

NEH Application Cover Sheet (AC-253445)

Humanities Initiatives: HSIs

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INSTITUTION

Galveston College
Galveston, TX 77550-7447

APPLICATION INFORMATION

Title: *Coastal Culinary: Tasting Food Narratives*

Grant period: From 2017-04-30 to 2019-05-31

Project field(s): Literature, General; Composition and Rhetoric; Ethnic Studies

Description of project: The “Coastal Culinary: Tasting Food Narratives” project is a two-year (25 month) effort to strengthen the teaching and study of humanities within the Galveston region, specifically at Galveston College, a small Hispanic serving community college. The humanities topic of focus is food studies, food pathways, and the use of personal narratives informed by family recipes – story-telling focused on food. Twelve faculty participants in addition to the Director and Co-Director (n=14) will engage in a four-phase professional development sequence of (1) group study, (2) curriculum re-design, (3) implementation, and (4) assessment of practice through self-study.

BUDGET

Outright Request	99,429.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	99,429.00
Total NEH	99,429.00		

GRANT ADMINISTRATOR

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2. SUMMARY

The “Coastal Culinary: Tasting Food Narratives” project is a two-year (25 month) effort to strengthen the teaching and study of humanities within the Galveston region, specifically at Galveston College, a Hispanic serving community college. The humanities topic of focus is food studies, food pathways, and the use of personal narratives informed by family recipes – story-telling focused on food. Twelve faculty participants in addition to the Director and Co-Director (n=14) will engage in a four-phase professional development sequence of (1) group study, (2) curriculum re-design, (3) implementation, and (4) assessment of practice through self-study.

Topics to be explored in the group study include food studies in relation to the humanities, diasporic significance of food, theorizing the recipe memoir, and utilizing the recipe memoir to better understand the human environment. As part of the group study, four external scholars will present a series of public seminars (public and students of participating faculty included) and discussions on these topics during Year 1. Following conclusion of the group study, faculty participants will re-design or develop curriculum to incorporate the new content and methods related to food studies. During Year 2 of the project, Faculty participants will implement their re-designed or newly developed curriculum and conduct a self-study on their experiences. The project is designed to support increased capacity of participating faculty to teach the humanities by building humanities content knowledge, facilitating community focused on scholars and scholarship, and engaging in reflection through self-study.

The “Coastal Culinary: Tasting Food Narratives” project goal is to improve the quality of humanities teaching and learning at Galveston College and it aims to (1) increase content knowledge of participating faculty, (2) increase students’ exposure to and understanding of the humanities, (3) increase scholarship of practice gained through self-study, (4) revive Division of Arts and Humanities program gained from a new community of practice, and (5) heighten efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on supporting *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities.

3. NARRATIVE

Intellectual Rationale

The **topic** this project addresses is *Food Studies in the Humanities*. A group of **12 faculty** (10 already committed), in addition to project leadership (2) and students (approximately 40 students per participating faculty), will study scholarly work in food studies, food pathways, and the use of personal narratives informed by family recipes—story-telling focused on food. *Food* not only acts as sustenance for human health and survival, it acts as a structural foundation for humans' lives. Cultural variation is no more evident within a diverse region, such as the port and resort city of Galveston, than as it is through variations in food—ingredients, recipes, and customs encompassing preparation and consumption of food. An examination of food-driven narratives is a means to examine identity, culture, sex, power relations, friendship, politics, religion, and priorities. In all these ways and more, food pervades our culture and gives meaning to our lives (MacClancy 1993).

Exploring the topic of *Food Studies in the Humanities* through personal narratives is important. Food narratives have the potential to provide (1) a point of and for social contact; (2) a vector for spreading cultural knowledge, (3) a method of exploring and expressing personal identity, and (4) a means to provide a tangible way to recall past events and record one's home (Rearick 2009). It provides individuals of diverse groups, sharing the same academic space, a safe venue for relating personal identity and sociocultural background to the content at hand. The humanities classroom, then, can act as space for and of sociality and as a means of communicating cultural knowledge and values.

Utilizing food narratives to better understand the human environment increases the relevance of humanities content for faculty and students. Connecting personal stories with the

learning of history, literature, philosophy, and other humanities increases motivation, participation, achievement, critical thinking, and retention (Ryan 2010; Wolters 1998; Zimmerman, 2001). In addition, narratives used in conjunction with content can heighten students' *agency* (Lindgreen and McDaniel 2012). Martin (2004, p. 135) defines agency as “the capability of individual human beings to make choices and act on these choices in a ways that makes a difference in their lives.” Food narratives heightens agency because it connects knowledge and learning to an individual's perspective and unique background. “Knowledge is never point-of-viewless” (Bruner 1991). This is especially relevant to Galveston College (GC) which serves a high population of First Generation College students and groups historically underrepresented in higher education (e.g., Hispanic, African-American, and immigrants).

The **intellectual goal** for inclusion of food studies and narratives at GC is to explore humanities topics and methods that engage students from diverse cultural backgrounds in dialogue on a subject that all humanity shares—food. And through this dialogue, more complex humanities concepts will be introduced such as conflict over space and resources, contemporary and historical human challenges, and connecting humanities to current national and international conditions (e.g., food scarcity, terrorism, ethnic displacement). With the support of NEH, we intend to push the curriculum towards a more humanistic and student-centered focus.

The **strategy** this project will utilize is a four-phase faculty professional development sequence of (1) group study, (2) curriculum re-design, (3) implementation, and (4) assessment of practice through self-study.

The **primary audience** will be GC humanities faculty. Faculty participants will be the project Director and Co-Director, other GC faculty in the Division of Arts and Humanities, and faculty participants from collaborating institutions. Humanities disciplines represented by the

faculty participants will include—but may not be limited to— literature, English, reading, humanities, history, communications, and geography. A **secondary audience** will be students at GC and students of participating faculty and teachers (approximately 500).

The project goal is to **improve the quality of humanities teaching and learning** through (1) increased content knowledge of participating faculty and their students, (2) increased students’ exposure to and understanding of the humanities, (3) increased scholarship of practice gained through self-study, (4) invigorated Division of Arts and Humanities program gained from a new community of practice, and (5) heightened efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on supporting *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities.

Content and Design

The projects’ humanities **content focus** will be on food studies, food pathways, and the use of recipes to create narratives (e.g., food stories). Three sets of knowledge will be explored. The first set will establish the theoretical framework of food studies in the humanities. The second set of knowledge will be gained by examining the connection between food studies and the study of identity and community, politics and culture. The last set will be a study of technical readings outlining process and methods of using recipes in a classroom setting to teach narrative style and to encourage students’ participation and agency. The topics and sessions will be in the following sequence during Year 1 (**Table 1**). See **Attachment 5.a.5** for an expanded and more detailed description of the topics, key questions, external scholars, and associated readings.

Table 1: Description of Topics and External Scholars for the Group Study Sessions in Year 1

<i>Topic 1: Introduction and Orientation to “The Humanities of Food”</i>
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External Scholar	John T. Edge is Director of Southern Foodways Alliance	September 2017
Facilitators	Shane Wallace, Ph.D. Dr. Wallace is Project Director. Michael Berberich is Project Co-Director.	
Description. This introductory session will examine the purpose of utilizing <i>food studies</i> or <i>food pathways</i> in the teaching and learning of humanities. The seminar will be open to the public and attended by participants and students .		
Example Texts	Edge, J. T. <i>The Potlikker Papers: A History of the Modern South</i> . 2017. Floyd (see Attachment 5.a for complete list of readings and references)	
Topic 2: History of Food Studies in Relation to Humanities		
Facilitated Discussion	Project Director and Co-Director.	November 2017
Description. Expanding on the prior discussion of what is food studies, how it informs the humanities, and why it is relevant to GC.		
Example Texts	Belasco, W. <i>Food: The Key Concepts</i> . 2008. Bentley, A. <i>A Cultural History of Food in the Modern Age</i> . 2012	
Topic 3: Diasporic Significance of Food		
External Scholar	Vivian Halloran, Ph.D. UCLA. Dr. Halloran is Associate Professor of Comparative Literature at Indiana University.	February 2018
Description. Halloran will share her research on utilizing culinary memoirs to better understand immigrant experiences in a new place and among a different culture. Public and Students included.		
Example Texts	Ojwang, D. "Eat Pig and become a Beast": Food, Drink, and Diaspora in East African Indian Writing. <i>Research in African Literatures</i> , 42(3): 68-87. 2011. Wolf, L. "It Takes a Village to Raise Spinach": How a local Southeast Asian community came together to fight for their way of life. <i>Texas Monthly</i> , Nov 2009.	
Topic 4: Theorizing the Recipe Memoir: A Window into an Array of Intricate Social, Cultural, Gendered, Classed, Rural, and National Histories		
External Scholar	Lucy Long, Ph.D. University of Pennsylvania. Long is the Director of the Center for Food and Research Associate at Bowling Green State University in Ohio.	March 2018
Description. This session explores the influence of recipe memoirs on creating <i>place</i> which, in turn, can be used as a tool to encourage tourism, activism, dissent, or solidarity. Public and Students invited.		
Example Texts	Long, L. <i>Culinary Tourism</i> . 2010. Clarke, A. <i>Pig Tails 'n Breadfruit</i> . 1999.	
Topic 5: Utilizing the Recipe Memoir to Better Understand the Human Environment		
External Scholar	Dustin Knepp, Ph.D. University of Albany, SUNY. Knepp is Associate Professor of Latino and Latin American Cultures.	April 2018
Description. This session examines how the recipe memoir is used to preserve the diverse heritage, traditions, and history of marginalized groups. Public and Students invited.		
Example Texts	Knepp, D. Spreading Tradition: A History of Tamal-making. 2012. Rawson, K. Stories of Food, Labor, and Equality at the Waffle House. 2013.	
Topic 6: A Taste for Writing: Integrating Food Narratives into the Humanities		

External Scholar	Vivian Cadbury, M.A. University of Illinois at Chicago. Ms. Cadbury is Associate Professor of Writing and Communications at the Culinary Institute of America	May 2018
Description. In this workshop, Cadbury will demonstrate transforming family recipes into personal food narratives. Discussion and practice will focus on the integration of food studies, humanities content, and food narratives. Public and Students invited.		
Text	Cadbury, V. C. <i>A Taste for Writing: Composition for Culinarians</i> . 2007.	
<i>Application: Faculty Participants will plan curriculum and self-study for implementation</i>		
Internal Faculty Development	Internal education research expert with Director and Co-Director will facilitate self-study and curriculum development workshop.	June 2018
Description	During this application workshop, facilitator will guide Faculty Participants to create curriculum modules and a self-study plan.	

Project activities will fall into four phases: (1) group study, (2) curriculum development and re-design, (3) implementation, and (4) assessment of practice through self-study. Group study will occur during Year 1 of the project. Project participants will meet as a cohort for group study two times in the fall semester and five times in the spring semester (five group study sessions with invited external scholars and one application workshop). Pre-reading will be assigned prior to group study sessions. Group study sessions with external scholars will be 3.0 hours in duration and will follow a structured format : (1) public seminar with the external scholar attended by participants and students that is open and advertised to the public (1 hour), (2) discussion period with the external scholar open to the public (30 minutes), (3) discussion period among faculty participants, students, and the external scholar that is closed to the public (60 minutes), and (4) guided dialogue (facilitated by Director and Co-director) among faculty participants to make explicit connections between the session topic and humanities teaching and learning (15-30 minutes).

Curriculum re-design will be a one day workshop of faculty participants held in late May or early June following the end of Year 1 spring semester. Faculty will design a curriculum unit or activity that incorporates family recipes to construct or examine narratives. Through guided

inquiry they will identify a self-study topic related to the curriculum re-design and use of food narratives. They will form small groups based on similar interests and design a preliminary plan for their self-study.

In September of Year 2, participants will attend a second revision workshop. During the revision workshop they will re-visit their plan, revise as needed, and solidify their plan for implementation. During the fall, participants will implement the course re-design and collect information as needed to address their self-study.

During the spring of Year 2 participants will reflect on the inclusion of food studies in their instruction, attempt to answer and support their self-study question. During Year 2 participants will have feedback among project director, co-director, faculty development expert, and other members of their study group. In addition, participants will meet at least once per semester in a guided discussion format to share experiences and discuss their successes and hurdles.

Faculty participants will create a final report and poster. Faculty participants will share project experiences with colleagues, students, and invited community members through a **public mini-conference** presented as a poster gallery event to be held at GC in May of Year 2.

Project Personnel

Director, Shane Wallace, and Co-Director, Michael Berberich, anchor the project and are exceptional leaders and teachers. Wallace is a specialist in critical interpretations of ethnicity and gender in American literature. He also was the first in his family to earn a college degree and understands the alienation FGC students often feel. He currently researches how incorporating family recipes to teach narrative style influence students' sense of belonging and agency in college. With an MA in English Literature from the University of Nevada-Reno, Berberich has

taught humanities at GC since 1988. He was instrumental in founding and expanding the Humanities program at Galveston College and successfully directed a prior NEH project. He is a leader on campus for faculty professional development and regularly plans and directs professional development events. Beyond GC, Berberich is an advocate for the humanities with leadership roles in multiple community projects such as *Galveston Reads* and organizing annual seminar series with recognized scholars visiting Galveston for public events.

The Director and Co-Director are responsible for planning and execution of the project (see **Attachment 5.b** for CVs). This includes planning the schedule of activities (**attachment 5.a**) that have a high likelihood of achieving the project goals. Activities conducted by project leadership include recruitment, supervision, fiscal management, reporting, and dissemination of success and outcomes.

Lead scholars have been identified (**Table 1**). See **attachment 5.b** for a brief biography for each scholar and statements of commitment. An internal GC faculty/staff member will facilitate the faculty development, curriculum design, and self-study during Year 2 as faculty participants revise, implement, and analyze their curriculum on food studies.

Institutional Context

Galveston College is a **designated Hispanic Serving Institution with 33% Hispanic population**. Galveston, Texas is also a port and resort city. Individuals come to Galveston, Texas from varied countries of origin for employment opportunities in recreation, tourism, and maritime industries. As a result, Galveston College students represent a cultural diversity that doesn't exist at similarly sized community colleges. And, **English is often NOT the first language learned**. Humanities curriculum centered on food narratives provides students from varied countries, cultures, and languages to build community around a shared human experience

– food. Much of Galveston’s population lacks a college education and many of our students are classified as *English as a Second Language (ESL)* students or *First-Generation College (FGC)*.

In an effort to measure this diversity, an informal survey was conducted (May 2016) in three freshman composition courses (n=47). The composition courses were selected because (a) it is a required humanities course and (b) all students on an academic track take freshman composition. Therefore, this sample is a reasonable reflection of the College’s population. English was **not** the first language learned for **47.8%** of the sample. From this category of ESL students, Spanish was the first language for 32.6%. Other first languages (15.2%) were made up of seven different languages: Russian, Vietnamese, Tagalog, Chinese, Hilligeynon, and Twi (Table 2).

Table 2. First Languages at Galveston College

First Languages at Galveston College	
English	52.2%
Spanish	32.6%
Other*	15.2%

Community Colleges are often the first choice for First Generation College (FGC) students. In addition to serving a large percentage of ESL students, Galveston College serves a large percentage of FGC students. This attribute, however, is difficult to measure accurately because it is not required information on the FAFSA or the College’s admission application and, where it is requested, it is voluntary self-reported information. Using the sample described above (n=47), 34.8% of the sample reported to be the first in their family to attend college and **45.7% reported they would be the first in their family to earn a college degree** (definition for FGC).

