

NEH Application Cover Sheet (AK-255326)

Humanities Connections

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INSTITUTION

Mount Holyoke College
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APPLICATION INFORMATION

Title: *Historical Imagination in the Liberal Arts: Re-Thinking Inequality Through A Local-Global Lens*

Grant period: From 2017-06-01 to 2020-05-31

Project field(s): Interdisciplinary Studies, General; History, General

Description of project: Mount Holyoke seeks support from NEH Connections to develop four linked classes--economics, environmental studies, history, and sociology--to help students understand the historical circumstances of resource inequality in global and local contexts. Students need to grasp the ways that prior human actions have created the cultures and institutions we now inhabit so they can see how inherited arrangements shape future possibilities, but do not fully determine them. The linked courses, part of our Development Studies track, will share readings and participate in a joint learning community. New experiential learning modules will be incorporated in each course. This pilot will be tested over two years and then shared as a model that can be applied across the academic divisions. This sharing will involve a faculty seminar and course development incentives for faculty adapt for their courses and majors. In this way, we hope to demonstrate how utilizing a critical historical perspectives.

BUDGET

Outright Request	100,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	100,000.00
Total NEH	100,000.00		

GRANT ADMINISTRATOR

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MOUNT HOLYOKE COLLEGE PROPOSAL TO NEH CONNECTIONS PROGRAM

October 2016

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PROJECT SUMMARY

Mount Holyoke seeks support from the NEH Humanities Connections program to expand the humanities foundations that inform our curricular and co-curricular initiatives in social entrepreneurship, development and justice, through our Development Studies Nexus track. As stated in the College's mission, we seek to contribute to our students' success through "a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world."

In particular, through this pilot, we will explore the question, *"how do we prepare students to engage as global citizens in a world characterized by inequality?"* in four linked classes--economics, environmental studies, history, and sociology--to help students understand the historical contexts of inequality. Students need to grasp the ways that prior human actions have created the cultures and institutions we now inhabit so they can see how inherited arrangements shape future possibilities, but do not fully determine them. We will borrow and build upon this insight by emphasizing the inextricable interconnections between local and global histories as they condition the future.

Building on earlier innovations at the College in community based learning and interdisciplinary teaching, we will embed experiential learning components into this set of courses. In linking the humanities and other disciplines, we can explore the central premise that global inequality is not natural; it has a history. Many of our students boast impressive technical competence in languages, writing and performance, and have developed knowledge in an array of fields and this pilot seeks to help them build historically informed understandings of the possibilities of social engagement for greater human well-being and their own social position in the world.

The aims of this pilot are to:

- Test a linked class model that infuses humanities thinking into non-humanities courses by exploring a single question from various disciplinary perspectives; in addition:
 - Encourage students to move beyond traditional but no-longer-useful dichotomies of local and global, home and abroad, third world and developed;
 - Intentionally blur the boundaries between the humanities, natural sciences and social sciences so students have to grapple with the messy overlap among disciplinary perspectives when exploring the local and global in the past and present;
 - Draw on the diversity of Mount Holyoke's community to encourage student reflection on their own biographies in relation to inequality and in the context of diverse histories and cultures;
- Expand the integration of internships, community based learning, research, and study abroad experiences beyond a single isolated class or discipline into a network of interdisciplinary classes and deepen the ties between curricular and co-curricular learning;
- Create an interdisciplinary learning community among the students and faculty of the linked courses to explore more nuanced, historical understandings of inequality as well as reflect upon students' own biographies in the context of diverse histories and cultures; and
- Share lessons learned from this initiative, including the experiential learning modules we develop, as a model that can be applied more broadly across the academic divisions, including through a faculty seminar and course development incentives to adapt the model for their courses and majors. In this way, we hope to demonstrate how incorporating a critical historical perspective can enhance learning outcomes outside the humanities.

NARRATIVE

“Historical Imagination in the Liberal Arts: Re-Thinking Inequality Through a Global-Local Lens”

Mount Holyoke seeks support from the NEH Connections program to bring a historical perspective into a set of linked courses to explore the issue of resource inequality in global and as well as local contexts. We will use the existing course, History of Global Inequality, to examine inequality, through a humanities lens, in the other three non-humanities courses. All are part of our Development Studies track in the College’s Nexus program. The linked courses will challenge historical paradigms and utilize experiential learning components within each course to connect the global with the local.

Expanding the humanities foundations that inform our initiatives in social entrepreneurship, development and justice will enrich our exploration of the critical challenges facing humankind of unequal access to resources. So our central question is: *How do we prepare students to engage as global citizens in a world characterized by inequality?* Students need to grasp the ways that prior human actions have created the cultures and institutions we now inhabit before they can see that while inherited arrangements shape future possibilities, they do not fully determine them. We build on this insight at the core of the traditional humanities by emphasizing the inextricable interconnections between local and global histories as they shape the future.

In short, we argue that students need to understand the nature and sources of inequality in *a historical context that is simultaneously local and global*. Many of our students boast impressive technical competence in languages, writing and performance, and have developed knowledge in an array of fields: our project aims to help them build historically informed understandings of the possibilities of social engagement for greater human well-being.

Mount Holyoke is a liberal arts institution where more than fifty percent of all faculty teach and research in traditional humanities disciplines. While aggregate enrollments in humanities courses are correspondingly substantial and one third of all graduates choose a humanities major, Mount Holyoke bears witness to the long term decline in humanities enrollments and degrees awarded in the United States.¹ Student interest is very high in courses in the natural sciences such as neuroscience, data science, computer science, environmental studies and also in pre-professional offerings like law and journalism. The social sciences are also in extremely high demand, including anthropology, economics, sociology, politics, and international relations, hence our decision to focus this project in these disciplines.

Our enduring intellectual aspiration is to firmly gather all these areas of human endeavor into the framework of the liberal arts, and to enfold them in the core humanities values connected to education for global citizenship. Through this proposal, we seek to intentionally blur the boundaries between humanities, natural science and social science disciplines. We want students to grapple with the messy overlap among disciplinary perspectives, explore the local and the global in the past and present, and reflect upon their own biographies in the context of diverse histories and cultures. In addition, more students will be exposed to the humanities through the lens of non-humanities disciplines. This in turn may increase student interest in the study of history or other humanities disciplines.

¹ The American Academy of Arts & Sciences reports, ““As a percentage of all bachelor’s degrees, the core humanities disciplines fell to their lowest recorded level, 6.1%, in 2014 (reliable data extend back to 1948). For the more recent period, the report continues “The natural and social sciences are the only fields whose shares of all bachelor’s degrees awarded were higher in 2014 than a decade earlier.” Humanities Indicators. A project of the American Academy of Arts & Sciences. Updated March 2016. <http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=34>. Accessed August 30, 2016.

INTELLECTUAL RATIONALE

The ethical commitment of the liberal arts is based in critical reasoning about moral questions. To be sure, all human groups establish values and draw boundaries that define the sacred and profane,² but what distinguishes the liberal humanities is an emphasis on self-reflection, debate and imagination. The humanities introduce ideas from theology and philosophy as well as historical debates over the meaning of justice, virtue, and the good.³ These ideas anchor deep learning, empathy with others and a “narrative imagination” that not only comprehends inherited tradition but also imagines new narratives and new possibilities for action.⁴

Fundamental habits of mind and intellectual skills are also cultivated in humanities courses that explore the historical and cross-cultural foundations for social engagement and global citizenship. These habits and skills include speaking, arguing and writing, an awareness of cultural and historical context and the critical analysis of assumptions, evidence and impact. In our NEH Connections project, in particular, our focus is the centrality of the historical imagination for educating global citizens.

The way history has typically been taught in the past intensified the habit of thinking that currently existing nation states, civilizations and other human groups are timeless, inevitable and bounded in space. This contributed to the false dichotomy of global versus local and also separated history from the present. In recent years, the effort to write global histories has opened up a way of seeing human interconnection across contexts and has demonstrated the relevance of world history

² Emile Durkheim. 1995 [1912]. *The Elementary Forms of the Religious Life*. Free Press.

³ Clifford G. Christians, Mark Fackler, Kathy Richardson, Peggy Kreshel, Robert H. Woods, 2015. *Media Ethics: Cases and Moral Reasoning*. Routledge.

⁴ Martha C. Nussbaum. 1998. *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Harvard University Press.

to solving the problems of the present.⁵ This new perspective seeks to understand the history of connections rather than imposing upon the past the divisions of the present. As Arif Dirlik has argued, it helps us to see the historical processes that have created “the spaces that conventionally have been rendered into containers of history.”⁶ It is for this reason too that we must “place the writing of history in a time frame that incorporates the future,”⁷ and understand that place-specific histories are necessarily interconnected.

The proposed linked courses emphasize the importance of historical analysis and reflection in any effort to address pervasive inequality in the world. Fundamental to educating world citizens, we believe, is the ability to engage cultural difference and understand the diverse causes and manifestations of inequality. This requires moving away from universal approaches towards initiatives grounded in place-specific conditionality and context. As Martha Nussbaum argued in her 2011 Commencement Speech at Mount Holyoke College, “becoming good citizens in a complex, interlocking world involves understanding the ways in which common needs and aims are differently realized in different circumstances.”⁸ It will require students to move beyond traditional, but no-longer-useful, dichotomies of home and abroad, national and international, third world and developed. As they do so, students will work in diverse teams and they will need to communicate

⁵ Janet L. Abu-Lughod. 1991. *Before European Hegemony: The World System A.D. 1250-1350*. Oxford University Press; Kenneth Pomeranz. 2001. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton University Press.

⁶ Dirlik, Arif (2005) “Performing the World: Reality and Representation in the Making of World Histor(ies),” *Journal of World History* 16.4: 391-410, 396.

⁷ Holly Hanson. 2012. “Seeking the Not Inevitable History of Global Inequality”. Paper for the World Studies Interdisciplinary Project, University of Massachusetts, Amherst.
<https://wsipworldstudies.wordpress.com/>

⁸ Martha C. Nussbaum. 2011. <https://www.mtholyoke.edu/media/commencement-address-martha-craven-nussbaum>. Accessed August 9, 2016.

effectively across multiple cultural boundaries and understand the interconnections between domestic and international issues. This is why the analytical lens for confronting the major challenges of our world must be global and local simultaneously.

