

# NEH Application Cover sheet (GG-280428)

## Humanities Discussions

### PROJECT DIRECTOR

---

Ms. Julie Cohen  
AVP Community and Government  
800 Linden St.  
Scranton, PA 18510-4699  
USA

**E-mail:** julie.cohen@scranton.edu

**Phone:** 570-941-4419

**Fax:**

**Field of expertise:** Political Science, General

### INSTITUTION

---

The University of Scranton  
Scranton, PA 18510-2429

### APPLICATION INFORMATION

---

**Title:** *Scranton's Story, Our Nation's Story*

**Grant period:** From 2021-09-01 to 2022-08-31

**Project field(s):** Public History; Philosophy, General

**Description of project:** "Scranton's Story, Our Nation's Story" explores the aspirational journey to fulfill our national ideals through the lens of Scranton, Pennsylvania, an iconic American city that has experienced many of the key elements of our nation's experience: industrial era growth and decline, waves of immigration past and present, and Black and Indigenous experiences. Programs in a variety of scholarly and participatory formats, and across eight themes related to history, philosophy, English/literature, and religious studies, will engage a diverse group of Scrantonians in humanities-based conversations and story-sharing about founding debates, local and national identity, and our role as citizens in a democracy.

### BUDGET

---

<b>Outright Request</b>	152,791.00	<b>Cost Sharing</b>	0.00
<b>Matching Request</b>	0.00	<b>Total Budget</b>	152,791.00
<b>Total NEH</b>	152,791.00		

### GRANT ADMINISTRATOR

---

Ms. Therese Kurilla  
800 Linden St.  
Scranton, PA 18510-4699  
USA

**E-mail:** therese.kurilla@scranton.edu

**Phone:** 570-941-6362

**Fax:**

### **A. Abstract**

“Scranton’s Story, Our Nation’s Story” explores the aspirational journey to fulfill our national ideals through the lens of Scranton, Pennsylvania, an iconic American city that has experienced many of the key elements of our nation’s experience: industrial era growth and decline, waves of immigration past and present, and Black and Indigenous experiences. Programs in a variety of scholarly and participatory formats will engage a diverse group of Scrantonians in conversations and story-sharing about founding debates, local and national identity, and our role as citizens in a democracy. The story of Scranton is one of striving and struggle to realize the American ideals of freedom and justice for all. While its economy has oscillated, Scranton serves as an exemplar of community and resilience and of our ongoing American efforts to form a more perfect union.

### **B. Nature of the Request**

The University of Scranton, in collaboration with community partners, is seeking implementation funds for a Humanities Discussions project, responding to the special initiative “A More Perfect Union,” advancing civic education and commemorating the nation’s 250th anniversary (this project will not respond to a Chairman’s Special Award). Goals of the project include the following:

- Inform the public about key humanities topics located in both Scranton and U.S. history.
- Engage communities in discussion around history, literature, philosophy, and religious studies humanities resources and facilitate story-telling and dialogue to build civic engagement skills.
- Invite and share underrepresented Scranton stories to stitch together a more complete local and national story to better educate for democracy and toward a more perfect union.

It is an ambitious proposal, as broad as it is deep. We propose a series of programs around the overarching theme, “Scranton’s Story, Our Nation’s Story,” to explore the story of the United States from prior to its founding – when Scranton was home to the Lenape people – to today, exploring its highest ideals and examining where those aspirations may remain unfulfilled through the lens of Scranton, Pennsylvania, an iconic Rust-Belt city that *The Washington Post* has called “the best-known small city in America.” Scranton has experienced many of the key elements of the American experience: rapid industrialization followed by economic decline and challenges that persist today amidst increasing revitalization efforts; immigration of European communities during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries for industrial-era jobs and recent immigration from Latin America nations and other countries that express overlapping human stories; a longstanding Black community that came to Scranton via the underground railroad network in nearby Waverly, Pennsylvania, that is seeking to reclaim its history today; ethnically and religiously diverse neighborhoods that raise issues of identity and change; and a commitment to family, community and faith that is an enduring part of Scranton’s resilience, energy and character as an “All American City.” The project involves eight themes brought to life through various activities held from fall 2021-spring 2023:

- Portrait of Scranton, Portrait of a Nation, October 2021
- The U.S. Citizen & the American Founding, November 2021
- Indigenous History of Northeastern Pennsylvania, February 2022
- From the Industrial Revolution to Act 47 and Beyond, April 2022
- From “Immigrant” to Citizen, October 2022
- Scranton’s Religious Tapestry: Past and Present, Nov. 2022
- The Underground Railroad to Black Scranton, February 2023
- Education for Democracy: An Integrated Scranton & U.S. Story, April 2023

The project begins by exploring and analyzing representations of Scranton’s identity in the popular and national imagination and how individual Scrantonians see, or do not see, themselves in this representation. Themes 2 and 8 create book ends with a broad framing of the American story, from the American founding’s themes of freedom and equality through examination of key documents to educating



for democracy – how can the Scranton, and American, story be understood anew 250 years later and what are the roles and responsibilities of citizens? The project tells the story of a diverse set of Americans, focusing on the power of democracy and civic change, using the City of Scranton, past and present, as a place-based text for study, exploration, discussion and ultimately American renewal.

Under-represented stories, including that of new immigrants, Black Scrantonians, and Indigenous people, will be brought to the fore through an oral histories project that will provide new humanities resources and content. These oral histories, founding documents exploring themes of freedom and equality, Lackawanna Historical Society's *Story of Scranton* local history curriculum, and Sondra Myers' edited volume *Our America: Who are We? A Digest of Impressions, Reflections and Opinions* will serve as key humanities resources. National humanities scholars will be brought into conversation with Scranton-based humanities scholars to model the ways in which the stories of smaller cities must better inform our national conversations of who we are as a country in the 21<sup>st</sup> century. The project proposes eleven lectures/panel discussions with audience engagement (at least one of which will include a "table talk" dialogue format following a keynote); 1 public dialogue, 2 film screenings with table-talk dialogues; at least 1 story exchange; 3 experiential tours (walking and bus); and 2 youth writing workshops for a total of 20 events. Participatory methods are involved throughout to engage broad audiences and stakeholders, along with a careful attention to preserving unique stories and experiences to benefit future generations.

### **C. Humanities Content**

**Theme 1: Portrait of Scranton, Portrait of a Nation:** As the recent election of Joe Biden has shown, Scranton looms large in the imagination of the United States. We've shown up in everything from *Home Alone* to *Baby Mama*, *Wanda*, *The Office*, Harry Chapin's "30,000 Pounds of Bananas," and most recently as a question on *Jeopardy*. From its roots as an important U.S. city at the turn of the last century, the city is dotted with artistic and architectural gems: the Scranton Cultural Center was designed by renown American Art Deco architect Raymond Hood; Covenant Presbyterian Church boasts nineteen stained glass windows including the work of artists Louis Comfort Tiffany; and the city's nickname, "The Electric City," relates to its being the first American city to have an electric street car, and points to the city's current revitalization and economic development. Notable people hail from Scranton, from the poet M.S. Merwin, to urbanist Jane Jacobs and playwright Jason Miller, to the 46<sup>th</sup> President of the United States. What is it that makes Scranton a cultural touchstone? How is Scranton portrayed, and what is the authentic portrait of Scranton today? How do Scrantonians picture ourselves? What is our place in the story of the United States? Some key ideas to be explored in this theme include memory, place, identity, narrative, and human geography, reflecting themes in *Promised Land*, *Thirteen Books that Changed America*, a book by prolific author and Scranton native Jay Parini where he explores stages of American self-invention. The project series opens by exploring "Scranton in the Popular Imagination" with a keynote with guest humanities scholar Jay Parini and panel discussion with local humanities scholars from colleges and universities in Northeastern Pennsylvania. The forces that contributed to the celebrity of Scranton as "The All American City," mirror in some ways Carl Smith's *Chicago and the American Literary Imagination*. Scranton's artistic and cultural heritage, the innovations that lead to the powerful yet ephemeral position of the region as a hot-bed of industry, and the increasingly notable role that Scranton plays in the political landscape not just of Pennsylvania, but of the United States present a compelling portrait of struggle and striving very much still active today as it works to revitalize. The community will be further engaged around civic identity – what it means to be a Scrantonian – through a social media campaign and youth writing workshop. A "Jane Jacobs walk" will draw on the forthcoming book *Jane Jacobs's First City* as a resource on how her ideas about the life and economy of great cities grew from her home city.

**Theme 2: The U.S. Citizen & the American Founding:** This theme is based on key founding documents of the United States, including The *Declaration of Independence*, *The Constitution* (especially the Bill of Rights and the Preamble), and the *Federalist Papers* (especially #51) as formational in

understanding the role of the citizen vis-à-vis the newly formed American polity. Were the revolutionaries seeking to establish principally a limited government, one in which freedom was located in a private realm outside the political sphere? Or were they fighting for a democratic government in which freedom was located in the political realm and closely tied to notions of popular sovereignty and self-government? Or both? Are we destined to live out James Madison's worst fears as presented in the seminal *Federalist 51*, divided into different parties, "inflamed with mutual animosity," and becoming much more disposed to "vex and oppress each other than to co-operate for their common good"? In asking and answering these questions, we will directly address fundamental themes in the humanities, drawing from philosophy, political theory, and history, such as the nature of rights, democracy, freedom, and equality and do so from a historical perspective. An invited guest humanities scholar, Annelien de Dijn, author of *Freedom: An Unruly History*, will provide a keynote lecture on the "U.S. Citizen and the American Founding," discussing the kind of government our founders sought to establish and freedom they sought to defend, and what their vision means for us today. (Other guest scholars under consideration include Jill Lepore, David Woods Kemper '41 Professor of American History at Harvard University.) Attendees of events will be invited to reflect on how freedom relates to civic responsibility, self-governance, and the right and the responsibility to be an engaged and informed member of society. A public facilitated dialogue using reflective structured methods will utilize questions laid out above and draw from excerpts of founding documents. Civic identity and the duty of citizens to inform themselves of their community and our national history will provide the foundation on which to explore the under-told stories of Scranton and in the culminating theme 8, to tell our nation's story more completely.

**Theme 3: Indigenous History of Northeastern Pennsylvania:** This theme will focus on indigenous history, bringing new historical research, inquiry and humanities-based discussions to a lesser told story of Scranton and the nation. Situated along the Lackawanna River in the greater Susquehanna River watershed, the city of Scranton occupies an important part of the Wyoming Valley. Prior to European colonization, Northeast Pennsylvania offered ample space and resources for the Lenape, the People of the River Valleys, to make this area their home.<sup>1</sup> Local lore in Scranton suggests that the Lenape did not make a permanent home in this region, but instead used it for migration, important meetings, and burying their dead. The Munsee (or Monsey) band of the Lenape made use of the region most frequently, and one area, Capouse Meadows in North Scranton, has been marked by a state historical marker. However, aside from a few street and Lenape place names such as "Lackawanna" (stream that forks) and "Nay Aug" (noisy water or roaring brook), the Native presence in the region has mostly been neglected. To highlight and complement the traditional story of the region which focuses on European immigration at the turn of the 20th century and the Anthracite coal-mining industry, we will engage in and publicize research and create connections with the current Scranton community to better understand the important Native story of this area. The basis of this project is historical research that will practice radical empathy; the idea is not to lionize Native peoples or demonize settlers or immigrants, but instead to recover and tell a truthful and authentic story that incorporates numerous perspectives. Programming and research will involve a public lecture and discussion with guest humanities scholars who are experts in Indigenous history, a community workshop with members of the Lenape Nation of Pennsylvania, a community mapping project undertaken by University of Scranton history professor Adam Pratt in collaboration with the University library and students as part of undergraduate study, and an environmental walking tour highlighting Native sites.

**Theme 4: From the Industrial Revolution to Act 47 and Beyond:** Scranton's story of industry is a story of growth in the U.S. With the rise and fall of industry and labor, it is also a human story of the promise and challenge of the "American dream" that has continued as Scranton has faced economic distress (having been designated so under the Commonwealth of Pennsylvania's Act 47 since 1992) and

---

<sup>1</sup> Amy C. Schutt, *People of the River Valleys: The Odyssey of the Delaware Indians* (Philadelphia: University of Pennsylvania Press, 2007).

as it works to revitalize. Scranton was one of the leaders in the 19th century industrial revolution which propelled our nation forward. The Scranton brothers' Lackawanna Iron and Coal Company was the first American company to mass produce T-rails for the railroad at its Scranton furnaces and local anthracite coal fueled the nation and the world between the 1870's and 1930's. A nationwide railroad and industrial strike in 1877 led to a bloody riot in Scranton, but also ushered in an early Progressive city government led by Terrence Powderly, a union leader himself. Later, the 1902 Anthracite Coal Strike was a seminal event in American labor history. Led by United Mine Workers president John Mitchell, who urged unity and commonality within the various ethnicities in the anthracite coal fields, the strikers fought for an eight-hour workday, increased wages, and union recognition. The Anthracite Coal Strike was the first labor dispute in which the U.S. federal government intervened as a neutral arbiter and became the model for Theodore Roosevelt's "Square Deal." This labor victory helped to lay the foundation for the Progressive movement. All of this centered in Scranton, Pennsylvania. By 1890, the textile industry was a strong presence in the region as well. Silk mills produced one third of all silk made in the U.S., and the Scranton Lace Company was the largest producer of Nottingham lace in the world. The mills gave women a chance to supplement their husbands' meager income, and sustained manufacturing as coal declined in the 1930s. While this industry helped families survive, conditions were often poor; the International Ladies Garment Workers Union became a strong force in the nation. The industry began to decline by the 1970's and 1980's as factories moved overseas. The documentary, *A Shop on Every Corner: Memories of the Garment Industry* and film *Wanda*, both highlight the lesser told story of women in labor and industry.

This theme will involve a public lecture and discussion, with industrial history guest humanities scholars, and a film screening with table talk dialogues. Core topics for discussion as part of this theme's focus on industrial history include equality, fairness, and the dignity of work, in light of continued economic challenges and increasing revitalization and economic development efforts.

**Theme 5: From "Immigrant" to Citizen:** Immigrant history is a core part of the story of Scranton and the American experience. The immigrant story is reflected in the many Europeans who came to the region during the anthracite coal mining era, including English, Welsh, German, Irish, Italian, Polish and other communities as detailed in the *Story of Scranton* local history curriculum resource. These communities established fraternal, musical and other cultural and religious associations and institutions. Their stories are well celebrated and preserved, including with such large annual festivals as La Festa Italiana each Labor Day weekend and St. Patrick's Parade Day every March. As Scranton has increasingly experienced new waves of immigration other events have emerged including World Refugee Day, Welcoming Scranton, and Global Tastes of Scranton. This theme pays tribute to Scranton's immigrant stories, old and new: the experiences of migration to find a better life, whether fleeing poverty, war, religious or political oppression, violence, or otherwise seeking a new start for oneself and one's family. This theme draws on the notion of "emergence" as articulated by Colum McCann, Irish-American author and founder of the international story exchange organization Narrative 4, on how many living things can exhibit properties beyond the capability of one individual by engaging diverse Scranton immigrant communities in conversations to realize our shared experiences. Storytelling exhibits the possibility of "emergence" and the power of the American promise of a more perfect union when citizens listen and share as part of civic, democratic discourse. de Tocqueville underscores this in *Democracy in America* when he writes, "In democratic countries the science of association is the mother science; the progress of all the others depends on the progress of one." Events will involve an author's panel of 3-5 writers sharing migrant stories reflecting Scranton's own diverse communities, and a story exchange around themes of identity and belonging, both curated and coordinated in collaboration with Narrative 4.

**Theme 6: Scranton's Religious Tapestry: Past and Present:** This theme, directly connected to theme 5, focuses on the longstanding and continued role of religious institutions in the life of early immigrant communities and the ways in which different ethnic communities brought with them not only their language and skills, but also their religion and culture. These communities lived in towns in the

Lackawanna Valley and in particular sections of Scranton, and through ethnically-based churches, as well as businesses and associations, created distinct neighborhoods. This tapestry of Scranton neighborhoods continues today, now with new communities joining the longtime ones, particularly demonstrated by longtime Catholic churches hosting services in Spanish and English, providing worship opportunities for Scranton's largest growing newer population – families and individuals of Latin American heritage. This theme will highlight how immigrants' common religious heritage galvanized these various communities and neighborhoods, helping to preserve their history, cultural heritage and practices amidst the expanding pluralism of the city as a whole. Proposed events include a bus tour of Scranton's religious institutions, including Catholic, Black Protestant, Eastern Orthodox, Jewish, Muslim and Hindu churches, temples and mosques respectively; participants will study Scranton as a place-based text, with these institutions providing ethnic, cultural, religious and immigrant history. The theme will also engage questions of sacred music and the diverse realities of contemporary culture, with a focus on Scranton's Latino/a communities through a lecture with guest humanities scholar Tony Alonso, Assistant Professor of Theology and Culture at Candler School of Theology at Emory University.

**Theme 7: The Underground Railroad to Black Scranton:** This theme explores Scranton's Black history, including nearby Waverly, Pennsylvania as an outpost of the Underground Railroad, and the trials and triumphs of the Black community in business, housing, arts, and culture. The significance of Scranton's Black History in U.S. Black History will be explored, including Black Americans who migrated to the area during the Civil War era, prominent roles and positions held by Black Scrantonians, and institutions such as Bethel AME Church that served as cultural meeting places. It will also explore challenges faced by these communities, particularly in how Black neighborhoods underwent redevelopment that resulted in community dispersal and fragmentation. The Black Scranton Project, through films, public talks and presentations, and community exhibits, will be highlighted in how it has shared the historic narratives of the African American community of Scranton and cultivates awareness and unity through arts and public history. A subject of the theme is Daniel Pierce Bergin's PBS documentary film *Jim Crow of the North* which exposes how racial covenants in early 20<sup>th</sup> century Minnesota are connected to modern day segregation and racial disparities. In addition to telling the stories of individuals impacted by racial covenants, the film also highlights the role of citizens in collecting data on racial covenants. A film screening will include audience table talk dialogues and a panel discussion with guest humanities scholars in history will address not just what we know about local and national Black history but also how we know it and how we tell it, from our first President, the institution of slavery and the Underground Railroad, through the civil rights movement and the realities of racism in the North, to the experiences of Black communities in Scranton with a focus on the role of Black people in their own liberation. Black Scrantonian oral histories will be previewed connecting local and national Black history.

**Theme 8: Education for Democracy: An Integrated Scranton & U.S. Story:** The final theme is a culmination of both the collecting of Scranton's stories and the invitation to Scranton's citizens to engage with one another toward a more perfect union, locally and nationally. Educating people for citizenship is the lifeblood of democracy, because of the central role that active and engaged citizens play in making our democracy work. Citizens are the very essence—the *sine qua non*—of our democracy. The final theme will foster informed and engaged citizens who can express their opinions and take actions on issues that reflect the values of our democracy—aiming toward liberty and justice for all. The founding ideas will come into dialogue with the failings and triumphs as we will have learned through Scranton's stories and as is reflected in Gunnar Myrdal's major study of American racial attitudes and practices prior to World War II, *An American Dilemma*, which defined the American creed "as an abiding sense that every individual, regardless of circumstances, deserves fairness and the opportunity to realize his or her potential," but also identified a gap between that creed and the reality of American life. The key humanities resources will include the Scranton oral histories and Sondra Myers' *Our America: Who are We?* A final lecture with an invited guest humanities scholar and overview presentation of Scranton's oral

histories will provide content for table talk dialogues to which local educators will be invited. The central question of “Who are We?” as Scrantonians and as citizens of the United States of America, will animate the final discussion and a youth writing workshop on local and national civic identity. Drawing on essays in the edited volume key answers to that central question will be presented for discussion from Benjamin Franklin (“A republic if we can keep it”), Alexis de Tocqueville (who saw America as unique in our affinity for fixing things by creating associations), and Robert Hughes (who identified an America “whose making never ends”). de Tocqueville’s insight that “In democratic peoples, associations must take the place of the powerful particular persons who equality of conditions has made disappear” will animate the discussion around civic education and the responsibility to both sustain the democratic project of self-government and contribute to forming a more perfect union.

#### **D. Project Formats**

***Event Programming:*** Programs will involve lectures with question and answer interactive sessions, panel discussions with audience responses, public facilitated dialogues, and story exchanges, as well as walking and bus tours, youth writing workshops, and oral history and community mapping projects that will provide new humanities material and content for discussion. All events will enable audience/community participation and engagement. The lectures and panel discussions will include University of Scranton humanities scholars as discussants and moderators to ensure that the humanities content relating to Scranton and U.S. history topics come into conversation with one another and that these events invite audience questions and discussion. The facilitated dialogues are based on public and student dialogues run by The University of Scranton combining the reflective, structured dialogue methods of non-profit Essential Partners and the non-sectarian tradition of reflection and discernment of St. Ignatius of Loyola; the longer dialogue model is also the basis for the shorter table talk dialogues used at film screenings and the final Theme 8 event. The story exchanges utilize a model developed by Narrative 4 and would be implemented by University and community partners trained in this facilitation method and in collaboration with Narrative 4.

A distinguishing feature of the project is The University of Scranton’s strength in coordinating humanities-based programming combined with its experience in facilitating dialogue and story exchange. The University’s Dialogue Across Differences initiative was begun in 2017; its civic dialogue method seeks to engage participants across differences both to share their perspective openly and to listen genuinely to learn from and about others. The initiative’s use of the story exchange method empowers individuals to discover true understanding of another through sincere listening to and empathic retelling of the other’s story as if was one’s own.

Partnerships with humanities consultants in key Scranton area cultural/community organizations will maximize the impact of this project by building diverse grassroots audiences. Guest humanities scholars will be invited from colleges and universities throughout the country, including scholars who have spoken at the University previously through the Schemel Forum, Humanities Forum, and other special lectures. Each program will integrate humanities resources and participatory formats to encourage reflection and foster public conversation. To maximize access, many of these projects will be shared digitally on a designated website. WVIA media, the PBS and NPR affiliate, will serve as a community partner, promoting events, inviting humanities scholars for interviews, and seeking opportunities to share the oral histories and re-run related local documentaries that align with project themes.

***Scranton Stories Oral History Collection:*** The story collection process will highlight various Scranton individuals, giving voice to underrepresented communities, asking a range of questions that address “civic promise” and provide an engaging new humanities resource for the project and beyond. What does it mean to be a Scrantonian? What does it mean to be an “American” as the United States prepares to celebrate its 250<sup>th</sup> anniversary? How can we achieve a more perfect union? As part of the larger oral

history project focusing on Stories of Scranton, we will also focus on the under-told story of Black Scrantonians. These interviews will prioritize stories from Black Scrantonians who lived on Adams Avenue and were displaced when homes were torn down to make way for downtown redevelopment. The interviews will explore themes of belonging and displacement; faith, family and community; and the place of citizens in making change in the context of Scranton and American history. The Lackawanna Historical Society will examine other local collections to identify where prior oral histories of European immigrants during the coal mining era might provide a backdrop for recent immigrant stories, in relation to Theme 5; similarly WVIA will consider opportunities to re-run documentaries highlighting longtime immigrants.

The story collection project is rooted in the central place that diverse human stories play in the humanities, and is critical to the goal of sharing Scranton's stories as archetypal of other stories representing the many American experiences. As Colum McCann, two-time visitor to the University and potential panelist, has said, "The one true democracy we have is storytelling. It goes across borders, boundaries, genders, wealth, race -- everyone has a story to tell." Stories are told in literature, from Shakespeare to Toni Morrison, but are also expressed in places (architecture, cities, countryside), sounds (rhetoric and music), and sights (art and nature). Stories help to preserve history and culture, and crucially they foster empathy, the ability to see an issue from another's perspective. Oral histories will be collected throughout the project; individual stories will be previewed at related Themes (e.g. 5 and 7), and the stories will be completed by winter 2023 to be presented at the final Theme 8 event in spring 2023.