Compared to all enrollment at Galveston College, review of fall 2014 FAFSA applications and admission applications of students currently enrolled indicated that **614 or**

29.3% of Galveston College students are FGC students, as defined by the U.S. Department of Education.

At least one-third of students at Galveston College are FGC and almost half are ESL. Humanities curriculum focused on food narratives would be especially beneficial to this student population because it could increase community while improving English language skills (Rearick 2009).

For more than two decades the college has offered two transfer level introductory humanities courses, one of which was developed thanks to strong NEH support (EH 21155-90 and EH 21435-91). The co-director of the current grant proposal, Michael Berberich, was the sole director of Galveston College's 1994 NEH sponsored public programs grant "Baseball and the Meaning of America" (GP 21911-94) which ran concurrently with documentary film maker Ken Burns' acclaimed 18 hour-long NEH sponsored PBS television series "Baseball." The college offers courses in all of the humanistic disciplines. Due to the small size of the College, it is not feasible to add new humanities courses. Therefore, better integration of humanities topics and methods into existing courses is proposed.

The college's David Glenn Hunt Library has 40,000 holdings with access to another 70,000 books via four e-book databases. It bears note that while the college has several hundred book holdings, none of the library's book holdings reflect the topic or scope of this grant. A request for funding to build library holdings in support of the grant is part of our grant request.

Follow-up and Dissemination

Long-term impact of the project will be improved capacity to teach humanities among the faculty participants and the institutions they represent. As a result of this project, GC will establish itself as an educational lead for the teaching and study of the humanities. Participants

will be encouraged to share the results of their experiences. In addition, project personnel will disseminate results through a project website (hosted on the GC server), reports to NEH, presentations to community and professional organizations, and at least one manuscript submitted for review to a peer-reviewed journal. Digital materials created through the project will be archived and publicly accessible on the project website.

Evaluation

Internal evaluation of the project will be conducted in coordination with GC Office of Intuitional Effectiveness and Research with assistance from the Office of Development. Evaluation will utilize a mixed method longitudinal design. Numerical data (counts) will be collected such as number of faculty in the cohort, attendance rates in the study sessions, completion rates, retention to Year 2, and number of students impacted. Pre and post data will be collected from faculty participants in the form of surveys. Periodic focus groups will be conducted to measure changes during and following the project period. Seminar evaluations will be conducted using post-event assessment instruments. See **Attachment 5.a** for an evaluation plan.

Statement of Eligibility

Galveston College is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics (see **Attachment 5.f**)

Salary and benefits information redacted
pursuant to FOIA Exemption (b)(6).

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4. BUDGET



[click for Budget
Instructions](#)

Budget Form

OMB No
3136-0134
Expires
6/30/2018

Applicant Institution: *Galveston College*

Project Director: *Shane Wallace*

Project Grant Period: *April 30, 2017 - May 31, 2019*

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total
			04/30/17- 04/30/18		05/01/18- 04/30/19		05/01/19- 05/31/19	
1. Salaries & Wages	<p>Compensation for Director and Co-Director is requested in a percent time and effort comparable to one course release for one semester plus 0.5 month of summer pay (4 credit hours at 720 per hour). Faculty at the community college have a five-course teaching load per semester. Therefore, one course release for one semester represents 10% Time and Effort. Both are on a 9-month faculty contract. A 3% increase in salaries is anticipated by the 2018-2019 academic year. Year 2 salary reflects this increase. Approximately 50% (n=6) of Faculty Participants will be GC employees. Participation in the NEH project will occur outside of regular hours and in addition to expected responsibilities. A modest stipend is requested per participant to support their time and effort committed to the project.</p>							
	Project Director: Shane Wallace	10% T&E plus 4 summer credits (salary of \$██████)	\$██████	10% T&E plus 4 summer credits (3% increase in salary from Year 1)	\$██████		\$0	\$██████
	Project Co-Director: Michael Berberich	10% T&E plus 4 summer credits (salary of \$██████)	\$██████	10% T&E plus 4 summer credits (3% increase in salary from Year 1)	\$██████		\$0	\$██████
	Stipends for 6 Faculty Participants employed by GC	\$500/year (7 events at 2.5 hours per event) X 6	\$3,000	\$500/year (5 events at 2.0 hours per event) X 6	\$3,000		\$0	\$6,000

Salary and benefits information redacted
pursuant to FOIA Exemption (b)(6).

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2. Fringe Benefits	Fringe benefits are requested for the Director and Co-Director at a rate of 28.5% of salary. The College ensures that State and Federal requirements are followed. This includes FICA at 7.65%; unemployment at 0.498%; and workers compensation at 0.434%.							
	Project Director	28.5% of Funded salary	\$████		\$████		\$0	\$████
	Project Co-Director	28.5% of Funded salary	\$████		\$████		\$0	\$████
3. Consultant Fees	Four external scholars and one outside consultant have committed to participation in the project by providing a seminar and discussion, or workshops. The first four listed will present a public seminar. The last two will facilitate workshop(s) for faculty participants. Funds are requested to provide an honorarium to each external scholar.							
	External Scholar: Vivian Halloran	\$750/ 1 day	\$750		\$0		\$0	\$750
	External Scholar: Lucy Long	\$750/ 1 day	\$750		\$0		\$0	\$750
	External Scholar: Dustin Knepp	\$750/ 1 day	\$750		\$0		\$0	\$750
	External Scholar: Vivian Cadbury	\$750/ 1 day	\$750		\$0		\$0	\$750
	External Scholar: John T. Edge	\$750/ 1 day	\$750		\$0		\$0	\$750
4. Travel	Funds to support travel and subsistence are requested for Director and Co-Director to attend a planning meeting at NEH's Offices in Washington, D.C. during the first year of the project. Funds to support travel and subsistence for external scholars and consultant are also requested.							
	Project Director: Travel	Galveston to DC for Director's Meeting (2 nights: airfare @ \$600; Hotel @ \$250/night is \$500)	\$1,100		\$0		\$0	\$1,100
	Project Director: Subsistence	Galveston to DC for Director's Meeting (per diem @ \$45/day is \$90)	\$90		\$0		\$0	\$90

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	Project Co-Director: Travel	Galveston to DC for Director's Meeting (2 nights: airfare @ \$600; Hotel @ \$250/night is \$500)	\$1,100		\$0		\$0	\$1,100
	Project Co-Director: Subsistence	Galveston to DC for Director's Meeting (per diem @ \$45/day is \$90)	\$90		\$0		\$0	\$90
	Vivian Halloran: Travel	Travel from Indiana to Galveston (2 nights: airfare @ \$600; Hotel @ 150/night is \$300; parking and/or shuttle @60)	\$960		\$0		\$0	\$960
	Vivian Halloran: Subsistence	Invited scholars will be reimbursed for actual meal expenses, not per diem (2 nights, 1 day)	\$150		\$0		\$0	\$150
	Lucy Long: Travel	Travel from Ohio to Galveston (2 nights: airfare @ \$600; Hotel @ 150/night is \$300; parking and/or shuttle @60)	\$960		\$0		\$0	\$960
	Lucy Long: Subsistence	Invited scholars will be reimbursed for actual meal expenses, not per diem (2 nights, 1 day)	\$150		\$0		\$0	\$150
	Dr. Dustin Knepp: Travel	Travel from California to Galveston (2 nights: airfare @ \$600; Hotel @ 150/night is \$300; parking and/or shuttle @60)	\$960		\$0		\$0	\$960

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	Dr. Dustin Knepp: Subsistence	Invited scholars will be reimbursed for actual meal expenses, not per diem (2 nights, 1 day)	\$150		\$0		\$0	\$150
	Vivian Cadbury: Travel	Travel from New York to Galveston (2 nights: airfare @ \$600; Hotel @ 150/night is \$300; parking and/or shuttle @60)	\$960		\$0		\$0	\$960
	Vivian Cadbury: Subsistence	Invited scholars will be reimbursed for actual meal expenses, not per diem (2 nights, 1 day)	\$150		\$0		\$0	\$150
	John T. Edge: Travel	Travel from Mississippi to Galveston (2 nights: airfare @ \$600; Hotel @ 150/night is \$300; parking and/or shuttle @60)	\$960	Travel from Clear Lake to Galveston (mileage @ \$40.00 for 3 trips, overnight stay is not required)	\$0		\$0	\$960
	John T. Edge: Subsistence	Invited scholars will be reimbursed for actual meal expenses, not per diem (2 trips at \$50 per trip)	\$150	Invited scholars will be reimbursed for actual meal expenses, not per diem (3 trips at \$50 per trip)	\$0		\$0	\$150
5. Supplies & Materials	A library of the 10 books we will utilize during the group study is requested for each participant (12), the Director and Co-Director (2), and for the David Glenn Hunt Library at Galveston College (1 set). The library currently lacks recent texts on food studies. We would appreciate using NEH support to update the library's offerings in this area of research and study.							

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	Participants' library of required readings (12), plus Project Leaders' Library (2), plus one Library set for the David Glenn Hunt Library	<i>Food: The Key Concepts</i> (\$20.79 X 15)	\$312		\$0		\$0	\$312
		<i>A Cultural History of Food in the Modern Age</i> (\$58.38 X 15)	\$876		\$0		\$0	\$876
		<i>Porta Palazzo: The Anthropology of an Italian Market</i> (\$21.92 X 15)	\$329		\$0		\$0	\$329
		<i>A Taste for Writing: Composition for Culinaricians</i> (\$63.41 X 15)	\$951		\$0		\$0	\$951
		<i>Pig Tails 'n Breadfruit</i> (\$16.95 X 15)	\$254		\$0		\$0	\$254
		<i>Recipes for Reading: Community Cookbooks, Stories, and Histories</i> (\$22.46 X 15)	\$337		\$0		\$0	\$337
		<i>The Larder: Food Studies Methods from the American South</i> (\$21.36 X 15)	\$320		\$0		\$0	\$320
		<i>The Recipe Reader: Narratives, Contexts, Traditions</i> (\$22.10 X 15)	\$332		\$0		\$0	\$332
		<i>Culinary Tourism</i> (\$25.00 X 15)	\$375		\$0		\$0	\$375

		<i>Building Houses out of Chicken Legs: Black Women, Food, and Power (\$19.14 X 15)</i>	\$287		\$0		\$0	\$287
6. Services	Duplication costs for any materials external scholars or workshop facilitators request will be made prior to the scheduled events (e.g., agenda, journal/news articles, list of resources, etc.). Services to promote and market the public seminar events and the mini-conference are requested in the form of poster printing and advertisement space in local press venues (e.g., newspaper and monthly web calendar postings). Funds are also requested to provide light refreshment to attendees at the events.							
	Duplication Costs	Copied materials for participants (Approximately \$100 per event (7))	\$700	Approximately \$20 per meeting (4)	\$80		\$0	\$780
	Marketing Costs: Materials	Posters for public seminars (\$100 for 4 public seminars)	\$400		\$0		\$0	\$400
	Marketing Costs: Press	Press for public seminars with outside scholars (\$250 for 4)	\$1,000		\$0		\$0	\$1,000
	Security services for public events	\$150 per public event with 4 scheduled events	\$600	\$150 per public event with 1 scheduled event	\$150		\$0	\$750
	Custodial services for public events	\$75 per public event with 4 scheduled events	\$300	\$75 per public event with 1 scheduled event	\$75		\$0	\$375
	Mini-Conference Costs: Print		\$0	Professional poster printing (\$80 for 14 posters)	\$1,120		\$0	\$1,120
	Mini-Conference Costs: Marketing Costs		\$0	Posters/flyers for mini-conference (1 event)	\$100		\$0	\$100

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Coastal Culinary: Tasting Food Narratives

	Mini-Conference Costs: Press		\$0	Press for GC mini- conference (\$250 for 1 event)	\$250		\$0	\$250
	Catering services	Light snacks and beverages (alcohol excluded) provided by GC catering or Culinary Department at events (\$250 per public event (4) and \$50 for project participant only meetings (3))	\$1,150	Light snacks and beverages (alcohol excluded) provided by GC catering or Culinary Department at participant only events (\$50 per meeting (4))	\$200		\$0	\$1,350
	Catering services	Light snacks and beverages (alcohol excluded) provided by GC catering or Culinary Department at public mini-conference (\$250 for 1 event)	\$0		\$250		\$0	\$250
7. Other Costs	Approximately 50% of Faculty Participants will be from collaborating institutions. Participant stipends are requested for 6 participants not employed at GC.							
	Stipends for 6 Faculty Participants NOT employed by GC	\$500/year (7 events at 2.5 hours per event) X 6	\$3,000	\$500/year (5 events at 2.0 hours per event) X 6	\$3,000		\$0	\$6,000
8. Total Direct Costs	Per Year		\$48,873		\$31,575		\$0	\$80,448
9. Total Indirect Costs								

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		Federally negotiated rate (US Dept. of Health & Human Services on 03/04/2015) of 53.3% on Base. Base is defined as income and salary only. Fringe benefits excluded. \$14,525 X 0.53. See Form 5.		Federally negotiated rate (US Dept. of Health & Human Services on 03/04/2015) of 53.3% on Base. Base is defined as income and salary only. Fringe benefits excluded. \$14,961 X 0.53. See Form 5.				
	Per Year		\$9,350		\$9,631		\$0	\$18,981
10. Total Project Costs	(Direct and Indirect costs for entire project)							\$99,429
11. Project Funding	a. Requested from NEH							Outright: \$99,429
								Federal Matching Funds: \$0
								TOTAL REQUESTED FROM NEH: \$99,429
	b. Cost Sharing							Applicant's Contributions: \$0
								Third-Party Contributions: \$0
								Project Income: \$0
								Other Federal Agencies: \$0
								TOTAL COST SHARING: \$0
12. Total Project Funding								\$99,429

Total Project Costs must be equal to Total Project Funding ---->

(\$99,429 = \$99,429 ?)

Third-Party Contributions must be
greater than or equal to Requested Federal Matching Funds ---->

(\$0 ≥ \$0 ?)

Attachment 5.a.1: Plan of Work

The goal of our project is to **improve the quality of humanities teaching and learning** at Galveston College. This will be accomplished through the following aims (1) increase content knowledge of participating faculty, (2) increase students' exposure to and understanding of the humanities, (3) increase scholarship of practice gained through self-study, (4) revive Division of Arts and Humanities program gained from a new community of practice, and (5) heighten efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on supporting *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities.

In order to increase content knowledge of participating faculty (**Aim 1**), we have planned a one-year series of group study events which include an introduction and orientation session, a facilitated discussion of readings focused on the relation of food studies to the humanities, and four seminars presented by leading scholars in the area of food studies (see **Attachment 5.a.2** *schedule of activities* for a timeline). Prior to each event, participating faculty and students will be assigned pre-reading selections relevant to the topic (see Table 1 *description of topics and external scholars* for example texts). The seminars by external scholars will be approximately 3.0 hours in length. The time will be allocated in the following manner: (1) public seminar with the external scholar that is open and advertised to students and the public (1 hour), (2) discussion period with the external scholar open to the public (30 minutes), (3) discussion period among faculty participants and the external scholar that is closed to the public (1 hour), and (4) guided dialogue (facilitated by Director and Co-director) among faculty participants to make explicit connections between the session topic and humanities teaching and learning (15-30 minutes).