INSTITUTIONAL CONTEXT

Curricular Architecture and the Undergraduate Experience

Established in 1837, Mount Holyoke is the world's longest-standing institution of higher education for women. It offers 40 majors in the liberal arts and sciences and a mission that emphasizes "purposeful engagement in the world."⁹ With a diverse student body, our academic culture is necessarily global and many of our students arrive at the College with a strong commitment to purposeful social action. Of 2100 students, 26% come from 70 different countries. Like our domestic students, many come to Mount Holyoke with an interest in community development work. They choose a minor like Entrepreneurship, Organizations, and Society or the Law, Public Policy, and Human Rights track-- which are among the nine concentrations offered through Nexus: Curriculum to Career Program. Each of these programs contains internships or community based learning opportunities. Building on what exists, our goal is to forge a substantive academic connection between co-curricular offerings, undergraduate research and the humanities coursework at the center of the Mount Holyoke student experience.

⁹ Mount Holyoke is a traditional liberal arts College that was founded with a determination to prove the civic value of a liberal arts education. Its mission is "to provide an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their excellence and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with a highly accomplished, committed, and responsive faculty and staff; to continue building on the College's historic legacy of leadership in the education of women; and to prepare students, through a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world."

This work will build on Mount Holyoke's historic strengths in community-based learning, international experiential learning and academically-embedded internships by anchoring these in an interdisciplinary set of linked classes. Students may take one or more classes in the linked set. Each course will frame student understandings of actual and possible actions in a deep knowledge of historical context, cultural complexity, and their own social position in the world. Such understanding is central to educate broadly for global citizenship and an aspiration for cosmopolitanism where all individuals are equal, though different.

CONTENT AND DESIGN

Project Background and Overview: Connecting Experiential Learning in Nexus Tracks

We propose re-centering humanities approaches and linking classes in our existing Development Studies Nexus track. This popular concentration includes a set of courses, dedicated faculty advising, substantial summer internships or research experiences, structured reflection in our fall course, "Reflecting Back," and public presentations at the Learning from Application (LEAP) Symposium. Students can choose Development Studies as they might a second major or a minor, as a complement to a liberal arts major. The proposed linked classes will build on these resources to further develop the academic content of scholarship and reflective learning in the classrooms with experiential learning that takes place in and outside the classroom, including case-studies, individual and team assignments, and place-based learning.

This proposal also builds on an earlier Nexus faculty seminar (Spring 2015), in which 12 key faculty and staff members gathered in a sustained and spirited discussion of the challenge of linking

local and global programs.¹⁰ This global-local seminar observed that students find global-local connections exciting and eye-opening but that the deepest, most integrated learning occurred only for the best prepared or exceptionally motivated students. The seminar concluded that we need to advance and institutionalize innovative curricular responses and pathways that connect our strong curricular and co-curricular offerings for all students across multiple sites. This is a major goal of our NEH Connections proposal. In addition to developing and disseminating innovative curriculum grounded in a new historical perspective on social inequality in our global-local world, we also aim to build the integrative learning scaffolding that will support students to connect their learning across courses, their internships and research in multiple local and global learning sites.

Core Content: Linked Courses and Shared Learning Goals

The faculty for this project will link four courses in economics, environmental studies, history, and sociology around the common question: *How do we prepare students to be global citizens in a world characterized by inequality?* Each course will grapple with this question by critically engaging disciplinary-based understandings of inequality. Each course will incorporate readings and experiential learning pedagogies that enable students to understand the historical underpinnings of inequalities in global-local-specific contexts, delineating challenges and opportunities for a more

¹⁰ Final Report of the Spring 2015 Faculty-Staff Nexus Seminar: Sustained Global and Local Community Engagement and Learning. (Holly Hanson, History, Development Studies Nexus co-Chair, and CBL Springfield;

Catherine Corson, Environmental Studies and Development Studies Nexus co-Chair; Alan Bloomgarden, Community Based Learning; David Hernández, Spanish, Latina/o and Latin American Studies; Serin Houston, Geography; Kirk Lange, International Experiential Learning; Liz Lierman, Career Development Center; Elizabeth Long Lingo, Embedded Practitioner in Entrepreneurship, Creative Leadership, and Social Innovation; Ruby Maddox, Miller Worley Center for the Environment; Rogelio Miñana, Spanish, Latina/o and Latin American Studies; Lynn Morgan, Anthropology; Eva Paus, Economics Department and McCulloch Center for Global Initiatives).

equal future. Students can enroll in one class or all four, working together as a learning community to develop more nuanced and historical understandings of inequality. Specifically students will be asked to:

1. Engage with multiple disciplinary approaches to analyzing inequality.
2. Develop a historical perspective to analyze concrete case studies, with an emphasis on the interconnection between local and global places and processes.
3. Reflect critically on their own position in a world of multi-faceted inequality.

Three linked courses are existing ones to be revised considerably; the fourth, in sociology, is new.

The following descriptions illustrate how we will revise and link the courses.

Proposed Linked Courses

1. *Environment and Development (Catherine Corson, Environmental Studies)* This seminar examines questions around resource rights, access and control over the governance of them. The course begins by examining inequality as a historical process and the relationship between “development” interventions and colonialism. It considers the theoretical debates that have informed paradigm shifts in development studies as historical constructs themselves. Using political ecology theories of land and resource access and control, it then focuses on understanding environmental inequality in terms of site-specific struggles over rights, access and decision-making authority.

The course will be modified, not only to connect with the Paus, Hanson and Townsley courses, but also to integrate global-local place-based learning. By illustrating how historical knowledge complicates understanding of a place, she will challenge students to reflect on their own positionality and to question assumptions they bring to community engagement. Using a historically grounded and comparative analysis of sustainable community agriculture and food justice initiatives

in Costa Rica, and their school location in the Connecticut River Valley in Massachusetts, the goal is to promote an understanding of the interrelationships among food security challenges around the world. Students will virtually participate —via shared readings, blogging and a Skype session—in the Environmental Sustainability and Climate Change course at the Mount Holyoke-Goucher College study abroad program at the Monteverde Institute in Costa Rica.

2. *History of Global Inequality (Holly Hanson, History)* This course asks “why are some nations so much richer and more powerful than others” with the goal of demonstrating that global inequality is not natural; it has a history. Exploring patterns of exchange that developed among regions of the world over the past 600 years, the class will explore the role of power in the establishment of practices of production and exchange and how cross-regional productive systems benefited some participants at the expense of others. Having traced the consequences of unequal exchange over several centuries, the question of how global trade and production would have to change for all participants to benefit equally will be considered. The course includes a community-based learning component.

The course will be revised in order to draw out the sections on 19th century environmental change in India, the global consequences of industrialization before and after WW1, and the role played by international institutions in the unfolding creation of global inequality. Assignments will be redesigned to allow students to reflect upon and analyze their experiences in international internships, study abroad, or local community engagement. Finally, the possibility for building sustainable partnerships with organizations serving new refugees in the nearby city of Springfield will be explored.

3. *Economic Development in the Age of Globalization (Eva Paus, Economics)* The class will analyze the challenges and opportunities of the current globalization process--increased interdependence through trade, capital, and foreign direct investment flows--for the transformation

that is necessary for sustained growth and development in today's developing countries. Students will study how orthodox and heterodox approaches explain why inequality among countries has increased and only few developing countries have closed the gap with industrialized countries. Incorporating a historically-informed global-local lens throughout the course will enable students to understand current development challenges in historically-created location and time-specific contexts and thus to take more nuanced and well-reasoned positions in the policy debates on globalization and development, and assess the basis and impact of policy choices on the well-being of different groups.

There will be a re-thinking of the readings, course structure, and assignments (e. g. debates, simulation, research project) to align with the learning goals for the linked courses. In addition, 2 to 3 authentic cases will be included. In discussion with 'embedded practitioners' from the public and private sectors relevant to the cases, students will apply theoretical knowledge to address a context-specific dilemma and propose a solution based on arguments, evidence, and the weighing of competing paradigms and priorities.

4. *Organizations (Eleanor Townsley, Sociology)* This new course will introduce students to the basic concepts of institution, organization, network, role and system. These concepts are fundamental if students are to understand the historically and culturally specific nature of the organizations they take for granted. Using case-studies in organizational behavior, students will grapple with questions of ethical action in a complex world marked by competing rationalities and deep inequalities. They will be asked to produce their own case studies--a mini-ethnography of an existing organization of which they are a member, and define the history of the organization, its internal structure and functions, its organizational culture and external environment. Weekly assignments will build to a final research paper and are designed to foster students' ability to

critically analyze the multiple contexts of social action--historical, cultural, economic, political, local, and global--and identify their own position in the organizational contexts of everyday life.

This course will be taught for the first time in spring 2017, in conjunction with Rick Feldman, an embedded practitioner in the Entrepreneurship Program. At the start of the grant, it will be further developed to link with the courses of Corson, Hanson, and Paus, with the intent to draw attention to the historically instituted features of local and global contexts that both afford and constrain action. It will provide a critical lens for thinking about how social collectives act in complex systems and how individuals fit into that picture. A larger goal of the class is therefore to raise questions of social scale and social context by drawing attention to the level of action between individuals and abstract global systems.

Shared Learning Goals

Three times during the semester, the four classes will gather for discussions in a commonly scheduled 4th hour. In a first meeting, the group will examine inequality from multiple disciplinary perspectives. Introducing the classes to each other, with this relatively open discussion, will establish the foundation for a dynamic and supportive learning community. The group will also begin to discuss the concept of inequality and move toward understanding it not as a static, measurable phenomenon, but as a set of relationships. From this point, the group can begin to identify what those relationships are and how they have emerged historically.

The second meeting encourages students to integrate their curricular and co-curricular experiences. Students will reflect on their personal experience with inequality and will be prompted to reflect on a moment of inequality in which they benefitted and one in which they did not benefit. Students will explore what made this a moment of inequality and what was unequal. This exercise is intended to draw out the intersectional nature of their experience to begin to parse out the complexity of their own positions.

The third meeting will ask students to critically engage in interdisciplinary dialogue about the structural causes of inequality. The goal is to refine students' understanding of inequality generated through open discussion and personal reflection by embedding it in academic scholarship and critical analysis. Students from each class will present a story of inequality using a specific case study. Students from another linked class will attend these presentations and provide peer feedback from a cross-disciplinary perspective. By engaging in this form of narrative imagination, students will begin to internalize critical, disciplinary perspectives, and begin to develop the ability to tell historically grounded stories, not only about the past and the present, but also about new possibilities for the future.