#### **How Project Relates to "A More Perfect Union" NEH Special Initiative**

The project relates to the theme "A More Perfect Union" by engaging a diverse citizenry of a small American Rust Belt city in the action and work of democracy through sharing stories of what uniquely makes them a Scrantonian and an American and engaging in discussion about Scranton and U.S. history and on key foundational issues for America's democracy. The project engages a range of humanities resources such as those located in new Scranton oral histories, founding documents, the edited volume *Our America: Who are We?*; draws on scholars, including University of Scranton and guest humanities scholars in history, English, religious studies, and philosophy; and employs various participatory modes such as public dialogues, story exchanges, youth writing workshops and community mapping and tours. The project reflects on and highlights key founding documents and aspirations, moments in culture, economics and history that forged a nation, communities whose stories have not been fully told in Scranton; experiences of immigrants who formed the city in the past and those instrumental to the future; and the religious and ethnic tapestry that make Scranton come alive today as the "Electric City."

The project raises questions about how we can achieve unity without acknowledging what Harvard political theorist Danielle Allen calls the "flawed genius" of the Constitution, our very founding which forged a promise of equality, freedom, and liberty, while enshrining slavery. It enlarges the story of migration that is and was central to Scranton (and the U.S.) by better examining the stories of movement and upheaval that brought Black Americans seeking freedom from the South. Rather than beginning Scranton's story in the Industrial era of immigration from Europe, we go back to understand better the lives of the Lenape people who had originally inhabited it. We examine the tolls of industrial history with its strains on men in the anthracite coal mines and women in the garment industry working for the future of their families and the challenges of a nation emerging as a global power in the 20<sup>th</sup> century. The religious, cultural, ethnic, and racial diversity of Scranton – Scranton as a place-based text – is presented not as a superficial "melting pot" but with distinctions, differences explored through civic dialogue and an exchange of stories. We look at how Scranton has long played a role in the popular imagination, continuing to 2021 as it becomes the birthplace of the 46<sup>th</sup> President. Story is a central humanities theme and action in the project – integral to democracy and fostering community and empathy. As philosopher Martha Nussbaum has [shared](#) regarding democracy and the humanities, being able to "imagine sympathetically the predicament of another" and cultivating a "narrative imagination" are important abilities of a citizen.

### **E. Project Resources**

The project's proposed collection of Stories of Scranton, including the lesser told stories of Black Scrantonians and recent immigrants, will provide a new humanities resource available to the public both during and beyond the project timeframe; the community mapping project of Indigenous history will also provide new public history resources. The edited volume, *Our America: Who are We? A Digest of Impressions, Reflections and Opinions* by Sondra Myers provides a key source of collected essays as a basis for various discussions, from George Washington, Abraham Lincoln and Alexis de Tocqueville to Ta-Nehisi Coates and Jennifer L. Hochschild. Historical resources are available through The Lackawanna Historical Society, with their many Scranton historical collections and *Story of Scranton* local curriculum. The Weinberg Memorial Library hosts several collections involving Scranton local history, including an oral history collection. The [Lackawanna Valley Digital Archives](#), [Scranton Times-Tribune 150<sup>th</sup> Anniversary archive](#), and [History Set in Stone](#) downtown Scranton guidebook published by the Lackawanna Heritage Valley and the Lackawanna Historical Society provide additional community archival resources and Black Scranton presents new archival collection and exhibition work around the local Black history of Scranton, which founder Glynis Johns also detailed in a TEDx Scranton talk on "Why Local Black History Matters."

Each theme will involve additional and specific humanities resources, either local or national (including those in the Bibliography), bringing expertise to particular issues such as Indigenous history, industrial, and Black history. The City of Scranton, past and present, will function as a place-based text of human stories that reflect our nation's story for study, exploration, and discussion. The project efforts will draw on the strengths of different humanities scholars at The University of Scranton (including a potential Slattery Center humanities faculty fellowship for scholarship based on or growing out of this project), and invite national humanities scholars from history, English, religious studies, and philosophy (see walkthrough), many of whom have visited Scranton or have roots in the city, to share their expertise.

### **F. Project History**

The project grows out of various efforts at the University and with community partners, both longstanding and more recent, including the faculty-led Humanities Forum formed in 2017 which invites scholars across the humanistic disciplines to engage in discussion; the Gail and Francis Slattery Center for Humanities, founded in 2019 with the leadership of University President Scott R. Pilarz, S.J. that offers a Humanities in Action lecture series; and the Schemel Forum, founded in 2006, which provides an annual program of lectures and special events, including the day-long "University for a Day" and roundtable discussions.

The Offices of Community Relations and Community-Based Learning work with humanities faculty and community partners to connect faculty, students and university resources to community priorities. The University's Dialogue Across Differences project began in 2017 and has coordinated a variety of student and community dialogues and story exchanges on such topics as the Preamble to the Constitution; faith and politics; what it means to be an American; and race, injustice and community focused on the graphic novels *March*. The project builds off previous grants from the American Library Association with the Scranton Public Library and WVIA on public programming around the documentary film *American Creed* in which the public discussed questions stemming from the *Declaration of Independence* and a Campus Compact grant that supported facilitator trainings with Narrative 4. The University is also a past participant in a community planning grant through the Pennsylvania Humanities Council. This project draws on the strengths of community partners in areas of local history, culture, and civic engagement.

While there is not an exact model for our project, Carl Smith's *Chicago and the American Literary Imagination* shows the value of understanding cities in light of the nation; the *American Creed* documentary highlighted particular communities to provide an avenue for discourse across differences and for seeking common ground; various examples point to Scranton's prominence in the national imagination and reality. Thus, "Scranton's Story, Our Nation's Story" provides a unique basis for seeing how local history informs national history, and utilizing the role of story and of citizens in a democracy.

### **G. Audience, Marketing and Promotion**

The primary audience for this project is the greater Scranton area community inclusive of the entire campus community consisting currently of 1,099 employees and 4,957 students, and the broader Scranton area of over 150,000 residents. Additionally, many of the events offered by this project will serve the much larger population of Northeastern Pennsylvania and be promoted to our alumni network with over 54,000 members. Several projects contain a digital component and project events will be recorded, as possible, to ensure the content serves as a resource locally, regionally, and nationally. The University will work with its broad constituency of community partners comprised of non-profits, community organizations, and K-12 schools to maximize reach. Internal university collaboration will utilize different contact lists and social media channels; media outreach will be conducted by the University's Media Relations Office and branding by the Creative Services team. The marketing/promotion plan will involve:

- Creation of a project brand and project micro-site (with consulting firm) that provides a dedicated space on the University's website/CMS to maximize project reach, promote events, preview Scranton Stories/connect to digital collections, share humanities resources, post event recordings and provide additional ways for the public to interact with the content and themes of the project.
- Targeted email marketing through the Office of Community Relations newsletter (containing over 13,000 contacts) and additional email outreach to alumni email network.
- Promotion of events via the University's website (1,333,376 views annually) and social media channels: Facebook (26,736 followers); Instagram (15,908 followers); Twitter (9,807 followers); and University's YouTube channel (over 310,000 views annually).
- Promotion of events to the University alumni network via the newsletter *Royal News* (approx. 50,000 readers for alumni edition), alumni news magazine the *Scranton Journal* (approx. 50,000 readers), targeted emails to our alumni email listserv, and via alumni social media channels.
- Letters of invitation and flyers (electronic and print, in some cases) will be sent to diverse community leaders and to organizations working with multi-generational populations.
- Promotion of events and programs through local and national media outreach, including ECTV, WVIA, print newspapers, and television outlets, as well as paid advertising. In particular, WVIA will partner to promote events and interview key humanities scholars.
- Outreach to associations that the University and partners are members.
- Posting to events calendars such as Discover NEPA, Lackawanna County Visitor's Center, the Greater Scranton Chamber of Commerce, and University academic and student life calendars.

Leveraging the University's community partnerships will help connect with a broad audience, especially underrepresented and underserved communities and communities of color. These communities are represented through partners such as the Black Scranton Project, dedicated to the African-American heritage and culture of the Scranton Area; United Neighborhood Centers of Northeastern Pennsylvania, a long-standing organization that works with recent immigrants; the Scranton Area Ministerium with leaders across different faith and ethnic groups. In addition, the University is an active member of the Lackawanna Immigrant Inclusion and Scranton World Refugee Day committees.

### **H. Evaluation of Project's Impact**

The University will design a variety of program evaluations corresponding to the types of programming offered to ensure we collect the impact and effectiveness of this project's goals to inform and engage the public about key humanities topics located in both Scranton and U.S. history, including through the use of new oral histories, and engage diverse communities to build civic engagement skills.

Humanities lecture, panel discussions, film screenings and tours will utilize a post-event evaluation survey to assess the impact of these events on participants, to provide reflection and feedback on what participants learned, and how they plan to use their learning further in civic engagement. Events



with dialogue components will utilize a pre and post event evaluation survey tool, based on an instrument that we have already designed and used and which has proven to be effective at capturing meaningful change as a result of dialogue (see sample in Attachment 6). The pre-evaluation will be administered during participant registration to gather demographic information, views on the dialogue topic/theme, and willingness to engage with people who are different from them or hold differing views. Following the community dialogues, participants will be offered a post-event evaluation on the impact of the dialogue in fostering constructive civic conversations around key project humanities themes.

The University will evaluate the overall success of all programs based on participant registration/attendance data to assess the impact of our outreach and identify how best to target outreach for future programs to ensure the project engages the diversity of the Scranton community; website traffic will also be analyzed to assess usage. The Weinberg Memorial Library's Digital Services department, which oversees its digital collections, is able to provide assessment for the project's digital collections – to which the Scranton oral histories will be added – through usage summaries and collection reports, Google Analytics integration, and usage statistics on collaborative platforms.

### **I. Organizational Profile**

A private, co-educational institution, The University of Scranton is by tradition, choice and heartfelt commitment, a Catholic and Jesuit university. Founded in 1888 as Saint Thomas College by the Most Reverend William G. O'Hara, D.D., the first bishop of Scranton, it achieved university status in 1938, and was entrusted to the care of the Society of Jesus (the Jesuits) in 1942. The University, located in downtown Scranton, Pennsylvania, is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share in its life. Operating under a shared governance system, representatives from Faculty, Staff, and Student senates comprise the University Governance Council.

The Humanities at the University consists of the following departments: World Languages and Cultures, Latin American Studies, Women's and Gender Studies, English/Theatre, History, Philosophy, and Theology/Religious Studies, which collectively house 64 full-time faculty members, and 7 staff. Over the past 9 years, 1786 students have been enrolled in the 18 Humanities program majors offered by the University. Degrees have been conferred to approximately 260 students in the above disciplines in the last two years.

In addition to students majoring in these programs, all University students complete 4 courses (12 credits) in the Humanities per General Education requirements. Students are also required to take 5 courses (15 credits) in Theology/Religious Studies, and Philosophy. The University has two honors program that involve the humanities, including the Special Jesuit Liberal Arts (SJLA) Honors Program and the Honors Program. One of the University's four institutional learning outcomes is primarily focused on student humanities related learning.

The Humanities Initiative was started in the fall of 2017 by a group of faculty interested in promoting the study of the humanities by improving the quality of co-curricular education and increasing the number of students studying the humanities. Developed by this Initiative, the Humanities Forum, typically attended by approximately 100 students and community members, provides a venue to engage in important topics with guest speakers from across the humanities.

In May 2019, the University established the Gail and Francis Slaterry Center for Humanities to advance the University's liberal arts tradition and enhance the core role it plays in the formation of students. The Center hosts the Humanities in Action Series, supports faculty fellowships (including one potentially based on or growing out of this project), and houses the Schemel Forum, which provides an opportunity for people of all ages to explore the intellectual and cultural wonders of the world.

The University plays an integral role as an anchor institution in the city of Scranton by serving as an educational resource for the community. The University's Office of Community and Government

Relations seeks to connect the University and the Greater Scranton community by fostering mutually beneficial relationships with area residents, community leaders, non-profit organizations, and community businesses, as well as spearheading a range of civic engagement projects. The Office of Community-Based Learning focuses on academic partnerships whereby faculty and students address community-defined needs through community-based learning courses and projects.

The University's Dialogue Across Differences Initiative was launched in 2017 by a campus-wide Working Group, coordinated by the Office of Community and Government Relations and comprised of humanities and social science faculty as well as staff and administrators from mission, pedagogical and diversity focused offices. The initiative aims to bring students and community members together from a variety of backgrounds to share their experiences and beliefs on a range of issues.

### **Community and National Partners**

**Black Scranton Project** is a Scranton based non-profit dedicated to archiving and celebrating the African-American heritage and culture of the Scranton Area. The Black Scranton Project exposes our community to the historic narratives of the African American community of Scranton, PA and cultivates awareness and unity through arts and public history exhibits, films and community events. This organization will partner on the oral histories, Theme 7, and provide overall guidance to the project.

**Lackawanna County Arts & Culture Department's** mission is to advocate and support high quality arts opportunities and programs for people of all ages throughout Lackawanna County. The Office provides services to artists and arts organizations in the region as well as makes grants to qualified artists and arts organizations, and has been part of several grants and projects with the Pennsylvania Humanities Council. The department will partner on outreach and planning, particularly on Themes 1, 5, and 6.

**The Lackawanna Historical Society** inspires exploration of Lackawanna County through collecting, presenting, and interpreting local history. Located in the historic George H. Catlin Memorial Home on the University of Scranton campus, the Society actively seeks and builds upon trusted and committed relationships among partners; its library and museum collection are open to its 450 members as well as the public. It will serve as a project partner focusing on local history, including Themes 1 and 4-6.

**Narrative 4 (N4)** is a global organization driven by artists, shaped by educators and led by students. Its core methodology, the story exchange, is designed to help participants understand that their voices, stories, actions and lives matter, and that they have the power to change, rebuild and revolutionize systems. Senior staff from N4 will help to curate the writer's panel and story exchange in Theme 5.

**Scranton Area Ministerium** is a voluntary association of faith leaders from Northeast Pennsylvania. The Ministerium seeks to provide mutual support and enrichment, advocate for shared values, and undertake cooperative action. The ministerium will assist with coordination for Theme 6.

**United Neighborhood Centers of Northeastern Pennsylvania (UNC)** is one of the largest, and longest operating, nonprofit organizations in Northeastern Pennsylvania working to meet the needs of local low-income families, seniors, youth, and new immigrants while also empowering them to attain self-sufficiency; UNC will assist with outreach to recent immigrants for oral histories and themes 5-6 events.

**WVIA** is the PBS and NPR affiliate for Northeast & Central Pennsylvania. Signature programs such as Keystone Edition facilitate community conversation from multiple perspectives. ArtScene, hosted and produced by Erika Funke a former board member of the Pennsylvania Humanities Council, brings attention to the area's arts and cultural events. WVIA will promote and partner across themes.

### **J. Project Team**

**Julie Schumacher Cohen, Assistant Vice President for Community and Government Affairs** at The University of Scranton, directs community-based learning, civic engagement, dialogue, and other projects. She is pursuing a PhD in Political Science in American politics and political theory at Temple University, is a graduate of Gordon College with a B.A. in English and Political Studies, and Villanova

University's Master of Public Administration. She is Project Director, leading implementation, collaborating on thematic events, overseeing the oral histories and communication and evaluation plans.

**Patrick Clark, Ph.D., associate professor of Theology at the University of Scranton**, specializes in Christian Ethics and Catholic Moral Theology and co-directs the Catholic Studies program. Patrick earned a bachelor's degree in Philosophy from Duke University and a Ph.D. in Moral Theology from the University of Notre Dame. Dr. Clark is a member of the Project Team, Subcommittee for Theme 6.

**David J. Dzurec, Ph.D., Professor and Chair of History** at The University of Scranton, received his Ph.D. from The Ohio State University (2008), MA in History from the University of Connecticut and BA in History from Fairfield University. His research and teaching interests include a focus on the early United States; he is author of *Our Suffering Brethren: Foreign Captivity and Nationalism in the Early United States*. Dr. Dzurec is a member of the Project Team, Subcommittees for Themes 2, 3, 4.

**Colleen Farry, Assistant Professor and Digital Services Librarian** and Slattery Center for the Humanities Faculty Fellow manages the Weinberg Library's digital collections and oversees development of digital projects. Farry has an MSLIS from the University of Illinois at Urbana-Champaign and master's degrees in art history and museum studies from Syracuse University. Farry is Manager of the project's Digital Assets.

**Erika Funke, Senior Producer, Classical Producer and Program Host at WVIA Public Media**, has worked at WVIA since 1979. She is morning host of Classical Music, Art Scene, Early Birds, and other programs and has produced many programs about the history of northeastern Pennsylvania. Funke is a Phi Beta Kappa graduate of University of Chicago and received a master's degree in Humanities from Penn State University. She served on the PA Humanities Council for two terms.

**Teresa A. Grettano, Ph.D., Associate Professor in the Department of English & Theatre** at The University of Scranton, directs the First-Year Writing Program, the Ellacuría Initiative (justice-related programming), and co-leads the Dialogue Across Difference group. Dr. Grettano earned her Ph.D. in English Studies from Illinois State University and her B.A. and M.A. in English Literature from the University of South Alabama. She is a member of the Project Team, Subcommittee for Themes 1, 2, 5, and 8.

**Gregory W. Jordan, Executive Director of the Slattery Center for the Humanities** at The University of Scranton where he runs the Humanities in Action lecture series and other humanities programs. He holds a J.D. from Georgetown University, M.F.A. from City College of New York; and B.A. from Williams College. Jordan's film production company will be producing *The Pearl Fisher* about opera star Ruben Amoretti. Jordan is a Project Team member, connecting the Slattery Center across themes.

**Michelle Maldonado, Ph.D., is Dean of the College of Arts and Sciences** at The University of Scranton. Previously, she was Professor of Religious Studies, Asst. Provost of Undergraduate Education, and Executive Director of the Office of Academic Enhancement at the University of Miami. She received her Ph.D. in Systematic and Philosophical Theology at the Graduate Theological Union. Her research and teaching include Latino/a, Latin American, and Feminist Theologies, and inter-disciplinary work in Afro-Caribbean Studies. Dr. Maldonado is a member of the Project Team, Subcommittee for Theme 6.

**Maureen McGuigan, is Director of the Lackawanna County Arts & Culture Department**. She often develops humanities themed programs and founded a creative place-making project, Bonfire at the Iron Furnaces, at an historic site. McGuigan produced the documentary *A Shop on Every Corner: Memories of the Garment Industry* and has worked on several projects with the Pennsylvania Humanities Council (PHC). Ms. McGuigan is a member of the Project Team, Subcommittees for Themes 1, 4, and 5.

**Matthew Meyer, Ph.D., Associate Professor of Philosophy and Faculty Director of the Gail and Francis Slattery Center for the Humanities**, also serves as director of legal studies program, and the prelaw advisor at The University of Scranton. Most of his scholarly work is on the philosopher Friedrich Nietzsche. In addition to offering courses in ethics and aesthetics, he teaches and lectures regularly on topics related to political philosophy, democratic citizenship, and law including the course, "Preparing for Democratic Citizenship." Dr. Meyer is the member of the Project Team, lead for Themes 2 and 8.

**Sondra Myers, Senior Fellow for International, Civic, and Cultural Projects and Director of the Schemel Forum**, a not-for-credit continuing education enrichment program. She is co-editor of several books including *The Interdependence Handbook* (2004) and *Our America: Who Are We?* (2020). Ms. Myers is a member of Project Team, Subcommittee for Themes 1, 2, & 8.

**Jessica A. Nolan, Ph.D., is Professor of Psychology** at The University of Scranton; her teaching, research, and service interests focus on how to use psychological tools and principles to understand and solve social problems. She has engaged her students in gathering NPR's StoryCorp Connect Project, and is an active member of the University's Dialogue Working group. Dr. Nolan is a member of the Project Team, Subcommittee for Theme 7, the Oral Histories Project Team, and will support program evaluation.

**Adam J. Pratt, Ph.D., is an Associate Professor of History** at The University of Scranton, where he teaches classes on 19th Century U.S. history, Native American history, and historical research methods. He explores settler colonialism and its impact on U.S. democracy in the Age of Jackson. His book, *Toward Cherokee Removal: Land, Violence, and the White Man's Chance* was published in 2020; he received his PhD from Louisiana State University in 2012. Dr. Pratt is a member of the Project Team, Subcommittees for Themes 3 (lead) and 7.

**Sheli E. Pratt-McHugh, Assistant Dean of the Weinberg Memorial Library**, has worked at the Weinberg since 2010 and has been the Cataloging and Metadata Librarian, the Learning Commons Coordinator, and the Library Department Chair. She previously worked at the Scranton Public Library. Pratt-McHugh earned her B.A. in Media Studies from The Pennsylvania State University in University Park, PA, her M.L.S. from Clarion University in Clarion, PA, and her M.L.A. from Lock Haven University in Lock Haven, PA. She is a member of the Project Team, Subcommittees for Themes 5 and 7.

**Hank Willenbrink, Ph.D., is Theatre Program Director and Associate Professor in the Department of English and Theatre** at The University of Scranton. His play *The Boat in the Tiger Suit* premiered at The Brick Theater (NYC) and is published by Original Works Publishing. He holds degrees in Dramatic Art and Theatre from the University of Tulsa and University of California, Santa Barbara. Dr. Willenbrink is a member of the Project Team, Subcommittee for Themes 1 (lead), 3, 4, 5, and 7.

**Carolyn M. Bonacci, is Community and Civic Engagement Coordinator** at The University of Scranton where she coordinates youth, civic engagement, and community-based learning programs and events. Ms. Bonacci has served as an instructor of Philosophy at Marywood University in Scranton, PA. She earned a B.A. in Philosophy/Fine Art (Art History concentration) from Loyola University Maryland and a M.A. in Philosophy from Boston College. Ms. Bonacci is a member of the Project Team, subcommittees for Themes 1 and 5, and will coordinate event logistics, communication and evaluation.

#### **K. Humanities Scholars and Consultants**

Please note that University of Scranton humanities faculty (History, English/Theatre, Theology/Religious Studies, and Philosophy) detailed above serve dual roles of project team members and humanities scholars. In addition, the following individuals will serve as humanities/community partner consultants:

- **Glynis Johns**, Founder of The Black Scranton Project, received her BA and MA in sociology at St. John's University and is a first-year doctoral student studying African American history at Rutgers University. A native Scrantonian and local historian, she will serve as humanities consultant/community partner, particularly Theme 7, and Black oral histories project manager.
- **Sarah Piccini**, Assistant Director of the Lackawanna Historical Society, received a Bachelor's degree in History and Communications and a Master's degree in History from the University of Scranton. Piccini will serve as humanities consultant/community partner on the project, particularly related to local history collections and Themes 4-6.
- **Mary Ann Moran-Savakinus**, Director of the Lackawanna Historical Society since 1997, graduated from Kutztown University with a bachelor's degree in anthropology. Under her leadership, the

Society has expanded its programming, education, and community partnerships. Moran-Savakinas will serve as humanities consultant/community partner particularly on Theme 6.

- **Jennifer Rhoads**, specializes in Community Arts Engagement having received a Master's in Applied/Educational Theatre for Colleges and Communities from New York University. She coordinated *The Porches Project*, an innovative story-based collaboration with the University and Hill Section of Scranton. She will serve as Oral Histories project consultant across several themes.

Additional organizations and firms will provide consulting in these areas:

- **Narrative 4** is a global story exchange organization as noted above. Senior staff will help curate the writers panel and story exchange activities for Theme 6.
- **Video Production Firm:** A local firm with strong ties in the community and expertise in video production will be selected to undertake the interviews for the oral histories project. Two potential proposals are included from (b) (4) and (b) (4).
- **Web Firm:** An external firm that works compatibly with the University's CMS will be selected to create a micro-site to maximize web navigation and functionality and the project's reach.

The project will involve a range of guest humanities scholars, including, but not limited to the following scholars who have provided letters of commitment (see Walk Through for additional proposed scholars):

- **Jay Parini**, English/creative writing faculty at Middlebury College since 1982 was raised in Scranton. He graduated from Lafayette College and the University of St. Andrews in Scotland where he received a Ph.D. in 1975. He has written six books of poetry, eight novels, and many edited volumes. He will serve as a guest scholar for Theme 1.
- **Tony Alonso**, a Latin Grammy nominated composer of sacred music, is Assistant Professor of Theology and Culture at Candler School of Theology at Emory University having received his PhD from Emory University. He will serve as a guest humanities scholar for Theme 6.
- **Ken Wolensky** specializes in labor, industrial and public policy history, having served as a historian for the Pennsylvania Historical and Museum Commission. He teaches History at Lebanon Valley College, is an archival/history consultant, and will serve as guest humanities scholar for Theme 4.