Twelve faculty, approximately six from Galveston College and six from collaborating institutions, will attend six group study sessions. They will be compensated for their participation with a maximum \$500 stipend to be paid following the fourth and final seminar (6th event). Amount of compensation will be determined by attendance rate at the six group study events: attendance at 5 or 6 of the 6 scheduled events equals \$500; attendance at 3 or 4 equals \$400; attendance at 1 or 2 equals \$200.

Project Director and Co-Director are responsible for promoting and recruiting faculty participants for the group study (see attached letters); coordinating the group study events which includes following procedures for facility use and communicating details with administration; acting as primary host for the external scholars by arranging hotel; transportation to/from airport, between hotel and venue, and providing options for scholar's meals; providing regular and accurate communications among participating faculty, the College's marketing office, and other stakeholders; fiscal management of events; and proper documentation and follow-up after the event. Participating faculty are responsible for completing the assigned pre-readings, attendance at scheduled events, full participation at the group study events; and cooperation with evaluation measures such as signing in, responding to surveys, and participating in occasional focus group sessions.

Students will be actively involved during the seminar series in Year 1 (**Aim 2**). Participating faculty will incorporate some of the external scholar's publication(s) into their courses prior to the scholar's visit. Students will be strongly encouraged to attend the seminars and each scholar seminar will be followed by in-class discussion of the presentation.

In order to increase scholarship of practice gained through self-study (**Aim 3**), participating faculty will revise and/or develop curriculum to be implemented in their humanities

course(s) focused on food studies or utilizing family recipes to construct food narratives. During implementation of the curriculum module or activity, participating faculty will reflect on their experiences using a self-study model. At the end of Year 1 (late May), a faculty development expert (internal staff) will conduct a workshop to illustrate application of food studies and food narratives to the teaching and learning of humanities. Then again, at the start of Year 2 fall semester, the faculty development expert will conduct a follow-up workshop for revision and refining of the curriculum modules or activities. Participating faculty will implement their new curriculum during the fall semester in Year 2. During the spring of Year 2 participants will reflect on the inclusion of food studies in their instruction, attempt to answer and support their self-study question, and address if and how their experience informed the project topic – *Food Studies in the Humanities*. During Year 2 participants will have regular feedback among project director, co-director, faculty development expert, and other members of their study group. In addition, participants will meet at least once per semester in a guided discussion format to share experiences and discuss their successes and hurdles. These experiences will invigorate the Arts and Humanities program and it will create a robust community of practice centered on the teaching and study of humanities (**Aim 4**).

Faculty participants will create a final report and poster. Faculty participants will share project experiences with College colleagues and invited community members through a public mini-conference titled *Re-Thinking Food: Food Narratives to Explore the Humanities* presented as a poster gallery event to be held at Galveston College in May of Year 2.

Twelve faculty, approximately six from Galveston College and six from collaborating institutions, who participated in the Year 1 group study will participate in the curriculum re-design and self-study. They will be compensated for their participation with a maximum \$500

stipend to be paid following presentation at the mini-conference. Amount of compensation will vary based on degree of implementation and public sharing of project experience(s) at the mini-conference. A brief mid-year reporting form will be requested in January of Year 2 in order to document progress status. Participating faculty who complete the reporting form and present at the mini-conference will receive the full stipend, \$500. Participating faculty that complete the mid-year report but do NOT present, will receive 50% of the stipend, \$250. Faculty who do not complete either, will not receive a Year 2 stipend.

Lastly, the first four aims contribute to **Aim 5**, heightened efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities. Utilizing food narratives to better understand the human environment increases the relevance of humanities content for students. Connecting personal stories with the learning of history, literature, philosophy, and other humanities increases motivation, participation, achievement, critical thinking, and retention (Ryan 2010; Wolters 1998; Zimmerman, 2001). In addition, narratives used in conjunction with content can heighten students' *agency* (Lindgreen and McDaniel 2012). Food narratives heightens agency because it connects knowledge and learning to an individual's perspective and unique background. It is our aim to provide faculty with the knowledge and pedagogy to explicitly engage all students, especially ESL students and FGC Students, with content and dialogue that motivates, encourages human-to-human empathy, and increases a sense of belonging in a shared academic space.

Attachment 5.a.2: Schedule of Activities

		Pre-Grant Term		Year 1 (04/30/2017-04/30/2018)								Year 2 (05/01/2018-05/31/2019)				
Activity	Person(s) Responsible	Sum 2016	Spr/Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Project development	Director, Co-D, Division Chair, VP of C&I, Development															
Identify and invite topics and scholars	Director and Co-D															
Inform and invite faculty participants	Director and Co-D															
Confirm dates for Year 1 sessions and scholars	Director															
Process requests for venue/facilities	Director															
Confirm faculty participants. Additional recruitment if needed	Co-Director, marketing, development															
Order books and secure journal articles	Director, business office, library, book store															

Activity	Person(s) Responsible	Sum 2016	Spr/ Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Marketing/press for spring public seminars to public and students	Director, Public Relations, and Development															
Travel/Host arrangements for John T. Edge	Director															
Group study (GS) – project orientation & session 1. External Scholar – John T. Edge. Students and public invited.	Director, Co-D, Institutional Effectiveness & Research (evaluation measures)															
Individual self-study (assigned reading)	Faculty Participants (FP)															
Facilitated Discussion of Readings – GS session 2	Director, Co-D, FP															
Individual self-study (assigned reading)	Faculty Participants (FP)															
Travel/host arrangements for Dr. Halloran	Director															
Topic Seminar with External Scholar Vivian Halloran – GS session 3. Students and public invited.	Co-Director, FP, public, invited scholar, facilities, IT															

Activity	Person(s) Responsible	Sum 2016	Spr/ Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Evaluation measures for GS session 3	Director, Office of Inst. E&R															
Travel/host arrangements for Dr. Long	Director															
Topic Seminar with External Scholar Lucy Long – GS session 4. Students and public invited.	Co-Director, FP, public, invited scholar, facilities, IT															
Evaluation measures for GS session 4	Director, Office of Inst. E&R															
Travel/host arrangements for Dr. Knepp	Director															
Topic Seminar with External Scholar Dustin Knepp – GS session 5. Students and public invited.	Co-Director, FP, public, invited scholar, facilities, IT															
Evaluation measures for GS session 5	Director, Office of Inst. E&R, FP															
Travel/host arrangements for Cadbury	Director															
Topic Seminar with External Scholar Vivian Cadbury – GS session 6.	Co-Director, FP, public, invited scholar, facilities, IT															

Activity	Person(s) Responsible	Sum 2016	Spr/ Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Students and public invited.																
Evaluation measures for GS session 6	Director, Office of Inst. E&R															
Application workshop I – GS session 7	Director, Co-D, FP, internal faculty development expert															
Curriculum development	FP, internal faculty development expert															
Self-study plan	FP, internal faculty development expert															
Interim report to administration, Board, and NEH	Director															
Application workshop II – self-study session 1	Director, Co-D, FP, internal faculty development expert															
Implement new curriculum	FP															
Reflect on curriculum implementation and self-study	FP, internal faculty development expert															
Guided Discussion –	Director, Co-D, FP															

Activity	Person(s) Responsible	Sum 2016	Spr/ Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
informal status reports																
Marketing/press for May mini-conference	Director, Public Relations, and Development															
Formal report by FP on implementation and project experiences – mini-conference presentations (public invited)	Director, Co-D, FP, facilities, administration, invited colleagues, invited public, Inst. E&R, Development, Public Relations															
Final report	Director, IE&R															

Attachment 5.a.3: List of Readings

- Belasco, Warren. *Food: The Key Concepts*. Berg, 2008. \$20.79
- Bentley, Amy. *A Cultural History of Food in the Modern Age*. Bloomsbury Academic, 2012. \$58.38
- Black, R. E. *Porta Palazzo: The Anthropology of an Italian Market*. University of Pennsylvania Press, 2014. \$21.92
- Cadbury, V. C. *A Taste for Writing: Composition for Culinarians*. Cengage Learning, 2007. \$63.41
- Clarke, Austin. *Pig Tails 'n Breadfruit*. The New Press, 1999. \$16.95
- Cooley, A. J. "The Customer is Always White: Food, Race, and Contested Eating Space in the South." *The Larder: Food Studies Methods from the American South*. Eds. John T. Edge, Elizabeth S. D. Engelhardt, and Ted Ownby. University of Georgia Press, 2013. \$21.36
- Cotter, C. "Claiming a Piece of the Pie: How the Language of Recipes Defines Community." *Recipes for Reading: Community Cookbooks, Stories, and Histories*. Ed. A. L. Bower. University of Massachusetts, 1997. \$22.46
- Floyd, J. and L. Forster. "The Recipe in its Cultural Contexts." *The Recipe Reader: Narratives, Contexts, Traditions*. Ed. J. Floyd and L. Forster. University of Nebraska Press, 2010. \$22.10
- Knepp, M. Dustin. Spreading Tradition: A History of Tamal-making and its Representation in Latino Children's Literature. *Cincinnati Romance Review*, 33 (194-205), 2012.
- Long, Lucy. *Culinary Tourism*. University Press of Kentucky, 2010. \$25.00
- Ojwang, D. "Eat Pig and become a Beast: Food, Drink, and Diaspora in East African Indian Writing." *Research in African Literatures*, 42:3 (68-87), 2011.
- Palat, Ravi Arvind. Empire, Food and the Diaspora: Indian Restaurants in Britain. *South Asia: Journal of South Asian Studies*, 38:2 (171-186), 2015.

- Rawson, Katie. "America's Place for Inclusion: Stories of Food, Labor, and Equality at the Waffle House." *The Larder: Food Studies Methods from the American South*. Eds. John T. Edge, Elizabeth S. D. Engelhardt, and Ted Ownby. University of Georgia Press, 2013. \$21.36
- Tookes, J. S. "The Food Represents: Barbadian foodways in the Diaspora." *Appetite*, 90:1 (65-73), 2015.
- Williams-Forsen, Psyche A. "Who Dat Say Chicken in Dis Crowd: Black Men, Visual Imagery, and the Ideology of Fear." *Building Houses out of Chicken Legs: Black Women, Food, and Power*. University of North Carolina Press, 2006. \$19.14
- Wolf, Lauren. "It Takes a Village to Raise Spinach": How a local Southeast Asian community came together to fight for their way of life. *Texas Monthly*, Nov 2009.

Attachment 5.a.4: Additional References

- Bruner, Jerome. The Narrative construction of reality. *Critical Inquiry*, 18:1 (1-21), 1991.
- Lindgreen, Robb and Rudy McDaniel. Transforming online learning through narrative and student agency. *Educational Technology and Society*, 15:4 (344-355), 2012.
- MacClancy, J. *Consuming Culture: Why you eat what you eat*. Henry Holt and Company, 1993.
- Martin, Jack. Self-regulated learning, social cognition, and agency. *Educational Psychologist*, 39:2 (135-145), 2004.
- Rearick, Nicole Anne. "Food is Something we Gather Around: Foodway Practices among Arab Americans in Columbus, Ohio." Thesis at Ohio State University, 2009.
- Ryan, Marie-Laure. Narratology and Cognitive Science: A Problematic Relation. *Style*, 44:4 (469-495), 2010.
- Zimmerman, B. J. "Theories of self-regulated learning and academic achievement: An Overview and analysis." *Self-regulated learning and academic achievement: Theoretical perspectives*. Eds B. J. Zimmerman and D. H. Schunk. Erlbaum, 2001.

Attachment 5.a.5: Expanded Description of Topics and External Scholars

Topic 1: Introduction and Orientation to “The Humanities of Food”		
External Scholar	John T. Edge is Director of Southern Foodways Alliance and a columnist for Oxford American. He has an MA in Southern Food Studies and a MFA in Creative Nonfiction.	September 2017
Facilitators	Shane Wallace, Ph.D. Dr. Wallace is Project Director. Michael Berberich is Project Co-Director.	
Description. This introductory session will examine the purpose of utilizing <i>food studies</i> or <i>food pathways</i> in the teaching and learning of humanities. The seminar will be open to the public and attended by participants and students.		
Key Questions	Why food studies or food pathways? What relation does food studies have to the humanities? How can food studies provoke scholarly conversations across academic cultures? Why food studies at Galveston College?	
Example Texts	Edge, J. T. <i>The Potlikker Papers: A History of the Modern South</i> . 2017. Floyd, J. and L. Forster. <i>The Recipe in its Cultural Contexts</i> . 2010. Cotter, C. “Claiming a Piece of the Pie: How the Language of Recipes Defines Community.” 1997. (see Attachment 5.a for complete references)	
Topic 2: History of Food Studies in Relation to Humanities		
Facilitated Discussion	Guided discussion of the texts facilitated by Project Director and Co-Director.	November 2017
Description. Expanding on the prior discussion of what is food studies, how it informs the humanities, and why it is relevant to GC, this session will delve further into the history of food studies and how food defines and redefines identity and community, politics and culture. Participating faculty only.		
Key Questions	How can food be viewed in the contexts of culture, history, and the environment? How does food create community and identity? How and why can food narratives be used in various humanities courses?	
Example Texts	Belasco, W. <i>Food: The Key Concepts</i> . 2008. Bentley, A. <i>A Cultural History of Food in the Modern Age</i> . 2012	

	Black, R. E. <i>Porta Palazzo: The Anthropology of an Italian Market</i> . 2014.	
Topic 3: Diasporic Significance of Food		
External Scholar	Vivian Halloran, Ph.D. UCLA. Dr. Halloran is Associate Professor of Comparative Literature at Indiana University. She studies culinary memoirs written by immigrants to the United States and/or their descendants.	February 2018
Description. Halloran will share her research on utilizing culinary memoirs to better understand immigrant experiences in a new place and among a different culture. Public and Students included.		
Key Questions	What is the <i>diasporic significance</i> of food? How does food influence inclusion, insulation, resistance, or acculturation of new cultural groups within or among existing ones?	
Example Texts	Ojwang, D. “Eat Pig and become a Beast”: Food, Drink, and Diaspora in East African Indian Writing. <i>Research in African Literatures</i> , 42(3): 68-87. 2011. Palat, R. A. Empire, Food and the Diaspora: Indian Restaurants in Britain. <i>South Asia: Journal of South Asian Studies</i> , 38:2, 171-186. 2015. Tookes, J. S. “The Food Represents”: Barbadian foodways in the Diaspora. <i>Appetite</i> , 90(1), 65-73. 2015. Wolf, L. “It Takes a Village to Raise Spinach”: How a local Southeast Asian community came together to fight for their way of life. <i>Texas Monthly</i> , Nov 2009.	
Topic 4: Theorizing the Recipe Memoir: A Window into an Array of Intricate Social, Cultural, Gendered, Classed, Rural, and National Histories		
External Scholar	Lucy Long, Ph.D. University of Pennsylvania. Long is the Director of the Center for Food and Research Associate at Bowling Green State University in Ohio. She is the author and editor of <i>Culinary Tourism</i> and <i>Ethnic American Food Today: A Cultural Encyclopedia</i> .	March 2018

Description. This session explores the influence of recipe memoirs on creating <i>place</i> which, in turn, can be used as a tool to encourage tourism, activism, dissent, or solidarity. Public and Students invited.		
Key Questions	How can recipe memoirs inform understanding of human nature, conflict, or resistance?	
Example Texts	Long, L. <i>Culinary Tourism</i> . 2010. Clarke, A. <i>Pig Tails 'n Breadfruit</i> . 1999.	
Topic 5: Utilizing the Recipe Memoir to Better Understand the Human Environment		
External Scholar	Dustin Knepp, Ph.D. University of Albany, SUNY. Knepp is Associate Professor of Latino and Latin American Cultures. His research is on Mexican and Mexican American identities and the connection between food and culture.	April 2018
Description. This session examines how the recipe memoir is used to preserve the diverse heritage, traditions, and history of marginalized groups. Public and Students invited.		
Key Questions	How are recipe memoirs used to validate and support cultural identity and heritage? How can food narratives facilitate inclusion and/or exclusion of marginalized groups?	
Example Texts	Knepp, D. Spreading Tradition: A History of Tamal-making. 2012. Rawson, K. Stories of Food, Labor, and Equality at the Waffle House. 2013. Cooley, A. J. “The Customer is Always White.” 2013. Williams-Forson, P. A. “Who Dat Say Chicken in Dis Crowd.” 2006.	
Topic 6: A Taste for Writing: Integrating Food Narratives into the Humanities		
External Scholar	Vivian Cadbury, M.A. University of Illinois at Chicago. Ms. Cadbury is Associate Professor of Writing and Communications at the Culinary Institute of America and Author of <i>A Taste for Writing: Composition for Culinarians</i>	May 2018
Description. In this workshop, Cadbury will demonstrate transforming family recipes into personal food narratives. Discussion and practice will focus on the integration of food studies, humanities content, and food narratives. Public and Students invited.		