In addition to these links and working with key staff colleagues, listed in the Appendix, we will develop a module to scaffold integrative learning through internships, community based learning, research, and international experiences. In each linked class, we intend to make explicit connections to the practical learning students bring with them into the classroom both to leverage that learning more broadly in class discussion and also to enable students to think intentionally about building a set of connected learning experiences throughout their undergraduate program.

COLLABORATIVE TEAM AND PROCESS

Catherine Corson (Associate Professor of Environmental Studies; Director of the Miller Worley Center for the Environment) co-developed and ran (with Holly Hanson) the 2015 Faculty-Staff Nexus Seminar on Sustained Global and Local Community Engagement and Learning from which our commitment to fostering student understanding of global-local relationships emerged. She co-chairs the Development Studies Nexus, participated in the design of the 'Entrepreneurship, Organizations, and Society' Minor, and will co-lead with Hanson and Paus, a 2016-2017 faculty-staff seminar on advancing project-based learning within a global-local framework.

Holly Hanson (Professor of History; Co-Chair of Development Studies) has engaged students in community-based learning and built partnerships with organizations in Springfield Massachusetts for nearly twenty years. For fifteen years Hanson's students have engaged in a semester-long collaboration with 9th graders at the Renaissance School in Springfield, Massachusetts. In another project, she has helped to create a mentoring program for Somali immigrants in Springfield. Hanson has been deeply involved in building the curricular architecture for the Nexus program, and she has participated in several large team-taught classes including Global Crisis and Peace-Building in Post-Conflict Societies.

Eva Paus (Professor of Economics; Carol Hoffman Collins Director of the McCulloch Center for Global Initiatives; and program chair for Entrepreneurship, Organizations, and Society Nexus minor) has led numerous initiatives involving faculty collaborations across disciplines. In addition to leading year-long faculty seminars on incorporating specific new initiatives into the Mount Holyoke curriculum, she has orchestrated five large team-taught global challenges courses, each involving 100+ students and 6-8 faculty members from different disciplines.

Eleanor Townsley (Professor of Sociology; Director of Nexus) oversees faculty curriculum development in the Nexus Program. As a former Associate Dean of Faculty, Townsley led the development and implementation of the College's LYNK Initiative, which aims to integrate traditional liberal arts learning with practical experiences in internship, research immersion, and performance. Together with Paus, Townsley represented the College in a two-year multi-institution Teagle funded collaborative project at AAC&U on building faculty leadership for integrative learning.¹¹

¹¹ Findings were shared in the article by Eleanor Townsley, Becky Packard and Eva Paus. "Making the Lynk at Mount Holyoke: Institutionalizing Integrative Learning," in *Peer Review*. Fall 2014/Winter 2015, 26-29.

Additional Collaborators Other College colleagues who will help develop the experiential learning components in our linked classes include: Alan Bloomgarden (Director of Community Based Learning), Kirk Lange (Director of International Experiential Learning), and Liz Lierman (Director of the Career Development Center which also manages the LYNK internships program). Project support will be provided by Katie Walker (Nexus Program Coordinator). See Appendix for team member biographies.

IMPACT AND DISSEMINATION

Linking classes through this Humanities Connections pilot will enable us to embed hands-on experiential learning in the literatures and habits of mind of the humanities. We will draw systematic attention to the historical and cultural processes in which inequality is created, and challenge students to identify their own positions in social context as they act as global citizens in the world. Relatedly, we will build sustainable institutional connections between Mount Holyoke's social engagement programs that are grounded in a nuanced understanding of the historical co-constitution of the local and the global.

Project learnings will be disseminated in several ways: [a] by institutionalizing the integrative learning module developed for academic classes in the pilot classes; [b] by developing advising materials, a dedicated website, and pamphlets showcasing current global-local initiatives and the linked classes that support them; [c] by circulating information through first year faculty training and fall and spring faculty advising training about the possibility of connecting their students and courses to the local-global project; [d] by holding information sessions for first year students about study abroad, international internships, community based learning and our connected courses; and [e] by providing stipends to faculty to support participation in a seminar to introduce this model for their

classes. This will be funded initially by the NEH grant and later absorbed by the College's academic centers.

For students, faculty and external audiences, we will showcase our courses and experiential learning opportunities, with support from the College's communications and web team to create an online clearinghouse linked to the McCulloch Center for Global Initiatives and Dean of Faculty's websites. We will highlight associated programs--the Monteverde Program, academic center and Lynk internships, community partnerships, and international and community based learning opportunities. A key message will be the value of sustained partnerships with the communities students join temporarily as interns and researchers. Finally, we plan to disseminate our Humanities Connections pilot to external audiences through publications and presentations in disciplinary (history, geography, economics, sociology) and higher education outlets (*e.g.*, AAC&U, NACE).

Longer term, the project seeks to replicate the best practices and lessons learned to modify and strengthen additional interdisciplinary Nexus tracks, such as Law, Journalism and Public History. We anticipate sustaining this NEH-supported work by building on the Nexus program structure with its offer of such elements as the curriculum development mini-grant process, coordination of faculty planning, assessment activities, and program administration. We also plan to share resources from the modules we develop to integrate applied learning experiences into academic course-work with interested academic departments seeking to refine their majors. In this way, we will show how the incorporation of a critical historical perspective can enhance learning outcomes in non-humanities disciplines.

EVALUATION AND ASSESSMENT

Martha Stassen, Assistant Provost in the Office of Assessment and Educational Effectiveness at the University of Massachusetts, Amherst, will oversee assessment design and implementation. She directs a wide range of assessment initiatives at the University, including research into instructional and curricular effectiveness, including a \$275,000 Davis Educational Foundation grant to help implement the University's new upper-division Integrative Experience requirement.

Measures of success will include: a) successful enrollment and linking of classes; b) creation of sustainable integrative learning scaffolding that connects high-impact learning opportunities previously described and the academic course work that informs them; and c) sustainable gains after the funding ends—including faculty interest and curriculum development grants—to extend this pilot to other Nexus tracks.

We will seek evidence that students a) can critically analyze inequality in local and global context and that they can integrate their learning across multiple sites; b) possess an awareness of cultural context, of questions of institutional scale, and of the historical provenance of problems; c) see novel historical possibilities and solutions to the problems they encounter; and d) understand their own position in context, and develop humility, practices of self-reflection, and the capacity to communicate across difference and work in diverse teams.

With Stassen's guidance we anticipate the following assessment activities:

Summer, 2017 a) identify baseline benchmarks of student awareness of and interest in Development Studies and a global-local approach to linking experiential learning opportunities; b) measure faculty interest and participation, especially new faculty, in planned activities. For both faculty and students, determine if they see a value-added in linking the courses; c) refine learning

goals and build shared assignment rubrics; d) define measures to assess students' uptake of humanities perspectives and deeper analytical understanding, and new capacities for self-reflection and ability to work in diverse teams.

Summer, 2018 a) assess the first iteration of our linked courses using rubrics and benchmarks defined in year one; b) use assessment findings to refine our courses; c) send two project directors to the NEH Director's meeting to share our experience and learn from other participants' experiences; c) organize a faculty seminar for the Fall of 2018 to disseminate the curricular innovation directly and review findings.

Summer, 2019 a) Assess the second iteration of linked courses; b) summarize project findings; c) prepare a white paper about lessons learned to share with our College colleagues and for a broader audience on the NEH website.

Applicant Institution: **Mount Holyoke College**

Project Director: *Eleanor Townsley*

Project Grant Period: **06/01/2017 - 5/31/2020**

[click for Budget Instructions](#)[illegible]

APPENDIX A: PLAN OF WORK AND SCHEDULE OF ACTIVITIES

Year 1: (June 1, 2017-May 31, 2018): In summer one, we will further develop our courses and refine shared learning goals; develop the assessment plan; research the integrative learning module, and refine the program implementation plan. We will bring a collaborator from the Mount Holyoke Program at the Monteverde Institute in Costa Rica to focus on integration of a linked course module. We will teach the courses in spring 2018, with an assessment conducted at the end of the year. Specific activities:

- Meet regularly to align and not substitute readings and assignments
- Meet with consultant to define benchmarks and design assessments
- Create initial web presence
- Bring in a collaborator from the Mount Holyoke Program at the Monteverde Institute, Costa Rica to develop the shared module between Corson's course and the the Environmental Sustainability and Climate Change course in Costa Rica.
- Teach linked courses for the first time in Spring 2018

Year 2: (June 1, 2018-May 31, 2019): While teaching the linked courses in the Spring, we will also plan and facilitate a faculty seminar to disseminate the model to new faculty. Two project directors will travel to the NEH Project Directors' meeting, and we will conduct a second annual assessment. Specific activities:

- Attend NEH Projects Director's Meeting
- Assess Year 1 courses and integrative learning scaffolding, revise offerings
- Organize and facilitate faculty seminar to disseminate linked courses model and integrative learning module
- Assess and refine web presence

Year 3: (June 1, 2019-May 31, 2020): Collect assessment data, carry out dissemination, and manage summer stipends for faculty course development, as well as prepare the final program assessment for sharing with others. Specific activities:

- Assess Year 2 courses and integrative learning scaffolding
- Continue dissemination including publication of a report of learning of Connections work to the wider faculty
- Develop and publish the call for faculty course development, review proposals and award stipends
- Conduct the final activities and prepare final grant report

APPENDIX B: SELECTED READINGS ACROSS THE FOUR COURSES

Allen, Robert C. 2009. "The cheap energy economy," in *The British Industrial Revolution in Global Perspective*, Cambridge University Press, 80-106.

Allen, Robert C. . 2009. "The Industrial Revolution in Miniature: The Spinning Jenny in England, France, and India," *Journal of Economic History* 69:4 (2009), 901-928.

Bayly, C.A. 2011. "Indigenous and colonial origins of comparative economic development: the case of colonial India and Africa," in C.A. Bayly, Vijayendra Rao, Simon Szreter and Michael Woolcock. Eds. *History, historians and development policy*. Manchester University Press, 39-64.

Bertola, Luis and Jose Antonio Ocampo. 2012. *The Economic Development of Latin America since Independence*. Oxford University Press.

Chang, 2003. *Kicking Away the Ladder. Development Strategy in Historical Perspective*. London: Anthem Press.

Cooper, Frederick. 2011. "Reconstructing Empire in British and French Africa." *Past and Present*, Supplement 6

Jolly, R. 2003. "Human Development and Neoliberalism: Paradigms Compared," in Sakiko Fukuda-Parr and A.K. Shiva Kumar. Eds. *Readings in Human Development*. Oxford University Press.