#### L. Work Plan (Short Summary)

##### June (2021)

- 6.1 Overall Planning team meeting to discuss timeline, project implementation, and each theme.
- 6.15 Theme 1 Subcommittee meets to plan keynote, panel, tour and youth writing workshop.

##### July

- 7.1 University drafts branding and prepares project website to share events and oral histories.
- 7.15 Oral History Team meets to discuss outreach, interview questions, potential interviewees.
- 7.20 Meetings with scholars and promotional materials finalized for fall Theme 1 events.

##### August

- 8.1 Theme 2 Subcommittee meets to plan public lecture, civic panel, and public dialogue.
- 8.15 University and firm finalizes design templates and website goes live.

##### September

- 9.1 Theme 1 events begin through October.
- 9.15 Meetings with guest scholars and promotional materials finalized for Nov. events/Theme 2.

##### October

- 10. 1 Oral History Team meets: focus on interviewee selection, site, promotion at events.

##### November

- 11.1 Theme 2 events begin.
- 11.15 Theme 3 Subcommittee meets to plan lecture, community workshop, mapping and tour.

##### December

- 12.1 Overall Planning team meeting to discuss project progress and upcoming activities.

#### **January (2022)**

- 1.15 Meetings with guest scholars and promotional materials finalized for Feb. events/Theme 3.
- 1.20 Oral History Team meets: outreach/plan interviews.
- 1.30 Theme 4 Subcommittee meets to plan panel and film screening with table talk dialogue.

#### **February**

- 2.1 Theme 3 events begin through summer.

#### **March**

- 3.1 Meetings with guest scholars/promotional materials finalized for April events/Theme 4.
- 3.15 Oral History Team meets: outreach to communities and plan interviews.

#### **April**

- 4.1 Theme 4 events begin.

#### **May**

- 5.1 Oral History Story Collection: begin interviews, to include several days of filming through 2022.

#### **June**

- 6.1 Overall Planning team meeting to discuss project progress and upcoming activities.
- 6.15 Theme 3 walking tour.

#### **July**

- 7.10 Theme 5 subcommittee meets to discuss writer's panel and story exchange.
- 7.30 Oral History Story Collection: continue interviews; begin edits preview videos on site.

#### **August**

- 8.15 Theme 6 subcommittee meets to plan bus tour and keynote.

#### **September**

- 9.1 Meetings with guest scholars and promotional materials finalized for Oct. events/Theme 5.
- 9.10 Oral History Story Collection: continue interviews, aligning with Theme 5/6 programs.

#### **October**

- 10.10 Meetings with guest scholars and promotional materials finalized for Theme 6 events.
- 10.15 Theme 5 events begin.

#### **November**

- 11.1 Theme 6 events begin.
- 11.15 Theme 7 subcommittee meets to plan panel and film screening with table talk dialogue.

#### **December**

- 12.1 Oral History Team meets: assess additional needs/final edits/cuts.

#### **January (2023)**

- 1.10 Meetings with guest scholars and promotional materials finalized for Feb. events/Theme 7.
- 1.30 Theme 8 subcommittee meets to plan lecture/ table talks and youth workshop.

#### **February**

- 2.1 Oral History Team meets: prepare to share Oral histories at Theme 8 event
- 2.5 Theme 7 events begin.

#### **March**

- 3.15 Meetings with guest scholars and promotional materials finalized for Theme 8 events.
- 3.15 Oral History Story Collection project: final preparation/posting on website.

#### **April**

- 4.1 Theme 8 events begin.

#### **May – September**

- Project data review and evaluation, sharing of project stories, and final project website updates.

### Work Plan – Scranton’s Story, Our Nation’s Story Timeline

<b>Project Activity</b>	<b>Date(s)</b>	<b>Persons Responsible</b>	<b>Notes</b>
6.1 Overall Planning team meeting to discuss timeline and project implementation for each theme and to begin Oral History Story Collection project.	June 1, 2021	Project Director (Cohen) and Project Team (Clark, Dzurec, Farry, Grettano, Jordan, Maldonado, McGuigan, Myers, Nolan, Pratt, Pratt-McHugh, Willenbrink, Bonacci).	By this time, final selection of oral histories video production firm will be completed and web firm by the project director in consultation with the project team and University marketing and communications. At this meeting, the team will also discuss program evaluation tools to be prepared for events (Bonacci and Nolan).
6.2 Theme 1 Subcommittee meets to plan first keynote and panel discussion event, walking tour and youth workshop.	June 15, 2021	<p>Theme 1 Subcommittee: Willenbrink, McGuigan, Myers, Bonacci, Grettano.</p> <p>Project Director (Cohen) and/or Community/Civic engagement coordinator (Bonacci) will join at least each initial subcommittee meeting; their office will assist with all event logistics.</p> <p>Additional members may be added to each subcommittee from humanities scholars/community partners.</p>	Subcommittee will discuss/confirm additional guest humanities scholars, writing workshop facilitator, and decide on final dates/times for events and other event logistics, including details of social media campaign.
7.1 University develops detailed promotion plan, drafts branding designs and works with firm on project micro-website.	July 1, 2021	Project Director (Cohen) and Community/Civic engagement coordinator (Bonacci), Farry (Weinberg Memorial Library), and WVIA.	They will work with internal University partners in marketing/communications, media relations, creative services and with selected web firm. Farry will be consulted for compatibility with library collections/storage. Meeting with WVIA to consider promotional opportunities and potential programming to align with relevant themes.
7.2 Oral History Team meets to discuss outreach, interview	July 15, 2021	Oral Histories Project Subcommittee: Bonacci, Farry, Nolan, Johns, Moran-Savakinus, Piccini. Video production	Oral history collection will continue throughout the project, culminating in winter/spring 2023. Project Director Cohen will join initial meeting and

questions, potential interviewees.		firm partner (proposed: (b) (6) ) and community partners: WVIA and Neighborworks Northeastern Pennsylvania.	as needed. Previews will be shared along the way and thematic events will be utilized for outreach to participants.
7.3 Meetings/calls with guest humanities scholars; poster and other promotional materials finalized for Theme 1 fall events.	July 20, 2021	Theme 1 Subcommittee, guest humanities scholars (Jay Parini and others from local colleges/universities), and Maria MacDonald (Center for the Living City).	Final planning for fall 2021 theme 1 events, including promotion of social media campaign and theme evaluation tools/surveys (Bonacci and Nolan).
8.1 Theme 2 Subcommittee meets to plan public lecture, civic panel, and public dialogue.	August, 1, 2021	Theme 2 Subcommittee: Meyer, Myers, Grettano, Dzurec and Cohen. Dialogue facilitators (Nolan, McGuigan, others who have been previously trained by University).	Subcommittee will discuss/confirm guest humanities scholars (de Dijn, Lepore, etc.) and civic leaders panel; confirm university and community trained facilitators for dialogue; create pre/post dialogue evaluation; and decide on final dates/times for events and other event logistics.
8.2 University and firm finalizes design templates and project site goes live.	August 15, 2021	Project Director (Cohen) and Community/Civic engagement coordinator (Bonacci).	They will work with internal University partners in marketing/communications, media relations, creative services and with selected web firm. Events and humanities content will be added to the website through the project timeframe by Bonacci and community/civic engagement interns who will also assist with social media outreach.
9.1 Theme 1 events begin through October.	Sept. 1, 2021	Theme 1 Subcommittee, guest humanities scholars (Jay Parini and others from local colleges/universities), and Maria MacDonald (Center for the Living City).	Theme 1 events begin through October: lecture/panel discussion, youth writing workshop, walking tour; and social media campaign launches.
9.2 Meetings/calls with guest scholars and promotional materials finalized for Theme 2.	Sept. 15, 2021	Theme 2 Subcommittee and guest scholars and civic leaders.	Final planning for fall 2021 Theme 2 events, including theme evaluation tools/surveys (Bonacci Bonacci and Nolan, as needed).



10.1 Oral History Team meets: focus on interviewee selection, site, promotion at events.	Oct. 1, 2021	Oral Histories Project Subcommittee	
11.1 Theme 2 events begin.	Nov., 1, 2021	Theme 2 Subcommittee and guest scholars and civic leaders.	Theme 2 events begin: lecture, civic leaders panel and public dialogue.
11.2 Theme 3 Subcommittee meets to plan events.	Nov. 15, 2021	Theme 3 Subcommittee: Pratt, Willenbrink, Dzurec.	Subcommittee will discuss/confirm guest humanities scholars, community workshop leaders from Lenape nation; Pratt leading student research (begins spring 2021) on community mapping; plan for summer 2022 walking tour; and decide on final dates/times for events and other event logistics.
12.1 Overall Planning team meeting to discuss project progress and upcoming activities.	Dec. 1, 2021	Project Team	Periodic check-in meeting of full group to review subcommittee progress, oral histories team progress and continue upcoming plans. Discuss program evaluation preliminary input.
1.1 Meetings/calls with guest scholars; poster and other promotional materials finalized for February and other events for Theme 3.	Jan. 15, 2022	Theme 3 Subcommittee and guest scholars and community workshop leaders.	Final planning for Feb./2022 Theme 3 events, including theme evaluation tools/surveys (Bonacci and Nolan, as needed).
1.2 Oral History Team meets: outreach/plan interviews.	Jan. 20, 2022	Oral Histories Project Subcommittee	Continued planning, consideration of interview sites.
1.3 Theme 4 Subcommittee meets to plan panel and film screening with table talk dialogue.	Jan. 30, 2022	Theme 4 Subcommittee: Dzurec, McGuigan, Moran-Savakinus, Piccini. Additional community partner: WVIA.	Subcommittee will discuss/confirm guest humanities scholars and film selection; secure rights (as needed) for screening. Decide on final dates/times for events and other event logistics and create questions for table talk dialogues.
2.1 Theme 3 events begin.	Feb. 1, 2022	Theme 3 Subcommittee, guest scholars and community workshop leaders.	Theme 3 events begin: Lecture, workshop, mapping, walking tour (summer 2022).

3.1 Meetings/calls with guest scholars; promotional materials finalized for Theme 4 spring events.	March 1, 2022	Theme 4 Subcommittee and guest scholars.	Final planning for spring 2022 Theme 4 events., including theme evaluation tools/surveys (Bonacci and Nolan, as needed).
3.2 Oral History Team meets: outreach to communities and at events/plan interviews.	March 15, 2022	Oral Histories Project Subcommittee	Continued planning, outreach to key individuals, consideration of interview sites.
4.1 Theme 4 events begin.	April 1, 2022	Theme 4 Subcommittee and guest scholars.	Theme 4 events begin: Panel and film screening.
5.1 Oral History Story Collection: begin interviews.	May 1, 2022	Oral Histories Project Subcommittee	Begin interviews to include several days of filming through 2022/early 2023 as needed.
6.1 Overall Planning team meeting to discuss project progress and upcoming activities.	June 1, 2022	Project Team	Periodic check-in meeting of full group to review subcommittee progress, oral histories team progress and continue upcoming plans.
6.2 Theme 3 walking tour.	June 15, 2022	Theme 3 subcommittee and community partners (Worozbyt, Lackawanna Heritage Valley).	Walking tour will take place over summer 2022 to explore local Native sites.
7.1 Theme 5 subcommittee meets to discuss writer's panel and story exchange.	July 10, 2021	Theme 5 subcommittee: Cohen, McGuigan, Grettano, Pratt-McHugh, Bonacci, with Narrative 4 (Keylock/Freeman) and United Neighborhood Centers and WVIA staff.	Subcommittee, with Narrative 4 senior staff taking leading role, will discuss/confirm guest humanities scholars and story exchange location/partner. Decide on final dates/times for events and other event logistics. Plan outreach to engage recent immigrants and longtime residents including through connection with Welcoming Scranton community event in Sept.
7.2 Oral History Story Collection: continue interviews; begin edits preview videos on website.	July 30, 2022	Oral Histories Project Subcommittee	
8.1 Theme 6 subcommittee meets to plan bus tour and keynote.	August 15, 2022	Theme 6 Subcommittee: Clark, Maldonado, Moran-Savakinus, Piccini,	Subcommittee will discuss/confirm guest keynote humanities scholar (Alonso) and bus tour religious

		Cohen with community Partners: Scranton Area Ministerium and WVIA.	institutions/guides; decide on final dates/times for events and other event logistics.
9.1 Meetings/calls with guest scholars; promotional materials finalized for Theme 5 October events.	September 1, 2022	Theme 5 subcommittee and guest humanities scholars and N4 facilitators.	Final planning for fall 2022 Theme 5 events, including theme evaluation tools/surveys (Bonacci and Nolan, as needed).
9.2 Oral History Story Collection: continue interviews, aligning with theme 5/6 programs.	September 10, 2022	Oral Histories Project Subcommittee	Continue interviews/preview recent immigrant stories at Theme 5 event.
10.1 Meetings/calls with guest scholars; promotional materials finalized for Theme 6 Nov. events.	October 10, 2022	Theme 6 Subcommittee, guest scholar and community partners.	Final planning for fall 2022 Theme 6 events, including theme evaluation tools/surveys (Bonacci and Nolan, as needed).
10.2 Theme 5 events begin.	October 15, 2022	Theme 5 subcommittee and guest scholars and N4 facilitators.	Theme 5 events begin: writers panel and story exchange.
11.1 Theme 6 events begin.	November 1, 2022	Theme 6 Subcommittee, guest scholar and community partners.	Theme 6 events begin: Bus tour and keynote lecture.
11.2 Theme 7 subcommittee meets to plan panel and film screening with table talk dialogue.	November 15, 2022	Theme 7 Subcommittee: Pratt, Nolan, Willenbrink, Johns, Pratt-McHugh.	Subcommittee will discuss/confirm guest humanities scholar (Williams and Dunbar proposed; Johns confirmed) and film screening with table talk dialogues (PBS film is in public domain). Decide on final dates/times for events and other event logistics and create questions for table talk dialogues.
12.1 Oral History Story Collection project: assess additional interview needs/final edits/cuts.	December 1, 2022	Oral Histories Project Subcommittee	Prepare to preview Black oral histories at Theme 7 event.

1.1 Meetings with guest scholars and promotional materials finalized for February Theme 7 events.	January 10, 2023	Theme 7 subcommittee and guest humanities scholars.	Final planning for 2023 theme 7 events, including theme evaluation tools/surveys (Bonacci and Nolan, as needed).
1.2 Theme 8 subcommittee meets to plan lecture, oral histories presentation and table talk dialogue and youth writing workshop.	January 30, 2023	Theme 8 Subcommittee: Meyer, Myers, Grettano, Dzurec with community partners: United Neighborhood Centers and local educators. Oral Histories Project Subcommittee leads (Rhoads and Johns).	Subcommittee will discuss/confirm guest humanities scholar and local educators to invite/engage; finalize writing workshop facilitator; decide on final dates/times for events and other event logistics; prepare oral histories presentation and create questions for table talk dialogues.
2.1 Oral History Team meets: prepare to share Oral histories at Theme 8 event.	February 1, 2023	Oral Histories Project Subcommittee	
2.2 Theme 7 events begin.	Feb. 5, 2023	Theme 7 subcommittee and guest humanities scholars.	Theme 7 events begin: panel and film screening/table talk dialogues. Preview of Black oral histories.
3.1 Meetings with guest scholars; promotional materials finalized for Theme 8 spring events.	March 1, 2023	Theme 8 subcommittee, guest humanities scholars, oral histories project team leads.	Final planning for 2023 theme 8 events, including theme evaluation tools/surveys (Bonacci and Nolan, as needed).
3.2 Oral History Story Collection project: final preparation/posting on website.	March 15, 2023	Oral Histories Project Subcommittee	
4.1 Theme 8 events begin.	April 1, 2023	Theme 8 subcommittee, guest humanities scholars, oral histories project team leads	Theme 8 events begin: lecture/oral histories presentation with table talk dialogues and youth writing workshop.
Project Close-out activities	May – September, 2023	Project Team and relevant subcommittees.	Project data review and evaluation; Update of project website to finalized legacy version; Sharing of project stories/pictures/artworks; Oral History Story Collection project Subcommittee final review

			meeting of website assets; discuss further sharing of videos and continued story collection.
--	--	--	--

## **Attachment 3: Resumes and Letters of Commitment**

*Listed in order of documents:*

### **Project Team biographies**

- Full descriptions to complement shorter bios in the Project Narrative.

### **Project Team (Resumes and Letters of Commitment directly following for those also serving as Humanities Scholars\*)**

- Julie Schumacher Cohen (Community and Government Affairs, The University of Scranton)
- Patrick Clark, Ph.D. (Theology, The University of Scranton)\*
- David J. Dzurec, Ph.D. (History, The University of Scranton)\*
- Colleen Farry (Weinberg Memorial Library, The University of Scranton)
- Erika Funke (WVIA Media)
- Teresa A. Grettano, Ph.D. (English/Theatre, The University of Scranton)\*
- Gregory Jordan (Slattery Center for the Humanities, The University of Scranton)
- Michelle Maldonado, Ph.D. (College of Arts and Sciences, The University of Scranton)\*
- Maureen McGuigan (Lackawanna County Arts & Culture Department)
- Matt Meter, Ph.D. (Philosophy, The University of Scranton)\*
- Sondra Myers (Schemel Forum, The University of Scranton)
- Jessica A. Nolan, Ph.D. (Psychology, The University of Scranton)
- Adam J. Pratt, Ph.D. (History, The University of Scranton)\*
- Sheli E. Pratt-McHugh (Weinberg Memorial Library, The University of Scranton)
- Hank Willenbrink, Ph.D. (English/Theatre, The University of Scranton)\*
- Carolyn M. Bonacci (Community and Civic Engagement, The University of Scranton)

### **Humanities Scholars and Consultants (Resumes and Letters of Commitment)**

- Glynis Johns (Black Scranton Project)
- Lee Keylock and Ru Freeman (Narrative 4)
- Mary Ann Moran-Savakinus (Lackawanna Historical Society)
- Sarah Piccini (Lackawanna Historical Society)
- Jennifer Rhoads (Freelance Community Engagement)

### **Guest Humanities Scholars (Resumes and Letters of Commitment: Confirmed/Others Proposed – See Walk Through)**

- Tony Alonso (Theology/Culture, Emory University)
- Jay Parini (Author/faculty, Middlebury College)
- Ken Wolensky (History, Lebanon Valley College)

### **Additional Letters of Support from Community Partners and University Leadership**

- Rebecca Barnes et.al. (Scranton Area Ministerium)
- Paige Gebhardt Cognetti (Mayor of Scranton)
- Jesse Ergott (Neighborworks Northeastern Pennsylvania)
- Carla McCabe (WVIA Media)
- Maria MacDonald (Center for the Living City)
- Maureen McGuigan (Lackawanna County Department of Arts and Culture/Project Team)

- Scott R. Pilarz, S.J. and Jeff Gingerich, S.J. (University of Scranton President and Provost)
- Bill Scranton (Scranton Family)
- Jessica Wallo (United Neighborhood Centers of Northeastern Pennsylvania)

**Proposed Consultants: Video Production (Resumes and proposals)**

- (b) (4) proposal)
- (b) (4) - proposal)

### **Project Team: Full Biographies**

**Julie Schumacher Cohen, Assistant Vice President for Community and Government Affairs** at The University of Scranton, directs community-based learning, civic engagement, dialogue, and other academic and community projects, with a focus on Scranton's diverse communities. Previously, she coordinated peace-building and cross-cultural programs at several NGO's. Cohen is currently pursuing a PhD in Political Science with a focus on American politics and political theory at Temple University; she is a graduate of Gordon College with a B.A. in English Literature and Political Studies and Villanova University's Master of Public Administration. Cohen has published articles in the *Journal of Ecumenical Studies* and *America* magazine. She is Project Director, including leading project implementation, collaborating with subcommittees on thematic event series, and overseeing the oral histories projects, project communication plan and evaluation.

**Patrick Clark, PhD., associate professor of Theology at the University of Scranton**, specializes in Christian Ethics and Catholic Moral Theology and co-directs the Catholic Studies program. Originally from Latrobe, Pennsylvania, Patrick earned a bachelor's degree in Philosophy from Duke University and a Ph.D. in Moral Theology from the University of Notre Dame. He has written a variety of scholarly articles and reviews and authored the book *Perfection in Death: the Christological Dimension of Courage in Aquinas*. Patrick is a member of the Project Team, Subcommittee for Theme 6.

**David J. Dzurec, Ph.D., Professor of History** at The University of Scranton, received his Ph.D. from The Ohio State University (2008), his MA in History from the University of Connecticut and his BA in History from Fairfield University. Dr. Dzurec has served as chair of the History Department since the fall of 2015. His research and teaching interests focus on the early United States, American Foreign Relations, and the history of the Jesuits in the United States. He is author of *Our Suffering Brethren: Foreign Captivity and Nationalism in the Early United States* and has published articles in *The Historian*, *War in History*, *The Journal of New York History*, *Catholic Historical Review*, and *The Journal of the Early Republic*. In 2015 he served as a Fulbright Core Scholar teaching American History and Politics at Trnava University in Slovakia. Dr. Dzurec is a member of the Project Team, Subcommittees for Themes 2, 3, 4.

**Erika Funke, Senior Producer, Classical Producer and Program Host at WVIA Public Media**, has worked at WVIA since 1979. She is morning host of Classical Music, Art Scene, Early Birds, and other WVIA programs. She has produced many programs about the history of northeastern Pennsylvania and its residents. Her radio play "Who Pretender Is, Or Who Is King" centers on the lives of the residents of Laurel Run, a borough outside Wilkes-Barre, plagued by a chronic mine fire. Erika also has television documentaries to her credit. She wrote and narrated a documentary on the Knox Mine Disaster that happened in the Wyoming Valley in 1959. And an Emmy-nominated documentary on Mozart that looks at the composer and his music in the context of the cities that were important in his life. She is a Phi Beta Kappa graduate of University of Chicago and received a master's degree in Humanities (Interrelationships in the Arts) from Penn State University. She served on the PA Humanities Council for two terms.

**Colleen Farry, Assistant Professor and Digital Services Librarian** and Slattery Center for the Humanities Faculty Fellow manages the Weinberg Library's digital collections and oversees the development of digital projects. As a Faculty Fellow, her research focuses on crowdsourcing technologies in the digital humanities as a means of building community-driven archival collections. Farry regularly provides guest lectures in humanities courses on the topics of digital humanities, digital archives, copyright in the visual arts and primary source research in digital collections. She also teaches in the art history program. Farry has an



MSLIS from the University of Illinois at Urbana-Champaign and master's degrees in art history and museum studies from Syracuse University. Ms. Farry is Manager of the Digital Assets for this project.

**Teresa A. Grettano, Ph.D., Associate Professor in the Department of English & Theatre** at The University of Scranton, also directs the First-Year Writing Program, the Ellacuría Initiative, which supports justice-related programming and faculty/staff development, and co-leads the Dialogue Across Difference group that facilitates dialogue about polarizing issues. She has published articles and book chapters about 21<sup>st</sup>-century literacies and political rhetoric. Dr. Grettano earned her Ph.D. in English Studies from Illinois State University and her B.A. and M.A. in English Literature from the University of South Alabama. She is a member of the Project Team, Subcommittee for Themes 1, 2, 5, and 8.

**Gregory W. Jordan, Executive Director of the Slattery Center for the Humanities** at The University of Scranton, holds a J.D. from Georgetown University; an M.F.A. from the City College of New York; and a B.A. from Williams College. *The Royal*, a feature film which he wrote and produced, will premiere in 2021. He is the author of several screenplays, books, and essays which have appeared in *The New York Times* and *Vox Media*. Jordan has a film production company based in the US and Spain, which will be producing *The Pearl Fisher*, a film about opera star Ruben Amoretti. Jordan is a member of the Project Team, connecting the Slattery Center across themes.

