysis of the weeklong workshop content. More attention will be paid to creating an efficient coffee system for the Strong museum seminars. Finally, the director negotiated free hotel wireless internet access for the workshop participants.

## **Appendix A: Expanded Study Plans**

### **"The Rochester Reform Trail."**

NB: Unless otherwise noted, all scholarly lectures, workshops, and discussions will take place at Strong Museum in downtown Rochester.

**Day 1: SUNDAY Arrival, Meet and Greet**

6-8 PM: Introductory Dinner at Hyatt Regency, Grand Ball Room A.

**Day 2: MONDAY The Ideology of Progress: Reform and Industrialization in Boom Town Rochester**

9:30 AM: Introductory Discussion:  
The Economic and Technological Context for Reform  
\* Jose R. Torre Director

11:00 AM: A walking tour of Landmark sites on the Rochester Reform Trail

\*Walking tour includes a tour of the Erie Canal Aqueduct by Thomas Hack the City of Rochester Chief Structural Engineer; tour of the High Falls Brown's Race Historic District, an open-air industrial archaeological site maintained by the City of Rochester:  
(<http://www.cityofrochester.gov/article.aspx?id=8589936495>).

2:00-3:00 PM: Afternoon Workshop: Using Rochester Resources in class

\* Dr. Jose R. Torre, Director

3:00-4:00 PM: Scholarly discussion with Director Jose R. Torre on  
The Erie Canal and American Reformers in Rochester.

Reading: Jed Dannebaum, "The Origins of Temperance  
Activism and Militancy Among American Women," *Journal of Social History*,  
Vol. 15, No. 2 (Winter, 1981), pp. 235-252.

Nancy Hewitt, "Feminist Friends: Agrarian Quakers and the  
Emergence of Woman's Rights In America," *Feminist Studies*, Volume 12, No. 1  
(Spring, 1986), pp. 27-49.

Sheriff, *The Artificial River* (excerpts).

**Day 3: TUESDAY From Boomtown to Reform Town:  
Transforming Rochester.**

9:30 -11:00 AM: "Finney's Revivalism in Rochester and Beyond"

\*Dr. Erik Seeman, SUNY-Buffalo, visiting lecturer

11:15- 12:30 PM: Scholarly discussion with Director Jose R. Torre on religious  
revivalism in early national America.

\* Scholarly Reading: Johnson, *A Shopkeeper's Millennium*;  
Charles G. Finney, "Autobiography," excerpts on Rochester revivals.

1:00-4:30 PM: Landmark Visit: "(Almost) 15 Miles on the Erie Canal":  
Mary Jemison Boat Tour. Public history talk by boat Captain;  
Director Jose R. Torre. Working lunch served on boat.

**DAY 4: WEDNESDAY Frederick Douglass's Rochester**

9:30 -11:00 AM: " North Star Country: Douglass in Two Worlds"  
\*Dr. Richard Newman, visiting lecturer

11:15-12:15 PM: Scholarly discussion with Director Jose R. Torre on Douglass's  
abolitionist writings.

\*Reading: Douglass, "North Star" (excerpts), "What to the slave  
is the Fourth of July?" "My Bondage and My Freedom (excerpts);  
scholarly reading, McFeely, *Frederick Douglass* (Excerpts on  
Douglass's battle to integrate Rochester schools).

1:30-3:30 PM: Landmark Visit: From The North Star Offices to  
Douglass's Final Resting Place in Mt. Hope Cemetery, Rochester.



3:30-4:30 PM: Tour of The Frederick Douglass Papers at Rush Rees Library,  
University of Rochester.

**Day 5: Thursday Susan B. Anthony and Women's Rights Reform**

9:30-11:00 AM: "The Spirit of 1848: From Seneca Falls to Women's Rights  
Activism Nationally and Internationally."

\*Dr. Carol Faulkner, Syracuse University

11:15- 12:15 PM: Scholarly discussion with Dr. Faulkner and Director Jose R.  
Torre on Women's struggle for Voting Rights.

\*Reading: Jean Baker, *Sisters* (excerpts on Anthony's activism  
before and after the Civil War).

1:00-5:00 PM: Landmark Visit: Seneca Falls National Historical Park

**Day 6: Friday: The 15<sup>th</sup> Amendment to the Constitution**

9:30-11:00 AM: "Woman's Suffrage and the 15<sup>th</sup> Amendment"

Dr. Alison Parker, The College at Brockport (SUNY)

11:15- 12:15 PM: Scholarly discussion with Dr. Parker and Director Jose R.

Torre on Women's struggle for Voting Rights.

\*Reading: Anthony-Stanton Correspondence (including Anthony's presentation of a temperance Memorial to the New York State Legislature in 1854 on behalf of Stanton); Anthony's 1872 speeches in Rochester defending her attempt to vote in a presidential election; "Declaration of Sentiments," 1848 Seneca Falls Convention; Douglass, *Life and Times* (excerpts on women's rights and debate over the 15th amendment).

1:00-5:00 PM: Landmark Visit: Susan B. Anthony House and Museum

**Day 7: Saturday Integrating Rochester Reform into School Curricula**

9:00-12:00 PM Participant presentations, part 1

1:00-3:00 PM: Participant presentations, part 2

3-4 PM: Closing discussion on Rochester reformers and landmarks; workshop evaluations (online).

6-8 P M : **Closing Reception and dinner at the Hyatt Regency**

**"The Rochester Reform Trail"**

**APPENDIX B:**

**Detailed Reading Lists**

**Primary Sources Available in Rochester:**

Frederick Douglass Papers, Rush Rees Library, University of Rochester

Susan B. Anthony Papers, Rush Rees Library, University of Rochester

Rochester Historical Image Collection: Rochester Public Library

Minute Books of the Rochester Moral Reform Society, 1836-1837

Monroe County Public Library Local History Digital Collections

George Eastman House "Photography Collection" (includes 400,000 Photos and  
Negatives from the 19<sup>th</sup> and 20<sup>th</sup> centuries)

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