Lall, Sanjaya. 2005. "Rethinking Industrial Strategy: The Role of the State in the Face of Globalization," in Kevin Gallagher. Ed. *Putting Development First*. London: Zed Books.

Milanovic, Branko. 2016. *Global Inequality. A New Approach for the Age of Globalization*. Cambridge, MA: Harvard University Press.

Mitchell, Timothy. 2002. "The object of development," in *Rule of Experts: Egypt, Techno-politics, Modernity*. California: University of California Press, 209-243

Pomeranz, Kenneth. 2002. "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjuncture." *American Historical Review* 107:2 (2002): 425-446.

Ribot, Jesse C, and Nancy Lee Peluso. 2003. "A Theory of Access." *Rural Sociology* 68 (2):153-181.

Rodrik, Dani. 2011. *The Globalization Paradox. Democracy and the Future of the World Economy*. New York: Norton and Company.

Rostow, W.W. [1960] 2007. "The Stages of Economic Growth: A Non-Communist Manifesto." in Roberts, J Timmons and Amy Bellone Hite. Eds. *The Globalization and Development Reader, Perspectives on Development and Global Change*, Malden, MA: Blackwell.

Seers, Dudley. 1972. "What Are We Trying to Measure?" *Journal of Development Studies* 8(3):21-36.

Sen, Amartya. 1999. *Development as Freedom*. New York. Alfred A. Knopf.

Sen, Amartya. [1989] 2003. "Development as Capability Expansion. In Fukuda-Parr, Sakiko and A.K. Shiva Kumar. eds. *Readings in Human Development*. New York: Oxford.

Shrestha, Nanda. 2005. "Becoming a Development Category," in Jonathon Crush, ed., *Power of Development*. New York: Routledge 266-277.

Sikor, Thomas, and Christian Lund. 2009. "Access and Property: A Question of Power and Authority." *Development and Change* 40(1): 1-22.

Sundaram, Jomo Kwame and Anis Chowdury, 2011. *Poor Poverty: The Impoverishment of Analysis, Measurement and Policies*. The United Nations Series on Development

Vivaco, Luis. 2006. *Green Encounters: Shaping and Contesting Environmentalism in Rural Costa Rica*. New York and Oxford: Berghahn Books.

Wiggins, Grant J. and Jay McTighe. 2005. *Understanding by Design* (Expanded 2nd Ed). New York: Pearson.

Zhu, Xiaodong. 2012. "Understanding China's Growth: Past, Present, and Future," *Journal of Economic Perspectives* 26, 4: 103-124.

APPENDIX C: KEY INSTITUTIONAL RESOURCES

Community-Based Learning Located in the Weissman Center for Leadership, the Community-Based Learning Program links Mount Holyoke College students with communities through courses, independent studies, internships, and research and service projects that combine learning and analysis with action and social change. Students learn about communities and learn to apply ideas, theories, and models to social issues in a practical context while gaining insights from practitioners in communities and in community-based organizations (CBOs). CBL enhances students' understanding of social issues and concerns, and fosters leadership, citizenship, organizing, and advocacy skills. Among community partners, CBL fosters sustainable, mutually beneficial campus-community relationships that support capacity-building in area community organizations.

CBL sponsors between 30 and 40 academic courses every year and manages off campus work-study including tutoring and mentoring programs. The Carnegie Foundation for the Advancement of Teaching recently awarded Mount Holyoke College its community engagement classification for its community based learning program, a prestigious designation given only to institutions demonstrating that their mission, culture, leadership, resources, and practices support “dynamic and noteworthy community engagement.” <https://www.mtholyoke.edu/cbl>

Nexus: Curriculum to Career The Nexus program offers 9 interdisciplinary, pre-professional tracks for students to explore their career goals and integrate their learning across the breadth of the College curriculum. There are currently nine tracks approved by the faculty and a new track, Translation Studies, which is in formation. Existing tracks are Engineering; Development Studies; Educational Policy and Practice; Global Business; Journalism, Media and Public Discourse; Law, Public Policy and Human Rights; Non-Profit Organizations; Public History, Archives, Museums and Digital Humanities; and Data Science. The Nexus program also supports faculty course development, sponsors new pre-professional tracks through a faculty seminar model, and oversees the embedded practitioner program that recruits professionals from the community to share their expertise with our students. <https://www.mtholyoke.edu/acad/nexus/getting-started>

McCulloch Center for Global Initiatives The McCulloch Center leads Mount Holyoke College's commitment to expand students' global competence. Through courses, conferences, research, international internships, study abroad, and collaborations with external partners, students acquire the skills needed for citizenship and careers in today's global world. The McCulloch Center sponsors 150 Study Abroad programs in 50 countries, curates 70 high impact learning opportunities in international internships and research experiences, engages the distinguished Hoffman Collins scholar in residence to speak and lead master classes with students, and also organizes bi-annual World Challenges Conferences. The McCulloch Center is the recent recipient of the Paul Simon Award for Comprehensive Internationalization, for its role as a national leader in the field of international education, joining past recipients such as MIT, NYU, Yale and Rutgers. <https://www.mtholyoke.edu/global>

Lynk Internship Program Managed by the Career Center, the Lynk internship program ensures that every Mount Holyoke student has the opportunity to explore her career interests through a funded summer internship or research experience. The Lynk internship application is a fully elaborated educational process that provides preparation for internship through advising, resume review, support for internship search, budgeting, and human subjects research training. Lynk internships also require credit-bearing sustained reflection and public presentation. Students enroll in independent study with individual faculty, enroll in department capstones, or participate in the post-internship course offered through the Nexus program, College 211 Reflecting Back. Students present in department colloquia, at the Senior Symposium on student research, or at LEAP (Learning from Application) Symposium. In these settings, students develop the skills to narrate their story and translate their learning for a variety of different audiences including employers, graduate school, and student colleagues. <https://www.mtholyoke.edu/lynk>

APPENDIX D: BIOGRAPHIES OF PROJECT DIRECTORS AND COLLABORATORS

In Alpha Order

Alan Bloomgarden

Director of Community Engagement;
Lecturer in Education
Mount Holyoke College
Resource Collaborator

Catherine Corson

Director of the Miller Worley Center for
the Environment; Associate Professor of
Environmental Studies
Mount Holyoke College
Project Co-Director

Holly Hanson

Professor of History
Mount Holyoke College
Project Co-Director

Kirk Lange

Director of International Experiential Learning
Mount Holyoke College
Resource Collaborator

Elizabeth Lierman

Director of the Career Development Center
Mount Holyoke College
Resource Collaborator

Eva Paus

Director of McCulloch Center for Global
Initiatives; Professor of Economics
Mount Holyoke College
Project Co-Director

Martha Stassen

Assistant Provost for Assessment and
Educational Effectiveness, Office of Academic
Planning and Assessment
University of Massachusetts, Amherst
Assessment Consultant

Eleanor Townsley

Director of Nexus: Curriculum to Career;
Professor of Sociology
Mount Holyoke College
Project Co-Director

Katie Walker

Coordinator of Nexus: Curriculum to Career
Program
Mount Holyoke College
Project Coordination

ALAN H. BLOOMGARDEN

Community-Based Learning Program
Mount Holyoke College
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APPOINTMENTS

Director of Community Engagement and Lecturer in Education

Mount Holyoke College, South Hadley, MA 2008-

Director of Faculty Grants and Government/Community Relations

Smith College, Northampton, MA 1996 - 2008

Senior Research Associate, Project on Defense Alternatives (PDA)

Commonwealth Institute, Cambridge, MA 1993 - 1996

Research Consultant

Center For War, Peace, and the News Media, New York University 1994 - 1996

Projects Director

Dfax Associates/Farndon House Information Trust, Bradford, UK 1991 - 1994

Research Associate

Institute for Defense and Disarmament Studies, Brookline, MA 1985 - 1989

EDUCATION

Ed.D., University of Massachusetts Amherst, Educational Policy and Leadership, 2008

M.Phil, University of Bradford, Peace Studies, 2002

B.A., Bucknell University, International Relations and Geography, 1985

COMMUNITY AND PROFESSIONAL LEADERSHIP

Member, Latino Advisory Board, WGBY Public Television/Latino Youth Media Initiative 2014-

Co-Founder, Curriculum Chair and Member of Board of Directors,

Leadership Pioneer Valley 2004-2015

Section Editor, Community Partnerships/Impacts

International Journal of Research on Service-Learning and Community Engagement 2014-

Governor's Appointee, Mass. Special Commission On Civic Engagement and Learning 2012-13

Full-Service Community School District Planning Committee, Holyoke Public Schools 2013

Project Director, "Holyoke Corps" Grant (\$120,000)

Massachusetts Service Alliance/Commonwealth Corps 2008 - 2011

Member Board of Directors, United Way of Hampshire County (UWHC) 2005 - 2009

Evaluator/Consultant, Community Learning Initiative, Trinity College 2003 - 2005

SELECTED PUBLICATIONS, PAPERS AND ARTICLES († = PEER REVIEWED)

Bloomgarden, A. (forthcoming, 2016). Introduction to best practices and pedagogies in C. Dolgon (Ed.), *Cambridge Handbook of Service Learning and Civic Engagement*, Cambridge University Press Cambridge, UK.

Gilbert Cote, N., Bloomgarden, A., & Binder, K. (2015). Assessing student leadership development: Framing education for next generation social change agents. Manuscript.

†Bloomgarden, A. (2013). Reciprocity as sustainability in campus-community partnership, *Journal of Public Scholarship in Higher Education*, Volume 3.