**Michelle Maldonado, Ph.D., is Dean of the College of Arts and Sciences** at The University of Scranton. Previously, she was Professor of Religious Studies, Assistant Provost of Undergraduate Education, and Executive Director of the Office of Academic Enhancement at the University of Miami, where she developed and supported academic initiatives for historically underrepresented and first-generation students. She received her Ph.D. in Systematic and Philosophical Theology at the Graduate Theological Union in Berkeley, California in 2001. Her research and teaching interests include Latino/a, Latin American, and Feminist Theologies, as well as inter-disciplinary work in Afro-Caribbean Studies. She is the author of multiple books including *A Critical Introduction to Religion in the Americas: Bridging the Liberation Theology and Religious Studies Divide* (NYU Press, 2014). Dr. Maldonado is a member of the Project Team, Subcommittee for Theme 6.

**Maureen McGuigan, is Director of the Lackawanna County Arts & Culture Department** where she often develops humanities themed programs. She was the founder of a creative place-making project, Bonfire at the Iron Furnaces, which created programming for cultural and industrial interpretation of an important historic site. McGuigan produced the documentary *A Shop on Every Corner: Memories of the Garment Industry*, has worked on several projects with the Pennsylvania Humanities Council (PHC) including *Teen Reading Lounge*, and was a member of the steering committee for a PHC grant to implement humanities themed programming at a local underutilized park in Scranton. Ms. McGuigan is a member of the Project Team, Subcommittees for Themes 1, 4, and 5.

**Matthew Meyer, Ph.D., Associate Professor of Philosophy and Faculty Director of the Gail and Francis Slattery Center for the Humanities**, also serves as director of legal studies program, and the prelaw advisor at The University of Scranton. Most of his scholarly work is on the philosopher Friedrich Nietzsche. In addition to offering courses in ethics and aesthetics, he teaches and lectures regularly on topics related to political philosophy, democratic citizenship, and law including the course, "Preparing for Democratic Citizenship." Meyer has written popular pieces that have appeared in *The Chronicle of Higher Education* and *The Philosophers' Magazine*. Dr. Meyer is the member of the Project Team, lead for Themes 2 and 8.

**Sondra Myers, Senior Fellow for International, Civic, and Cultural Projects and Director of the Schemel Forum**, a not-for-credit continuing education enrichment program. She is co-editor of several books including *The Pluralist Paradigm: Democracy and Religion in the 21<sup>st</sup> Century* (2006), *The Interdependence Handbook* (2004) and *Our America: Who Are We?* (2020). In addition, Myers has authored numerous journal articles and essays on the role of the citizen in democratic societies and the integration of culture into public policy. Ms. Myers is a member of Project Team, Subcommittee for Themes 1, 2, and 8.

**Jessica A. Nolan, Ph.D., Professor of Psychology** at the University of Scranton is an applied social psychologist whose teaching, research, and service interests focus on how to use psychological tools and principles to understand and solve social problems, including research on how people react to feedback about their implicit biases. She has actively engaged her psychology of diversity students in gathering stories of individuals historically underrepresented in societal discourse as part of The Voices Project, and National Public Radio's StoryCorp Connect Project. She is an active member of the University's Dialogue Working group and Council on Diversity and Inclusion. Dr. Nolan is a member of the Project Team, Subcommittee for Theme 7, the Oral Histories Project Team, and will support program evaluation.

**Adam J. Pratt, Ph.D., is an Associate Professor of History** at The University of Scranton, where he teaches classes on 19th Century U.S. history, Native American history, and historical research methods. His research explores settler colonialism and its impact on U.S. democracy in the Age of Jackson. His book, *Toward Cherokee Removal: Land, Violence, and the White Man's Chance* was published in 2020 with the University of Georgia Press. He received his PhD from Louisiana State University in 2012. Dr. Pratt is a member of the Project Team, Lead for Theme 3 and Subcommittee for Theme 7.

**Sheli E. Pratt-McHugh, Assistant Dean of the Weinberg Memorial Library**, has worked at the Weinberg since 2010 and has been the Cataloging and Metadata Librarian, the Learning Commons Coordinator, and the Library Department Chair. She previously worked at the Scranton Public Library as the Head Cataloger servicing the Lackawanna County Library System. Pratt-McHugh earned her B.A. in Media Studies from The Pennsylvania State University in University Park, PA, her M.L.S. from Clarion University in Clarion, PA, and her M.L.A. from Lock Haven University in Lock Haven, PA. She is a member of the Project Team, Subcommittees for Themes 5 and 7.

**Hank Willenbrink, Ph.D., is Theatre Program Director and Associate Professor in the Department of English and Theatre** at The University of Scranton. His play *The Boat in the Tiger Suit* premiered at The Brick Theater (NYC) and is published by Original Works Publishing. Hank's work has been seen at Sala Beckett (Barcelona), JACK, Performance Highways, WordBRIDGE, quiet, and World Interplay International Festival of Young Playwrights (Australia). Willenbrink's monologues have been featured in Monologues for Men by Men among others and his essays have been published in *Theatre Journal*, *Contemporary Theatre Review*, *Theatre Forum*, online at The Lark and HowlRound, and can be found in *HBO's Girls and the Awkward Politics of Gender, Race, and Privilege*. He holds degrees in Dramatic Art and Theatre from the University of Tulsa and University of California, Santa Barbara. Dr. Willenbrink is a member of the Project Team, Lead for Theme 1 and Subcommittee for Themes 3, 4, 5, and 7.

**Carolyn M. Bonacci, is Community and Civic Engagement Coordinator** at The University of Scranton where she assists in the development, planning, promotion, and execution of programs and events related to youth programming, civic engagement, and community-based learning. Ms. Bonacci has served as an instructor of Philosophy at Marywood University in Scranton, PA teaching courses in general philosophy, ethics, aesthetics, and existential philosophy. Ms. Bonacci earned a B.A. in Philosophy/Fine Art (Art History concentration) from Loyola University Maryland and her M.A. in Philosophy from Boston

College. Ms. Bonacci is a member of the Project Team, coordinating event logistics, communication and evaluation, and will serve on subcommittees for Themes 1 and 5.

# Julie Schumacher Cohen

(b) (6)

• (b) (6)

• (b) (6)

---

## EDUCATION AND HONORS

- Temple University**, Philadelphia, PA *Beginning Fall 2020*  
PhD Candidate, Doctorate in Political Science (American Politics/Political Theory)
- The University of Scranton**, Scranton, PA *Completed three courses*  
Coursework in Masters (not completed) in Theology and Religious Studies (MA)
- Villanova University**, Philadelphia, PA *Graduated: 2015*  
Masters of Public Administration (MPA)
- Gordon College**, Wenham, MA *Graduated: June 2002*  
Bachelor of Arts (BA) in Political Studies and English Literature, *Summa Cum Laude*  
Concentration in Political/Societal Conflict
- Oxford University** (Tutors at various colleges), Oxford, England *Senior Year Abroad: 2001- 2002*
- Jerusalem University College**, Jerusalem *Junior Semester Abroad: Fall 2000*
- Academic Honors:** Member, Villanova University Chapter of Phi Alpha Alpha  
Recipient of Full Tuition Scholarship, Villanova University MPA Program  
Faculty Scholarship for Academic Excellence & Committed Character, Gordon College  
Kenneth L. Pike Scholar- 3.75 GPA requirement; Individually Designed Major
- Community Honors:** “Top 25 Women in Business” & “Top 20 under 40,” *Northeast Business Journal*  
Innovation Award, Scranton Tomorrow/Main Street Scranton, Nov. 2011

---

## RECENT WORK EXPERIENCE

- Adjunct Faculty, Political Science Department, The University of Scranton**, Scranton, PA *Spring 2020*
- Taught 200-level course in Religion, Politics and Public Service with a community-based learning component involving Friends of the Poor, Catherine McCauley Center and Catholic Social Services.
- Co-Chair of Middle States Self-Study, The University of Scranton**, Scranton, PA *2016-2019*
- Co-chaired with faculty colleague a multi-year and broad-based process comprised of a Steering Committee and corresponding Working Groups that culminated in a 100-page Report demonstrating how the University meets Middle States’ seven standards for accreditation and outlining areas for improvement. (University received re-affirmation of accreditation in July 2019).
- Asst. V.P. Community Engagement/Govt. Affairs, University of Scranton**, Scranton, PA *Dec. 2010- present*
- After serving as Director of Community and Government Relations since fall 2010, promoted to Assistant Vice President role in December 2019 with a focus on deepening community engagement and government affairs activities, including strengthening the University as an anchor institution in the city and region, further expanding community-based learning, and increasing collaboration between academic affairs and external community and government affairs partners. Includes supervising new community and civic engagement coordinator position.
  - Serve as University’s liaison with neighborhood groups, residents, and civic/non-profit organizations as well as government bodies in Northeastern Pennsylvania, and on the state and federal level.
  - Chair Community-Based Learning Board to facilitate campus networking and external partnerships that advance faculty and student academic activities to address community needs.
    - Connect humanities faculty and departments with local projects on an ongoing basis.
    - Served on community planning grant committee (2014-2015) from Pennsylvania Humanities Council for Scranton Area Parks Collaborative project to infuse humanities programming into park revitalization.
  - Chair Political Dialogues Working Group that runs “Bursting Political Bubbles” campus sessions and community-based dialogue and story-exchange initiatives on polarizing issues. Have received two internal grants

in support of this project (totaling more than \$20,000) and a Campus Compact grant (\$1,200) and presented on the project, including its research component at local, regional and national conferences.

- Coordinate collaborative refugee solidarity initiatives, including the “Global Tastes of Scranton project,” which brings together small businesses, cultural partners, refugee service providers, and local refugees to host evenings that include cuisine, cultural performances, and testimonials. Four events have been held and a total of \$9,000 has been raised to support refugee support activities.
- Collaborate with academic partners on a Living Wage Study community-based research initiative ([www.scranton.edu/livingwage](http://www.scranton.edu/livingwage)) with local think tank (Institute for Public Policy and Economic Development) and University departments (Ellacuria Initiative and Political Science Department) including quantitative analysis and qualitative research.
- Coordinate STEAM-based K-12 school activities with university faculty and students in the College of Arts and Science providing programming at Scranton elementary school (garnered more than \$15,000 in internal and external funding, including from the Robert Spitz Foundation).
- Host bi-annual Community Breakfast events, periodic roundtable discussions and guest lectures on global and public affairs issues and with humanities speakers, including State of Scranton seminar series, Hoban Forum lecture, other special lectures, and community roundtables in collaboration with Schemel Forum.
- Collaborate with downtown Scranton businesses, economic development groups, and campus partners on award-winning (CASE Bronze and Scranton Chamber of Commerce Hometown Star awards) “Downtown Engagement Initiative” to spur city revitalization.
- Coordinate state government grant applications and organize university partners and processes for federal grants.

---

## LEADERSHIP & PROFESSIONAL DEVELOPMENT

### Planner/Facilitator/Participant, Dialogue and Story Exchange Training Programs

2018

- Assisted in planning and participated in dialogue training program for 30 University of Scranton faculty and staff with national non-profit Essential Partners in their reflective, structured dialogue method.
- Participated in one-day training for Narrative 4 story exchange method in Brooklyn, NY.

---

## RELEVANT PUBLICATIONS

Essay, “In a Polarized World, Dialogue is a Radical Act,” *America*, December 2019, <https://www.americamagazine.org/politics-society/2019/12/03/polarized-world-dialogue-radical-act>.

Op-Ed: “Pursuing Dialogue to bridge partisan divides” *The Times Tribune*, March, 2019, <https://www.thetimes-tribune.com/opinion/pursuing-dialogue-to-bridge-partisan-divides-1.2464116>.

Op-Ed: “Civil Political Interaction Still Achievable,” *The Times Tribune*, May 2017, <https://www.thetimes-tribune.com/opinion/civil-political-interaction-still-achievable-1.2198410>.

Paper, “The Role of Religion (or Not) in the Tea Party: Current Debates and the Anti-Federalists,” *CONCEPT*, Villanova University Graduate Student Journal, Spring 2012.

---

## RELEVANT CONFERENCE PRESENTATIONS

**Schumacher Cohen, J.** Grettano, T. (2019, October) Political Dialogue as a Democratic Act: An Interdisciplinary & Ignatian Civic Engagement Initiative. *Best Practices presentation to be presented at the Council of Urban and Metropolitan Universities (CUMU) conference*. Philadelphia, PA.

Bohat, K. **Schumacher Cohen, J.** (2019, June). Civic Dialogue. *Presentation at the AJCU Service Learning Conference*. Worcester, PA.

Altenburg, R. **Schumacher Cohen, J.** Roberts, S. (2019, May). Courageous and Civil Dialogue Projects at Three Jesuit Universities. *Presentation at the International Town and Gown Association Conference*. State College, PA.

**Schumacher Cohen, J.** Grettano, T. & Nolan, J. (2019, March). Bursting Our Political Bubbles in the Age of Political Polemics: An Interdisciplinary, Collaborative & Ignatian Approach. *Workshop presented at the 2019 meeting of Campus Compact Eastern Region*. Providence, RI.

## PATRICK MAHANEY CLARK

ASSOCIATE PROFESSOR  
Department of Theology / Religious Studies  
UNIVERSITY OF SCRANTON

424 LOYOLA SCIENCE CENTER  
SCRANTON, PA 18510  
PATRICK.CLARK@SCRANTON.EDU

---

### EDUCATION

UNIVERSITY OF NOTRE DAME, Notre Dame, IN	2009
Ph.D. in Theology, (Moral Theology)	
BOSTON COLLEGE (Chestnut Hill, MA)	2003
M.A. in Theology <i>with distinction</i>	
DUKE UNIVERSITY (Durham, NC)	2001
A.B. in Philosophy <i>cum laude</i>	

### ACADEMIC EMPLOYMENT / TEACHING EXPERIENCE

UNIVERSITY OF SCRANTON (2010–present)

- Assistant Professor of Theology/Religious Studies (August 2010 – March 2015)
- Associate Professor of Theology/Religious Studies (March 2015 – present)

UNIVERSITY OF NOTRE DAME (2008–2010)

- Graduate Instructor (2008–2009)
- Visiting Assistant Professor of Theology (2009–2010)

### PRIMARY AREAS OF RESEARCH AND TEACHING

- |                 |                     |                          |
|-----------------|---------------------|--------------------------|
| • Virtue Ethics | • Thomism           | • Moral Exemplarism      |
| • Martyrdom     | • Theology of Death | • Theology of Disability |

### PUBLISHED BOOKS

#### Peer-Reviewed Monograph

- Perfection in Death: The Christological Dimension of Courage in Aquinas* (Washington, DC: Catholic University of America Press, October 2015)
- Reviewed by Ezra Sullivan, OP in *New Blackfriars* 98 (2017)
  - Reviewed by Aaron Klink in *Reviews in Religion & Theology* 26.1 (2019)

#### Peer-Reviewed Translation

- Servais Pinckaers, *The Spirituality of Martyrdom: to the Limits of Love*. (Washington, DC: Catholic University of America Press, 2016)
- Reviewed by Michael Jensen in *Studies in Christian Ethics* 31.1 (2018)

### SELECTED ARTICLES

- “Particularity and Sanctity: Why Paradigms of Exemplarity Matter for Virtue Ethics,” in *The Journal of the Society of Christian Ethics* 39:1 (Spring-Summer 2019) pp111-127
- “Reversing the Ethical Perspective: What the Allegorical Interpretation of the Good Samaritan Parable Can Still Teach Us” in *Theology Today* 71:3 (Oct. 2014) pp300-309
- “The Case for an Exemplarist Approach to Virtue in Catholic Moral Theology” in *The Journal of Moral Theology* 3.1 (January 2014) pp54-82
- “Is Martyrdom Virtuous? An Occasion for Rethinking the Relation of Christ and Virtue in Aquinas” in *The Journal of the Society of Christian Ethics* 30.1 (Spring 2010) pp141-159

## **PUBLISHED BOOK REVIEWS**

*Without Metaphor, No Saving God: Theology after Cognitive Linguistics* by Robert Masson (Leuven: Peeters, 2014) in *Modern Theology* 31:4 (October 2015) pp698-700

*Exemplarist Moral Theory* by Linda Zagzebski (New York: Oxford, 2017) in *Nova et Vetera* 17:1 (Winter 2019) pp275-284

*Perfection of Desire: Habit, Reason, and Virtue in Aquinas' Summa Theologiae* (Milwaukee, WI: Marquette University Press, 2018) in *Journal of the Society of Christian Ethics* 40:1 (Spring/Summer 2020) pp197–198

## **RECENT ACADEMIC PAPER PRESENTATIONS**

“Infusing Catholic Social Teaching across a Campus,” presented at the University of Notre Dame Center for Social Concerns annual Catholic Social Tradition conference, *Option for the Poor: Engaging the Social Tradition* (March 2019)

“Testimony and Virtue within the New Law,” presented at the international conference *Virtue Applied: Theology of Virtue and Contemporary Questions*, Université de Fribourg, Switzerland (October 2018)

“Heroism and Sanctity: Theological Conceptions of the Morally Exceptional,” presented at *The Beacon Project* conference at Wake Forest University (July 2018)

“Hero, Sage, or Saint? Why Paradigms of Exemplarity Matter for Virtue Ethics,” presented at the Society of Christian Ethics Annual Meeting (January 2018)

## **POPULAR PUBLICATIONS**

**Permanent Contributor to *Catholic Moral Theology Blog*** ([catholicmoraltheology.com](http://catholicmoraltheology.com))

## **AWARDS AND HONORS**

Full-Year Research Grant Competition Winner, The Beacon Project (Wake Forest University & the Templeton Religion Trust, 2016–2017)

Faculty Development Summer Research Grant (University of Scranton, 2016)

Faculty Development Intersession Research Grant (University of Scranton, 2011 & 2015)

*Communitas* Fellow, Summer Seminars Program (Calvin College, 2012)

## **MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS**

Society of Christian Ethics (2009–present)

College Theology Society (2012– present)

Catholic Theological Society of America (2009–present)

Catholic Conversation Project (2010–2013)

American Academy of Religion (2009–2015)

Young Catholic Moral Theologians (2008–2012)

**FOREIGN LANGUAGE READING PROFICIENCY:** Latin, German, French

# David J. Dzurec Ph.D.

---

## Office:

Department of History  
University of Scranton  
Scranton, PA 18510-4699  
[david.dzurec@scranton.edu](mailto:david.dzurec@scranton.edu)

(b) (6)

## EDUCATION

---

**The Ohio State University**  
Ph.D., History, 2008

**University of Connecticut**  
M.A., History, 2002

**Fairfield University**  
B.A., History, 1999

## PROFESSIONAL EXPERIENCE

---

*Chair, Department of History, University of Scranton* 2015 – present

*Professor, Department of History, University of Scranton* 2019 – present

*Associate Professor, Department of History, University of Scranton* 2013 – 2019

*Visiting Associate Professor, Trnava University, Slovakia*, Spring 2015

*Assistant Professor Department of History, University of Scranton* 2008 – 2013

*Lecturer, Department of History, The Ohio State University, Newark Campus* 2007 – 2008

## SELECT PUBLICATIONS AND REVIEWS

---

### Books:

- David Dzurec, *Our Suffering Brethren: Foreign Captivity and Nationalism in the Early United States* (Amherst: University of Massachusetts Press, 2019).

### Peer-Reviewed Articles:

- “‘To Destroy Popery and Everything Appertinent Thereto’: William Chaney, the Jesuit John Bapst, and the Know-Nothings in Mid-Nineteenth-Century Maine” in *The Catholic Historical Review*, Vol. 103, Issue 1, 2017, 223-248.
- “Of Salt Mountains, Prairie Dogs, and Horned Frogs: The Louisiana Purchase and the Evolution of the Federalist Party 1803-1812” in *Journal of the Early Republic*, Vol. 35, Issue 1, Spring 2015, 79-108.



- “Failure at Queenston Heights: The Politics of Citizenship and Federal Power during the War of 1812” in *New York History*, Vol. 94, Issue 3-4, April 2014, 205-220.
- “Prisoners of War and American Self-Image During the American Revolution” in *War in History*, Vol. 20, Issue 4, November 2013, 430-451.

## **SELECT PAPERS AND PRESENTATIONS**

---

- *From a “Relic of the Revolution” to an “Awful Disclosure”: The Changing Face of Captivity Narratives in the Early 19th Century United States* presented at the annual meeting of the American Historical Association, Chicago, IL, January 2019.
- *“We Believe Him to Be a Jesuit”: The Suppression of the Jesuits and the “Paranoid Style” in the Coming of the American Revolution, 1773-1776* presented at the American Catholic Historical Association Spring Meeting, Emmitsburg, MD, April 2018.
- *The American Revolution and its Legacies* presented at Ss. Cyril and Methodius University, Trnava, Slovakia, April 2015.
- *The Jesuit and the “Maine Law”: The Temperance Efforts of Fr. John Bapst* presented at Crossings and Dwellings: Restored Jesuits, Women Religious, American Experience, 1814-2014, Loyola University Chicago, October 2014.
- *Jailbreak in Worcester: The Prisoner of War Debate and Federalist Opposition to the War of 1812* presented at the Society for Historians of the Early American Republic Conference, Philadelphia, PA, July 2008.

## **AWARDS, GRANTS, AND FELLOWSHIPS**

---

- National Seminar on Jesuit Higher Education 2019-present
- University of Scranton Provost’s Award for Service and Leadership, 2018
- Ignatian Colleagues Program 2016-2018
- Sheldon I. Rosenberg Union Leadership Development Grant, 2015
- Fulbright Core Scholar, 2015
- University of Scranton Jesuit Center Research Grant, 2015
- University of Scranton Faculty Research Grant, 2010 and 2012
- University of Scranton Information Literacy Grant, 2010 and 2013
- Ohio State University Newark Teaching Award Nominee, 2008
- Ohio State University College of Humanities Summer Research Fellowship, 2005
- Ohio State University Graduate Teaching Award Nominee, 2005
- Clio Award for Outstanding Achievement in History, Fairfield University, 1999
- Phi Beta Kappa, 1999
- Alpha Sigma Nu, 1998
- Phi Alpha Theta, 1998

## **Colleen B. Farry**

Assistant Professor, Digital Services Librarian  
The University of Scranton  
colleen.farry@scranton.edu

### Education

**Master of Science, Library and Information Science**  
University of Illinois at Urbana-Champaign, Urbana, IL

**Master of Arts, Art History**  
Syracuse University, Syracuse, NY

**Master of Arts, Museum Studies**  
Syracuse University, Syracuse, NY

**Bachelor of Fine Arts, Interior Architecture**  
Marywood University, Scranton, PA

### Positions Held

**The University of Scranton, Scranton, PA** July 2018–Present  
Assistant Professor, Digital Services Librarian  
Responsible for developing, coordinating, and managing the Weinberg Memorial Library's digital collections and related digital projects.

**Law Library of Congress, Washington, D.C.** Jan. 2017– May 2017  
Metadata Specialist, Graduate Researcher  
Collaborated on the development of controlled vocabularies and metadata best practices to enhance discoverability of resources in the HeinOnline Supreme Court Cases database.

**The University of Scranton, Scranton, PA** May 2016– July 2018  
Special Collections Assistant, University Archives & Special Collections  
Participated in project planning and management of archival, preservation, and digitization projects.

**The University of Scranton, Scranton, PA** Feb. 2015– May 2016  
Metadata Specialist, University Archives & Special Collections  
Created, maintained, and enhanced descriptive, administrative, structural, rights, and preservation metadata for digital objects, and managed the implementation of local controlled vocabularies.

**Pace Gallery, New York, NY** Jan. 2014– July 2014  
Archives Assistant, Research & Archives Department  
Collaborated on the development of cataloging procedures, metadata schemas, and controlled vocabularies for artwork and registration records in the archives.

**Kim Heirston Art Advisory, New York, NY** Aug. 2013– Dec. 2013  
Research Assistant  
Performed bibliographic research on 20th-century and contemporary artists, consulted with clients on artwork selection, and attended art auctions to facilitate purchases.

**Villa I Tatti: Harvard University Center for Italian Renaissance Studies, Florence, Italy** Jan. 2012– May 2012  
Curatorial Assistant  
Collaborated on the planning and development of the digital humanities project "Berenson & Harvard: Bernard and Mary as Students."