Key Questions	How do food studies fit within my humanities course? How can food narratives be used to encourage understanding, inclusion, reflection, and community in my humanities course?	
Text	Cadbury, V. C. <i>A Taste for Writing: Composition for Culinarians</i> . 2007.	
<i>Application: Faculty Participants will plan curriculum and self-study for implementation</i>		
Internal Faculty Development	Internal education research expert (TBD) will facilitate self-study and curriculum development workshop.	June 2018
Description	During this application workshop, facilitator will guide Faculty Participants to create curriculum modules and a self-study plan.	

Attachment 5.a.6: Evaluation Plan

Project Goal: Improve the quality of humanities teaching and learning at Galveston College			
Aim	Evaluation Question	Source/Method	Timeframe
1. Increase content knowledge of participating faculty			
	a. How many Faculty Participants (FP) attend each Group Study Session?	Attendance records (count)	Collected with a sign-in sheet at each event
	b. How many FPs complete 80% of the assigned readings?	Self-reported status reports	Collected with a brief Likert survey at the end of each group study session
	c. To what extent do the FPs perceive they have gained content knowledge from each Group Study session?	Self-reported status reports	Collected with a brief Likert survey at the end of each group study session
	d. What is rate of retention of FP through Year 1?	Attendance records (count)	Collected with a sign-in sheet at each event. Project goal is a >70% retention rate (10 out of 14).
2. Increase students' exposure to and understanding of the humanities			
	a. How many students attend each External Scholar seminar	Attendance records (count)	Collected with a sign-in sheet
	b. To what extent do the students perceive the seminar influenced or impacted their opinions or knowledge?	Self-reported evaluation of the seminar	Brief anonymous survey following each seminar
	c. To what extent do the FPs prepare students for the seminar (e.g., assigned readings or discussion of the External Scholar)?	Focus sessions and informal interviews	Mid-term and end of Year 1
	d. To what extent do the FPs follow-up with in-class discussion of the seminar?	Focus sessions and informal interviews	Mid-term and end of Year 1
3. Increase scholarship of practice gained through self-study			

Project Goal: Improve the quality of humanities teaching and learning at Galveston College			
Aim	Evaluation Question	Source/Method	Timeframe
	a. How many FPs develop new or revised curriculum incorporating the new knowledge on food studies and food narratives?	Attendance and participation at Workshop 1	Collected with a sign-in sheet at event
	b. What is the quality of the developed curriculum modules or activities	FPs' written curriculum plans. Qualitative comparison of curriculum plans identifying content strands, themes, hurdles, and concerns.	Following Workshop 1
	c. How many FPs elect to participate in Year 2 Curriculum implementation and self-study?	Attendance and participation at Workshop 2	Sign-in sheet at start of Workshop 2
	d. How many FPs complete the mid-term status report?	Count of completed status reports	Mid-term reports (January) turned in to Director
	e. How many FPs present project experiences at the mini-conference?	Count of completed poster presentations at participation at the mini-conference	Following mini-conference
	f. To what extent do FPs believe they received adequate support for implementation and self-study?	Focus sessions and informal interviews. Qualitative analysis and comparison of session notes or transcriptions after collection	At the start, mid-term, and end of Year 2
	g. To what extent do FPs believe they gained scholarship of practice during Year 2?	Focus sessions and informal interviews	At the start, mid-term, and end of Year 2
4. Invigorate the Arts and Humanities program and create a robust community of practice centered on the teaching and study of humanities			
	a. How often do FPs engage with Director/Co-Director regarding project?	Email counts and call log maintained by D and Co-D	Ongoing.
	b. How often do FPs engage with each other outside of scheduled events regarding the project?	Self-reported status reports collected with a brief Likert survey items or during focus sessions	At the start, mid-term, and end of Year 2

Project Goal: Improve the quality of humanities teaching and learning at Galveston College			
Aim	Evaluation Question	Source/Method	Timeframe
	c. How many new projects or presentations have been considered as a result of participation in this humanities initiative? Has participation in this project stimulated other professional activities?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the start, mid-term, and end of Year 2
	d. How many articles are in progress, submitted, or accepted as a result of this humanities initiative?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the start, mid-term, and end of Year 2
5. Heighten efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency.			
	a. To what extent do FPs believe the new content knowledge gained as a result of the Group Study has influenced their students' learning and study of the humanities?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the end of Year 2 – Final focus session and/or interview
	b. To what extent do FPs believe the new teaching skills gained as a result of the self-study has influenced their students' voice or sense of agency in their humanities classroom?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the end of Year 2 – Final participants' evaluation and during final focus session and/or interview
	c. To what extent do FPs perceive using food studies and narratives has supported inclusion of First Generation College or ESL students in their humanities classroom? In what ways?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the end of Year 2 – Final participants' evaluation and during final focus session and/or interview

Attachment 5.b.1: Resume for Director

David Shane Wallace

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Galveston, TX 77550
Phone: (409)944-1321
Email: swallace@gc.edu
Skype: (b) (6)

ACADEMIC APPOINTMENTS

Associate Professor of English, Galveston College, 2014-Present
Assistant Professor of English and American Studies, The American University in Bulgaria,
2011-2014
Visiting Assistant Professor, Department of English, Salisbury University, 2010-2011
Assistant Lecturer, Department of English, Texas A&M University, 2008-2010
Instructor, Department of English, University of Tennessee, 2001-2003

EDUCATION

Ph.D., English, Louisiana State University, 2011
M.A., English, University of Tennessee, 2001
B.A., English, Kennesaw State University, 1998
A.B.J., Advertising, University of Georgia, 1993

PUBLICATIONS

Articles:

- “The White Female as Effigy and the Black Female as Surrogate in Janet Schaw’s *Journal of A Lady of Quality* and Jane Austen’s *Mansfield Park*.” *SI: Studies in the Literary Imagination*. 47:2. Ed. Kristine Jennings.
(forthcoming, Fall 2015)
- “Copway’s Homage to Cooper: Redefining the ‘Vanishing American.’” *James Fenimore Cooper Society Miscellaneous Papers No. 29*. Ed. Steven Harthorn and Callison Hopkins. 2013.
20-23.
- “‘Come the Final Throwdown, What is s/he First, Black or Gay?’: Revolutionary Arguments in Randall Keenan’s *A Visitation of Spirits* and Me’shell Ndegeocello’s *Cookie: the Anthropological Mixtape*.” Ed. Miriam Fernández Santiago. *AMERICAN @* 4.1 (2006):
94-110.

Book Review:

Review of Rediker, Marcus. *The Amistad Rebellion: An Odyssey of Slavery and Freedom*.
Journal of American Studies of Turkey. Ed. Laurence Raw. (forthcoming Fall 2015)

Reference Book Entries:

- “William Wells Brown.” *The New Encyclopedia of Southern Culture*, 2nd Edition. Ed. Thomas Inge. Chapel Hill, North Carolina: U of North Carolina P (2008).
- “Go Tell It On the Mountain.” *Encyclopedia of African-American Literature*. Ed. Wilfred D. Samuels. New York: Facts on File (2007).
- “Another Country.” *Encyclopedia of African-American Literature*. Ed. Wilfred D. Samuels. New York: Facts on File (2007).

Book Manuscript Under Review:

From Native to Nation: Copway's American Indian Newspaper and the Formation of American Nationalism

HONORS, AWARDS, STIPENDS, & GRANTS

Summer 2012	Faculty Research Grant, AUBG
Spring 2012 & 2013	International Conference Travel Grant, AUBG
Spring 2009	Department of English Travel Grant, Texas A&M University
Summer 2008	Isaiah Thomas Stipend, American Antiquarian Society
Spring 2008	Department of English Travel Grant, Louisiana State University
Spring & Fall 2007	College of Arts and Sciences Travel Grant, Louisiana State University
Spring 200, Fall 2007	GRADS Travel Award, Louisiana State University

ASSISTANTSHIPS & FELLOWSHIPS

2009-2010	Faculty Fellowship, Glasscock Center for Humanities Research, Texas A&M University
2007-2008	Managing Editorial Assistantship, <i>Atlantic Studies</i> , Louisiana State University
2006-2007	Research Assistantship, NEH Funded “Atlantic Studies Research Project,” Louisiana State University
2005-2006	Research Assistantship, Dr. Katherine Henninger, Louisiana State University
2003-2006	Graduate Teaching Assistantship, Department of English, Louisiana State University
1999-2001	Graduate Teaching Assistantship, Department of English, University of Tennessee
1999-2001	John C. Hodges Graduate Fellowship, University of Tennessee
1999-2000	Clyde Hoffman Graduate Fellowship, University of Tennessee

CONFERENCE PRESENTATIONS

- “The Potency of the Pen: Constructing and Contesting Literary Indianness in *Copway's American Indian Newspaper*.” American Literature Association (ALA). San Francisco, CA. May 2012
- “Toni Morrison's *A Mercy* and the Lamentable Return of the Vanishing Native.” Toni Morrison Society Panel, American Literature Association (ALA). Boston, MA. May 2009
- “Red Performing Red: George Copway's Transformation from Kah-ge-gah-bowh into Hiawatha.” Native American Literature Symposium (NALS). Albuquerque, NM. Feb. 2009

- “Twice Told Tales from the Wigwam: George Copway and the Work of Early American Indian Folklore.” Native American and Indigenous Studies Association Conference (NAISA). Athens, GA. Apr. 2008
- “Natives, Newspapers, and the Nation: *Copway’s American Indian* and the Construction of Nineteenth-Century American Indian Identity.” SAGES Conference-Textual Nationalism(s): History, Community, Identity. Norman, OK. Oct. 2007
- “George Copway ‘A Stranger in a Strange Land’: Christian Conversion and the Formation of American National Identity.” The LeMoyne College Forum on Religion and Literature. Syracuse, NY. Oct. 2005
- “The White Female as Effigy in Janet Schaw’s *Journal of A Lady of Quality*.” Eighteenth- and Nineteenth-Century British Women Writers. Lafayette, LA. Apr. 2005
- “‘Hate is Not Pride’: Racial/Sexual Reasoning in Me’shell Ndegeocello’s *Cookie: the Anthropological Mixtape*.” College Language Association (CLA). Athens, GA. Apr. 2005
- “‘Come the Final Throwdown, What is he First, Black or Gay?’: Revolutionary Arguments in Randall Kenan’s *A Visitation of Spirits*.” American Culture Association. San Diego, CA. Mar. 2005
- Organizer and Chair. “18th-Century White Women Writing New World Slavery.” “‘A Sacrifice to the System’: New World Slavery’s White Female Effigy in Jane Austen’s *Mansfield Park*.” St. Simons Island, GA. Feb. 2005
- “Unraced and Reraced: The Destabilization and Reestablishment of Racial Assignations in the Fiction of Kate Chopin.” College Language Association (CLA). Washington, D.C. Apr. 2003

INVITED LECTURES & ROUNDTABLES

- Invited Lecture. “Strategies for Research and Writing,” Strategies for Academic Success. Maia Parmakova. AUBG. Feb. 2014.
- Invited Lecture. “Liquor, Sacrifice, and Murder: A Native Tale in Three Tellings,” Stories, Songs, Signs, Survivance: A Symposium on Indigenous Discourse. Texas A&M University. Feb. 2009
- Invited Lecture and Roundtable Discussant. “The Current State of Sranan and Gullah.” “Marginal Languages: Can They Continue to Exist? Should They Continue to Exist?” The Program in Louisiana and Caribbean Studies Annual Conference. Louisiana State University. Apr. 2005
- “Are We Ethnic?: Comparative Race and Ethnicity Construction,” Gypsy Language and Culture. Ian F. Hancock. University of Texas at Austin. Jun. 2012
- “Eric Lott’s *Love and Theft*,” Studies in American Literature II: Passing and the New Millennium Minstrel Show. LaVinia Jennings. University of Tennessee. Apr. 2002
- “Whiteness and the Literary Imagination.” Readings in Black American Literature. LaVinia Jennings. University of Tennessee. Nov. 2002

SEMINARS & WORKSHOPS

- American International Consortium of Academic Libraries Workshop on “Collaborative Learning Technologies,” American University in Cairo. Nov. 2012

Convening of the Global Liberal Arts Alliance: "The Liberal Arts Future Quest: Purpose, Content, and Context
Transnational Perspectives on Liberal Education," American College in Greece. Jun. 2012

International Diversity Training Workshop, American University in Bulgaria. Apr. 2012
Summer Seminar in the History of the Book in American Culture, "The Newspaper and the Culture of Print in the Early American Republic." American Antiquarian Society. Jun. 2008

COURSES DESIGNED & TAUGHT

Galveston College

Introduction to Humanities
Business and Technical Writing
American Literature: Beginnings to 1865
American Literature: 1865-Present
Composition and Rhetoric
World Literature

American University in Bulgaria

American Literature: 1865 to Present
American Literature: Beginnings to 1865
Business and Technical Writing
Comparison & Contiguity in Romani
Diasporas (IS)
Eastern European Voices in American
Literature
Exposition
Introduction to Literature
Literature of the Jazz Age
The Native American Renaissance
Persuasion
World Literature

Salisbury University

American Women Writers of Color
African American Literature
Introduction to Literature

Texas A&M University

American Literature: 1865 to Present
Composition and Rhetoric
Introduction to Literature

Louisiana State University

Composition
African American Literature
Literature and Ethnicity

University of Tennessee

Business and Technical Writing
Composition
Introduction to Fiction
Introduction to Literature
Introduction to World Drama

Attachment 5.b.2: Resume for Co-Director

Curriculum Vitae

Michael P. Berberich

Instructor of English

Galveston College

Education:

M.A. August 1987, University of Nevada-Reno. English Literature.