- Bloomgarden, A., Roy, M, and Tinkham, S. (2013). Civic engagement and learning in higher education, in *Renewing the Social Compact: A Report of the Special Commission on Civic Engagement and Learning*. <http://www.masscouncil.org/wp-content/uploads/Civic-Ed-Commission-Report-complete.pdf>
- Bloomgarden, A. (2013). Boosting Youth Engagement, *Worcester Daily Telegram*, February 8, 2013.
- †O'Meara, K. and Bloomgarden, A (2011). The price of prestige: Exploring the nature and impact of striving institutions. *Journal of the Professoriate*, Volume 4, Number 1.
- †Bloomgarden, A. and O'Meara, K. (2007) Faculty role integration and community engagement: Harmony or cacophony? *Michigan Journal of Community Service Learning*, Volume 13 (Spring), No. 2.
- Bloomgarden, A. (2007) Civic engagement and the “research college.” *Metropolitan Universities*, journal of the Coalition of Urban and Metropolitan Universities, Volume 18 (Spring), Number 1.
- Bloomgarden, A. (2006). *Ideas for Improving ¡AVANZA! / 5-College Partnership*. Unpublished paper, ¡AVANZA! Executive Committee strategies for 5-College partnerships, component of W.K. Kellogg Foundation grant proposal.
- †Riley, D. and Bloomgarden, A. (2006). Learning and service in engineering and global development. *International Journal of Service Learning in Engineering*, Volume 1, Number 2.
- Bloomgarden, A., Bombardier, M, Breitbart, M., Nagel, K., & Smith, P. (2006). The Holyoke Planning Network: Building a Sustainable College/Community Partnership in a Metropolitan Setting. In Forrant, R. & Silka, L. *Inside and Out: Universities and Education for Sustainable Development*, Amityville, NY: Baywood 105-117.
- †Bloomgarden, A. and Frost, A. (unpublished, 2006). Liberal Arts College Internships: Broad and Specific Connections Between Career Development, Experiential and Academic Learning. Third International Conference on Practice-Oriented Education, June 14–17, 2005 Northeastern University, Boston, MA.
- Bloomgarden, A. (2005). Colleges as Leaders in Society. *The Chronicle of Higher Education*. July 29, 2005, Volume 51, Issue 47, Page B13.
- Bloomgarden, A. (2003) Community-Based Learning: Models for Teaching, Learning and Research at Smith College. Internal Study, Smith College.

AWARDS AND HONORS

- 2015 Carlos Vega Community Champion Award, Latino Scholarship Association
- 2014 Examples of Excelencia in Education Finalist, What Works for Latino Students in Higher Education, (for the Community Fellows program)
- 2009 Dissertation of the Year, International Association of Research on Service Learning and Community Engagement (IARSLCE)
- 2005 Spencer Foundation Doctoral Scholarship Award, American Association of Colleges and Universities (AAC&U)/Campus Compact/New England Resource Center for Higher Education
- 2005 Association for the Study of Higher Education (ASHE) *Graduate Policy Seminar*, ASHE annual meeting, Philadelphia, PA November 16-17.
- 2004 American Association for Higher Education K. Patricia Cross “Future Leaders Award” for Civic Responsibility in Higher Education

CATHERINE CORSON

Environmental Studies
Mount Holyoke College
Ccorson@mtholyoke.edu

304 Clapp Laboratory
50 College Street, South Hadley MA
Office: (413) 538-3458

APPOINTMENTS

Leslie and Sarah Miller Director of the Miller Worley Center for the Environment

Mount Holyoke College, United States 2016-present

Leslie Miller and Richard Worley Associate Professor of Environmental Studies

Department of Environmental Studies, Mount Holyoke College 2016-present

Leslie Miller and Richard Worley Assistant Professor of Environmental Studies

Department of Environmental Studies, Mount Holyoke College 2010-2016

National Science Foundation (NSF) International Post-Doctoral Researcher

Department of Geography, Cambridge University and Department of Anthropology,
University of Sussex, United Kingdom 2008-2010

EDUCATION

PhD, University of California at Berkeley, 2008, Environmental Science, Policy, and Mgmt.

MSc, University College London, 2003, Environmental and Resource Economics

MPA, Cornell University, 1994, International Environment and Development Policy

BA, Cornell University, 1992, Magna Cum Laude in Biology and Society

RELEVANT RESEARCH AND TEACHING GRANTS

- Lead PI, NSF, Geography and Spatial Science Program. *RUI: Collaborative Ethnography of Global Conservation Governance* (2016- 2018), \$240,000
- American Association of University Women (AAUW) American Summer/Short-Term Research Publication Grants (2015), \$6,000
- NSF International Post Doctoral Research (2008-10), \$176,683
- Mellon/American Council of Learned Societies Recent Doctoral Recipient (declined for NSF)
- Mellon Foundation Nexus Curriculum Development Grant for Faculty-Staff Seminar on *Linking Global and Local Community Engagement and Learning*, 2016-2017, WITH Holly Hanson and Eva Paus and Mellon Nexus Curriculum Grant for Faculty-Staff Seminar on *Supporting Dynamic and Prosperous Global and Local Communities*, 2015-2016, with Holly Hanson

PUBLICATIONS

Books and Edited Special Issues

- Corson, C. 2016. *Corridors of Power: The Politics of Environmental Aid to Madagascar*. New Haven: Yale University Press
- Campbell, L.M., C. Corson and N.J. Gray. 2014. "Collaborative Event Ethnography at the Convention on Biological Diversity" *Global Env. Politics* 14(3)
- Corson, C., K. Macdonald, and B. Neimark, 2013. "Grabbing 'Green:' Markets, Environmental Governance and the Materialization of Natural Capital." *Human Geography* 6(1)

Peer-reviewed Publications (underline=undergraduate and **bold**=graduate student co-authors)

- Büscher, Bram; Fletcher, Robert; Brockington, Dan; Sandbrook, Chris; Adams, Bill; Campbell, Lisa; Corson, Catherine; Dressler, Wolfram; Duffy, Rosaleen; Gray, Noella; Holmes, George; Kelly, Alice; Lunstrum, Elizabeth; Ramutsindela, Maano; Shanker, Kartik, in press. Half-Earth or Whole Earth? Radical Ideas for Conservation and their Implications. *Oryx*.
- Corson, C., S. Brady, A. Zuber, J. Lord and A. Kim. 2015. The Right to Resist: Subordinating Civil Society at Rio+20. *Journal of Peasant Studies* 42(3-4): 859-878
- Wang, Y. and C. Corson. 2015. "The Making of a Pro-Poor Carbon Credit: Clean Cookstoves and 'Uncooperative' Women in Western Kenya" *Env. and Planning A* 47(10): 2064-2079
- Corson, C., **R. Gruby**, R. Witter, S. Hagermann, **D. Suarez**, **S. Greenburg**, **M. Bourque**, N. Gray, and L.M. Campbell. 2014. "Everyone's Solution? Defining and Re-defining Protected Areas in the Convention on Biological Diversity." *Conservation and Society* 12(2): 71-83
- Corson, C., K. Macdonald, and L.M. Campbell. 2014. "Capturing the Personal in Politics: Ethnographies of Global Environmental Governance." *Global Env. Politics* 14(3): 21-40
- Campbell, L.M., C. Corson, N.J. Gray, K.I. MacDonald and J. P. Brosius. 2014. "Collaborative Event Ethnography at the 10th Conference of the Parties to the Convention on Biological Diversity." *Global Environmental Politics* 14(3): 1-20
- Corson, C. K. Macdonald, and B. Neimark. 2013. "Introduction to Special Issue: Grabbing 'Green:' Markets, Environmental Governance and the Materialization of Natural Capital." *Human Geography* 6(1): 1-15
- **Suarez, D.** and C. Corson. 2013. "Seizing Center Stage: Ecosystem Services, Live, at the Convention on Biological Diversity!" *Human Geography* 6(1): 64-79
- Corson, C. and K. MacDonald. 2012. "Enclosing the Global Commons: The Convention on Biological Diversity and Green Grabbing." *Journal of Peasant Studies* 39(2): 263-283
- MacDonald, K. and C. Corson. 2012. "'TEEB Begins Now': A Virtual Moment in the Production of Natural Capital." *Development and Change* 43(1): 159-184
- Corson, C. 2012. "From Rhetoric to Practice: How High Profile Politics Impeded Community Consultation in Madagascar's New Protected Areas." *Society and Nat. Res.* 25(4): 336-351
- Hagerman, S., R. Witter, C. Corson, **T. Maclin**, **D. Suarez**, **M. Bourque** and L.M. Campbell. 2012. On the Coattails of Climate? Biodiversity Conservation and the Utility of a Warming Earth. *Global Environmental Change* 22: 724-735
- Corson, C. 2011. "Territorialization, Enclosure and Neoliberalism: Non-State Influence in Struggles over Madagascar's Forests." *Journal of Peasant Studies* 38(4):703-726
- Corson, C. 2011. "Shifting Environmental Governance in a Neoliberal World: U.S. AID for Conservation." In *Capitalism and Conservation*. eds. D. Brockington and R Duffy. Oxford: Wiley-Blackwell
- Corson, C. 2010. "Shifting Environmental Governance in a Neoliberal World: U.S. AID for Conservation," *Antipode* 42(3): 576-602

Relevant Mount Holyoke Service

- Faculty Seminar, Member, Global Business and Social Innovation, Fall 2015
- Co-Chair, Development Studies Nexus, 2014-2016
- Co-Convener, Faculty-Staff Nexus Seminar on Global-Local Synergies, Spring 2015
- Assessment Team, Mount Holyoke College Study Abroad at Monteverde Institute, Costa Rica
- Contributing Instructor, *Coll 115: Global Challenges: Development in Crisis*, 2012
- Faculty Advisory Board, *Miller Worley Center for the Environment*, 2013-2016
- Faculty Advisory Board, *McCulloch Center for Global Initiatives*, 2010-present
- Faculty Seminar: *Creating a Development Studies Curriculum*, 2011
- Faculty Seminar: *'Learning Across Borders,'* (technology in the classroom) 2011-2012
- Faculty Seminar: *Conversations Across Social Sciences*, 2010-2011

HOLLY HANSON

History
Mount Holyoke College
hhanson@mtholyoke.edu

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50 College Street, South Hadley MA
Office: 413-538-2094

APPOINTMENTS

Professor of History

1997-present

Mount Holyoke College

EDUCATION

Ph.D, University of Florida. 1997. History

MA. University of Florida. 1992. History

BA. University of Wisconsin, Madison. 1978. African Languages and Literatures. History

GRANTS, HONORS AND AWARDS

- Marion and Jasper Whiting Foundation Fellowship, (2015) \$5,000
- Mount Holyoke College Teaching Award (2013)
- Distinguished Service Award, The Uganda Society (2006)
- Fulbright Hayes Faculty Research Abroad Fellowship (2004) \$60,000
- National Endowment for the Humanities Summer Stipend (1999) \$5,000
- Fulbright Research Fellow, Uganda (1994-1995) \$25,000

PUBLICATIONS

Books

A Path of Justice: Building Communities with the Power to Shape the World, Hyderabad: Grace Publications, 2011.

Landed Obligation: The Practice of Power in Buganda, Portsmouth, NH: Heinemann Social History of Africa Series, 2003.

Social and Economic Development: a Baha'i Approach, Oxford: George Ronald, 1989.