**The Palumbo Group Architectural Firm, Scranton, PA** Jan. 2008– Jan. 2010  
Junior Designer

## Academic Appointments

**Gail and Francis Slattery Center for the Humanities**, The University of Scranton Fall 2020  
Faculty Fellow, Research Project: "Crowdsourcing in the Digital Humanities: A Case Study with the Terry and Paula Connors Photograph Collection"

**Art and Music Histories Program**, The University of Scranton, Scranton, PA Aug. 2020-Present  
Assistant Professor, Courses: ARTH 114 History of Architecture; ARTH 103 Global Visual Cultures

**Department of Visual Arts**, Marywood University, Scranton, PA Jan. 2018- Dec. 2019  
Adjunct Faculty, Course: ART 218 Art in the Modern Era

**Department of Art and Music Histories**, Syracuse University, Syracuse, NY Aug. 2012– May 2013  
Teaching Assistantship, Professor Laurinda Dixon, Ph.D  
Courses: Arts and Ideas I; Arts and Ideas II

**School of Architecture**, Syracuse University, Syracuse, NY Aug. 2010– May 2011  
Research Assistantship, Professor Yutaka Sho, AIA

## Consulting and Contract Positions

**Artsy, Inc.**, New York, NY Nov. 2015– May 2016  
Art Historian and Metadata Specialist  
Contributed to the development of Artsy's proprietary recommendation system, The Art Genome Project, to enhance research and discovery of art historical resources.

**Beverly Willis, FAIA** July 2015– Nov. 2015  
Beverly Willis Architecture Foundation, New York, NY  
Archives Consultant  
Consulted on the arrangement of Willis' personal archives in preparation for a Princeton University Press publication on her work.

## Conference Presentations

Speaker, "Digital Tools for Community Outreach." Pennsylvania Library Association Annual Conference.  
Virtual Conference, October 20, 2020.

Poster presentation, "Crowdsourcing for Metadata Enrichment and Outreach: Harnessing the Institutional Memory of the Crowd." Code4Lib Annual Conference, Pittsburgh, PA, March 10, 2020.

Poster presentation, "Confronting Challenges to Processing an Archival Photographic Negatives Collection." Pennsylvania Library Association Annual Conference, Erie, PA, October 15, 2019.

Speaker, "Reimagining Workflows in Digital Collections to Pay Off Technical Debt." Association of College & Research Libraries, New England Chapter Conference, Portland, ME, May 6, 2019.

Speaker, "Wikipedia and the Gendered Production of Knowledge." Pennsylvania Library Association, College & Research Division Spring Workshop, Marywood University, May 20, 2016.

Speaker, "Art+Feminism Wikipedia Editathons." Short-format Presentation, Pennsylvania Library Association, Northeast Chapter Spring Workshop, University of Scranton, May 20, 2016.

Speaker, "Wikipedia and the Gendered Production of Knowledge." Pennsylvania State System of Higher Education, Women's Consortium, Kutztown University, October 7, 2016.

Speaker, with Doreva Belafiore and Kristen Yarmey, "From Knowledge Creation to Information Equity: Where We Can Go With Wikipedia." Pennsylvania Library Association Annual Conference, Poconos, PA, October 19, 2016.

Poster presentation, "Beyond the Museum: Diversifying Your Audience through Online Exhibitions." Museum Association of New York Annual Conference, Syracuse, NY, April 7, 2013.

Erika Funke

(b) (6)

(b) (6)

[erikafunke@wvia.org](mailto:erikafunke@wvia.org)

## Education

Wyoming Seminary Preparatory School 1966-1970  
Kingston, PA

Lafayette College, Easton, PA 1970-1972

University of Chicago 1972-1974 AB English Language and Literature

Pennsylvania State University MA Humanities 1976-1977

## Professional Experience

Goddard College, Cambridge MA campus 1977-1978  
Assistant to the Director of the Humanities Program  
And Media Faculty Member

WVIA Public Media, Wilkes-Barre/Scranton 1979- Present  
Senior Producer, Classical Producer and Program Host

## Awards and Honors

University of Chicago 1974 Phi Beta Kappa, General Honors

Pennsylvania State University Graduate Assistantship 1976-1977

Pennsylvania Humanities Council Award of Merit 2002

WVIA-FM 2001 Pennsylvania Association of Broadcasters Award  
For Excellence in Broadcasting, "Best Radio Public Affairs Program or Series"

WVIA-TV 2003 Regional Emmy Nomination for Best Documentary for "Memento  
Mozart"

## Community Associations

Pennsylvania Humanities Council Board Member 1995 – 2001; Vice Chair 1999-2001

University of Scranton  
Friends of the Weinberg Memorial Library Board 2015 to the Present

#### Publications and Presentations

WVIA-TV Documentary "The Knox Mine Disaster" 1984, Writer/Narrator

WVIA-TV Documentary "Memento Mozart" 2002

WVIA-Radio "Who Pretender Is, Or Who Is King", original radio play  
Produced by The Northeast Theatre

Wilkes University Oversees Seminar Supported by the USIA in Poland  
Offering workshops for broadcasters after the fall of the Berlin Wall  
Served as presenter on Public Radio in the United States

**Teresa Grettano, PhD**

## **ACADEMIC AND ADMINISTRATIVE POSITIONS**

**Associate Professor**, English & Theatre, The University of Scranton

**Director**, The Ellacuría Initiative, Fall 2019-Present

**Director**, First-Year Writing Program, Fall 2013-Present

## **EDUCATION**

**PhD English Studies**, Illinois State University, **Specialization**: Rhetoric and Composition (December 2013)

**MA English Literature** University of South Alabama (Spring 2001)

**BA English and Political Science**, University of South Alabama (Winter 1997)

## **INTERNAL GRANTS AND AWARDS FROM THE UNIVERSITY OF SCRANTON**

**Provost Award for Interdisciplinarity** (2018-2019)

This award is given to a faculty member who has demonstrated noteworthy academic leadership in promoting and strengthening cross-disciplinary or interdepartmental teaching and learning endeavors.

**Strategic Funding Initiative Grant** (2018-20)

Received \$10,800 (2018-19) and \$7,500 (2019-20) with the Political Dialogue Working Group to organize campus events for students, faculty, staff, and community members to foster a community of respectful, dignified dialogue across difference.

**Clavius: Political Dialogue** (2018-19)

Funding from the Provost's Office to organize an interdisciplinary exploration of a topic among faculty.

**Woman of Courage and Vision Award 2016**

This award is given by the Committee on the Status of Women and the Jane Kopas Women's Center to recognize women on campus who exemplify courage in their work at the university.

**Provost Award for Scholarship of Teaching & Learning** (2015-2016)

This award is designed to recognize the efforts of faculty who strive for excellence in teaching, make extraordinary efforts to enhance student learning and who practice teaching as a form of scholarship.

## **Diversity Initiative Grants**

These awards promote initiatives that energize the commitment to diversity, provide opportunity for intercultural engagement as well as expand opportunities for multicultural experiences for our community.

- Moustafa Bayoumi (2011) Author of *How Does it Feel to be a Problem? Being Young and Arab in America* speaking about the effects of 9/11 on young Arab and Muslim people in Brooklyn
- Stand-Up for Peace (2012) Jewish-American comedian Scott Blakeman and Muslim-American comedian Dean Obeidallah address stereotyping and prejudice and work toward interfaith dialogue
- Rachel Spangler (2015) Lesbian Romance Novelist speaking about faith and sexuality

## **Faculty Development Grants**

- Summer Faculty Research Grant to research social media information literacy (2011)
- Stipend for Information Literacy to develop WRTG 224: Rhetoric & Social Media (2009)

## **RECENT PRESENTATIONS RELEVANT TO THE PROJECT**

"Political Dialogue as a Democratic Act: An Interdisciplinary & Ignatian Civic Engagement Initiative." Co-presented with Julie Schumacher Cohen. Council of Urban and Metropolitan Universities (CUMU). Philadelphia. October 2019.

"From WPA-L Dumpster Fire to Radical Inclusion: Rhetorical Listening through Structured Dialogue." Co-presented with Laurie McMillan. CWPA Conference. Baltimore. July 2019.

"Communicating Across Difference." Co-presented with Jessica Nolan. JUFAN Conference. Scranton. 14 June 2019.

"Using Civic Dialogue as a Tool for Promoting Active Citizenship." Co-presented with Julie Schumacher Cohen and Jessica Nolan. Northeast Chapter of the Pennsylvania Library Association Annual Meeting. Scranton. May 2019.

"Bursting Our Political Bubbles in the Age of Political Polemics: An Interdisciplinary, Collaborative & Ignatian Approach." Co-presented with Julie Schumacher Cohen and Jessica Nolan. Campus Compact Eastern Region Meeting. Providence, RI. March 2019.

"Dialogue across Political Differences on a College Campus." Poster co-authored with Rachel Clark, Jessica Nolan, Julie Schumacher Cohen, and Cyrus Olsen. 2019 Convention of the Eastern Psychological Association. New York. March 2019.

"Bursting Our Political Bubbles: Speaking (and Listening) Across Difference in the Age of Polemics." Conference on College Composition and Communication Convention. Pittsburgh. March 2019.

## RECENT PUBLICATIONS

"The Frameworks, Comparative Analyses, and Sharing Responsibility for Learning and Assessment." Co-written with Donna Witek. *Revired: Research-Writing Partnerships within the Frameworks*. Ed. Randall McClure. Annapolis: ACRL, 2016. 229-60.

"Revising for Metaliteracy: Flexible Course Design to Support Social Media Pedagogy." Co-written with Donna Witek. *Metaliteracy in Practice*. Eds. Trudi E. Jacobson and Thomas P. Mackey. Chicago: Neal-Schuman, 2016. 1-22.

"Teaching Metaliteracy: A New Paradigm in Action." Co-written with Donna Witek. *Reference Services Review* 42.2 (2014): 188-208.

- Voted Outstanding Paper in the 2015 Emerald Literati Network Awards for Excellence
- Named by Library Instruction Round Table of the American Library Association as one of the LIRT Top 20 2014 Library Instruction and Information Literacy articles

"The Perilous Vision of the WPA OS." Co-written with Rebecca Ingalls and Tracy Ann Morse. *The WPA Outcomes Statement: A Decade Later*. Eds. Nicholas Behm, Gregory Glau, Deborah Holdstein, and Duane Roen. West Lafayette, Indiana: Parlor Press, 2012. 45-57.

- Winner CWPA Award for Outstanding Book on Writing Program Administration

"Information Literacy on Facebook: An Analysis." Co-written with Donna Witek. *Reference Services Review* 40.2 (2012): 242-57.

"Breaking News: Armchair Activists Access their Power." Co-written with Shelley DeBlasis. *Activism and Rhetoric: Theory and Contexts for Political Engagement*. Eds. Seth Kahn and JongHwa Lee. New York: Routledge, 2010. 172-78.

"Course Design for English 283: Rhetorical Theory and Applications." *Composition Studies* 36.1 (2008): 69-89. <http://www.compositionstudies.tcu.edu/coursedesigns/online/36-1/Grettano.html>

## Writing/Work Experience

---

### 2019-2021

- ***Executive Director, The Slattery Center for the Humanities, the University of Scranton.***

### 2017-2019

- ***The Pearl Fisher***, Screenwriter and Producer. Feature film about the life of Ruben Amoretti, once called opera's next Placido Domingo before losing his voice. Not realizing he suffers from acromegaly (akin to gigantism), Amoretti exiles himself, singing tangos in Berlin, until a friend realizes that (due to the medical condition) he has become a world-class bass. Part *Rocky* and part *Billy Elliot*, film to be produced by Mono Films, currently producing *Loving Pablo* starring Javier Bardem and Penelope Cruz. Director is Spain's Alejandro Toledo.
- ***Argi and Daniel Sail to the End of the World***, a graphic novel, for young adults and adults alike, with acclaimed Economist magazine cartoonist KAL (Kevin Kallaugher); tells the story ship boys on Magellan's voyage to the Spice Islands and the first circumnavigation of the globe; the original story of globalism.
- ***The Royal***, producer of my own screenplay – project now a partnership between Derek Jeter's The Players' Tribune and New York producer and real estate investor Scott Resnick.
- ***Call it Grace***, a collaboration with Serene Jones, President of Union Theological Seminary, about bringing theology back into progressive and political discourse and American cultural life; publisher is Viking Press.

### 2016-17

#### Co-author, Viking and Random House books

- ***Healing Children***, a collaboration with Dr. Kurt Newman, CEO of Children's National Medical Center; book about the history and future of pediatric medicine, with a special emphasis on genetics, robotics, and innovation in the field of pain; *Washington Post* bestseller
- ***Pope Francis: Pilgrimage***, a collaboration with Mark Shriver; wrote the parts about Pope Francis' life, Jesuit calling and training, and Argentine ministry. Random House, edited by Jon Meacham.

### 2014-15



**Author, *The Saints are Coming* (23<sup>rd</sup> Publications)**

- The true story of how a Columban priest from Australia, and his key assistant, an impoverished Mexican woman, built a parish in the most dangerous part of Juarez during the city's most violent years

**2010-2014**

**Author, *Safe at Home: Willie Mays Aikens* (Triumph Books)**

- An intimate biography of a baseball legend who was sentenced to over 20 years in prison on tenuous charges of selling crack cocaine; book jacket copy attached
- Twice written up in The New York Times

**Co-writer, a *Good Man* (Holt)**

- Chronicle of the life of Sargent Shriver
- Winner of a 2013 Christopher Award
- *New York Times* and *Washington Post* bestseller

**Essayist, Editor, and Film Director, Vox Media**

- Essayist, editor and documentary maker for prominent website; pieces ranged from 3,000 to 5,000 words and included essays by Pulitzer Prize winner Stephen Dunn and National Book Award nominee Jim Shepard

**Screenwriter *Elcano*, Mono Films**

- Screenplay about the first circumnavigation of the globe – and about the relationship between Magellan and Juan Sebastian Elcano; optioned by Mono Films

**2001-2010**

**Freelance writer, The New York Times**

- Wrote op-eds and articles on topics ranging from film and finance to movies and technology; most pieces are available on The Times website

**1997-2001**

**Executive Assistant and Project Manager**

- Guggenheim Museum Bilbao – worked as special assistant to the Director of the Guggenheim, Thomas Krens
- Project managed a collaboration in Prague, CR, between architects Frank Gehry and Jean Nouvel

JD/M.S. Georgetown University	2002
MFA, Creative Writing, City College of New York	1999
BA, Williams College	1992

---

## UNIVERSITY OF SCRANTON

### Curriculum Vitae

#### PERSONAL

Michelle Gonzalez Maldonado (Michelle A. Gonzalez)

Home Phone: (b) (6)

Office Phone: 540-941-7560

Dean, College of Arts and Sciences

Professor, Department of Theology and Religious Studies

#### HIGHER EDUCATION

**Graduate Theological Union**, Ph.D., October 2001

**Union Theological Seminary**, M.A., 1996

**Georgetown University**, B.S., 1994

#### EXPERIENCE

**Dean**, College of Arts and Sciences, University of Scranton, 2020-

**Professor**, Theology and religious Studies, University of Scranton. 2020-

**Professor**, Religious Studies, University of Miami, Miami, 2015-2020

**Assistant Provost for Undergraduate Education**, University of Miami, 2014-2019

**Associate Professor** of Religious Studies, University of Miami, Miami, 2010-2015

**Assistant Professor** of Religious Studies, University of Miami, Miami, 2006-2010

**Assistant Professor** of Theological Studies, Loyola Marymount University, Los Angeles, 2001-2005

#### PUBLICATIONS: books and sample articles/chapters

***Oxford Handbook of Caribbean Religions***, ed. (Oxford University Press, forthcoming 2021)

***Judaism, Christianity, and Islam: An Introduction to Monotheism***, co-authored with William S. Green and Aman De Sondy (Bloomsbury Press, 2020)

***A Critical Introduction to Religion in the Americas: Bridging the Liberation Theology and Religious Studies Divide*** (New York University Press, 2014).

***Caribbean Religious History***, co-authored with Ennis Edmonds (New York University Press, 2010).

***Shopping: Christian Explorations of Daily Living*** (Fortress Press, 2010).

***Embracing Latina Spirituality: A Woman's Perspective***. (Cincinnati, OH: St. Anthony's Messengers Press, 2009).

***Created in God's Image: An Introduction to Feminist Theological Anthropology***. (Maryknoll, NY: Orbis Books, 2007).

***Afro-Cuban Theology: Race, Religion, and Identity***. (Gainesville, FL: University Press of Florida, 2006)

***Sor Juana: Beauty and Justice in the Americas***. (Maryknoll, NY: Orbis Books, 2003).

**"Liberation Ecclesiologies with Special Reference to Latin America,"** in *The Oxford Handbook of Ecclesiology*, ed. Paul Avis (Oxford University Press, 2018).

**"Is Pope Francis the First Latin American Pope? The Politics of Identity in América,"** *Pope Francis*, ed. Nicolas Panotto and Emilie Smith (Palgrave, 2015)

**"Difference, Body, and Race,"** in *Questioning the Human: Toward A Theological Anthropology for the 21st Century*, eds. Lieven Boeve, Yves De Maeseneer and Ellen Van Stichel (Fordham University Press, 2014).

**"Editorial: Faith Matters: Religion in the 2012 Presidential Election,"** *Political Theology* 13.5 (2012): 529-535.

**"If It is not Christian, Is it Theology? Espiritismo, Evil Eye, and Santería: A Dialogue with Latino/a Theology"** in *Decolonizing Epistemology: New Knowing in Latino/a Philosophy and Theology*, eds. Ada María Isasi-Díaz and Eduardo Mendieta (Fordham University Press, 2012), 151-168.

**"Hans Urs von Balthasar and Contemporary Feminist Theology,"** *Theological Studies*, Vol.65, No. 3 (September 2004): 566-596.

**"One is Not Born a Latina One Becomes One: The Construction of the Latina/Feminist Theologian in Latino/a Theology,"** *Journal of Hispanic/Latino Theology* 10:3 (Feb 2003): 5-30.

Selected Presentations:

**"The Legacy of Jim Cone: Latinx and Black Theologies in Dialogue"** Northwestern University (November 2019)

**"Conversion to Justice: A Catholic Response to the Sin of Racism"** University of Saint Mary (September 2019).

**"So Now We Are Latinx? Reflections on Race, Culture, and Identity Within Latino/a Theology and Religious Studies"** HSP Keynote Speaker, Southern Methodist University (June 2018).

**"Varieties of Protest in the Age of Trump: Religious Studies and Direct Action in Charlottesville, St. Louis, and the NFL"** Annual meeting of the American Academy of Religion, Boston, MA (November 2017).

**"Latina Intellectuals"** TedX Talk, University of Miami (April 2017):  
[https://www.ted.com/talks/dr\\_michelle\\_maldonado\\_latina\\_intellectuals](https://www.ted.com/talks/dr_michelle_maldonado_latina_intellectuals)

**"Masking the Virgin Mary: La Caridad del Cobre and Religion's Resiliency in Cuba"** Cane Talk, University of Miami (April 2017): <https://canetalks.miami.edu/cane-talkers/michelle-gonzalez-maldonado/index.html>

**"Whiteness, Race, and Theology"** Annual meeting of the Society for the Study of Theology, Durham University (June 2016).

## MAUREEN MCGUIGAN

(b) (6)

(b) (6)

(b) (6)

---

### **KEY SKILLS**

- **Leadership:** Able to motivate diverse groups to achieve goals.
- **Communication:** Excellent interpersonal, writing and facilitation skills.
- **Strategic Planning:** Big picture thinker who also navigates details.

### **PROFESSIONAL EXPERIENCE**

#### **County of Lackawanna, Pennsylvania 2008-current**

Director of Department of Arts and Culture

Oversee a \$1.4 million arts budget including grantmaking, developing programming and community building and the operations of the Electric City Trolley Station and Museum.

#### **Highlights:**

- During pandemic pivoted all in person programs to virtual. Created over 30 virtual arts programs. Designed and released a COVID19-Creative Community grant to assist artists and arts and culture organizations to provide safe community programming.
- Lead the cross-collaborative ARTS Engage! Task Force bringing together county government leaders and organizations and individuals in various sectors to work together to create programming to create community health and wellness. Awarded a 2019 National Association of Counties Achievement award for this work.
- Manage five different funding streams for grant program for arts and culture organizations and artists that fund over 65 local community arts and culture organizations, individuals and 40 municipalities.
- Co-designed and implemented Global Tastes and Community Dialogue events with the University of Scranton. Global Tastes is an event that work with refugees and immigrants on a public dinner to showcase culture. The Community Dialogues focus on bringing people together to discuss issues political and community issues.
- Designed several creative placemaking art and culture events to focus on economic development and community building including a successful Bonfire at the Iron Furnaces as a historic site that led to the creation of an Iron District and a Winter Market Festival.

## **Girl Scouts in the Heart of Pennsylvania 2005-2008**

Outreach Manager, Northeast Tier of Pennsylvania

- Managed an Americorp Program to serve 10 non-profits working in underserved communities in Lackawanna County.
- Designed and implemented the *Reel Girls* film program funded a Dove/Girl Scouts Uniquely Me! grant, focused on teaching 11-17 young women filmmaking.
- Created a Community Butterfly Garden Program in a park adjacent to public housing and engaged residents from this community.

## **The Scranton Cultural Center at the Masonic Temple 2003-2005**

Education Coordinator

- Created arts-in-education professional development program for teachers.
- Worked with artist in residents and community arts professionals.
- Conducted arts outreach programs at social service agencies and schools.

## **BOARDS AND COMMITTEES**

- Americans for the Arts County Arts Network (CAN) Steering Committee
- Citizens for the Arts in Pennsylvania
- Lackawanna County Area Agency on Aging Advisory Committee
- National Association of Counties (NACO) Arts Commission
- Scranton Area Foundation NEPA Moves- Council for Equitable Transportation

## **PRESENTATIONS AND WORKSHOPS**

- *Artists as Change Agents, 2019 Transformations* conference, Santiago, Chile
- *Listening with Mind and Heart, 2019 Communicating the Arts* conference, Montreal, Canada
- *Art Based Economic Development in Coal Reliant Counties: Lessons Learned in Appalachia, 2018, Creative Placemaking Leadership Summit*-Appalachian Region, Charleston, West Virginia
- *Thriving in the New Cultural Ecology, 2018 Communicating the Museum* conference, Brussels, Belgium
- *Mindfulness and Meditation for Bigger Impact, 2017 NetImpact Conference*, Atlanta, Georgia
- *From Bonfires to Umbrellas; Revitalizing Communities Through the Arts, 2017 Mehmet Akisoy University, Burdur, Turkey*

## **LEADERSHIP DEVELOPMENT TRAINING**

- 2019 NACo High Performance Leadership Development Academy
- 2015 Greater Philadelphia Arts + Business Council Designing Leadership program

## **EDUCATION**

M.F.A., Creative Writing, St. Mary's College, California

B.A., History, University of Pittsburgh, graduated magna cum laude

## **MATTHEW MEYER, PH.D.**

Associate Professor of Philosophy, The University of Scranton  
[matthew.meyer@scranton.edu](mailto:matthew.meyer@scranton.edu); 570.941.5814

### **EMPLOYMENT**

Associate Professor, The University of Scranton, Philosophy Dept., Fall 2015-Present  
Assistant Professor, The University of Scranton, Philosophy Dept., Fall 2010-Spring 2015  
Full-Time Lecturer, Boston University, Department of Philosophy, Spring 2010  
Lecturer, University of Vienna, Department of Philosophy, 2007-2011

### **EDUCATION**

PhD-MA, Philosophy and Classics (Ancient Greek), Boston University  
Doctorate (Distinction), Philosophy, University of Vienna  
MTS, Theological Studies, Harvard University  
BA (Summa cum Laude), Economics, University of St. Thomas (MN)

### **ADMINISTRATIVE RESPONSIBILITIES**

Faculty Director, Gail Slattery Center for Humanities, The University of Scranton (Fall 2019-Present).  
Director, Prelaw Advisory Program, The University of Scranton (Fall 2014-Present)  
Director, Legal Studies Concentration, The University of Scranton (Fall 2018-Present)  
Chair, General Education Review Committee, The University of Scranton (Fall 2020-Present)

### **SELECTED PUBLICATIONS**

#### **BOOKS**

*Nietzsche's Metaphilosophy: The Nature, Purpose, and Aims of Philosophy* (co-edited with Paul Loeb).  
Cambridge University Press (2019).  
*Nietzsche's Free Spirit Works: A Dialectical Reading*. Cambridge University Press (2019).  
*Reading Nietzsche through the Ancients: An Analysis of Becoming, Perspectivism, and the Principle of Non-Contradiction*, in *Monographien und Texte zur Nietzsche-Forschung* (Vol. 66). Berlin: De Gruyter, 2014.