1986 Graduate Study abroad, Cambridge University, credits via University of New Hampshire. Additional course work in English, University of Houston. 1993, 1995, 1998. Graduate credit in Philosophy, Sonoma State University. 1995.

B.A. May 1979, University of Notre Dame. Majors in American Studies and English Literature; began undergraduate coursework at Consumnes River College, Sacramento, CA, 1974-1975

Experience:

1988- Instructor of English and Humanities, Galveston College, 2015 Galveston, Texas
2015

Courses Taught:

English 1301 (College Composition I)

English 1302 (College Composition II)

English 2322 (Introduction to British Literature I: Early History to 1625)

English 2323 (Introduction to British Literature II: From Shakespeare to Present)

English 2326 (Masterpieces of American Literature) [as a one semester course]

English 2327 (American Literature I)

English 2328 (American Literature II)

English 2332 (World Literature I) [as hybridized face-to-face/online course]

English 2342 (Forms of Literature: Short Story/Novel)

English 2343 (Forms of Literature: Poetry/Drama)

English 2351 (Mexican American Literature)

English 2352 (Selected Topics in Literature: Baseball in America)

Humanities 1301 (Introduction to the Humanities I)

Humanities 1301 (Introduction to the Humanities I) [online. Note: I had the first online Intro to Humanities course in Texas]

Humanities 1302 (Introduction to the Humanities II)

Drama 2366 (Introduction to Motion Pictures I; hybrid created and co-taught with Dr. Victor Viser, former tenured faculty from Penn State University; currently with Texas A & M. Galveston)

Philosophy 1301 (Introduction to Philosophy) [exigency only, one course in 1993 and again in 1994 to keep Galveston College program active]

Grants Authored/or Contributing Editor

1989-93 Galveston College's NEH planning, humanities training, implementation, and public projects grants: faculty readings directed by national scholars in 1990, 1992, 1993; creation of Humanities course**I need to add title of these two grants, I think.

1994 Project Director, major NEH Public Programs grant "Baseball and the Meaning of America."

Committees and Organizations:

College: In-House Regular Committees, Ad Hoc Committees and Special Service

2012 Arranged African American History Month guest speaker, Dr. Laurence Hogan, Negro League historian, author of *Shades of Glory* (National Geographic Press) and producer of documentary film *Before You can Say Jackie Robinson*

2011 Spring Lecture Series (with Dr. Klaus Adam): "Sustainability and Energy Conservation on the Texas Gulf Coast." Speaker, Author/Architect David Wright "The Evolution of Passive Solar Energy"

2008- President's Blue Ribbon Panel (purpose: to re-envision Galveston College in the aftermath of 2009 long term loss of Galveston's tax-based revenue due to Hurricane Ike)

2007 Galveston College Presidential Search Committee; selected Dr. Myles Shelton

2004 Fall Lecture Series Chair: "Arts and Letters Texas Style" (keynote by Dr. William Ferris, immediate past chair of the National Endowment for the Humanities)

1989- Galveston College Humanities Council (Task Force 1988-89) 2005 Secretary 1988-91; Chair 1998-2000

2007- Faculty Council (Senate), President, 2nd term

College: Outside Committees and Service to Professional Organizations

2010-13 Executive Committee, Two-Year College English Association -Southwest (TYCA-Southwest), elected by membership

2010-12 Chair, Two-Year College English Association -Southwest Region (TYCA-Southwest)

Community Committees

Galveston Reads Community Advisory Committee; 1998-2015

Galveston County Museum, Community Advisory Committee 1992-2001.

Grant Participant:

1992-94 AACJC/Kellogg Beacon Grant; "Building an Academic Community" Galveston College's Representative in a collaborative effort between the University of Houston and nine Gulf Coast Consortium Community Colleges to improve course articulation/transferability.

1994 Reviewer of Texas Committee for the Humanities Grant to Texas A&M University at Galveston, "Texans Who Made a Difference."

Grant Consultant/Advisor:

2009-Lone Star College-Cyfair Library American Library Association (ALA) A series on Baseball in America 2010

2007-American Library Association, Baseball in America Public Projects Implementation Grant awarded 2008 by the National Endowment for the Humanities 2005-American Library Association, Baseball in America Public Projects Planning 2006 Grant: \$10,000 awarded by National Endowment for the Humanities for fall.

1999- \$250,000 in grants from public television and various humanities agencies to documentary film 2001 maker Steve Holmes for documentary of minor league baseball in America's small cities: *The New Ball Game*, released for national broadcast on public television stations in spring 2001.

Conferences:

Directed: 2011 Co-chairman (with Michael Gos of Lee College) and Local Arrangements Director, Two-Year College English Association, Southwest Region (TYCA-Southwest). Exploring New Worlds. League City (NASA area), TX Oct. 27-29. Keynote Speakers: Andrea Lunsford, Stanford University; and Kate Mangelsdorf and Evelyn Posey, University of Texas at El Paso. Attendance: 96

Directed: 2006 Co-chairman and Local Arrangements Director, Two-Year College English Association, Southwest Region (TYCA-Southwest). "Message in a Bottle-or Berry or Palm or Pod: Composition in the New Millennium." Galveston, TX Oct. 26-28. Keynote Speakers: Tom Jehn, Harvard University Researcher on Writing across the College. Attendance: 90

Directed: 2005 Co-chairman (with Michael Gos of Lee College) and Local Arrangements Director, Two-Year College English Association, Southwest Region (TYCA-Southwest). "No Student Is an Island" Galveston, TX Oct. 20-23. Keynote Speakers: Nancy Sommers, Director of the First-Year Program in Writing, Harvard; John Trimble, Distinguished Professor of Composition and English, University of Texas at Austin. Attendance: 164.

Presentations:

Professional/Academic:

"Teaching Students to Read Deeper across the Disciplines," with Janene Davison. University of Texas National Institute of Staff and Organizational Development (NISOD). University of Texas Graduate Program in Community College Leadership. May 2015.

"Getting Our Students to Read Deeper." Galveston College Fall 2014 General Assembly (morning session for whole college/afternoon for faculty development in preparation for SACS reaffirmation of accreditation visit) with Janene Davison "Deep Reading + Deep Teaching = Deep Learning." Galveston College Fall

"The Bridge Over the River Why: A Writing Sequence for Teaching First-Year Students Methodology and Metacognition." 2009 Two-Year College English Association-Southwest (TYCA-Southwest) Conference, Little Rock, AR

"Musical Galveston: Images of Galveston in Popular Music from 1930-Present." 2005 Phi Theta Kappa Texas Honors Institute, Galveston, TX

"From Whitman's Butterfly to Bush's Warriors: Using Online Historical Journals and Letters to Teach Writing, Editing, and Research." 2004 Two-Year College English Association-Southwest (TYCA-Southwest) Conference, Austin, TX

Publications:

The Series: Baseball and The Meaning of America, editor, NEH monograph, 1994.

[accepted] "Send Me a Letter; Sing Me a Song." Personal Essay. *Notre Dame Magazine*, forthcoming

"Maria Callas in Ecstasy"; "Any Major Dude (The Jazz Band)." Poems. *Aji Literary Journal*. New Mexico. 1.1. (Inaugural issue, Fall 2014).

http://www.ajimagazine.com/uploads/2/2/2/8/22289112/ajimagazine_fall2014_ISS_ue1.pdf

"What I'm Reading: 43 Fictions, Steve Katz." *Notre Dame Magazine* (an invited, featured blog on University of Notre Dame Home Page) 19 Aug. 2014. <http://magazine.nd.edu/news/49580-what-im-reading-43-fictions-steve-katz/>

"Ernie and Abe." (Invited featured blog) *S[r] blog of Superstition Review*, Arizona State University, 9 Mar. 2014.

"One Sentence." (nonfiction essay) *The Vocabula Review*, June 2012 (14:6) www.vocabula.com.

"My Stan Laurel Moment." (nonfiction essay) *Superstition Review*, Issue 3; Spring 2009.

"A Hitchhiker's Guide." (essay) *Notre Dame Magazine Online*. Spring 2001.

"At the Buzzer" (personal essay) *Creative Nonfiction*, Spring 1997, #8.

Script Editor/Consultant, *The New Ball Game*. A documentary film for public television by director Steve Holmes, 2001. Sponsored by Humanities Iowa.

Publishers Consulting/Text Reviews:

The Humanities through the Arts, 8e. Martin and Jacobus. McGraw-Hill,

Exploring the Humanities: Creativity and Culture in the West. Adam, Laurie Schneider. Prentice Hall. 2006.

Adventures in the Human Spirit, 4e . Bishop, Phillip E. Prentice Hall 2005.

The Arts from Now to Then. Dennis J. Sporre. Prentice Hall, 2004.

Living Heritage: An Introduction to the Humanities. Guth, Hans, and Gabrielle Rico. Prentice Hall. 2003.

The Arts--World Themes, 2e. Nagle, Geraldine. Brown and Benchmark, 1997.

Reality through the Arts, 2e. Sporre, Dennis. Prentice Hall, 1995.

Featured, Quoted, and Cited:

"When Is It Acceptable to Use the 'N-Word'?" *Galveston County Daily News* 19 February 2012, front page lead story by Christopher Smith Gonzales

Taylor, Heber. (local column) "Telling the Family Stories." *Galveston County Daily News*. 31 Dec. 2006.

Will, George F. (nationally syndicated newspaper column) "Gambling Carries Its Own Cost." *Washington Post*, week of February 7, 1993.

***Note:** External Scholars have agreed to participate for a full half day at Galveston College to include presentation, public discussion, and focused discussion with participating faculty; **approximately 2.5-3.0 hours.** The time stated in the speakers' commitment letters reflects an early draft of the proposal. Per the recommendations of NEH to plan more time for discussion with the External Scholars, the current Narrative reflects more time. All of the External Scholars require 2 days of travel to present and they intend to contribute substantially to the seminar series and related discussions.

Attachment 5.b.3: John T. Edge Biography

John T. Edge writes about the foodways of the South. He is a contributing editor at *Garden & Gun* and a columnist for the *Oxford American*. For three years he wrote the monthly United Taste column for the *New York Times*.

Edge holds an MA in Southern Studies from the University of Mississippi and an MFA in Creative Nonfiction from Goucher College.

He is Director of the **Southern Foodways Alliance**, and institute at the **Center for the Study of Southern Culture** at the University of Mississippi, where he documents, studies, and celebrates the diverse food cultures of the American South. The SFA has completed more than 900 oral histories and 50 films focusing in people like fried chicken cooks, row crop farmers, oystermen, and bartenders.

Publications include *The Larder* (2013), a collection of sixteen essays that argue that the study of food does not simply help us understand more about what we eat and the foodways we embrace. The methods and strategies within the book help scholars use food and foodways as lenses to examine human experience. The resulting conversations provoke a deeper understanding of our overlapping, historically situated, and evolving cultures and societies (<http://www.johntedge.com/books/>).

John T. Edge
Letter of Commitment



June 16, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: John T. Edge

Re: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

I write to express my intent to participate as the **invited keynote speaker** for the first seminar in the proposed "Coastal Culinary: Tasting Food Narratives" seminar series planned for **September 2017** at Galveston College.

I will open the seminar series as keynote and speak on the theme "The Humanities of Food." This will serve as an introduction to the seminar series focused on introducing food *studies* or *food pathways* in the teaching and learning of humanities.

Contingent upon funding, I will present a 30-40 minute seminar on this topic followed by a 20-30 minute question and answer period using specific examples from my work investigating how issues of race and ethnicity shape a place, its people, and its food.

I look forward to presenting for Galveston College and recommend this project for NEH funding.

Sincerely,
John T. Edge
John T. Edge
Director, Southern Foodways Alliance

SOUTHERN
FOODWAYS
ALLIANCE
CONSTITUTED BY THE
ATLANTIC COASTAL
CULTURAL HERITAGE
COMMISSION
1992
SOUTHERN FOODWAYS
ALLIANCE
1000 UNIVERSITY AVENUE
SUITE 100
ATLANTA, GA 30303
(404) 525-1000
WWW.SOUTHERNFOODWAYSALLIANCE.ORG

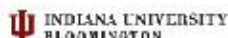


UNIVERSITY OF
MISSISSIPPI

Attachment 5.b.4: Vivian Halloran Biography

8/20/2015

Vivian Halloran | Department of Comparative Literature | Indiana University Bloomington



DEPARTMENT OF COMPARATIVE LITERATURE

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VIVIAN HALLORAN

Associate Professor of Comparative Literature

(812) 856-0500

Ballantine Hall 904

vhallora@indiana.edu

Education

PhD in Comparative Literature, UCLA, 2002

BA in Spanish and English, University of Colorado—Boulder,
1994

Interdisciplinary Connections

I am Associate Director of American Studies for 2009-2010 and since 2005, I have been a faculty fellow in the Program in Human Biology. Other programs or centers with which I am affiliated at IU include the Center for Latin American and Caribbean Studies, Latino Studies, Cultural Studies, African Studies and the Anthropology of Food concentration.

My Work

My research and teaching interests are profoundly interdisciplinary. I am interested in the interconnections between art, history and literature; autobiography, poetry and the novel; scientific discourse, medicine and popular literature.

My current research focuses on non-fiction literature about food. I am at work on a book-length manuscript about culinary memoirs written by immigrants to the United States and/or their descendants. In my food-themed classes, I explore the connections between literature that mentions food, the literary merits of food criticism and culinary memoirs, how scientific research and concerns about sustainability have produced a new type of food journalism with a social conscience, and the importance of food-entertainment in global popular culture.

Other areas of research I am currently working on include memory studies, the literature of mourning, and the role of history in African American and Latino/a children's literature.

Sample Publications

My book, *Exhibiting Slavery: The Caribbean Postmodern Novel as Museum* demonstrates one aspect of my interdisciplinary research methodology. It blends literary criticism and museum studies to argue that postmodern fiction and postmodern museum both deploy similar multi-media narrative strategies as they depict the history of transatlantic slavery.

"Race, Creole and National Identities in Rhys' *Wide Sargasso Sea* and Phillips' *Cambridge*." *Small Axe* 21



Vivian Halloran
Letter of Commitment



DEPARTMENT OF ENGLISH

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

June 16, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: Vivian Halloran, Ph.D.

RE: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

I am writing to express my intent to participate as an **External Scholar** for the third seminar as part of the proposed "Coastal Culinary: Tasting Food Narratives" seminar series. The third seminar is planned for **February 2018** at Galveston College.

I will speak on the theme "Diasporic Significance of Food." This will serve as an introduction to a discussion on how food influences inclusion, insulation, resistance, or acculturation of new cultural groups within or among existing ones.

Contingent upon funding, I will present a 30-40 minute seminar on this topic followed by a 20-30 minute question and answer period using specific examples from my work and the works of leading humanities scholars.

I look forward to presenting for Galveston College and contributing to this seminar series. I highly recommend NEH select Galveston College for this award.