Peer-reviewed articles and book chapters

- "Shattered Foundations: How Baganda Thought of the Uganda Agreement in the 1920s, *The Uganda Journal*, (forthcoming).
- "The Beauty of Connection," in *El Anatsui: New Worlds*, John R. Stomberg, ed. South Hadley Massachusetts: Mount Holyoke College Art Museum, 2015.
- "The Uganda Agreement of 1900: Power, Land and Political Culture," *Mawazo*, 10:1, 2011, 112-129.
- "A Historical Perspective on Land Transfer: 'Showing the Land', Survey, and Registration in Buganda from 1900-1950," *The East African Journal of Human Rights*, 17:1, 2011, 285-298.
- "Indigenous Adaptation: Uganda's Village Schools, ca. 1880-1937", *Comparative Education Review*, 54:2, 2010, 155-174.
- "Mapping Conflict: Heterarchy and Accountability in the Ancient Capital of Buganda", *Journal of African History*. 50, 2009. 179-202.

- “Enacting Thought: Divine Will, Human Agency, and the Possibility of Justice,” *Journal of Baba’i Studies*, 19:1, March 2009.
- “Stolen People and Autonomous Chiefs: the Social Consequences of Non-free Followers in Nineteenth-Century Buganda” in Henri Medard and Shane Doyle, eds., *Slavery in the Great Lakes Region of East Africa*, Oxford: James Currey, 2007, 161-173.
- “King for a Day: How Chiefs Ended Civil War in 1893,” *Uganda Journal*, Volume 49, 2003.
- “Queen Mothers and Good Government in Buganda: The Loss of Women’s Political Power in 19th Century East Africa”, in *Women and African Colonial History*, Jean Allman, Susan Geiger, and Nakanyike Musisi, eds., Bloomington: Indiana University Press, 2002, 219-236.
- “'Mill Girls' and 'Mine Boys': The Cultural Meanings of Migrant Labor”, *Social History*, 21: 2, 1996, 160-179.
- “People Cause Progress: A Comparison of Social Ideologies” in Charles O. Lerche, ed., *Emergence: Dimensions of a New World Order*, (London, 1991) 145-160.
- “On Morals and Material Things,” *World Order*, 24.2/3 (Spring and Summer 1990).

White papers

- “The Class Conflict Hidden behind Uganda’s Ethnic Tensions,” produced for U.S. Department of State Executive Analytic Exchange on Uganda, Washington DC, August 14, 2012.
- “The Long Erosion of Political Accountability in Buganda,” produced at the request of the U.S. Department of State, October 9, 2009.

INTERNATIONAL SERVICE

- Council of Founders and Training Facilitator, Kimanya Ng’eyo, Jinja, Uganda
- Consultant to the Uganda Society, Kampala
- Facilitator for the Institute for Studies in Global Prosperity

RELEVANT MOUNT HOLYOKE AND PROFESSIONAL SERVICE

- Faculty Representative to the Cooperative Africana Microfilming Project
- Chair and Co-chair, Development Studies Nexus, 2012-2016
- Chair, Five College African Studies Council 2011-2014
- Co-Convener, *Faculty-Staff Nexus Seminar on Global-Local Synergies*
- Co-Convener Faculty Seminar *First Year Experience 2013*
- Co-Convenor, Faculty Seminar
- Co-Convenor, Faculty Seminar, *Beyond the Gates*, Co-organizer (2012)
- Co-Convenor, Faculty Seminar, *Creating a Development Studies Curriculum*, 2011
- Faculty Seminar: *Learning Across Borders*, (technology in the classroom) 2011-2012
- Contributing Instructor, *Coll 115. Global Challenges: Development in Crisis*, 2012 and *Coll 115: Peace-Building in Post-Conflict Societies*, 2014.
- Convenor, *Founding Nexus Seminar in Development Studies*, 2010

KIRK LANGE

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50 College Street, South Hadley, MA
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POSITIONS/CONSULTANCIES

<i>Director, International Experiential Learning</i>	2012-Present
Mount Holyoke College, South Hadley, Massachusetts	
<i>Coordinator, Ho`oulu `Aina</i>	2010-2011
Kokua Kalihi Valley, Honolulu, Hawai`i	
<i>Consultant, Katingan Project</i>	2009-2010
Rimba Makmur Utama, Kalimantan, Indonesia	
<i>Assistant Director, Program in International Relations</i>	2004-2009
Tufts University, Medford, Massachusetts	
<i>Director, Community Health/Development</i>	2002-2004
Hawai`i/Pacific Area Health Education Center, Univ. of Hawai`i, Honolulu, Hawai`i	
<i>Consultant, WHO/WPRO Pacific Open Learning Health Network</i>	2003-2004
Pacific Resources for Education and Learning, Honolulu, Hawai`i	
<i>State Office Coordinator, Planner IV and V</i>	1997-2002
Hawai`i State Department of Health, Honolulu, Hawai`i	
<i>Graduate Studies Fellow</i>	1995-1997
East-West Center, Honolulu, Hawai`i	
<i>Program Associate</i>	1991-1994
Plan International, Java and Timor, Indonesia	

EDUCATION

M.S., Geography, 2017 (expected)
University of Massachusetts, Amherst, Massachusetts
Graduate Certificate, Asia-Pacific Leadership Studies, 2003
East-West Center, Honolulu, Hawai`i
M.P.H., International Health, 2000 (cognate field: Urban and Regional Planning)
University of Hawai`i at Mānoa, Honolulu, Hawai`i
A.B., International Studies, 1991
Vassar College, Poughkeepsie, New York

RELEVANT GRANTS EXPERIENCE, HONORS AND AWARDS

Departmental Fellowship, Department of Geosciences, University of Massachusetts, (2016-17)
MIT-Mellon Research Mini-Grant, Inter-University Program on Forced Migration (2005)
Asia-Pacific Leadership Fellowship, East-West Center (2002-03)
Delta Omega, National Public Health Honor Society (2000)
Pauline Stitt Award (Outstanding Public Health Student of the Year), University of Hawai`i (1997)
School of Public Health Distinguished Service Award, University of Hawai`i (1997)
Graduate Studies Fellowship, East-West Center (1995-1997)
Vassar College Alumnae/i Awards (1996-1997; 1995-1996)

PUBLICATIONS

- Houston S. & **K. Lange**. (2016). "Global/local" Community Engagement: Integrating the Curricular and Co-curricular through Solidarity and Co-labor. Manuscript submitted for publication.
- Lange K.** (2013). Developing a Global Internship Network. In Roy, P., Berquist, B., & Moore, K., (Eds.), *Proceedings of the Global Internship Conference 7th Annual Conference*. Singapore, Singapore: Michigan State University & the Academic Internship Council.
- Lange K.** & J. Goss, (2004). Impacts of Violence and Prospects for Peace. *Cakalele: The Maluku Research Journal*, 11, 1-5.
- Lange K.** (2004). Transforming Conflict: Mapping Actors, Social Spaces, and Assets for Peacebuilding in Maluku. *Cakalele: The Maluku Research Journal*, 11, 131-153.

RELEVANT CONFERENCE PRESENTATIONS

- "Global/Local" Community-Based Learning: Engaging Students in Community Solidarity and Co-Labor (American Association of Geographers, San Francisco, CA, March 2016)
- *Luce Initiative in Asian Studies and Environment – Leading Edges in Experiential Education and the Challenges of Institutionalization* (NY Conference on Asian Studies, Poughkeepsie, NY Oct 2015).
- *Mount Holyoke College International Internship Program: Alumnae Roles in Building a Global Network* (8th Annual Global Internship Conference, Toronto, June 2014).
- *Defying Disciplinary Boundaries: Global Studies and Integrative Learning* (AAC&U Global Learning in College Conference, Providence, RI, October 2013).
- *Developing a Global Internship Network: At the Crossroads of Quality and Scale* (7th Annual Global Internship Conference, Singapore, June 2013).
- *Leveraging Climate Change Mitigation Efforts for Ecological and Community Resilience in Indonesia* (East-West Center 50th Anniversary Conference, Honolulu, Hawai'i, July 2010).
- *Human Security Concepts and Operations: Linking Sustainable Development, Humanitarian Action, Conflict Resolution and Human Rights Agendas* (International Institute for Peace Education, United Nations University for Peace, Costa Rica, July 2006).
- *Moving from Conflict Analysis to Conflict Response Analysis: Guiding NGO Policy in Uganda* (Interuniversity Committee on Forced Migration, MIT Center for Int'l Studies, Cambridge, MA, May 2006).
- *The Tufts International Research Network* (Best Practices in Internationalizing the Campus, Institute of International Education, New York, NY, March 2006).
- *Peacebuilding Mapping in Maluku: An Analysis of Institutional Capacity for Conflict Transformation* (Violence in Eastern Indonesia: Causes and Consequences, Center for Southeast Asian Studies, University of Hawai'i at Mānoa and East-West Center, Honolulu, HI, May 2003).
- *Hawai'i as Pacific Border: Health and Policy Implications of an Under-recognized Geographic Phenomenon* (East-West Center Conference on Socioeconomic, Cultural, Political and Environmental Identities, Feb. 2003).