#### **JOURNAL ARTICLES AND BOOK CONTRIBUTIONS**

"Nietzsche's Naturalism and *Thus Spoke Zarathustra*," in *Nietzsche's Thus Spoke Zarathustra: A Critical Guide*, eds. K. Ansell-Pearson and P. Loeb (Cambridge: Cambridge University Press, under contract).  
"The Dialectics of Nietzsche's Metaphilosophies," in *Nietzsche's Metaphilosophy*, eds. P. Loeb and M. Meyer (Cambridge: Cambridge University Press, 2019), 22-41.  
"The Divine Hanswurst: Nietzsche on Laughter and Comedy," in *Humor, Comedy, and Laughter in 19<sup>th</sup>-Century Philosophy*, eds. L. Moland and A. Speight (Netherlands: Springer, 2018), 153-173.  
"Nietzsche's Ontic Structural Realism?" in *Routledge Philosophy Minds: Nietzsche*, ed. P. Katsafanas, (London: Routledge, 2018), 389-404.  
"Nietzsche's Naturalized Aestheticism," *British Journal for the History of Philosophy* (2015), Vol. 23(1): 138-160.

“The Ancient Quarrel between Philosophy and Poetry in Nietzsche’s Early Writings,” in *Nietzsche’s Value as a Scholar of Antiquity*, eds. A. Jensen and H. Heit (New York: Bloomsbury Academic, 2014), 197-214.

“Peisetairos of Aristophanes’ *Birds* and the Erotic Tyrant of *Republic IX*,” in *The Political Theory of Aristophanes*, eds. B-P. Frost and J. Mhire, (Binghamton, NY: SUNY Press, 2014), 275-302.

“The Comic Nature of *Ecce Homo*,” *The Journal of Nietzsche Studies* (2012), Vol. 43(1): 32-43.

“Nietzsche’s Naturalism and the Falsification Thesis,” in *Nietzsches Wissenschaftsphilosophie*, eds. H. Heit, M. Brusotti, and G. Abel (Berlin: Walter de Gruyter, 2011), 133-146.

## **SELECTED CONFERENCES AND PRESENTATIONS**

The New School for Social Research, October 2019: “Reconstructing Nietzsche, Contextually.” (Invited)

University for a Day, Schemel Forum, The University of Scranton, September 2019: “Why Environmentalists Should Be Republicans, Not Liberals.”

“Language and Reality” NTU-Scranton Philosophy Symposium, National Taiwan University, May 2019: “The Problem of Opposites as Fundamental Philosophy.”

University for a Day, Schemel Forum, The University of Scranton, September 2018: “The Real Road to Serfdom?” (Invited)

Tor Vergata University, Rome, April 2018: “The Free Spirit and the *Selbstaufhebung* of the Will to Truth” (Invited).

“Humor in Nineteenth-Century Philosophy,” Boston University, April 2016: “The Divine *Hanswurst*: Nietzsche on Laughter and Comedy.”

Berlin Research Colloquium, Technical University of Berlin, Germany, January 2016: “The Death of God and the *Selbstaufhebung* of the Will to Truth.”

Power Structuralism in Ancient Ontologies Workshop, Oxford University, England, January 2016: “Nietzsche’s Ontic Structural Realism?”

University for a Day, Schemel Forum, The University of Scranton, September 2014: “From Democracy to Oligarchy? Self-Love and the Future of America.”

University for a Day, Schemel Forum, The University of Scranton, September 2012: “From Self-Interest to Self-Destruction: Views of Greed and Corruption from Antiquity to Modern Times.”

## **AWARDS, FELLOWSHIPS, AND HONORS**

Faculty Development Grants, The University of Scranton, Summer 2011, 2014, 2017, 2020.

Project Grant for Nietzsche Workshop, The University of Scranton, April 2015.

Earhart Dissertation Fellowship, Boston University, 2008-2009.

Helen G. Allen Humanities Award, Boston University, 2008.

Boston University Writing Fellowship, 2008-2009 (Declined for Earhart Fellowship)

Matchette Prize for Best Qualifying Paper, Boston University, 2007: “The Cartesian Circle.”

Presidential Graduate Fellowship, Boston University, 2004-2008.

Frederick Sheldon Traveling Fellowship, Harvard University, 1999-2000.

**SONDRA MYERS**  
**Senior Fellow for International, Civic, and Cultural Projects**  
**The University of Scranton**  
**Scranton, PA 18510**  
**Telephone 570-941-4089**  
E-mails: [sondra.myers@scranton.edu](mailto:sondra.myers@scranton.edu) or (b) (6)

**Sondra Myers is the Senior Fellow for International, Civic and Cultural Projects at the University of Scranton and Director of its Schemel Forum, a not-for-credit continuing education for enrichment program. She is co-editor of *The Pluralist Paradigm: Democracy and Religion in the 21<sup>st</sup> Century* (2006), *The Interdependence Handbook* (2004), and editor of *The Democracy Reader* (2002), the *Democracy is a Discussion* handbooks (1996 and 1998) and *The New Rwanda: Prosperity and the Public Good* (2008), and *New Rwanda II: Successes and Challenges on the Ground* (2011)). Her most recent books are: *The Peoples Choice: Public Education an American Democracy* (2019) and *Our America: Who Are We?* (2020). In addition Myers has authored numerous journal articles and essays on the role of the citizen in democratic societies and the integration of culture into public policy.**

From 2001 to 2005 Myers served as a senior associate at the University of Maryland's Democracy Collaborative. From 1999 to 2001, she directed the *President's Millennium Seminars: The University for a New Democratic Era*, a project of The George Washington University. She was the Rapoport Democracy Fellow at the Walt Whitman Center for the Culture and Politics of Democracy at Rutgers University, 2000-2001. From 1996 to 2000, Myers served as senior advisor on civic affairs to the president of Connecticut College. Since 1996 Ms. Myers has presented programs on democracy and citizenship in Prague, Cracow, Budapest, Buenos Aires, Johannesburg, Kigali, Nairobi, Bethlehem and in cities throughout the United States. In addition she has organized and moderated symposia on culture and public policy for academic institutions and cultural organizations including Lehigh University, the Anderson Ranch Arts Center, The New School for Social Research, and the Education Department of the John F. Kennedy Center for the Performing Arts.

Myers has had three presidential appointments:

In 1980 President Carter appointed her to the Commission on Fine Arts.

In the Clinton Administration, from 1993 to 1995, Ms. Myers served as Special Assistant to the Chairman of the National Endowment for the Humanities for partnerships and collaboration.

In 2011 President Obama appointed her to the Commission on Presidential Scholars.

From 1987 to 1993, she served as Cultural Advisor to Pennsylvania Governor Robert P. Casey.

Myers is past chair of the Pennsylvania Humanities Council, past president of the Federation of State Humanities Councils, founding president of Citizens for the Arts in Pennsylvania and the State Arts Advocacy League of America.

She served on the Board of Directors of the Centre for Creative Communities in the United Kingdom. She was a member and vice chair of the Board of Trustees at the University of Scranton (PA) and a trustee of the University of the Arts in Philadelphia.

She is the co-executive producer of *The Courage to Care*, a documentary film about rescuers of Jews during the Holocaust, nominated for an Academy Award in 1986.

Consultations include Radio Free Europe, Connecticut College, and the Dexter Avenue King Memorial Baptist Church in Montgomery, AL.

Ms. Myers holds honorary degrees from Misericordia College and The University of Scranton. In 1994, she received the Connecticut College Medal, the highest honor given to alumni of the college. She is a member of Phi Beta Kappa.



A frequent speaker and writer on the arts, humanities and civil society, Myers focuses on two major themes: the integration of culture into public policy in the United States and the strengthening of democracy and the culture of interdependence worldwide.

Home Address: (b) (6)  
(b) (6)

Telephone Number: (b) (6)

**JESSICA M. NOLAN**

203 Alumni Memorial Hall | 570.941.4270 | Jessica.nolan@scranton.edu

**EDUCATION**

Ph.D.	Experimental Psychology, University of Arkansas, 2008
M.A.	Experimental Psychology, California State University, 2004
B.S.	Natural Resources, Cornell University, 1998, with distinction

**POSITIONS HELD**

Professor	2020-present	University of Scranton
Associate Professor	2013- present	University of Scranton
Visiting Professor	Fall 2015	Cornell University (Sabbatic leave)
Assistant Professor	2008-2013	University of Scranton
Instructor	2006-2008	University of Arkansas

**SELECTED PUBLICATIONS**

\*denotes an undergraduate student co-author

- Nolan, J. M.,** Schultz, P. W., Cialdini, R. B., & Goldstein, N. J. (2021). The Social Norms Approach: A Wise Intervention for Solving Social and Environmental Problems. In G. Walton and A. Crum (Eds.) *Handbook of Wise Interventions*. Guilford.
- Nolan, J. M.,** & Tobia, S.\* (2019). Public support for global warming policies: Solution framing matters. *Climatic Change*, 1-17.  
<https://doi.org/10.1007/s10584-019-02438-1>
- Nolan, J. M.,** Hanley, B. G.\*, DiVietri, T. P.\* & Harvey, N.\* (2018) She who teaches learns: Performance benefits of a jigsaw activity in a college classroom. *Scholarship of Teaching and Learning in Psychology*, 4(2), 93.
- Schultz, P.W., **Nolan, J. M.,** Cialdini, R., Goldstein, N., & Griskevicius, V. (2018). The Constructive, Destructive, and Reconstructive Power of Social Norms—Reprise. *Perspectives on Psychological Science*, 13(2), 249-254
- Nolan, J. M.** (2017). Environmental Policies Can Buttress Conservation Norms. *Society & Natural Resources*, 30(2), 228-244.
- Nolan, J. M.** (2014). Using Jackson's Return Potential Model to explore the normativeness of recycling. *Environment & Behavior*, 47(8), 835-855.
- Nolan, J. M.** (2013). Creating a Culture of Conservation: Willingness to Confront Environmental Transgressors. *Ecopsychology* 5(1), 3-8.
- Nolan, J. M.,** Kenefick, J.\*, & Schultz, P. W. (2011). Normative Messages Promoting Energy Conservation will be Underestimated by Experts...Unless you Show them the Data. *Social Influence*, 6, 169-180.
- Nolan, J. M.** (2011). The cognitive ripple of social norms communications. *Group Processes and Intergroup Relations: Special Issue on Social Influence in Action*, 14, 689-702.
- Nolan, J. M.** (2010). An Inconvenient Truth increases knowledge, concern, and willingness to reduce greenhouse gases. *Environment and Behavior*. 42, 643-658.
- Nolan, J. M.,** Schultz, P. W. & Knowles, E. S. (2009). Using public service announcements to change behavior: No more money and oil down the drain. *Journal of Applied Social Psychology*, 39, 1035-1056.
- Nolan, J. M.,** Schultz, P. W., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2008). Normative social influence is underdetected. *Personality and Social Psychology Bulletin*, 34, 913-923.
- Schultz, P. W., **Nolan, J. M.,** Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18, 429-433.

### SELECTED PRESENTATIONS

- Nolan, J.M.** (2020, January). *Implicit Bias and the Legal Field*. Invited address to the Lackawanna County Bar Association. Scranton, PA.
- Nolan, J. M., Kemp, G., & Kemp, J.** (2019, April) *Swimming in Racist Waters: Race, Theology, and Psychology*. Invited address at the University of Scranton's Schemel Forum on Color.
- Nolan, J.M.** (2018, April). *The Alpha and Omega of Promoting Pro-Environmental Behavior*. Invited Address at the Midwestern Psychological Association, Chicago, IL.
- Grettano, T. & **Nolan, J.** (2019, June). Communicating Across Difference. *Workshop presented at the 2019 Jesuit Universities Humanitarian Action Network Conference. Scranton, PA.*
- Cohen, J. Grettano, T. & **Nolan, J.** (2019, March). Bursting Our Political Bubbles in the Age of Political Polemics: An Interdisciplinary, Collaborative & Ignatian Approach. *Workshop presented at the 2019 meeting of Campus Compact Eastern Region. Providence, RI.*
- Garvey, D.\*, Lopez, M.\*, & **Nolan, J. M.** (2019, March). Predicting Race-IAT Feedback Acceptance. *Poster presented at the 2019 Convention of the Eastern Psychological Association. New York, NY.*
- Clark, R.\*, **Nolan, J. M.**, Schumacher Cohen, J. Grettano, T & Olsen, C. (2019, March) Dialogue across Political Differences on a College Campus. *Poster presented at the 2019 Convention of the Eastern Psychological Association. New York, NY.*
- DiSanto, N.\*, Chapman, P.\*, Tolani, H.\*, Melara, J.\*, McGowan, R.\*, & **Nolan, J. M.** (2019, March). Self-Verification of Prejudice and Support for Donald Trump. *Poster presented at the 2019 Convention of the Eastern Psychological Association. New York, NY.*
- Nolan, J. M.** & Crone, T. H. (2019, February). Reactions to the Race-IAT at a Minority-Serving Institution. *Poster presented at the 2019 Annual Convention of the Society for Personality and Social Psychology. Portland, OR.*
- Nolan, J. M.** (2018, March). The Impact of Training Faculty to Talk about Race in the Classroom. Paper presented at the 2018 *Convention of the Eastern Psychological Association. Philadelphia, PA.*
- Nolan, J. M.** (2017, June). Psychological Correlates of Willingness to Sanction. *Poster presented at the 17<sup>th</sup> International Conference on Social Dilemmas. Taormina, Italy.*
- Lopez, M. & **Nolan, J. M.** (2017, March). Participants More Accepting of Implicit Feedback on the Race-IAT that is Consistent with their Explicit Attitudes. *Poster presented at the 2017 Convention of the Eastern Psychological Association. Boston, MA.*
- Nolan, J. M.**, Shah, K.\*, Milewski, A. \*, Naro, G.\*, & Althouse, C.\* (2016, January). The self-verification of sexism. *Poster presented at the 2016 Annual Convention of the Society for Personality and Social Psychology. San Diego, CA.*

### SELECTED SERVICE

#### University

Council on Diversity & Inclusion, Member	2019-present
Political Dialogues Working Group, Member	2017-present
Education for Justice Committee/ Ellacuría Initiative, Member	2009-present

#### Professional

*Journal of Environmental Psychology* (Editorial Board)

Ad hoc reviewer for multiple journals

**ADAM J. PRATT**

Assistant Professor    Department of History    University of Scranton  
adam.pratt@scranton.edu    (570) 941-7116

**EDUCATION**

---

**PhD** Louisiana State University, May 2012  
**MA** Louisiana State University, December 2007  
**BA** Clemson University, *magna cum laude*, December 2004

**PROFESSIONAL EXPERIENCE**

---

**ASSOCIATE PROFESSOR**, Department of History, University of Scranton, September 2019-present.  
**ASSISTANT PROFESSOR**, Department of History, University of Scranton, Scranton, PA,  
September 2015-August 2019.  
**VISITING ASSISTANT PROFESSOR**, Department of History, University of Scranton, Scranton, PA,  
September 2013-August 2015  
**INSTRUCTOR**, Department of History, Louisiana State University, Baton Rouge, LA,  
August 2012-July 2013.

**SCHOLARLY ACTIVITY**

---

**BOOKS**

*Toward Cherokee Removal: Land, Violence, and the White Man's Chance* (Athens: University of Georgia Press, 2020).

**ARTICLES**

"Violence and the Competition for Sovereignty in Cherokee Country, 1829-1835," *American Nineteenth Century History* 17 (June 2016): 181-198.

"Appalachia in the Civil War and Beyond: A Historiographical Essay," in Randall Wilhelm and Zackary Vernon, eds. *Summoning the Dead: Critical Essays on Ron Rash* (Columbia: University of South Carolina Press, forthcoming). Under contract.

"'A curious compound of the hero and the dandy': George Armstrong Custer, the Cavalier Image, and Southern Masculinity in the Postwar South," in Lydia Plath and Sergio Garcia, ed. *Black and White Masculinity in the American South, 1800-2000* (Newcastle-Upon-Tyne: Cambridge Scholars Publications, 2009), 37-55.

**ENCYCLOPEDIA ARTICLES**

"Unionism in Louisiana," in David Johnson, ed. KNOWLa: Encyclopedia of Louisiana (Louisiana Endowment for the Humanities, October 2, 2013). [www.knowla.org/entry/1709/&view=summary](http://www.knowla.org/entry/1709/&view=summary).

“Fatherhood in the Civil War” in Steven E. Woodworth, ed., *Gale Library of American Life: American Civil War* (Farmington Hills, MI: Gale Cengage, 2008), 1:140-143.

“Mountain Men” in Gordon M. Bakken, ed., *Icons of the American West* (Westport, CN: Greenwood Press, 2008), 1: 177-197.

## **BOOK REVIEWS**

Review of David S. and Jeanne T. Heidler, *The Rise of Andrew Jackson: Myth, Manipulation, and the Making of Modern Politics* for *Political Science Quarterly* (Summer 2020), 327-328.

Review of Jimmy L. Bryan, Jr., *The American Elsewhere: Adventure and Manliness in the Age of Expansion* for *The Civil War Book Review* (Spring 2018).

Review of Hannah Rosen, *Border Law: The First Seminole War and American Nationhood* in the *Alabama Review* (April 2018): 155-157.

Review of Nathan A. Jennings, *Riding for the Lone Star: Frontier Cavalry and the Texas Way of War* in *Journal of Southern History* (May 2017): 418-419.

Review of David J. Silverman, *Thundersticks: Firearms and the Violent Transformation of Native America* in *The Junto* (March 2017).

“Creating Cherokee Leaders in the Creek War,” review of Susan M. Abram, *Forging a Cherokee-American Alliance in the Creek War: From Creation to Betrayal* (Tuscaloosa: University of Alabama Press, 2015) in *H-AmIndian* (March 2017).

---

## **CONFERENCE PARTICIPATION**

### **PAPERS PRESENTED**

“The Slicks: Asserting Cherokee Nationhood Through Violence,” to be delivered at “Mass Violence and its Lasting Impacts on Indigenous Peoples—The Case of the Americas and Australia/Pacific Region,” Monday, October 11, 2020.

“The 1842 Cherokee Claims: Exposing the Violence of Removal in Georgia,” Southern Historical Association annual meeting, Dallas, Texas, November 10, 2017.

“The ‘White Man’s Chance: State’s Rights and Race in Jacksonian America,” Nordic Association of American Studies, University of Southern Denmark, Odense, Denmark, May 22, 2017.

“State-Sponsored Economic Development in Jacksonian Georgia,” Missouri Valley Historical Conference, March 4, 2017.

# SHELI PRATT-MCHUGH

WEINBERG MEMORIAL LIBRARY  
UNIVERSITY OF SCRANTON  
SCRANTON, PA 18510  
570-941-4227  
michelle.mchugh@scranton.edu

## **EDUCATION**

---

Lock Haven University, M.A. Liberal Arts, 2013

Clarion University, M.L.S. Library Science, 2005

The Pennsylvania State University, B.A. Media Studies Film and Television, 2002

## **EXPERIENCE**

---

The University of Scranton, Weinberg Memorial Library, Scranton, PA

Assistant Dean

January 2019-Present

- Oversees Library services for Faculty and Students including Circulation, Reserves, Interlibrary Loan, and Media Resources.
- Hires, supervises, and evaluates the work of 3 paraprofessional staff, 10 full-time equivalent clerks and approximately 30 work-study students
- Supports Research & Instruction by participating in Research Services including Research Desk and Virtual Reference coverage
- Participates in the development of assessment strategies and data-informed decision making, enhancing support for future choices and changes in library service
- Administers the Library in the absence of both the Dean and the Associate Dean

Department Chair

January 2017-January 2019

- Mentor tenure-track faculty through the reappointment process; meet regularly with them to advise on their librarianship, research, and service
- Facilitate department meetings following the reappointment process. Make recommendations, after evaluations and proper consultation with the department, for reappointment
- Supervise faculty development within the department, support faculty use of research days, conference attendance, and travel requests
- Develop, with the assistance of department members, departmental policies and procedures, such as the library faculty absence policy and library travel policy
- Represent the department in University meetings, such as the Strategic Enrollment Plan working groups, Technology Advisory Group, and Community Based Learning Board

Learning Commons Coordinator

June 2013-January 2019

- Coordinate services within the Reilly Learning Commons, reserve rooms for the Writing Center, and provide tutoring space for the CTLE
- Maintain equipment and software, monitor space for issues, report problems, and request updates
- Work closely with IT to research and install new software that students and faculty are requesting
- Supervise, train, and schedule four work-study students

# SHELI PRATT-MCHUGH

WEINBERG MEMORIAL LIBRARY  
UNIVERSITY OF SCRANTON  
SCRANTON, PA 18510  
570-941-4227  
michelle.mchugh@scranton.edu

- Teach students and faculty how to use new technology, such as lecture capture software, podcasting software, and 3D printing
- Maintain Library social media accounts, including Facebook, Twitter, and Instagram

## Cataloging and Metadata Librarian

June 2010-January 2019

- Oversee the day-to-day operations of the Cataloging Department
- Direct, supervise, and evaluate the work of two cataloging assistants
- Provide original and copy cataloging for library materials in multiple formats using OCLC Connexion and Innovative Interfaces Sierra
- Import, review, and update authority records outsourced from Library Technologies, Inc. and migrate this process to Backstage Library Works
- Manage the importing, updating, and editing of bulk bibliographic records into the library catalog, including eBook and streaming video records
- Provide cataloging statistics for library reports and accreditation reports for various University departments

## Scranton Public Library, Scranton, PA

Head Cataloger

February 2006-May 2010

Reader's Service Librarian

December 2005-February 2006

## Vermont Historical Society, Barre, VT

Cataloging Intern

Fall 2005

## BOOKS

---

McHugh, S., & Yarmey, K. (2014). *Near Field Communication: Recent Developments and Library Implications*. Morgan & Claypool Publishers.

## ARTICLES

---

Aulisio, G. J., & McHugh, S. (2013). Crossing Borders: Two Academic Librarians and a Young Adult Librarian Collaborate to Teach Teens about Sustainability. *Collaborative Librarianship*, 5(2), 82–93.

McHugh, S., & Yarmey, K. A. (2012). Near Field Communication: Introduction and Implications. *Journal of Web Librarianship*, 6(3), 186–207. doi:10.1080/19322909.2012.700610.

## PRESENTATIONS

---

### Conference and Workshop Presentations

- Speaker: "Offsite Storage: Preparation and Procedures" with Narda Tafuri, Britt Mueller, and Jeremy Suratt. Pennsylvania Library Association Annual Conference. Virtual, 2020.
- Speaker: "Breathing Room: Freeing up Space in the Stacks" with Narda Tafuri. Northeast Chapter of the Pennsylvania Library Association Spring Workshop, Scranton, PA, 2019.

# HANK WILLENBRINK

(b) (6)

(b) (6)

hankwillenbrink.com

## Books

- ***The Boat in the Tiger Suit***, Original Works Publishing, October 2014.
- ***Palabras: Dispatches from the Festival de la Palabra***, co-edited with Yamile Silva, NoPassport Press, September 2013.

## Full-length Plays (Selected)

- ***Ambos***
  - Comparative Drama Conference (selected, but reading was cancelled due to COVID-19)
- ***La Princesa***
  - JACK (New York City), directed by José Zayas, April 2015 (reading)
- ***The Boat in the Tiger Suit***
  - The Brick Theatre (New York City), directed by José Zayas, August 2013
  - quiet New Works Festival (Seattle, WA), directed by Amber Lackey, February 2013 (staged reading)
  - Semi-finalist for Princess Grace Award (Spring 2012).