Sincerely,

Vivian N. Halloran

Vivian Nun Halloran
Associate Professor, Departments of English and American Studies
Indiana University
Ballantine Hall, 521
1020 East Kirkwood
Bloomington, IN 47405
vhallora@indiana.edu Twitter: @HalloranVivian

Attachment 5.b.5: Lucy Long Biography

Lucy M. Long

August 2015

(b) (6)

(b) (6)

email: LucyL@Foodandculture.org or (b) (6)

CURRENT

Director, Center for Food and Culture, PO Box 486, Bowling Green, Ohio (www.foodandculture.org)
Research Associate, Institute for Study of Culture and Society, Bowling Green State University, Ohio.

EDUCATION

1995 Ph.D. Folklore and Folklife, University of Pennsylvania
1985 M.A. Ethnomusicology, University of Maryland
1979 B.A. in liberal arts/music, Davidson College, Davidson, N.C.

TEACHING EXPERIENCE (selected)

2012 Spring Boston University, Graduate Program in Gastronomy. Culinary Tourism (web-based)
1987-2014 Bowling Green State University, Bowling Green, Ohio. Positions as part-time Instructor or Adjunct Assistant Professor in Music; Popular Culture; International Studies; American Culture Studies; Tourism.

PUBLICATIONS—BOOKS and EDITED COLLECTIONS

A Global History of Honey (Edible Series), with Susan Eleuterio. Reaktion Books (2016)
Ethnic American Food Today: A Cultural Encyclopedia, Editor. Rowman & Littlefield (2015).
The Food and Folklore Reader. Editor. Bloomsbury (2015).
Regional American Food Culture. Greenwood Press (2009).
Culinary Tourism: Eating and Otherness. ed, Univ. Press of Kentucky Press. (2004)
Eating Across the Curriculum: Food as Resource and Tool for Teaching. Editor. (Journal Issue, *Digest* Vol.19/1999 (2005).

PUBLICATIONS—JURIED ARTICLES (selected)

"Response to 'Food Internet Communities.'" *Journal of Performance Studies*. 2012.
"Interpreting Food at the Smithsonian Folklife Festival." With Betty Belamus. *Legacy: Magazine of the National Association for Interpretation*, March/April 2011, 22-25.
Culinary Tourism and the Emergence of an Appalachian Cuisine: Exploring the "Foodscape" of Asheville, NC. *North Carolina Folklore Journal*. (2010)
"From Food to Foodways: Broadening Our Perception of Food" C.A.R.T.S. (Summer 2010)
"Designing Effective Food Demonstrations." *Proceedings of the International Interpretation Conference, National Association for Interpretation*, (April 2010)
"The Accidental Interpreter: Food and Refreshments at Heritage Sites." *Proceedings of the World Heritage Interpretation Conference, National Association for Interpretation*. (May 2009)
"Food and Identity in the Americas: Introduction" *Journal of American Folklore*. Vol.122/483(2009):3-10.
"Greenbean Casserole and Midwestern Identity: A Regional Foodways Aesthetic and Ethos," *Midwestern Folklore*. 2007.

"Nourishing the Academic Imagination: The Use of Food in Teaching Concepts of Culture," *Food and Foodways* 9/3-4 (2001): 235-262.

PUBLICATIONS—CHAPTERS IN BOOKS AND MONOGRAPHS (selected)

Meaning-Centered Research in Food Studies. *Research Methods for the Anthropological Study of Food and Nutrition*. Eds. John Brett and Janet Charzan. (forthcoming 2016)
Galicia: Food Pilgrimages, Bagpipes, and the Camino de Santiago. In *The Ethnomusicologists' Cookbook*, Vol. II, ed. Sean Williams. NY: Routledge, 2015.
Gastropolitics of Soda Bread in Northern Ireland. *Political Meals*. Ed. Regina Bendix. (2014)
"Tourism" and "Folklore" In *Guide to Food Studies*, ed. Jon Deutch. Berg Press., 2013.
"Folklore" and "Tourism." 2012. In *Routledge International Handbook to Food Studies*, ed., Ken Albala. Culinary Tourism." In *Handbook of the History of Food*, ed. Jeffrey Pilcher. Oxford University Press, 2012

PUBLICATIONS—ENCYCLOPEDIA ARTICLES

Holiday and Festival Foods. *Routledge History of American Foodways*, ed. Jennifer Wallach and Michael Wise. (forthcoming 2015)
Culinary Tourism; Holiday Foods; Marketing of Ethnic Foods; Food and Performance Art; Music and Food; Pellagra. In *Food Issues Encyclopedia*. Ed. Ken Albala. Sage. 2015.

Lucy Long
Letter of Commitment



June 15, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: Lucy Long, Ph.D.

RE: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series
at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

I am writing to express my intent to participate as an **External Scholar** for the fourth seminar as part of the proposed "Coastal Culinary: Tasting Food Narratives" seminar series (2017-2018). My presentation is planned for **March 2018** at Galveston College.

I will speak on the theme "Theorizing the Recipe Memoir." The presentation will serve as a framework to discuss the influence of recipe memoirs on creating *place* and the role recipe memoirs can serve to encourage activism, dissent, or solidarity.

Contingent upon funding, I will present a 30-40 minute seminar on this topic followed by a 20-30 minute question and answer period using specific examples from my work such as *Culinary Tourism* (2010).

I sincerely look forward to presenting for Galveston College and contributing to this seminar series. Their efforts to utilize dialogue with humanities scholars and creative writing focused on recipe memoirs in order to enhance teaching and learning of the humanities is commendable.

Sincerely,

Lucy M. Long, PhD
Director, Center for Food and Culture

(b) (6)

LucyL@foodandculture.org

(b) (6)

**Attachment 5.b.5: Dustin Knepp
Biography**

M. Dustin Knepp, Ph.D. formerly Director of Latin American and Latino Studies and Assistant Professor of Spanish, Department of World Languages, Literatures, and Cultures at University of Central Arkansas has accepted a tenured Associate Professor at California State University, Bakersfield effective Fall 2015.

Dustin will serve as Chair of the Department of Modern Languages and Literature and Interdisciplinary Studies (<http://www.csub.edu/modlang/>), where he will have responsibility over various programs, including Ethnic Studies (Latino, Latin Am., African Am., etc) and Women's, Gender, and Sexuality Studies, among others. Prof. Knepp received his doctoral degree from the University at Albany with a concentration in Latin American, Caribbean, and U.S. Latino Studies (LACS).

Commitment

Dr. Knepp has verbally confirmed with Director Shane Wallace his commitment to participate as an External Scholar for the proposed seminar series. His letter of commitment is forthcoming.

Attachment 5.b.6: Vivian Cadbury Biography

i. Biography

Vivian Cadbury is Associate Professor of Writing and Communications at the Culinary Institute of America in New York. Her expertise is using recipes to create narratives. She has extensive experience with this transformation with her own students. In addition, she works with faculty through professional development to teach the process of *Culinary Writing*. She authored the text, *A Taste for Writing: Composition for Culinarians* which will be used as a primary reference book during Year 1's group study.

Education:

MA, BA with honors and highest distinction in English, University of Illinois at Chicago.
Graduate research, University of Oxford, Oxford, U.K.

Professional Background:

Adjunct Instructor, Ulster County Community College, Stone Ridge, NY; Dutchess Community College, Poughkeepsie, NY. Tutor for students at Oakwood School, Poughkeepsie. Educational Writer, Queue, Inc., Bridgeport, CT. English Teacher, The Doane Stuart School, Albany, NY. English Teacher (Permanent Substitute), Hyde Park, NY and Millbrook, NY school districts. Teaching Assistant, University of Illinois at Chicago.

Awards:

People's Choice Award-Best Poster, A Taste for Writing, Food Service Educators Network International, 2008.

Author:

A Taste for Writing: Composition for Culinarians.

Member:

National Council of Teachers of English. Conference on College Composition and Communication. National Association for Developmental Education.

Vivian Cadbury

Letter of Commitment

The Culinary Institute of America
1946 Campus Drive
Hyde Park, NY 12538-1499
Tel: 845-432-9600
www.ciachef.edu



June 15, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: Vivian C. Cadbury

RE: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series
at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

Thank you for the invitation. I am delighted to accept your offer to participate in the NEH sponsored project, conditional on funding. I am writing to express my intent to participate as an **External Scholar** for the sixth seminar as part of the proposed "Coastal Culinary: Tasting Food Narratives" seminar series (2017-2018). My presentation is planned for **May 2018** at Galveston College.

I will facilitate a workshop on the topic "A Taste for Writing: Integrating Food Narratives into the Humanities." The workshop will serve as applied practice to help faculty and instructors understand how food narratives encourage building identity, skills, understanding, inclusion, reflection, and community in humanities courses.

I sincerely look forward to presenting for Galveston College and contributing to this exciting project.

Sincerely,

Vivian C. Cadbury, Associate Professor
The Culinary Institute of America
1946 Campus Drive
Hyde Park, NY 12538

Tel: (b) (6)
Email: v_cadbur@culinary.edu

Attachment 5.c.1: Institution's Commitment

President's Letter



Galveston College

Office of the President

June 22, 2016

To: Dr. Richard W. Pettit
NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

Re: Institutional Commitment for the "Coastal Culinary: Tasting Food Narratives" project
proposed for Galveston College under the Humanities Initiatives for Hispanic-Serving
Institutions

Dear Dr. Pettit:

The faculty and staff of Galveston College, especially those within the Division of Arts and Humanities, are fully engaged and enthusiastic about the possibility of collaborating with NEH to bring this project and seminar series to fruition.

Recognizing success of the project requires an investment and commitment by the institution beyond the support and resources provided by NEH, **Galveston College** will commit the following to optimize success of the proposed project: (a) physical meeting space at Galveston College to host meetings related to the project, public seminars, and workshops; (b) permissions for the Galveston College faculty and staff to commit necessary time and effort to the project; (c) assistance from the Office of Institutional Effectiveness and Research to assist with data collection and project evaluation; (d) assistance from the Office of Development to help with project design, evaluation, and engaging partners (e.g., collaborating institutions, external scholars); (e) assistance from the Public Relations Office to build cooperative relationships and to market the public seminars; (f) assistance from the Information Technology (IT) Division and Digital Communications to set up audio/visual equipment for the public seminars, provide the project director with the technical support to create and maintain the project website, host the website, and maintain the system needed to keep online resources available; and (g) acknowledge NEH's generous support for Galveston College and the Arts and Humanities Division through publications, public relations, press, or marketing associated with the Humanities Initiative project.

We are excited about the opportunity to work with NEH once again and look forward to our role as lead institution on the project.

Sincerely,

W. Myles Shelton, Ed.D.
President

Attachment 5.c.2: Participants' Commitments

Ten (10) out of the twelve faculty participant spots have been filled by faculty in the Galveston area. The remaining two, plus any currently committed lost to attrition, will be recruited prior to the start of fall 2017.

Below is a table listing the Faculty Participants and their institutions. Five institutions and seven humanities-focused teaching areas are represented. Following is a **letter of commitment from each**, including a commitment letter from the project Co-Director.

Faculty Participant	Institution	Primary Content Area
Erma Phillips	Galveston College	Reading and English
Michael Berberich	Galveston College (Co-Director)	Humanities
Paul Mendoza	Galveston College	Nutrition and Culinary
Larry Blomstedt	Galveston College	History
Carol Bunch Davis	Texas A&M University Galveston	Liberal Studies
Stephen Curley	Texas A&M University Galveston	English
Thema Jones	Galveston ISD	Reading
Phillip Presswood	Galveston College	Reading
Debora King	Lee College	English and Humanities
Janene Davison	Galveston College	Speech Communication
John Gorman	University of Houston Clear Lake	Literature



Expression of Willingness to Participate

I am interested in this project because it will strengthen my teaching skills as an educator instructing adult learners in pre-college level studies. In addition, through the inclusion of food reference, I am privileged to heighten my scholarly information through potential dissemination of the diasporic significance of food in reference to African American dishes first prepared by those involuntarily dispersed during the trans-Atlantic slave trade. As those slaves assimilated to the harshness of their new homeland, creating a new homogeneous group of people void of their native language and cultural institution; a variation in foods and the preparation of foods that were considered palatable only for lowly animals became what is known today as soul food.

I am privileged to express my personal identity through how this type of food has allowed me, and many others of my ethnic background, to explore and express personal identity, social interrelations with varying cultures, ethical principles, while spreading cultural knowledge through food. Yes, through food narratives one is able to provide an enhanced understanding of the human communication environment, inform family, friends and society of how important foods served at gatherings are to pleasing and increasing participation and motivation through recipes of family and friends passed down for generations.

Erma M. Phillips
Erma M. Phillips

Assistant Professor of Reading/English

Galveston College

4015 Avenue Q 77550



June 3, 2016

Sandra Metoyer, Ph.D.
Office of Development and Galveston College Foundation
Galveston College

Dear Dr. Metoyer:

This letter is to confirm that I would greatly look forward to co-directing with Dr. Shane Wallace for Galveston College "Coastal Culinary: Tasting Food Narratives," a grant proposed to the National Endowment for the Humanities. I am excited about exploring our local cultural mosaic through personal narratives informed by family recipes. Perhaps most exciting is the alignment of faculty from Galveston College, Texas A & M University at Galveston, the University of Texas Medical Branch (UTMB) at Galveston, as well as humanities faculty from Galveston's Ball High School and from Lee Community College, nearby on the mainland. We are truly an "e pluribus unum" group of scholars anxious to examine a common topic together.

Early in my career at Galveston College I was intimately involved with two grants designed to "reinvigorate the study of the humanities at the undergraduate level" and later was the project director for a public programs grant, "Baseball and the Meaning of America," which ran concurrently with the Ken Burns PBS/NEH sponsored documentary film "Baseball." These projects are among the accomplishments I am most proud of in my academic career, all the more so given that back then there were no special grants for community colleges back then and we competed for these grants alongside four-year institutions.

Students in southeast Texas are often first generation students for whom higher education, especially to their whole extended families, is an alien culture. This project takes food culture, family narrative, and recipes to reveal how the intersection of these elements of culture contain intellectual content that might help us understand the worlds our students come from and help students themselves see ways their cultures of origin might add to this great American quilt. By helping faculty and students learn the kinds of inquiry and research that occur in this area of humanistic inquiry, we might then be able to integrate this new content into research and instruction in ways that will highlight intellectual possibilities that colleges use to advance human understanding. We start with something most everyone knows (recipes and narrative) and from that starting point each participants will by the second year pursue their own focus of inquiry. That experience of creating new knowledge will prepare faculty to help students follow a similar bridge into the world of higher education via this exposure to the humanities. The project will culminate with a final recipes and narrative festival wherein faculty participants and select students and writers will present poster board and digital works to a public audience.

Sincerely,

Michael P. Barberich, Instructor of English

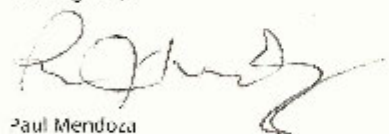


May 19, 2016

Greetings,

I wholly support the proposed NLH grant for Galveston College and look forward to participating. As a culinary arts instructor, I have a tradition of assigning new students to write about their earliest food memory. The responses are always fascinating to read, but also provide me with some background notes on each student. Another value of the assignment and the dialogue that follows is that students get to know something about other cultures. The NFH grant will provide new depth of knowledge in a field I love from working scholars that I otherwise would not be able to meet. The scholar's expertise will certainly inspire new assignments that will provide my students the opportunity to enrich their experience and maybe even inspire some of our budding culinary writers. I am happy that we have reactivated the AAS degree in Culinary Arts, and we encourage our students to pursue bachelor and higher degrees when they leave. Some of these paths are already in place through articulation agreements with the Conrad Hilton School of Hotel and Restaurant Management (University of Houston) and Texas Women's University.