RELEVANT MOUNT HOLYOKE SERVICE

- 5 College Faculty Seminar, *The Engagement Project: Community, Economy, Health* (Spring 2016)
- Joint Measurement Project (Fall 2015-Present)
- Faculty/Staff Seminar, *Global Business and Social Innovation* (Fall 2015)
- Faculty/Staff Seminar, *Global-Local Learning in Development Studies* (Spring 2014)
- Curriculum to Career/Lynk Curriculum Committee (2013-Present)
- Clinton Global Initiative University Network Campus Liaison (2013-Present)
- Davis Projects for Peace Project Design and Selection Committee (2012-Present)
- LEAP (Learning through Application) Symposium Planning Committee (2012-2013)

ELIZABETH A. LIERMAN

Career Development Center
Mount Holyoke College
llierman@mtholyoke.edu

50 College Street, South Hadley, MA
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PROFESSIONAL EXPERIENCE

Director, Career Development Center Mount Holyoke College: South Hadley, Massachusetts	2014-Present
Director of Career Services Bard College at Simon's Rock: Great Barrington, Massachusetts	2012-2014
Acting Director Office of Career Services, Oberlin College: Oberlin, Ohio	2011-2012
Associate Director Office of Career Services, Oberlin College: Oberlin, Ohio	2010-2012
Assistant Director Office of Career Services, Oberlin College: Oberlin, Ohio	2008-2010
Associate Program Director & Operations Manager, Course Director, Instructor Outward Bound: New Hampshire, Massachusetts, Florida & Zimbabwe	2000-2008

EDUCATION

M. S. S. A., Social Work: Case Western Reserve University, Cleveland, Ohio, 2008
M. N. O., Nonprofit Management: Case Western Reserve University, Cleveland, Ohio, 2008
B. A., Psychology: Williams College, Williamstown, Massachusetts, 2000

PUBLICATIONS AND PRESENTATIONS

- 60th Anniversary Innovation Challenge facilitator. (2016, June). Pre-conference session for the NACE Annual Conference. Chicago, IL.
- Lierman, L. (2016, January). Curriculum to career: Connecting career development with academics. Presentation for the Directors Summit. Boston, MA.
- Lierman, L. (2013, July). Why philosophy majors can do anything: Making the case for the liberal arts as career development. Roundtable presentation for the NCDA Global Conference. Boston, MA.
- Lierman, L. (2012, August). Incorporating motivational interviewing into career counseling. Invited presentation at Case Western Reserve University. Cleveland, OH.
- Lierman, L. (2012, April). Motivational interviewing in career counseling. Invited presentation for the Colorado Career Development Association. Lakewood, CO.
- Lierman, L. (2011, February). Incorporating motivational interviewing into career counseling. Career Convergence Magazine, www.ncda.org

SERVICE AND LEADERSHIP

Mount Holyoke College Service

- Administrative Technology Steering Committee (2016-present)
- Alumni Relations working group (2016-present)
- Committee on the Health Professions (2016-present)
- MHConnect working group on internship opportunity cultivation, Chair (2015-present)
- Operations Policy Council, Agenda Committee (2015-present)
- Lynk Joint Measurement project (2015-present)
- Operational Student Success working group (2015-present)
- Lynk-UAF curriculum to career committee (2014-present)
- Liberal Arts, Academic Innovation, and the Faculty of the Future working group (2015-2016)
- Global Business, Social Innovation, and Entrepreneurship: Faculty & Staff Seminar (2015-2016)
- Global-Local Synergies: Faculty & Staff Seminar (2014-2015)
- Internships Task Force (2014-2015)
- Lynk Steering Committee (2014-2015)

National Leadership & Committee Roles

- Co-Principal Investigator, *Unpaid Internships and Career Outcomes* research grant for the National Association of Colleges & Employers (NACE): 2016-Present
- Principles of Professional Practice Committee, NACE: 2016-Present
- Innovation Challenge Team, NACE: 2015-2016
- Benchmarking Committee, Liberal Arts Career Network: 2014-2016
- Strategic Relationships Action Team, NACE: 2014-2015
- Diversity Research Team, NACE: 2013-2014
- Leadership Advancement Program, NACE: 2013-2014
- Research Committee, National Career Development Association (NCDA): 2011-2012
- University Career Action Network, Chair: 2010-2012

EVA PAUS

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APPOINTMENTS

Founding Carol Hoffmann Collins Director, McCulloch Center for Global Initiatives
Mount Holyoke College, USA 2004 – present

Professor of Economics,
Mount Holyoke College, USA 1987 – present

Chair, Program Committee for ‘Entrepreneurship, Organization, and Society
Mount Holyoke College, USA 2016 – present

Founding Co-Director, Weissman Center for Leadership and the Liberal Arts
Mount Holyoke College, USA 1997 - 2000

Visiting Assistant Professor of Economics
Duquesne University, Pittsburgh, USA Spring 1986

Instructor, Department of Economics
University of Pittsburgh, Pittsburgh, USA 1983-84, 1985-1986

Researcher (with tenure), Ibero-American Institute for Economic Research
University of Göttingen, Germany 1984-1989

EDUCATION

Ph.D., Economics, University of Pittsburgh, 1983
M.A., Economics, University of Pittsburgh, 1978
B.A., (summa cum laude), Economics, University of Pittsburgh, 1976
"Zwischenprüfung", Economics, Westfälische Wilhelmsuniversität Münster, Germany, 1974

RELEVANT GRANT EXPERIENCE, HONORS, AND AWARDS

Leader of a faculty-staff seminar on interdisciplinary curricular offerings in Entrepreneurship, Organization, and Society (2015-16)

NAFSA. Senator Paul Simon Award for Comprehensive International Education, on behalf of the McCulloch Center and Mount Holyoke College (2015)

College representative with Becky Packard and Eleanor Townsley in an initiative of the American Association of Colleges and Universities on *Faculty Leadership for Integrative Liberal Learning. Principles and Practices* (2012-14)

Co-leader of the ‘Learning Across Borders’ initiative to encourage faculty across the disciplines to bring global perspectives into the classroom virtually by using digital technology (2011-present).

Co-leader of an initiative to expand students' understanding of East Asia, supported by a \$ 200,000 grant from the Freeman Foundation (2009-2011).

Co-leader of the case method across the curriculum project, supported by a \$ 100,000 grant from the Hewlett Foundation (2000-2002). Co-leader of a project to explore how to make it possible for every student to have a meaningful learning experience abroad, supported by a \$ 100,000 grant from the Teagle Foundation (2006-07).

PUBLICATIONS

Books and Selected Monographs

"Latin America and the Middle Income Trap," Working Paper 250, Financing for Development Series, United Nations Economic Commission for Latin America June 2014.

Getting Development Right. Structural Change, Inclusion and Sustainability in the Post-Crisis Era. 2013. New York and London: Palgrave Macmillan, (edited)

Global Giant. Is China Changing the Rules of the Game?. New York and London: Palgrave Macmillan, 2009, (co-edited with Penelope Prime and Jon Western)

Global Capitalism Unbound. Winners and Losers from Offshore Outsourcing. New York and London: Palgrave Macmillan, 2007 (edited)

Global Education for All Students. Innovation and Integration in Expanding Learning Abroad. Teagle Foundation White Paper, August 2007.

Inversión extranjera, desarrollo y globalización: ¿Puede Costa Rica emular a Irlanda? San Jose, Costa Rica: University of Costa Rica Press, March 2007

Foreign Investment, Development and Globalization. Can Costa Rica Become Ireland? New York: Palgrave-Macmillan, 2005

Rates of Change: Modelling Population and Resources, Sloan Foundation, New Liberal Arts Monograph Series, 1992 (co-authored with Harriet Pollatsek)

Struggle against Dependence. Nontraditional Export Growth in Central America and the Caribbean. Boulder and London: Westview Press, 1988 (edited).

Selected Articles

"Confronting the Middle Income Trap. Insights from Small Latecomers," *Studies in Comparative International Development*, 2012, 47: 115-138 [Introduction to a special issue on the 'Middle Income Trap' organized and edited by the author].

"The Rise and Fall of the Celtic Tiger. When Deal-Making Trumps Developmentalism," *Studies in Comparative International Development*, 2012, 47: 161-184.

"The Rise of China: Implications for Latin American Development," *Development Policy Review*. 2009, 419-56.

"Increasing Study Abroad Participation...It's the Faculty, Stupid!" *Frontiers. The Interdisciplinary Journal of Study Abroad*, 2008,33-49 (with Michael Robinson).

"Missing Links: Foreign Investment and Industrial Development in Costa Rica and Mexico," *Studies in Comparative International Development*.2008, 42 (with Kevin Gallagher).

"Productivity Growth in Latin America: The Limits of Neo-liberal Reforms," *World Development*, 2004, 427-445.

"Trade Liberalization and Productivity Growth in Latin American Manufacturing," *Journal of Policy Reform* 2003, 1-16 (with Nola Reinhardt and Mike Robinson).

"Real Wage Performance under Greater Trade Openness: Lessons from Latin America and Asia," *Journal of Developing Areas*, 1999, 269-288 (with Mike Robinson).

"Structural Adjustment and Competitiveness in Transition Economies: Lessons from the East German Manufacturing Sector," *World Development*, 1998, 1839-1857.

"The Implications of Increasing Economic Openness for Real Wages in Developing Countries, 1973-90," *World Development*, 1997, 537-547 (with Mike Robinson).

"Exports, Economic Growth and the Consolidation of Peace in El Salvador," *World Development*, 1995, 2173-2193.

"Economic Growth through Neo-liberal Restructuring? Insights from the Chilean Experience," *The Journal of Developing Areas* October 1994, 31-56.

"Adjustment and Development in Latin America: The Failure of Peruvian Heterodoxy, 1985-90," *World Development*, 1991, 411-434.

ELEANOR TOWNSLEY

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APPOINTMENTS

Director of Nexus, Curriculum to Career Mount Holyoke College, United States	2013-present
Associate Dean of Faculty , Mount Holyoke College Mount Holyoke College, United States	2012-2016
Professor of Sociology Mount Holyoke College, United States	1996-present
Visiting Assistant Professor of Sociology Rice University, United States	1995-1996
Lecturer in Sociology University of California, Los Angeles	1994-1995

EDUCATION

Ph.D, University of California, Los Angeles. 1996. Sociology
MA Sociology. University of California, Los Angeles. 1990. Sociology
BA 1st class honors. University of Queensland, Australia, 1988. Government and Law

RELEVANT GRANTS EXPERIENCE, HONORS AND AWARDS

- Faculty Director, "Nexus: Curriculum to Career Initiative" (2012-2016) \$500,000
- Mellon Foundation Nexus Grant for Curriculum Development (2016) \$5,000
- Co-PI National Association of Colleges and Employers. *Unpaid Internships and Career Outcomes*. (2016) \$10,000
- COACHE Leaders Workshop. Harvard School of Education (2015)
- Mellon Foundation Nexus Curriculum Grant for Faculty-staff seminar *Learning Beyond the Gates* (2012), with Holly Hanson
- Selected one of Princeton Review's *The Best 300 Professors* (2012)
- National Endowment for the Humanities Research Fellowship (2008) \$50,000
- Mount Holyoke College Teaching Award (2005)

PUBLICATIONS

Books

Ronald Jacobs and **Eleanor Townsley**. 2011. *The Space of Opinion: Intellectuals, Media and the Public Sphere*. New York: Oxford University Press.

Gil Eyal, Ivan Szelenyi and **Eleanor Townsley**. 1998. *Making Capitalism Without Capitalists: The New Ruling Elites in Eastern Europe*. London: Verso. Szelenyi. (Translated Hungarian 1999, Korean 2000, Romanian, Mandarin and Russian 2008).