## Articles

- **"Vessel, Messiah, Warrior: Donald Trump in Evangelical Christian Narratives,"** *Ecumenica* (forthcoming)
- **"If It Walks like Hamlet: The Assembly's *Seagullmachine*,"** *Theatre Forum* Vol. 54 (Spring 2019).
- **"Contemporary Catalan Women Playwrights, A Compilation,"** written with Yamile Silva, *Letras Femininas* 43.2 (Winter 2018). (solicited)
- **"Merritt's Musical Memories: The Magnetic Fields' 50 Song Memoir and Autobiography,"** *Response* 3.1 (Summer 2018) (refereed). [pdx.be/ahem](http://pdx.be/ahem)
- **"The Fantastical Reality in *Pinkolandia*"** *Theatre Forum* Vol 45 (2014), pgs. 3-9. (invited)
- **"The Geography of Disappearing: Meatyard, Butchertown, and Perspective in Naomi Iizuka's *At the Vanishing Point*"** *Contemporary Theatre Review* Vol. 24, issue 2 (May 2014), pgs. 209-228. (refereed)
- **"The Act of Being Saved: Hell House and the Salvific Performative"** *Theatre Journal* Vol. 66, issue 1 (March 2014), pgs. 73-92. (refereed)

## Book Chapters

- **"Capitalizing on Cool: The Music that Makes *Girls*"** in *HBO Girls: The Awkward Politics of Race, Sex, Class, Gender and Privilege*, edited by Elwood Watson, Jennifer Mitchell, and Marc E. Shaw. Lexington Books, August 2015.

## Awards/Recognitions

- First U.S.-based playwright to be invited to **Sala Beckett's International Playwriting Workshop**, Barcelona, Spain, 2017.



- **Provost's Award for Excellence in Advancing Interdisciplinary Study** from University of Scranton, 2015.

#### Published Monologues

- **Three monologues from *The Boat in the Tiger Suit*** in *The Best Monologues of 2013*, ed. Lawrence Harbison, Smith & Kraus.
- **"Hunter"** in *Monologues for Men by Men*, eds. Gary Garrison and Michael Wright, Heinemann, 2002.
- **"Wichita"** in *More Monologues for Men by Men*, eds. Gary Garrison and Michael Wright, Heinemann, 2003.

#### Shorter Works

- **"Accompanying Resistance."** The Lark's Stages of Resistance blog: <https://www.larktheatre.org/blog/accompanying-resistance/>
- **"Playing God: The Bible on the Broadway Stage."** Book Review. *Theatre Annual* Vol. 69 (2016).
- **"Preaching to Convert: Evangelical Outreach and Performance Activism in a Secular Age."** Book Review. *Theatre Journal* 67.1 (March 2015).
- **"The City as Theatre: Examining the Roles of Theatre and Philosophy in Public Life."** Co-written with Sharon Meagher. Sample syllabus for National Collegiate Honors Council: [http://nchchonors.org/wpcontent/uploads/2011/10/Sophomore\\_City-as-Theater\\_2012.pdf](http://nchchonors.org/wpcontent/uploads/2011/10/Sophomore_City-as-Theater_2012.pdf).
- **"Putting Performance into the City;"** *HowlRound*: <http://www.howlround.com/putting-performance-into-the-city>
- **"The Future from Where You are Now;"** Theatre Communications Group Artistic Innovation Salon: <http://www.tcgcircle.org/2013/06/the-future-from-where-you-are-now/>

#### Consulting & Workshop Leader

- **"Using Collaborative Applications in the Classroom and Out,"** workshop at the Universidad de Navarra's ILCE Summer Intensive,
- **Theatrical Bridges: A Theatre and Film Festival**, mentor, Boundaries and Bridges Widener University, March-April 2017.
- **Theatre & Creative Placemaking**, co-facilitated with David Bradley, Widener University, September 2016.

#### Education

- **Ph.D. Dramatic Art** - University of California, Santa Barbara, 2009.
- **M.A. in Dramatic Art** - University of California, Santa Barbara, 2006.
- **B.A. in Theatre** - The University of Tulsa, Tulsa, Oklahoma, 2003

# Carolyn M. Bonacci

(b) (6)

(b) (6)

[carolyn.bonacci@scranton.edu](mailto:carolyn.bonacci@scranton.edu)

## Education:

**Boston College, Chestnut Hill, MA**  
*M.A. Philosophy, August 2009*

**Loyola University Maryland, Baltimore, MD**  
*B.A. Philosophy, May 2002*  
Double major Fine Arts, Art History concentration

## Study Abroad Experience:

**Syracuse University, Florence, Italy**  
*Fall Semester 2000*  
Art History concentration

**Wadham College Oxford, Oxford, England**  
*Summer course 1999 through Bridgewater University*  
English Literature

## Work History:

March 2019 – present

### **The University of Scranton, Scranton, PA**

*Coordinator, Community and Civic Engagement*

- Working to weave together the University and greater Scranton communities to create mutually beneficial partnerships
- Collaborating across departments to support campus programming and initiatives including the University's "Royals Vote" civic engagement initiative and Dialogues Initiative to engage both University and community participants in open dialogue across difference
- Supporting the University's Community-Based Learning (CBL) initiatives by working with community partners to assess their needs and facilitate CBL course partnerships to meet community needs
- Outreach to the University and greater Scranton communities to promote events and programs via social media, Constant Contact, and targeted communications
- Supporting the overall efforts and programming of the Office of Community and Government Relations

January 2017 – March 2019

### **Marywood University, Scranton, PA**

*Director, Professional Continuing Education*

- Developing, planning, coordinating, and marketing engaging and financially viable programs for Professional Continuing Education and Workforce Education
- Working collaboratively across campus to develop new mechanisms for offering non-credit educational experiences
- Engaging in community and industry outreach to develop relationships and to ensure programs align with regional demand
- Creating a strategic plan for developing innovative and financially sound programming

# Carolyn M. Bonacci

(b) (6)

(b) (6)

[carolyn.bonacci@scranton.edu](mailto:carolyn.bonacci@scranton.edu)

Spring 2010 – Spring 2020

## **Marywood University, Scranton, PA**

*Adjunct/Fulltime Instructor of Philosophy/University 100*

- Conducting courses in and developing curriculum for Introduction to Philosophy, Philosophy of Art, Ethics and Existentialism
- Conducting additional courses in University 100, a required course for incoming freshmen
- Cultivating a robust classroom experience to engage students in the process of self-reflection and critical thinking

January 2014 – January 2015

## **Southern New Hampshire University, Manchester, NH**

*Online Instructor Critical Thinking/Philosophy*

- Engaging students in a robust online learning environment utilizing discussion boards, interactive assignments, and multi-media feedback
- Developing relationships with students online via discussions, email contact, and forums to ensure commitment to the course and understanding of the material

October 2013 – July 2014

## **Village Park Apartments, Scranton, PA**

*Lead Teacher Afterschool Program Homework Club*

- Engaging students in a variety of educational and artistic activities to develop academic skills and cultivate a passion for lifelong learning
- Empowering children by developing recognition for the importance of education and empowering students to see their own potential for success
- Building supportive and open interpersonal relationships with children and their families to facilitate academic success

January 2014 – May 2014

## **Marywood GED Program**

*GED Instructor*

- Empowering learners in a diverse classroom of adult learners with varied backgrounds and abilities to achieve measurable development in their skills
- Assessing individual needs and areas of for potential development in order to construct lessons to support student success and enable students to meet their goals
- Working with students to create career readiness and personal goal development

## **Academic Honors/Awards**

Member: **Phi Sigma Tau** and **Alpha Psi Omega**

**2<sup>nd</sup> Place Intermediate Italian Essay Contest** - Loyola College, 2001

## **Language Competence:**

**Italian** – Fair speaking, reading, and translating knowledge

**Latin** – Intensive Reading Course Completed, Boston College, 2006

**French** – Intensive Reading Course Completed, Boston College, 2005



Department of Theology and Religious Studies

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am writing to offer this letter of commitment for The University of Scranton's 2021 application to the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

I am committed to the goals of this project and will serve as a member of the Project Team, Subcommittee for theme 6 and humanities scholar to provide expertise in curating the events related to Scranton's religious tapestry past and present. Originally from Latrobe, Pennsylvania, I have particular interest in the intersection of religious and immigrant history and religious identity as represented in Catholic and Eastern Orthodox religious communities in Scranton and throughout Northeastern Pennsylvania.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to serve on the project team and as a humanities scholar.

Sincerely,

Patrick Clark, PhD  
Associate Professor of Theology  
Department of Theology and Religious Studies  
The University of Scranton



Department of History

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am writing to offer this letter of commitment for The University of Scranton's 2021 application to the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

I am committed to the goals of this project and will serve as a member of the Project Team, Subcommittees for Themes #2, 3, 4 in relation to the American founding, Indigenous history and industrial history, and as a humanities scholar. As Professor and Chair of the History Department at The University of Scranton, my research and teaching interests include a focus on the early United States. I am author of *Our Suffering Brethren: Foreign Captivity and Nationalism in the Early United States* and have served as a Fulbright Core Scholar teaching American History and Politics at Trnava University in Slovakia. Particularly relevant for how I will offer expertise for this project, I have taught courses focusing on the Anthracite history of Northeastern Pennsylvania and the outsized role that this local history played in the national story of industrial and labor history.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to serve on the project team and as a humanities scholar.

Sincerely,

David J. Dzurec, PhD  
Professor of History and Chair  
Department of History  
The University of Scranton



Department of English & Theatre

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am writing to offer this letter of commitment for The University of Scranton's 2021 application to the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

I am committed to the goals of this project and will serve as a member of the Project Team, Subcommittees for Themes #1, 2, 5 and 8, focusing on Scranton in the popular imagination, the American founding, immigrant experiences, and educating for democracy, as well as humanities scholar. As Associate Professor in the Department of English and Theatre, I have published articles and book chapters about 21<sup>st</sup>-century literacies and political rhetoric that relate to the oral histories project and the multiple perspectives and ways of expressing American identity. As co-leader of the Dialogue Across Difference working group, I bring extensive experience to facilitating dialogue about polarizing issues and have been trained by both Essential Partners and Narrative 4 in their facilitation and story exchange methods, including having run a train-the-trainer program on facilitating public dialogue with Scranton higher education and community colleagues. I am eager to help plan and execute the project events, including lectures and panel discussions and in particular dialogues and story exchanges.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to serve on the project team and as a humanities scholar.

Sincerely,

Teresa Grettano, PhD  
Associate Professor  
Department of English & Theatre  
The University of Scranton



College of Arts and Sciences

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

January 4, 2021

To Whom It May Concern:

I am writing to offer this letter of commitment for The University of Scranton's 2021 application to the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

As Dean of the College of Arts and Science at The University of Scranton, I am committed to the goals of this project and will serve as a member of the Project Team, Subcommittee for Theme 6 and humanities scholar to provide expertise in curating the events related to Scranton's religious tapestry past and present. My research and teaching interests include Latino/a, Latin American, and Feminist Theologies, as well as inter-disciplinary work in Afro-Caribbean Studies. Much of my work has involved developing and supporting academic initiatives for historically underrepresented and first-generation students. In addition, I am proud of how this project will draw on the expertise of University humanities faculty in my college, including the departments of history, theology and religious studies, philosophy, and English and theatre, and bring these scholars into conversation with national humanities scholars in ways that are mutually beneficial.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to serve on the project team and as a humanities scholar.

Sincerely,

Michelle Maldonado, Ph.D.  
Dean of the College of Arts and Sciences  
Professor of Theology, Department of Theology and Religious Studies  
The University of Scranton



Department of History

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

January 2, 2021

To Whom It May Concern:

I am writing to offer this letter of commitment for The University of Scranton's 2021 application to the National Endowment for the Humanities (NEH) Humanities Discussions grant. The project responds to "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today, these topics relating directly to my own teaching and research.

As Associate Professor of History at The University of Scranton at the University of Scranton I will serve as member of the Project Team, lead for Theme #3 and Subcommittee for Theme #7, and as a humanities scholar. I teaches classes on 19th Century U.S. history, Native American history, and historical research methods and my research explores settler colonialism and its impact on U.S. democracy in the Age of Jackson. My recently published book, *Toward Cherokee Removal: Land, Violence, and the White Man's Chance*, focuses on Indigenous history in ways that align directly with theme 3. As a member of the project team and humanities scholar, I bring expertise in Indigenous and American history and will work with students to provide new historical research around the history of Native peoples in Northeastern Pennsylvania through the community mapping project. I will invite national scholars into discourse with our local history as well as members of the Lenape Nation of Pennsylvania to share their stories; an environmental walking tour will highlight local Native sites in new ways.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to serve on the project team and as a humanities scholar.

Sincerely,

Adam J. Pratt, Ph.D.  
Associate Professor of History  
Department of History  
The University of Scranton





Department of English and Theatre

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am writing to offer this letter of commitment for The University of Scranton's 2021 application to the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

I am committed to the goals of this project and will serve as a member of the Project Team, Lead for Theme #1 and Subcommittee for Themes #3, 4, 5, and 7, and humanities scholar to provide expertise in curating the lecture/panel discussion around "Scranton in the Popular Imagination" with guest humanities scholars, and in organizing the Jane Jacobs walking tour and youth writing workshop. In particular, I will draw on my experience as a member of the University's Department of English and Theatre, Community-Based Learning board and in coordinating the Humanities Forum series in contributing to the project.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to serve on the project team and as a humanities scholar.

Sincerely,

Hank Willenbrink, Ph.D.  
Theatre Program Director  
Associate Professor  
Department of English and Theatre  
The University of Scranton

# GLYNIS M. JOHNS

(b) (6)

(b) (6)

glynis@blackscranton.org

## EDUCATION

---

- **Ph.D Student in African American History, present**  
Rutgers University, New Brunswick, NJ
- **M.A. in Sociology, May 2017**  
Saint John's University, Queens, NY
- **B.A. in Sociology, May 2015**  
Saint John's University, Queens, NY

## GRANTS, HONORS, AND AWARDS

---

### *Awards*

- |      |   |
|------|---|
| 2021 | Black Leaders of Pennsylvania Commonwealth, Distinguished Honoree presented by U.S. Senator Bob Casey (D-PA). |
| 2020 | Influential Women of Northeastern PA – <i>Happenings Magazine</i>   |
| 2019 | Excellence in Diversity Award – Penn State University, Scranton   |
| 2019 | Northeastern Pennsylvania Business Journal's Top 20 Under 40  |

### *Grants & Fellowships*

- |           |  |
|-----------|--|
| 2020      | William Penn Foundation: Core Support for Arts & Cultural Organizations Grant  |
| Oct 2018  | Lackawanna Council on the Arts: Community Project Grant.   |
| Jun 2018  | Willary Foundation Grant: <i>African American Heritage Archival Project of Scranton, PA (The Black Scranton Project)</i> . |
| Fall 2017 | Local Historical Marker and Heritage Initiative Sponsorship; Architectural Heritage Association, Scranton Pennsylvania.    |

## TEACHING EXPERIENCE

---

### *St. John's University; Queens, New York*

- |                    |   |
|--------------------|---|
| Adjunct Instructor | ART 2660: Photography - Urban Topics   SPRING 2019        |
| Adjunct Professor  | SOC 1000: Introduction to Sociology   SPRING 2019         |
| "                  | " SOC 1000: Introduction to Sociology   FALL 2018         |
| "                  | " SOC 2410: Race & Ethnicity   SPRING 2018                |
| "                  | " SOC 2450: Sociology of the Black Experience   FALL 2017 |

## RESEARCH EXPERIENCE

---

### *St. John's University; Queens, New York*

### *Masters Research*

**Thesis:** But You're Black: The Overlooked Community of Scranton Pennsylvania

**Advisor:** Dr. Natalie P. Byfield; Associate Professor in the Department of Sociology

- A socio-historical analysis of the African American community. This study borrows the philosophies of W.E.B. DuBois and critical race theory to examine how perceptions of black residents as transient contribute to their marginalization.

## **MEMBERSHIPS AND SERVICE**

---

2020	Lackawanna Pro Bono Board of Directors
2020	Scranton Public Library Board of Trustees
2020	Scranton Public Library Authority
2019	Founder & CEO of Black Scranton Project, incorporated.
2019	Northeastern Pennsylvania Workforce Strategy Group, the Harry and Jeanette Weinberg Foundation
2018	Director, Scranton Region Complete Count Committee (SRCCC) for the 2020 United States Census. Scranton, PA.
2018	Lackawanna County Arts, Culture, and Education Council (ACE)

## **PUBLISHED WORKS**

---

Johns, G., "History subdues heritage of Black Scrantonians," Mar. 10, 2019, pg C2 *The Times-Tribune*, Scranton, PA.

## **INVITED TALKS & PRESENTATIONS**

---

2020 TEDx Scranton Speaker, Marywood University, Scranton, PA, March.

## **CONFERENCES, SYMPOSIA & WORKSHOPS**

---

### *Presentations*

2019	The Association for the Study of African American Life and History (ASALH) 104 <sup>rd</sup> Annual Meeting & Conference. October.
2018	The Pennsylvania Historical Association Annual Meeting & Conference. Paper Presented. October.
2018	The Association for the Study of African American Life and History (ASALH) 103 <sup>rd</sup> Annual Meeting & Conference. October.
2018	Sociology & Anthropology Department's Spring Symposium <i>Intersecting Inequalities: Alumni's Research for Change</i> , St. John's University, Queens, NY. April.
2018	A Symposium Examining Race and Economic Inequality on the 150 <sup>th</sup> Anniversary of the Birth of W.E.B. DuBois and the 50 <sup>th</sup> Anniversary of the Assassination of Martin Luther King, Jr. Clark Atlanta University, Atlanta, GA. Paper Presented. February.



Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am writing today in support of and in collaboration with The University of Scranton for their 2021 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative "A More Perfect Union" advancing civic education and commemorating the nation's 250th anniversary. I am confident that the selected theme "Scranton's Story, Our Nation's Story" will highlight the rich history of our region and nation, including stories and communities that are too often overlooked, in ways that help us also reflect on the meaning of citizenship, the promise of freedom and equality, and the opportunity to truly form a more perfect union.

As the Founder and Executive Director of the Black Scranton Project, I am excited to have my organization partner on this grant in several ways. The Black Scranton Project exposes our community to the historic narratives of the African American community of Scranton, PA and cultivates awareness and unity through arts and public history. This grant would further our objectives to share the stories of Black Scrantonians and would help connect local realities to national ones, spurring a needed conversation about historic injustices and the promise of civic change as we look toward the anniversary of the U.S. founding.

I will serve as a humanities consultant/community partner to the overall initiative and Project Manager for the Black Oral Histories project, part of the larger Scranton Stories project. I will help outreach to participants, design interviews and edit and review profiles. In addition I will provide expertise and guidance to theme 7 on Black History, helping to curate the film screening event, as well as serve as a panelist/discussant on the panel discussion. My consulting fee for the project management of the Black Oral Histories project is (b) (6), which would involve leading the outreach to interviewees, assisting with interviews including background research regarding appropriate questions in light of the local history, and with final edits and cuts to the (7-10) videos.

Thank you for your consideration of this grant proposal, which would be an important way to share the stories of underrepresented Black voices, both in Scranton and nationally, and bolster the pluralism, progress and possibilities of American democracy.

Sincerely,

A handwritten signature in black ink, appearing to read "Glynnis M. Johns".

Glynnis M. Johns, MA

Founder & CEO, Black Scranton Project

Lee Keylock

(b) (6)

(b) (6)

• (b) (6)

## SUMMARY OF QUALIFICATIONS

Strategic, creative, and innovative professional with over 15 years of experience in education, nonprofits, startups and global sectors. Intellectual visionary experienced in collaborating with nonprofits, local and global communities in developing programs aimed at impacting communities through increased programmatic footprint expansion. Collaborative communicator with extensive skills in relationship and partnership development from C-suite executives and board members down to front line teams. Fluent in English and intermediate proficiency in Spanish. Talented in applying research methodologies to secure funds through grant writing and application of data analysis principles to provide sound application of need.

## RESEARCH INTERESTS

Empathy & neuroscience, narrative research & inquiry, emotional intelligence, and general social advocacy in the non-profit sector

## TEACHING INTERESTS

English teacher with specialty in creative writing and curriculum design. Taught in primary, secondary public education and universities.

## EDUCATION

- Masters of Fine Arts in Creative Writing – Poetry Concentration 2011  
*Southern Connecticut State University, New Haven, CT*
- Masters of Science in English – Teaching Certification 2002  
*Southern Connecticut State University, New Haven, CT*
- Bachelors of Arts in English – American Literature Concentration 2001  
*Southern Connecticut State University, New Haven, CT*  
Minor: Anthropology, Magna Cum Laude

## RELEVANT PROFESSIONAL & TEACHING EXPERIENCE

**Narrative 4**, New York, NY

### **Director of Global Programs (Remote)**

**2014-present**

Direct strategic planning and coordination by developing and managing new initiatives and curricula models aligned with strategic direction of organization. Design evaluation program framework to assess strength of new programs and provide feedback for improvement while ensuring policies and procedures are within organizations standards. Serve as liaison and representative for high level forums and events while developing partnerships with funders and advisors on a global and regional basis. Maximize synergy between field operations and main office through weekly key advisory calls and present updates to Executive Director.

- Increased global program reach to 18 US states, 11 countries and 4 continents in primary and secondary schools and communities through developing a strategic plan of sustainability and “train-the-trainer” model
- Collaborated with Baltimore University on a NEH grant to produce print and digital materials to help frame contextual narratives between police and youth to foster empathy between groups
- Partnered with WGBH Boston (PBS) and The GroundTruth Project for a six month cross-country reporting road trip, exploring issues that divide us and stories that unite us

**Southern Connecticut State University**, New Haven, CT

**2011 – 2016**

### **Adjunct Professor**

Designed English Composition and Creative Writing courses that promoted active student participation and created a learning environment that fostered students’ intellectual curiosity and thinking. Assisted students with reaching their academic, personal and career goals by creating an environment of respect and diversity that provided students a place to express ideas through collaborative learning. Employed formative and summative assessments to ensure instruction lead to student learning and attainment of learning objectives.

- Assisted over 30 students per semester in developing an understanding of undergraduate research methods through collaboration with professor in research course
- Recognized for highest quality of end of semester evaluations from the Head of the English Department and Dean of the College

**Newtown High School**, Sandy Hook, CT

**2002 – 2014**

### **Teacher**

Provided proficient classroom management and student development through building relationships with students and supported their learning styles through differentiated classroom instruction. Collaborated with special education teachers to develop 504 and individual educational plans. Developed lesson plans and exam materials to assess student acquisition of knowledge. Facilitated rural studies for AP Literature and Composition online courses in conjunction with the University of North Carolina at Chapel Hill. Collaborated with special education teacher in a Sophomore Literature and Culture class that helped students with special education needs. Designed 504 and individual educational plans, lesson planning, and exam development for all grade levels.

- Achieved Newtown High School Teacher of the year for 2 years in a row while managing 5 semester-long classes with 22 to 25 students in each.
- Courses Taught: Freshmen Literature, Sophomore Literature and Culture (special education, and honors levels), Junior American Literature (honors levels), Senior Advanced Placement Literature and Composition, Senior Poetry, Senior Creative Writing
- Facilitator for the rural studies AP Literature and Composition online course in collaboration with The University of North Carolina at Chapel Hill. Collaborated with a university professor on administering and teaching a section of AP Lit. to disenfranchised students from low socio/economic backgrounds
- Collaborated on writing curriculum for 10th grade Literature and Culture units, 11th grade American Literature, and 12th grade Poetry/Creative Writing electives

**Stringfellows Of New York, Ltd.,** New York, NY

**1992 – 2000**

### **Manager**

Managed fifty staff in a premier New York City restaurant and nightclub by encouraging a collaborative work environment with goal-focused sales. Established sales goals and strategic plans for club improvements. Provided team with monthly updates on restaurant performance and related promotions during staff meetings. Drafted employee schedules and maintained personnel records while ensuring restaurant remained profitable. Recruited and hired new employees by leading applicants through interview process and training upon hire.

- Capitalized on popularity of night club resulting in 200K in revenue per week by creating unmatched experience for customers
- Received top rating for New York City night life for over 10 years through strategic marketing and exceptional staff

## **RESEARCH EXPERIENCE**

**SCSU's Sponsored Programs and Research,** New Haven, CT

**2002 – 2012**

### **Sponsored Programs and Research Assistant**

Collaborated with the Director of SPAR, to develop and publish The International Faculty Guidelines Narrative for Courses Taught Abroad. Developed additional guidelines and managed research grants submitted by faculty members for international research projects.