Kind regards,



Paul Mendoza
Director, Culinary Arts Academy
Galveston College
409 944 1301



June 6, 2016

National Endowment for the Humanities
c/o Mr. Michael Berberich, Professor of English
Galveston College
4015 Avenue Q
Galveston, TX 77550

Subject: NEH Food Culture Grant

To Whom It May Concern:

Please consider this letter as notification that I am interested in Galveston College's application for the grant above, under title of "Coastal Culinary: Tasting Food Narratives." As a historian and history professor, I am keenly aware that issues related to food have had an enormous impact on the past. For instance, desire for Asian spices had a lot to do with early European initiatives to explore other continents, discover new trade routes, and improve relationships with other countries. Therefore, I am very interested in using this NEH grant to improve my ability to connect students with learning about history.

Sincerely,

Larry Blomstedt, Ph.D.
Associate Professor of History
Galveston College

DEPARTMENT OF SOCIAL SCIENCES

TEXAS A&M UNIVERSITY
AT GALVESTON



May 18, 2016

Dear Professors Herberich and Wallace:

Thank you for the invitation to participate in your proposed National Endowment for the Humanities Initiative at Galveston College for Fall 2017 and Spring 2018. I am happy to take part in the project as faculty at a collaborating institution and I look forward to working with the project's humanities cohort.

Sincerely,

A handwritten signature in black ink, appearing to read "Carol Bunch Davis". The signature is fluid and cursive, with a long horizontal line extending to the right.

Carol Bunch Davis
Associate Professor
Texas A & M University at Galveston

One North University Building 2112
P.O. Box 10000, Galveston
Texas 77550-1000
Galveston, Texas 77550-1000
Tel: 409/661-4400 ext. 1041, 1078
www.galveston.tamu.edu

Department of Liberal Studies
P.O. Box 1075 Galveston, Texas 77553
(409) 440-2456 fax (409) 440-1962



June 6, 2016

Michael Berberich
Instructor of English
Galveston College
4015 Avenue Q
Galveston TX 77550

Letter of Support for Grant Proposal on Food Culture

I am willing to participate in the proposed program, hosted by Galveston College, to study the Southeast Texas cultural mosaic of food culture through personal narratives.

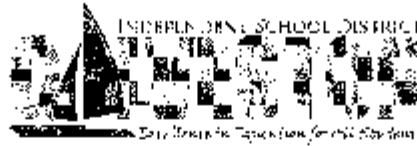
The subject of food culture fits in with my professional interest in popular culture. I am an area chair in the national convention of the Popular Culture Association and the American Culture Association. And I am a referee for the *Journal of American Culture*.

I look forward to participating in this multi-disciplinary project.

Sincerely,

A handwritten signature in black ink that reads "Stephen Curcio".

Stephen Curcio, Ph.D.
Regents Professor of English



June 8, 2016

I look forward to the collaboration between high schools and Galveston College to increase multi-genre writing. Participating in the National Endowment of Humanities grant will help teachers implement new techniques to for student success.

Sincerely,

Thema Jones
Master Reading Teacher
Reading Specialist
English
Ball High School

P.O Box 660
Galveston, Texas
77558
(409) 660-1100



Phillip Presswood
Galveston College
4015 Avenue Q
Galveston, TX 77550
August 24, 2015

June 9, 2016

Re: Humanities Grant Project

Dear Michael,

I am very interested in participating in the Humanities grant project focusing on narratives of food. I believe my background and experience lend itself very appropriately to the goals of the project. I also think it would benefit students in a unique way to look at writing from such a non-traditional angle.

Let me know if you need additional information.

Thank you,

Phillip Presswood, M.A.
Assistant Professor of English



Debora King

(b) (6)

June 7, 2016

TO: Michael Berberich
Galveston College

(b) (6)

dking@lee.edu

RE: NEH Proposal

Dear Michael:

I read with interest your proposal to use food narratives as a means of connecting students to their studies in college. Too often, students fail to see the relevance of their background experiences or knowledge as something to use as a foundation for building new knowledge. For the last two years, I have used New York Times Reporter Michael Moss's book Salt Sugar Fat as a means of guiding my English 1301 students at Lee College through the critical thinking necessary for both understanding and responding to written texts and other media. I would be happy to share my experiences and contribute what I can toward your research by participating with Galveston College and others in the NEH proposal.

I look forward to hearing from you!!

Debora King, M.S., M.Ed.

P.O. Box 818 • Baytown, Texas 77522-0818 • 281-427-5611

Lee College does not discriminate on the basis of gender, disability, race, color, age, religion, national origin or sexual status.



June 20, 2016

Dr. Shane Wallace
Associate Professor of English
Galveston College
4015 Avenue Q
Galveston, Texas 77550

Dear Dr. Wallace,

I look forward to participating in Galveston College's "Coastal Culinary: Tasting Food Narrative" project. I believe that this endeavor will broaden student perspectives while engaging them in activities that will improve their writing and communication skills.

Galveston and our region is a steam pot full of interesting traditions just waiting to be further explored by the next generation. As an example, back in April you drew my attention to a Southern Foodways Alliance article titled, "Pirates, Prostitutes, and the Search for a Respectable Oyster Saloon in the Lone Star State." The article explored the unsavory connections oysters once had to houses of ill repute in Galveston's red light district, and looked at *Galveston Daily News* advertisements in the 1870s seeking to make public oyster eating respectable again. This article kicked off an oyster fascination for me personally, that has led to further reading on oysters, plans to attend the Southern Foodways Alliance conference later this week, and a future graduate school project examining the effects of flooding and drought on the Gulf's oyster production. So for me, one little tidbit of knowledge opened up a whole new world of information about my region's food culture.

I plan to incorporate culinary traditions into my classroom with a project asking students to do a personal interview with someone in their community. This interview will serve as an introduction to research skills, and will ultimately be developed into a speech which students will deliver to their classmates, with select presentations being delivered to a larger college audience. This project will make research personal and accessible by exploring the familiar, and exposing students to the diverse food cultures of their classmates and our region.

In conclusion, almost everyone loves food. Through the lens of our region's culinary traditions the "Coastal Culinary: Tasting Food Narrative" project will enable us to engage students in exploring our region, while further developing their writing and communication skills.

L. Janene Davison
Galveston College
Coordinator & Assistant Professor, Speech Communication
Director, Quality Enhancement Plan



University
of Houston
Clear Lake

June 12, 2015

Professor Michael Berberich
Department of English
Galveston College

Dear Professor Berberich:

I have seen a draft of the Humanities program you and Prof. Wallace are proposing. I very much admire its conceptual reach and its grounding in family and food—simple elements with which nearly everyone is affectionately familiar. I am certain that the people who share my longstanding involvement in Galveston Reads, Clear Lake Learning Institute, and the Island's Poets Roundtable will see the values and reach in creative ways in response.

My wife and I were drawn to Galveston by its architecture, its history, and its neighborhood structure. Since we moved here in 1980, the cultural liveliness of the community has been sustaining for us and for our children. I helped organize the Poets Roundtable as a monthly working group a few years later and soon began staging the semi-annual public readings that have marked Mardi Gras and the end of the summer heat and hurricane season. I can easily envision a food and identity-themed reading as part of the activities you project. Both Galveston Reads, with its one city / one book format, and CLLI, with its wide range of course offerings, have stayed strong for well over a decade. I hope to offer any support and assistance you and Shane Wallace see fit. I'm certain your work will prove, as in the parable, seed that falls on fertile ground.

Sincerely,

A handwritten signature in blue ink, reading "John Gorman".

John Gorman (Ph.D.)
Professor Emeritus of Literature
UH-Clear Lake

PCENT
Your Phone

FOX
Your Fax

WEB
Your Email

Attachment 5.d: Institutional History

Founded in 1967, Galveston College (GC) holds true to its vision statement, “*a beacon of light guiding life-long learning.*” Through very trying times, this **Hispanic-Serving and Majority Minority Institution** has remained committed to a mission of “*creating accessible learning opportunities to fulfill individual and community needs by providing high-quality educational programs and services.*”

Galveston College is a small two-year community college that offers three basic types of educational programs: 1) the university parallel program; 2) a vocational/technical program; and 3) an adult/continuing education program. Galveston College provides recognized and valued degree and certificate programs that improve social capital and potential for gainful employment.

Enrollment numbers fluctuate fall to fall, but fall enrollment averages 2,145. **Table 3** displays historical fall enrollment.

Table 3: Historical Enrollment by number of students

Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	5-year average
2,048	2,130	2,193	2,214	2,138	2,145

Galveston College serves a high percentage of First Generation College and low-income students. **Table 4** lists student enrollment by these categories.

Table 4: Student categories by First Generation College and Low-Income

Category	Fall 2014 (n)	Percent
Total Enrollment	2,097	100
Low-Income	393	18.7
First Generation College	614	29.3
Low-Income & First Generation College	251	12.0

Source: Office of Institutional Research and Effectiveness and Office of Financial Aid

Other key institutional data, relevant to the proposed project, is listed in **Table 5**.

Table 5: Institutional Data

Number of full-time Faculty	Full-time Faculty with a PhD	Full-time Faculty with a Master's Degree	Full-time Faculty teaching a Humanities course	Number of Departments (Divisions at GC)
55 (100%)	12 (22%)	32 (58%)	10 (18%)	7

Source: Office of Institutional Research and Effectiveness 2014 Factbook

Attachment 5.e.: Prior Relevant NEH Project

This is **not applicable**. Galveston College has had one prior NEH project but it is unrelated to the currently proposed Humanities Initiative project.

Attachment 5.f: Title V Eligibility Certification



U.S. Department of Education
Office of Postsecondary Education

OPEID: 00497200

Galveston College

Galveston, TX

FY: 2016

Submit Date: 12/23/2015

Print Date: 02/15/2016

We are pleased to inform you that your recent request for Designation as an Eligible Institution under Title III and Title V programs of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA) is approved. Subject to the specific program requirements, your institution may apply for a new grant under any of the Title III and Title V programs.

As a result of receiving this designation, your institution is also eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS), the Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the TRIO Student Support Services Program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language Program authorized by Title VI of the HEA.* The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2016. The offices within the Department that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

*NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

If you have questions concerning this designation, please contact Christopher Smith at Christopher.Smith@ed.gov or (202) 502-7012 or Jeffrey Hartman at Jeffrey.Hartman@ed.gov or (202) 502-7607. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at CBFOB@ed.gov or (877) 801-7168.

Sincerely,

A handwritten signature in black ink, reading "Leonard L. Haynes" followed by a stylized flourish.

Leonard L. Haynes, Ph.D
Senior Director
Institutional Service

Attachment 6: Commitment Letters Un-numbered

Due to the very poor visual quality of the commitment letters that had to be pasted in using “insert object” in Attachment 5, the letters are attached a second time for clarity of the print and signatures.

The pages are not numbered but the letters are in the same order as they appear in the numbered Attachment 5 and as listed below:

- John T. Edge commitment letter*
- Vivian Halloran commitment letter*
- Lucy Long commitment letter*
- Vivian Cadbury commitment letter*
- Institutional commitment letter – Myles Shelton, President
- Participant commitment letters
 - Erma Phillips
 - Michael Berberich
 - Paul Mendoza
 - Larry Blomstedt
 - Carol Bunch Davis
 - Stephen Curley
 - Thema Jones
 - Phillip Presswood
 - Debora King
 - Janen Davison
 - John Gorman

***Note:** External Scholars have agreed to participate for a full half day at Galveston College to include presentation, public discussion, and focused discussion with participating faculty; **approximately 2.5-3.0 hours**. The time stated in the speakers’ commitment letters reflects an early draft of the proposal. Per the recommendations of NEH to plan more time for discussion with the External Scholars, the current Narrative reflects more time. All of the External Scholars require 2 days of travel to present and they intend to contribute substantially to the seminar series and related discussions.



June 16, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities



From: John T. Edge

Re: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series at Galveston College



Dear Dr. Wallace, NEH, and Proposal Reviewers:



I write to express my intent to participate as the **invited keynote speaker** for the first seminar in the proposed “Coastal Culinary: Tasting Food Narratives” seminar series planned for **September 2017** at Galveston College.



I will open the seminar series as keynote and speak on the theme “The Humanities of Food.” This will serve as an introduction to the seminar series focused on introducing food *studies* or *food pathways* in the teaching and learning of humanities.



Contingent upon funding, I will present a 30-40 minute seminar on this topic followed by a 20-30 minute question and answer period using specific examples from my work investigating how issues of race and ethnicity shape a place, its people, and its food.

I look forward to presenting for Galveston College and recommend this project for NEH funding.

Sincerely,

John T Edge

John T Edge

Director, Southern Foodways Alliance

SOUTHERN
FOODWAYS
ALLIANCE

CENTER FOR THE STUDY
OF SOUTHERN CULTURE
BARNARD OBSERVATORY
UNIVERSITY MS 38677

662.915.5993

SFAMAIL@OLEMISS.EDU

SOUTHERNFOODWAYS.COM



UNIVERSITY OF
MISSISSIPPI



DEPARTMENT OF ENGLISH

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

June 16, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: Vivian Halloran, Ph.D.

RE: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

I am writing to express my intent to participate as an **External Scholar** for the third seminar as part of the proposed "Coastal Culinary: Tasting Food Narratives" seminar series. The third seminar is planned for **February 2018** at Galveston College.

I will speak on the theme "Diasporic Significance of Food." This will serve as an introduction to a discussion on how food influences inclusion, insulation, resistance, or acculturation of new cultural groups within or among existing ones.

Contingent upon funding, I will present a 30-40 minute seminar on this topic followed by a 20-30 minute question and answer period using specific examples from my work and the works of leading humanities scholars.

I look forward to presenting for Galveston College and contributing to this seminar series. I highly recommend NEH select Galveston College for this award.

Sincerely,

Vivian Nun Halloran
Associate Professor, Departments of English and American Studies
Indiana University
Ballantine Hall, 521
1020 East Kirkwood
Bloomington, IN 47405
vhallora@indiana.edu Twitter: @HalloranVivian



June 15, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: Lucy Long, Ph.D.

RE: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series
at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

I am writing to express my intent to participate as an **External Scholar** for the fourth seminar as part of the proposed "Coastal Culinary: Tasting Food Narratives" seminar series (2017-2018). My presentation is planned for **March 2018** at Galveston College.

I will speak on the theme "Theorizing the Recipe Memoir." The presentation will serve as a framework to discuss the influence of recipe memoirs on creating *place* and the role recipe memoirs can serve to encourage activism, dissent, or solidarity.

Contingent upon funding, I will present a 30-40 minute seminar on this topic followed by a 20-30 minute question and answer period using specific examples from my work such as *Culinary Tourism* (2010).

I sincerely look forward to presenting for Galveston College and contributing to this seminar series. Their efforts to utilize dialogue with humanities scholars and creative writing focused on recipe memoirs in order to enhance teaching and learning of the humanities is commendable.