Peer reviewed articles and book chapters

- Ronald Jacobs and **Eleanor Townsley**. 2016. "Media Meta-Commentary and the Performance of Expertise", *European Journal of Social Theory*, forthcoming
- Eleanor Townsley**. 2015. "Science, expertise and profession in the post-normal discipline." *The American Sociologist* 46(1):18-28.
- Eleanor Townsley**. 2015. "Public Intellectuals, Media Intellectuals and Academic Intellectuals: Comparing the Space of Opinion in Canada and the United States." Pp. 41-68 in *Speaking Power to Truth* M. Keren and R. Hawkins. (eds.) University of Calgary Press.
- Eleanor Townsley**, Becky Packard and Eva Paus. 2014. "Making The Lynk at Mount Holyoke: Institutionalizing Integrative Learning." *Peer Review* 17(1):26-29.
- Ron Jacobs and **Eleanor Townsley**. 2014. "The Hermeneutics of Hannity: Format Innovation in the Space of Opinion After September 11". *Cultural Sociology*, 2014(1):1-18.
- Neil McLaughlin and **Eleanor Townsley**. 2012. "Contexts of Cultural Diffusion: A Case study of "Public Intellectual" Debates in English Canada". *Canadian Review of Sociology / La Société canadienne de sociologie* 48(4):341-368.
- Eleanor Townsley**. 2011. "Intellectuals, Media and the Public Sphere." Pp. 284-317 in *The Oxford Handbook of Cultural Sociology* edited by J. Alexander, R. Jacobs and P. Smith. New York: Oxford University Press.
- Ronald Jacobs and **Eleanor Townsley**. 2008. "On the Communicative Geography of Public Sociology." *Canadian Journal of Sociology* 33(3):1-20.
- Eleanor Townsley**. 2007. "The social construction of social facts: Using the U.S Census to examine race as a scientific and moral category". *Teaching Sociology* 35(3):223-238.
- Eleanor Townsley** 2006. "The public intellectual trope in the United States." *The American Sociologist* 37(3):39-66.
- Gil Eyal, Iván Szelenyi and **Eleanor Townsley**. 2003. "On Irony: An Invitation to Neoclassical Sociology" *Thesis Eleven*. No. 73 (May):5-41.
- Eleanor Townsley**. 2001. "The Sixties Trope." *Theory, Culture and Society* 18(6):99-123.
- Gil Eyal, Iván Szelenyi and **Eleanor Townsley**. 2001 "The utopia of post-socialist theory and the ironic view of history in neo-classical sociology." *American Journal of Sociology* 106(4):1121-1128.
- Eleanor Townsley**. 2000. "A History of Intellectuals and the Demise of the New Class: Academics and the U.S. Government in the 1960s." *Theory and Society* 29(6):739-784.

RELEVANT MOUNT HOLYOKE SERVICE

- Faculty Steering Committee, Entrepreneurship, Organizations and Society (2016-present)
- Nexus track chair, Journalism, Media and Public Discourse (2013-present)
- Lynk Joint Measurement project, Chair (2015-present)
- Lynk-UAF College-wide Curriculum to Career Committee, Chair (2012-2016)
- NEASC (Reaccreditation) Steering Committee (2015-16)
- Faculty co-chair, Teagle Grant/AAC&U Project on Integrative Learning (2013-2014) Faculty Seminars: Five Colleges Media Seminar (2016-2017), Theory seminar: Assemblages and Distributed Agencies (2016), Global Business and Social Innovation (2015-2016), Sophomore Experience curricular group, Co-organizer (2013), Beyond the Gates, Co-organizer (2012), Five college/Mellon Public Policy and Social Innovation Bridging Project (2012-2013), First Year Courses (2010), Conversations Across the Social Sciences, Organizer (2010-2011), Social Sciences Colloquium, Organizer (2007-2008), Data Analysis (2006), First year Advising (2006), Geographies of Race and Place (2003-2004), The Art of Reviewing (2003), Quantitative Reasoning (2001-2002), Writing Beyond the Academy (2001), Oral History, organizer (2000).

KATIE WALKER

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POSITIONS

Coordinator, Nexus Curriculum to Career Program	2016 – Present
Mount Holyoke College	
Admissions Associate, MacDuffie School	2014-2016
MacDuffie School	
Senior Administrative Assistant, Office of Academic Deans	2003-2014
Mount Holyoke College	
Assistant for Computer Records, Registrar	1998-2003
Hampshire College	

EDUCATION

Bachelor of Liberal Arts, Bay Path University, to be completed December 2016
Associate in Science, Holyoke Community College 1996

OTHER RELEVANT PROFESSIONAL ACTIVITIES AND ACCOMPLISHMENTS

- Work collaboratively toward fostering student understanding and building connections between student course work and co-curricular activities encompassing undergraduate research and experiential learning.
- Work with faculty to support the development of new Nexus tracks, organize events, and solidify Nexus as a leading College-wide program for expressing our commitment to integrative learning for all students.
- Help facilitate and plan for *College 211, Reflecting Back*, Mount Holyoke's capstone course which prepares students for a public presentation at the LEAP (Learning from Application) Symposium.
- Organize LEAP Symposium where over 200 students present and critically reflect on their internships, research and other summer learning experiences.
- Support the curriculum grant process, manage programming and meetings, and assess student learning.
- Create and execute communications and marketing strategy for internal and external audiences.
- Manage grant funds, compile information and data for grant reporting and program analysis.
- Collaborate across many departments and identify learning opportunities for students.



Mount Holyoke College
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September 29, 2016

Humanities Connections
Division of Education Programs
National Endowment for the Humanities
400 Seventh Street NW
Washington DC 20506

Dear NEH Colleagues,

I write to confirm our institution's strong support the proposal submission to the Humanities Connections program entitled, Historical Imagination in the Liberal Arts, an initiative to expand the role of the humanities in our undergraduate curriculum.

Mount Holyoke College has a long-standing commitment to liberal arts and interdisciplinary collaboration and a mission of purposeful engagement. The proposed project to create the institutional infrastructure to bring into direct conversation disciplinary-based understandings of the multi-faceted dimensions of inequality is admirable. Its broader ambition—to weave humanities habits of mind, specifically a historical sensibility, through our curriculum and our co-curricular programs—is central to our institutional goals of keeping our intellectual core strong even as we build the pre-professional opportunities that students and parents increasingly demand. The Plan for Mount Holyoke 2021 sets out intertwined goals of educating future leaders with a commitment to citizenship, social justice, environmental progress, and public service and to developing innovative and integrative pedagogical approaches.

The project co-directors collectively bring a wealth of experience in grounding co-curricular initiatives in the liberal arts curriculum, a commitment to interdisciplinary collaboration, and an exciting intellectual energy:

- Catherine Corson is Associate Professor of Environmental Studies and Director of the Worley Center for the Environment. She co-chaired, with History Professor Holly Hanson the Development Studies Nexus program, and co-led a related faculty and staff seminar on "Supporting Dynamic and Prosperous Communities, Globally and Locally," which was designed to build student skills and understanding of the interconnections between development challenges in the Global North and South through a combination of local and international education and engagement.
- Holly Hanson, Professor of History, is one of the founding faculty who built the curricular architecture of the Nexus program. As initiator of the Nexus track in Development Studies, with Catherine Corson, Professor of Environmental Studies, Hanson uses a critical liberal arts perspective to bridge experiential learning across domestic and international sites, by linking community-based learning, student research and internship experiences. She and Catherine Corson devised and ran the 2015 Faculty-Staff Nexus Seminar on Sustained Global and Local Community Engagement and Learning from which our commitment to fostering student understanding of global-local relationships emerged.

- Eva Paus, Professor of Economics, Director of the McCulloch Center for Global Initiatives, and the Committee Chair for the Nexus track, 'Entrepreneurship, Organizations, and Society' is well-positioned to connect across disciplines and integrate students' co-curricular experiences. Every two years she organizes a major where 6-8 faculty members from across the academic divisions engage a major global challenge (e.g. Justice and Imagination: Building Peace in Post-Conflict Societies) from different disciplinary perspectives with 100+ students from all majors. During 2015-16, Paus led a faculty/staff seminar on 'Women in Global Business, Social Innovation and Entrepreneurship,' resulting in a new minor that brings a liberal arts approach to the study of entrepreneurship and organizations. Paus, with other project directors, also participated in a multi-institution Teagle Foundation funded project of the AAC&U building faculty leadership for integrative learning.
- Eleanor Townsley is a Professor of Sociology, former Associate Dean of Faculty, and Director of Nexus Curriculum to Career, a program offering nine interdisciplinary, pre-professional tracks for students to explore their career goals and integrate their learning across the College curriculum. Nexus supports curriculum development, faculty seminars, and embedded practitioners to enhance students' experience and study. Townsley also co-teaches the College capstone in integrative learning, *College 211, Reflecting Back*. Culminating in the LEAP (Learning from Application) Symposium each fall.

The College is committed to supporting this project in a number of ways. As directors of the Miller Worley Center for the Environment, McCulloch Center for Global Initiatives, and Nexus: Curriculum to Career Program, Corson, Paus and Townsley are well-positioned to ensure that there will be institutional impact beyond the grant period and dissemination to a wide audience within and beyond the institution. All three have played a leadership role in developing co-curricular opportunities and other supportive frameworks for students and faculty. Together with other colleagues from our new Teaching and Learning Initiative and the Weissman Center for Leadership, my office and that of the President of the College support their intentions to:

- showcase the results of this project in teaching forums;
- provide small incentive grants to faculty to adapt the experiential learning modules, from the pilot, to the purposes of their own courses;
- offer grants to faculty to connect courses around key questions pertinent to environmental sustainability, global challenges or the thematic focus of the different Nexus concentrations; and provide an intellectual space to explore a greater integration of the humanities into the social and natural sciences.

As a further evidence of our institutional commitment to the work proposed in this humanities-based interdisciplinary initiative, this year, the McCulloch Center, Weissman Center (which manages the Community-Based Learning program) and the Miller Worley Center have all committed to a pilot local-global program at the Monteverde Institute in Costa Rica, where projects related to issues like food security, education, and community health will connect with similar projects in communities in Western Massachusetts.

We are excited about the innovative intentions set out in this proposal and hope that the NEH will agree to help Mount Holyoke continue its distinguished record of fostering innovation among faculty and preparing the next generation of engaged women leaders to better understand the contemporary challenges in which they will play a key role.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon Western". The signature is fluid and cursive, with the first name "Jon" and last name "Western" clearly distinguishable.

Jon Western
Dean of Faculty and Vice President for Academic Affairs