Sincerely,

A handwritten signature in cursive script that reads "Lucy M. Long".

Lucy M. Long, PhD
Director, Center for Food and Culture

(b) (6)

LucyL@foodandculture.org

(b) (6)



THE WORLD'S PREMIER
CULINARY COLLEGE

June 15, 2016

To: NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

From: Vivian C. Cadbury

RE: Commitment to present as an **External Scholar** for the NEH Humanities Seminar Series
at Galveston College

Dear Dr. Wallace, NEH, and Proposal Reviewers:

Thank you for the invitation. I am delighted to accept your offer to participate in the NEH sponsored project, conditional on funding. I am writing to express my intent to participate as an **External Scholar** for the sixth seminar as part of the proposed "Coastal Culinary: Tasting Food Narratives" seminar series (2017-2018). My presentation is planned for **May 2018** at Galveston College.

I will facilitate a workshop on the topic "A Taste for Writing: Integrating Food Narratives into the Humanities." The workshop will serve as applied practice to help faculty and instructors understand how food narratives encourage building identity, skills, understanding, inclusion, reflection, and community in humanities courses.

I sincerely look forward to presenting for Galveston College and contributing to this exciting project.

Sincerely,

Vivian C. Cadbury, Associate Professor
The Culinary Institute of America
1946 Campus Drive
Hyde Park, NY 12538

Tel: (b) (6)
Email: v_cadbur@culinary.edu

June 22, 2016

To: Dr. Richard W. Pettit
NEH Humanities Initiatives
Division of Education Programs
National Endowment for the Humanities

Re: Institutional Commitment for the "Coastal Culinary: Tasting Food Narratives" project
proposed for Galveston College under the Humanities Initiatives for Hispanic-Serving
Institutions

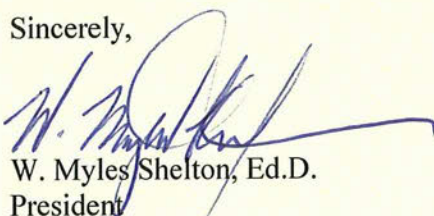
Dear Dr. Pettit:

The faculty and staff of Galveston College, especially those within the Division of Arts and Humanities, are fully engaged and enthusiastic about the possibility of collaborating with NEH to bring this project and seminar series to fruition.

Recognizing success of the project requires an investment and commitment by the institution beyond the support and resources provided by NEH, **Galveston College** will commit the following to optimize success of the proposed project: (a) physical meeting space at Galveston College to host meetings related to the project, public seminars, and workshops; (b) permissions for the Galveston College faculty and staff to commit necessary time and effort to the project; (c) assistance from the Office of Institutional Effectiveness and Research to assist with data collection and project evaluation; (d) assistance from the Office of Development to help with project design, evaluation, and engaging partners (e.g., collaborating institutions, external scholars); (e) assistance from the Public Relations Office to build cooperative relationships and to market the public seminars; (f) assistance from the Information Technology (IT) Division and Digital Communications to set up audio/visual equipment for the public seminars, provide the project director with the technical support to create and maintain the project website, host the website, and maintain the system needed to keep online resources available; and (g) acknowledge NEH's generous support for Galveston College and the Arts and Humanities Division through publications, public relations, press, or marketing associated with the Humanities Initiative project.

We are excited about the opportunity to work with NEH once again and look forward to our role as lead institution on the project.

Sincerely,




W. Myles Shelton, Ed.D.
President

Expression of Willingness to Participate

I am interested in this project because it will strengthen my teaching skills as an educator instructing adult learners in pre-college level studies. In addition, through the inclusion of food reference, I am privileged to heighten my scholarly information through potential dissemination of the diasporic significance of food in reference to African American dishes first prepared by those involuntarily dispersed during the trans-Atlantic slave trade. As those slaves assimilated to the harshness of their new homeland, creating a new homogeneous group of people void of their native language and cultural institution; a variation in foods and the preparation of foods that were considered palatable only for lowly animals became what is known today as soul food.

I am privileged to express my personal identity through how this type of food has allowed me, and many others of my ethnic background, to explore and express personal identity, social interrelations with varying cultures, ethical principles, while spreading cultural knowledge through food. Yes, through food narratives one is able to provide an enhanced understanding of the human communication environment, inform family, friends and society of how important foods served at gatherings are to pleasing and increasing participation and motivation through recipes of family and friends passed down for generations.


Erma M. Phillips

Assistant Professor of Reading/English

Galveston College

4015 Avenue Q 77550



June 3, 2016

Sandra Metoyer, Ph.D.
Office of Development and Galveston College Foundation
Galveston College

Dear Dr. Metoyer:

This letter is to confirm that I would greatly look forward to co-directing with Dr. Shane Wallace for Galveston College "Coastal Culinary: Tasting Food Narratives," a grant proposed to the National Endowment for the Humanities. I am excited about exploring our local cultural mosaic through personal narratives informed by family recipes. Perhaps most exciting is the alignment of faculty from Galveston College, Texas A & M University at Galveston, the University of Texas Medical Branch (UTMB) at Galveston, as well as humanities faculty from Galveston's Ball High School and from Lee Community College, nearby on the mainland. We are truly an "e pluribus unum" group of scholars anxious to examine a common topic together.

Early in my career at Galveston College I was intimately involved with two grants designed to "reinvigorate the study of the humanities at the undergraduate level" and later was the project director for a public programs grant, "Baseball and the Meaning of America," which ran concurrently with the Ken Burns PBS/NEH sponsored documentary film "Baseball." These projects are among the accomplishments I am most proud of in my academic career, all the more so given that back then there were no special grants for community colleges back then and we competed for these grants alongside four-year institutions.

Students in southeast Texas are often first generation students for whom higher education, especially to their whole extended families, is an alien culture. This project takes food culture, family narrative, and recipes to reveal how the intersection of these elements of culture contain intellectual content that might help us understand the worlds our students come from and help students themselves see ways their cultures of origin might add to this great American quilt. By helping faculty and students learn the kinds of inquiry and research that occur in this area of humanistic inquiry, we might then be able to integrate this new content into research and instruction in ways that will highlight intellectual possibilities that colleges use to advance human understanding. We start with something most everyone knows (recipes and narrative) and from that starting point each participants will by the second year pursue their own focus of inquiry. That experience of creating new knowledge will prepare faculty to help students follow a similar bridge into the world of higher education via this exposure to the humanities. The project will culminate with a final recipes and narrative festival wherein faculty participants and select students and writers will present poster board and digital works to a public audience.

Sincerely,

Michael P. Berberich, Instructor of English



May 19, 2016

Greetings,

I wholly support the proposed NEH grant for Galveston College and look forward to participating. As a culinary arts instructor, I have a tradition of assigning new students to write about their earliest food memory. The responses are always fascinating to read, but also provide me with some background notes on each student. Another value of the assignment and the dialogue that follows is that students get to know something about other cultures. The NEH grant will provide new depth of knowledge in a field I love from working scholars that I otherwise would not be able to meet. The scholar's expertise will certainly inspire new assignments that will provide my students the opportunity to enrich their experience and maybe even inspire some of our budding culinary writers. I am happy that we have reactivated the AAS degree in Culinary Arts, and we encourage our students to pursue bachelor and higher degrees when they leave. Some of these paths are already in place through articulation agreements with the Conrad Hilton School of Hotel and Restaurant Management (University of Houston) and Texas Women's University.

Kind regards,

Paul Mendoza
Director, Culinary Arts Academy
Galveston College
409 944 1304



June 6, 2016

National Endowment for the Humanities
c/o Mr. Michael Berberich, Professor of English
Galveston College
4015 Avenue Q
Galveston, TX 77550

Subject: NEH Food Culture Grant

To Whom It May Concern:

Please consider this letter as notification that I am interested in Galveston College's application for the grant above, under title of "Coastal Culinary: Tasting Food Narratives." As a historian and history professor, I am keenly aware that issues related to food have had an enormous impact on the past. For instance, desire for Asian spices had a lot to do with early European initiatives to explore other continents, discover new trade routes, and improve relationships with other countries. Therefore, I am very interested in using this NEH grant to improve my ability to connect students with learning about history.

Sincerely,

Larry Blomstedt, Ph.D.
Associate Professor of History
Galveston College

DEPARTMENT OF LIBERAL STUDIES



Carol Bunch Davis
Associate Professor

May 18, 2016

Dear Professors Berberich and Wallace:

Thank you for the invitation to participate in your proposed National Endowment for the Humanities Initiative at Galveston College for Fall 2017 and Spring 2018. I am happy to take part in the project as faculty at a collaborating institution and I look forward to working with the project's humanities cohort.

Sincerely,

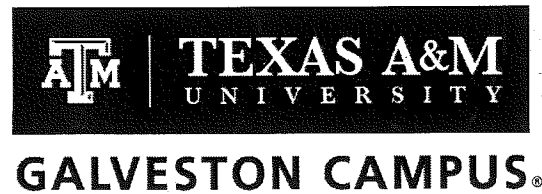
A handwritten signature in black ink, appearing to read 'Carol Bunch Davis', with a long horizontal flourish extending to the right.

Carol Bunch Davis
Associate Professor
Texas A & M University at Galveston

Classroom Laboratory Building /207 C
200 Seawolf Parkway
P.O. Box 1675
Galveston, Texas 77553-1675

Tel. 409.740.4425 Fax 409.740.4962
davis@c@tamug.edu

Department of Liberal Studies
P.O. Box 1675, Galveston, Texas 77553
(409)740-4498 fax (409)740-4962



June 6, 2016

Michael Berberich
Instructor of English
Galveston College
4015 Avenue Q
Galveston TX 77550

Letter of Support for Grant Proposal on Food Culture

I am willing to participate in the proposed program, hosted by Galveston College, to study the Southeast Texas cultural mosaic of food culture through personal narratives.

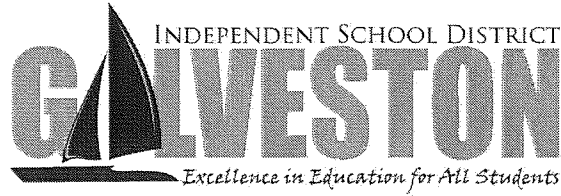
The subject of food culture fits in with my professional interest in popular culture. I am an area chair in the national convention of the Popular Culture Association and the American Culture Association. And I am a referee for the *Journal of American Culture*.

I look forward to participating in this multi-disciplinary project.

Sincerely,

A handwritten signature in cursive script that reads 'Stephen Curley'.

Stephen Curley, Ph.D.
Regents Professor of English



June 6, 2016

I look forward to the collaboration between high schools and Galveston College to increase multi-genre writing. Participating in the National Endowment of Humanities grant will help teachers implement new techniques to for student success.

Sincerely,

Thema Jones
Master Reading Teacher
Reading Specialist
English
Ball High School

P.O Box 660
Galveston, Texas
77553
(409)766-5100

Phillip Presswood
Galveston College
4015 Avenue Q
Galveston, TX 77550
August 24, 2015

June 9, 2016

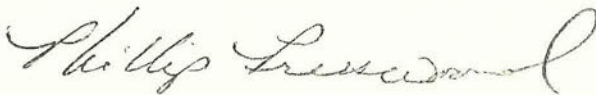
Re: Humanities Grant Project

Dear Michael,

I am very interested in participating in the Humanities grant project focusing on narratives of food. I believe my background and experience lend itself very appropriately to the goals of the project. I also think it would benefit students in a unique way to look at writing from such a non-traditional angle.

Let me know if you need additional information.

Thank you,



Phillip Presswood, M.A.
Assistant Professor of English

LEE



COLLEGE

Debora King

(b) (6)

June 7, 2016

TO: Michael Berberich
Galveston College


dking@lee.edu

RE: NEH Proposal

Dear Michael:

I read with interest your proposal to use food narratives as a means of connecting students to their studies in college. Too often, students fail to see the relevance of their background experiences or knowledge as something to use as a foundation for building new knowledge. For the last two years, I have used New York Times Reporter Michael Moss's book Salt Sugar Fat as a means of guiding my English 1301 students at Lee College through the critical thinking necessary for both understanding and responding to written texts and other media. I would be happy to share my experiences and contribute what I can toward your research by participating with Galveston College and others in the NEH proposal.

I look forward to hearing from you!!



Debora King, M.S., M.Ed.



June 20, 2016

Dr. Shane Wallace
Associate Professor of English
Galveston College
4015 Avenue Q
Galveston, Texas 77550

Dear Dr. Wallace,

I look forward to participating in Galveston College's "Coastal Culinary: Tasting Food Narrative" project. I believe that this endeavor will broaden student perspectives while engaging them in activities that will improve their writing and communication skills.

Galveston and our region is a steam pot full of interesting traditions just waiting to be further explored by the next generation. As an example, back in April you drew my attention to a Southern Foodways Alliance article titled, "Pirates, Prostitutes, and the Search for a Respectable Oyster Saloon in the Lone Star State." The article explored the unsavory connections oysters once had to houses of ill-repute in Galveston's red light district, and looked at *Galveston Daily News* advertisements in the 1870s seeking to make public oyster eating respectable again. This article kicked off on an oyster fascination for me personally, that has led to further reading on oysters, plans to attend the Southern Foodways Alliance conference later this week, and a future graduate school project examining the effects of flooding and drought on the Gulf's oyster production. So for me, one little tidbit of knowledge opened up a whole new world of information about my region's food culture.

I plan to incorporate culinary traditions into my classroom with a project asking students to do a personal interview with someone in their community. This interview will serve as an introduction to research skills, and will ultimately be developed into a speech which students will deliver to their classmates, with select presentations being delivered to a larger college audience. This project will make research personal and accessible by exploring the familiar, and exposing students to the diverse food cultures of their classmates and our region.

In conclusion, almost everyone loves food. Through the lens of our region's culinary traditions the "Coastal Culinary: Tasting Food Narrative" project will enable us to engage students in exploring our region, while further developing their writing and communication skills.

L. Janene Davison
Galveston College
Coordinator & Assistant Professor, Speech Communication
Director, Quality Enhancement Plan



University
of Houston
Clear Lake

June 12, 2016

Professor Michael Berberich
Department of English
Galveston College

Dear Professor Berberich:

I have seen a draft of the Humanities program you and Prof. Wallace are proposing. I very much admire its conceptual reach and its grounding in family and food—simple elements with which nearly everyone is affectionately familiar. I am certain that the people who share my longstanding involvement in Galveston Reads, Osher Lifelong Learning Institute, and the island's Poets Roundtable will see the values and react in creative ways in response.

My wife and I were drawn to Galveston by its architecture, its history, and its neighborhood structure. Since we moved here in 1980, the cultural liveliness of the community has been sustaining for us and for our children. I helped organize the Poets Roundtable as a monthly working group a few years later and soon began staging the semi-annual public readings that have marked Mardi Gras and the end of the summer heat and hurricane season. I can easily envision a Food and Identity themed reading as talk spreads via the activities you project. Both Galveston Reads, with its one city / one book format, and OLLI, with its wide range of course offerings, have stayed strong for well over a decade. I hope to offer any support and assistance you and Shane Wallace see fit. I'm certain your work will prove, as in the parable, seed that falls on fertile ground.

Sincerely,

John Gorman (Ph.D.)
Professor Emeritus of Literature
UH-Clear Lake