- Awarded summer stipends to manage approximately 20 live grants while conducting research and writing for additional grants
- Managed \$20K to \$500K budgets for research studies and study abroad programs for a variety of principal investigators

**SCSU's Inaugural International Field School,** Tanzania

**2001**

### **Student Researcher**

Served as student researcher in several anthropological studies including archaeology, cultural anthropology, health and alternative medicine. Performed data collection, data mapping, and analysis for final presentation and write up for SCSU's Tanzanian field school.

- Collaborated with team of 6 (2 professors and 4 students) on SCSU funded study abroad program to establish a long-term partnership with field school for future study abroad programs.

## **RECENT PUBLICATIONS**

<i>Bullets into Bells: Poets and Citizens Respond to Gun Violence in the U.S.</i>	Beacon Press	2017
<i>Spiritus Mundi - Five Years After Sandy Hook: Sharing Stories To Heal Our Collective Soul.</i>		2017
Hartford Courant Magazine		
<i>An Empty Seat in Class. "Our Worst Nightmare."</i>	Teachers College Press, Columbia University	2015
Connecticut Review: "The Tattie Hawker"		2009
Noctua (SCSU): "Before the Common Era," "Carnage," "IBROX," "Trang Bang"	2009	
Noctua (SCSU): "The Didicoys," "Harvest Time," "Kiss," "Our God"		2008
Broken Bridge: "Immaculate"		2008

## **Ru Freeman**

(b) (6)

Tel: (b) (6) & Email: (b) (6)

### **Education**

**University of Colombo, Sri Lanka (MA Labor Studies)** Completed landmark thesis on the rights of female migrant workers in the political and cultural context of the Middle East, specifically in Saudi Arabia, Kuwait and the United Arab Emirates. Conducted primary research with diplomats, policy-makers, and workers. Thesis used by the Ministry of Finance in Sri Lanka to guide bi-lateral trade negotiations.

**Bates College, Lewiston, Maine (BA High Honors, Cum Laude)** Major: International Relations. Awarded Mellon Grant for Honors Research on international development initiatives in South Asia. Semester intensive at American University, studying conflict resolution. Internship at the Institute for Policy Studies in Washington, DC. Thesis: USAID in Pakistan, Sri Lanka, Nepal, Bangladesh, and Sri Lanka.

**Murdoch University, Perth, Western Australia.** One year of course-work on a not-for-credit basis in communications, sociology, and political movements  
Bandaranaike Center for International Studies, Colombo, Sri Lanka. Diploma in international relations and diplomacy.

### **Work Experience**

#### **Narrative4 (Fall, 2020—)**

Director of Artist Network. Responsible for overall strategic planning for engaging artists, recruitment of artists in the fields of literature, visual arts, and music, nurturing partnerships between artists, N4 and all partner organizations including schools and community groups. Streamlining artist network to effectively further the goals of N4 in transforming academic curricula in the US and abroad.

#### **American Friends Service Committee (AFSC) Philadelphia, PA**

- Writer & Editor (2017—2020) Consultant writer and editor on AFSC's strategic priorities of addressing restricted spaces, including new political developments around the COVID-19 response, and shared global security. Produced two major publications around the work of activists and inter/national leaders in the field of human rights and social justice.
- In-kind Gifts Officer/Corporate. Helped draft overall strategy for engagement of corporate donors in the Emergency and Material Assistance Program (EMAP). Assessed needs and distribution of do- nations based on the cultural sensibilities of communities throughout the US and internationally.
- Interim Grants Officer/Chicago. Worked on strategic plan and guidelines for the Great Lakes Region grant-writing process. Researched foundations and fostered working organizational relationships with donors and regional offices. Coordinated the writing of grants specific to AFSC program initiatives.
- Staff Assistant. Researched and wrote on issues pertaining to the Peace Education Program in Youth & Militarism. Assisted in the nation-wide dissemination of information on program.

#### **The Sahana Project, Maine**

Director of tsunami-relief project for the state of Maine created to rebuild a village in Sri Lanka. Oversaw all fundraising, events supporting the project, organized print and visual media, managed budget with a resulting surplus available for additional work, and represented the state at the opening.

#### **Colby College, Waterville, ME**

- Director, Colby Cares About Kids. Recruited, trained, placed, and guided more than 340 college students as they mentored local kids. Managed budget, public relations, and event-planning.
- Freelance Writer for Colby Magazine. Covered issues relevant to the wider national/international community of alum and parents, including on-campus speakers and forums.

**Joint Action in Community Service, (JACS) Inc. Philadelphia and New York, NY** Consultant/Program Manager to the NY Regional Office, and Regional Director of Philadelphia office of national non-profit organization under Federal contract to serve disadvantaged youth between the ages of 16-24. Coordinated all components of The Big Apple Summit on Volunteerism for non-profits working with youth in NYC, including publicity.

**Verité, Inc. (Verification in Trade & Export) Amherst, MA**

Consultant Writer. Investigated grants from foundations and private sources for international non-profit operating in the arena of human and labor rights for workers in foreign countries. Chief writer of comprehensive Sri Lanka social-audit reports for US clients served by Verité.

**American Center for International Labor Solidarity (ACILS), Colombo, Sri Lanka Consultant.**

Assisted the South Asia office of the international branch of the AFL-CIO with extensive writing and editing of proposals, reports, and program evaluations in South Asia, reviewing of grant applications, and coordinating program development. Participated in public relations work presenting the organization and its objectives to the public through written material, provided feedback on national programs supporting migrant workers, and mediated between government and trade union representatives in a newly privatized economy.

**Institute for Policy Studies, Washington, DC.**

Research Intern. Conducted research on international finance for the Global Economy Project. Researched, edited and contributed to the final chapters of *Global Dreams: Imperial Corporations & the New World Order*. (Simon & Schuster). Represented the institute at international press conference of NGOs.

**Journalism**

**Boston Globe, Correspondent at Large** (Fall 2016–) Reviews of international fiction including Mohsin Hamid, Arvind Adiga, Javier Marias, & Laila Lalami

**Huffington Post Books** (2009–) Staff blogger, covering the American and international literary world including festivals and prizes, literary conferences and communities, literary organizations, booksellers and social media.

**Huffington Post Politics** (2009–) Staff blogger covering breaking news around American and international political events.

**Common Dreams (2007–)** Correspondent for critical analysis of international development, American election coverage, American and international popular movements, and popular culture, selected for inclusion by the progressive news-aggregating service.

**Teaching/Faculty**

**Columbia University, NY** (Fall, 2013-present) Visiting Professor and thesis advisor in Creative Writing, teaching Advanced Fiction Workshop (undergraduate) and Master Classes (MFA) on special topics including writing devoted to the exploration of race, class, and gender, from a multiplicity of perspectives and genres, using work both in English and in translation.

**Major Publications**

*Sleeping Alone*, Graywolf Press (Forthcoming, 2022)

*On Sal Mal Lane*, Graywolf Press (2013)

*A Disobedient Girl*, Atria Books, Simon & Schuster (2009)

*Indivisible: Global Leaders on Shared Security*, Interlink (2018)

*Extraordinary Rendition: (American) Writers On Palestine*, OR Books (2015)





December 17th, 2020

Grant Review Board,

National Endowment for the Humanities

We write to offer this letter of support for the University of Scranton's 2020 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative, A More Perfect Union: NEH Special Initiative Advancing Civic Education, and Commemorating the Nation's 250th Anniversary. Through our previous engagement

with the staff and faculty at the University of Scranton, we are convinced that the institution is remarkably well-positioned to explore the selected theme, "Scranton's Story, Our Nation's Story," which will highlight the rich history of both the region and nation, while showcasing the role of all citizens in America today.

Narrative 4 is a global organization dedicated to teaching empathy and making the practice of it our first line of defense. Our core philosophy places great value on engaging artists, particularly writers, in encouraging the sharing of personal stories. Narrative4's network includes over six hundred artists who are committed to stepping into the sometimes overlapping roles of peers, mentors, and advisors. We have had extraordinary success at finding points of convergence among variously diverging individuals and histories both nationally and internationally, work that is well-documented.

We have partnered with the administration at the University of Scranton, and have provided successful training in how to facilitate our unique model of story-exchanges. This work has extended beyond staff and faculty at the university, to include their community partners in Northeastern Pennsylvania. Having observed the thoughtfulness and inclusivity with which the administration pursues its outreach, it is clear that they are positioned to make a truly significant contribution to the national narrative of immigration from this part of the country. It is of particular interest that non-urban centers of immigrant resettlement are less heard about, and we look forward to helping the University of Scranton in stepping forward to address that vacuum in the national consciousness.

Narrative 4 is pledged to provide the following in support of this work:

5 writers/artists who represent 5 of the key populations in Scranton. Those include Scranton's indigenous Lenape population, its older immigrant populations from Poland and Ireland, and three recent immigrant populations from Iran, Nepal, and Syria.

We will serve in the role of Consultants in the Humanities for this project, and provide oversight and moderation for all author events, including panels.

Further, we will provide consultation and planning for two community story exchanges and facilitators from our Master Practitioner network who will conduct those story exchanges with a view to curating stories to be archived as part of the history of Scranton as it relates to the immigrant experience in non-urban America.



NARRATIVE 4  
SHARE TODAY. CHANGE TOMORROW.

The total cost for the above, including all honorariums, fees, travel, board and lodging, will be: \$13,500. The breakdown is as follows:

Honorariums for writers	—	9,000
Travel, Board & Lodging for writers	—	2,000
Humanities consultant fees	—	1,500
facilitators for story exchanges	—	1,000
Total	—	13,500

The University of Scranton is a valuable partner in our work, and a key player in addressing issues of assimilation and cultural understanding, and we hope that their application is successful.

Sincerely,

Lee Keylock  
Director, Global Programs

Ru Freeman  
Director, Artists Network

# MARY ANN MORAN SAVAKINUS

(b) (6)

OFFICE: (570) 344-3841

HOME: (b) (6)

**EDUCATION** Kutztown University, Kutztown, PA  
Bachelor of Arts, December 1990  
Major: Anthropology

## WORK

**EXPERIENCE** **Director** April 1998 - present  
Lackawanna Historical Society, Scranton, PA

- Manage Society's finances
- Complete and submit State, County, and City grant applications and reports
- Plan and implement annual fund drives, membership drives and periodical capital campaigns
- Coordinate and plan Society educational and public programs and reports
- Prepare press releases to attract media attention to Society events
- Edit and prepare Society publications including "Looking Back & Moving Forward" Strategic Plan 2020-2024, 1902 Anthracite Strike Centennial Commemorative piece, final draft of the Lackawanna County Save Outdoor Sculpture! Catalog and Catlin House Curriculum Guide
- Attend Trustee and Committee meetings and provide updates on the everyday activities of the Society
- Oversee all Society activities including collections management, library research, membership special events, programs and tours
- Supervise and train volunteers for the Society

**Assistant Director** September 1991 – April 1998

Lackawanna Historical Society, Scranton, PA

- Planned new exhibits and cared for permanent exhibits
- Managed the Society's library
- Assisted visiting researchers and fulfilled mail-in requests for research
- Conducted in-house research for quarterly publication and various Society programs
- Develop programs for members and the public, including the annual Places of Worship Tour, the Holiday Open House, and Taste of History Fundraiser
- Provided visitors with house tours

**Archaeological Technician** June – August 1991

American Resources Group Ltd., Carbondale, IL

- Cleaned and labeled artifacts, conducted inventory
- Worked as member of field crew in Phase II archaeology

**Consultant** January – March 1991

Pennsylvania Anthracite Heritage Museum, Scranton, PA

- Contracted to catalog photographic collection

**Curatorial Intern** September – December 1990

Pennsylvania Anthracite Heritage Museum, Scranton, PA

- Assisted with Collections Management
- Classified and catalogued library materials
- Received training in Exhibit planning
- Involved in Museum programming through the planning and implementation of the museum's annual ethnic holiday program

## OTHER

### ACTIVITIES

**Member:** 2015-present: United Nations Association, Northeast PA Chapter

**Member:** 2005-present: Lackawanna River Conservation Association

**Member:** 2002-present: Anthracite Heritage Museum

**Recipient** 2003/2011: NEIU #19 Arts and Education Community Leader of the Year

# Sarah Piccini

## Experience

2013-Present	<b>Lackawanna Historical Society</b> <b>Assistant Director</b>	Scranton, PA
	<i>Volunteer Services</i> <ul style="list-style-type: none"> <li>Maintained current volunteer list; established and reviewed volunteer projects; coordinated volunteers for tours, projects, and programs/events; recruited and placed new volunteers</li> </ul>	
	<i>Membership and Events</i> <ul style="list-style-type: none"> <li>Maintained membership database and mailing list; coordinated with board membership chair; designed and drafted quarterly membership newsletter and other advertising pieces; responsible for bulk mailings</li> <li>Write/edit quarterly newsletter sent to members and stakeholders</li> <li>Acted as reservations coordinator for special events and programs' assisted in coordinating logistics with vendors, venues, and presenters</li> </ul>	
	<i>Public Relations</i> <ul style="list-style-type: none"> <li>Authored and distributed all press releases for events and programs; maintained list of media contacts</li> <li>Established social media for events; implemented online presence for museum collections</li> </ul>	
	<i>Public Engagement</i> <ul style="list-style-type: none"> <li>Developed and implemented public programs including "The Story of Scranton," "Under Her Skirt: A Fashion Retrospective," and "A Scarcity of Caskets: The 1918 Spanish Flu in Scranton" to various community and professional organizations               <ul style="list-style-type: none"> <li>Served as Keynote Speaker for Pennsylvania College English Association conference in 2015</li> </ul> </li> <li>Acted as tour guide/docent for George H. Catlin Memorial House tours and other Society tours, including Downtown walking tours and "Scranton After Dark" ghost tours</li> <li>Served as point of contact for tourists and researchers; assisted in-house researchers with items in the Society's library and archival collections; performed academic and genealogy research to answer requests received via phone, mail, or online</li> <li>Researched and produced weekly "Scranton Then &amp; Now" feature for Scranton Times-Tribune newspaper</li> </ul>	
	<i>Special Projects</i> <ul style="list-style-type: none"> <li>Implemented local history curriculum in Scranton School District: researched and wrote "The Story of Scranton" 72-page textbooklet and worked with teachers and digital services librarians to create curriculum and digital archive</li> <li>Curated several exhibits, including a travelling Victorian mourning exhibit; "Dainties &amp; Delicates," a lingerie exhibit; "150 Years of Scranton Style," a fashion retrospective; "From Suffragettes to Senators: Celebrating 100 Years of Women's Suffrage;" "150 Years, 150 Objects," a physical and digital exhibit for the Sesquicentennial of the City of Scranton using objects from the Society's collection</li> <li>Chaired 2016 committee to review and improve monuments on Lackawanna County Courthouse Square monuments; authored and presented recommendations to Lackawanna County Commissioners; proposed plan instituted in 2018-19</li> </ul>	
2011-Present	<b>Freelance historical research and exhibit design</b>	
	<ul style="list-style-type: none"> <li>Researched and wrote <i>Framing Faith: A Pictorial History of Communities of Faith</i> in conjunction with the Lackawanna Historical Society</li> <li>Researched and wrote text and designed layout for interpretive exhibit at on YWCA for the University of Scranton</li> </ul>	

- |           |  |              |
|-----------|--|--------------|
| 2011-2012 | <b>Lupus Foundation of Pennsylvania Pocono/NE Branch</b><br><b>Event Coordinator</b>   | Scranton, PA |
|           | <ul style="list-style-type: none"> <li>Planned and implanted various fundraising events, including working with volunteer committees, event PR, and coordinating with sponsors, vendors, and venues</li> </ul>   |              |
| 2006-2010 | <b>Lackawanna Heritage Valley Authority</b><br><b>(Public Relations Intern 2006-2008)</b><br><b>Program Manager/ Preservation &amp; Interpretation Specialist</b>  | Scranton, PA |
|           | <ul style="list-style-type: none"> <li>Directed 30-40 educational programs and other public programs, workshops, and symposia; coordinated with multiple organizations, venues, and media</li> <li>Provided support for partner programs and projects</li> <li>Public relations/marketing – composed and distributed press releases, program ads, social media (Facebook, Flickr, blog)</li> <li>Crafted overall theme and text for interpretive signage, including Electric City Trolley Museum, Lackawanna County Coal Mine Tour, Olyphant churches, and Lackawanna River Heritage Trail</li> <li>Managed internal grants program; worked with federal and state funders and community recipients, improved application process and in-house record-keeping processes</li> <li>Conducted cultural and historic resource survey, created database of historic properties, including non-extant coal breakers</li> </ul> |              |

## Education

---

- |               |   |              |
|---------------|---|--------------|
| May 2010      | <b>University of Scranton</b><br>MA, History<br>Recipient of Frank J. O'Hara Award for Academic Excellence  | Scranton, PA |
| December 2007 | <b>University of Scranton</b><br>Bachelor of Arts, Communication & History<br>Summa Cum Laude with Honors<br>Alpha Sigma Nu Jesuit Honor Society<br>Recipient of Bernard J. McGurl Award for Excellence in Communications | Scranton, PA |

## Boards and Committees

---

- 2017-Present- Board member, Pennsylvania Historical Association  
2019-present Business Secretary
- 2017- 2020- Board member, Preservation Pennsylvania
- Vice President, PA Anthracite Heritage Museum and Iron Furnaces Associates Board of Directors (Jan. 2009-Dec. 2014)
- Scranton Reads! committee

## Publications

---

- History Set in Stone: A Guide to Downtown Scranton Architecture* (2008)
- Framing Faith: A Pictorial History of Communities of Faith* (Tribute Books, 2010)
- The Story of Scranton* curriculum textbook for Scranton School District (2017)

## Technical Skills

---

- Microsoft Office (Outlook, Word, Excel, Access, Powerpoint, Publisher)
- Social media (Facebook, Instagram, YouTube)
- PastPerfect museum software
- Omeka digital platform
- Pennsylvania Historical and Museum Commission Cultural Resources Essentials (2010)



*Saving Yesterday  
for Tomorrow*



**LHS** LACKAWANNA  
HISTORICAL  
SOCIETY

*The Catlin House 232 Monroe Avenue Scranton, PA 18510 . Phone (570) 344-3841*

December 23, 2020

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

To Whom It May Concern:

I am writing today in support of and in collaboration with The University of Scranton for their 2020 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative "A More Perfect Union" advancing civic education and commemorating the nation's 250th anniversary. I am confident that the selected theme "Scranton's Story, Our Nation's Story" will highlight the rich history of both our region and nation in ways that help us also reflect on citizenship in a democratic society.

As the Director of the Lackawanna Historical Society, I am excited to have my organization partner on this grant in several ways. Sarah Piccini, Assistant Director, and I will be glad to serve as humanities consultants to provide general guidance to the project and specifically on the themes that focus on Scranton history. We look forward to assisting and collaborating on the Scranton Stories project, including examining where prior oral histories of European immigrants might provide a backdrop for newer stories, putting them into conversation with one another digitally with the help of the Weinberg Memorial Library. We will also be glad to co-host these stories to expand the collections we have within the LHS and increase accessibility to them. Moreover, the Society will partner with the project leaders to organize the Religious Tapestry Bus Tour to highlight the ways in religious, cultural, ethnic and immigrant identities coalesce and overlap in Scranton. We have experience in running tours of various kinds and will apply that to this project, working with religious institutions, leaders and architects to bring the various aspects of history to bear on this event.

Thank you for your consideration of this grant proposal. I look forward to the opportunity to join with The University of Scranton and Scranton community partners and residents to highlight the Scranton story as a reflection of our nation's story.

Sincerely,

Mary Ann Moran Savakinus  
Executive Director

Board of Trustees  
2020

Michael Gilmartin  
**President**

Donald J. Frederickson, Jr., Esq.  
**1st Vice President/Solicitor**

Laurie Cadden  
**2nd Vice President**

Douglas Forrer  
**Treasurer**

Dalida Walton  
**Assistant Treasurer**

William Conlogue  
**Secretary**

Elizabeth Boeth  
Joseph F. Cimini, Esq.  
Thomas J. Cipriano  
John A. Farkas, Ph.D.  
Jeff Kiefer  
Richard Leonori, AIA  
Linda Lynett  
Mary Jane Memolo  
Leni Piasky  
Christine Posly  
Ella S. Rayburn  
William Rinaldi, Esq.  
Elaine Shepard

Mary Ann Moran Savakinus  
**Executive Director**

**Jennifer Rhoads**  
**Community Arts Engagement Specialist**

(b) (6)  
Tel: (b) (6); E-mail: (b) (6)

**EDUCATION**

**Cornerstone Theatre Company**, Los Angeles, California. (2019)  
Community-Engaged Theatre Intensive.

**New York University**, New York, New York. (2016-2018)

M.A. Applied/Educational Theatre for Colleges and Communities.

- Courses taken include Community-Engaged Theatre program in Dublin with Upstate Theatre Project, the Abbey Theatre and the Samuel Beckett Centre at Trinity College.

**Drama Studio London**, London, England. (1996-1997)

Post-graduate Diploma, Theatre Directing.

**Rhode Island College**, Providence, Rhode Island. (1990-1995)

B.A. with Distinction, Theatre Arts.

**British American Drama Academy**, London, England. (1994)

Study Abroad Program, Acting.

**EXPERIENCE**

**The University of Scranton**, Scranton, Pennsylvania. (2016 - present)

Guest Director: *Men on Boats* by Jaclyn Backhaus, *The Porches Project* (a community-engaged theatre project conceived by myself & Hank Willenbrink), *Hannah and Martin* by Kate Fodor and *The Importance of Being Earnest* by Oscar Wilde.

**Wyoming Seminary Preparatory School**, Kingston, Pennsylvania. (2015 - present)

Narrative 4 Coordinator (2017 - present) N4 is an organization whose core methodology, the story exchange, is designed to help students understand that their voices, stories, actions and lives matter. Trained as a N4 Facilitator, trained student leaders and faculty members as Facilitators. Organized story exchanges for entire faculty and staff, entire Upper School student body, boarding population and an exchange with local senior home; Performing Arts Series Coordinator (2015-2018): Program and administrative performing arts series for 600 seat theatre. Artists include Leslie Odom Jr., Bang on a Can All-Stars' *Anthracite Fields*, Wynton Marsalis and his Quintet, Rufus Wainwright, the Reduced Shakespeare Company, The Klezmatics and Pennsylvania Ballet II.

**Hackley School**, Tarrytown, New York. (2010-2011)

Upper School Drama Teacher and Director

**Feast Theatre Company**, London, UK. (2003-2004)

Producer: Developed new plays with playwrights and produced rehearsed readings.

**Hampstead Theatre**, London, UK. (2002–2004)

Marketing Officer

**Stag Theatre**, Sevenoaks, Kent, UK. (2000-2002)

Marketing Assistant

**Stag Theatre Company**, Stag Theatre, Sevenoaks, Kent, UK. (2001 - 2002)

Director & Devisor: *Feast of Love* by Geoffrey Bates

**KDC Theatre**, Baron's Court Theatre, London, UK. (1999-2000)

Director: *Diana of Dobson's* by Cicely Hamilton

**Pick of the Fringe**, Edinburgh Festival Fringe, Edinburgh, UK. (1999, 2000 & 2002)

Theatre Researcher & Producer

**Providence Theatre**, Soho Theatre Company, London, UK. (1998)

Director and Dramaturg: *Hildegard* by Katharine Swartz

**Tonbridge School**, Tonbridge, Kent, UK. (1997-2002)

Guest Teacher

**The Studio Theatre Company**, Edinburgh Festival Fringe, Edinburgh, UK. (1997)

Director & Devisor: *Strike* by Mike Bullen

**St. Dunstan's College**, London, UK. (1995-1996)

Theatre Teacher

**Trading Faces Theatre**, Quaker Meeting House, Newport, Rhode Island. (1996)

Director & Devisor: *Flying Lessons* by Nava Semel

**Perishable Theatre**, Providence, Rhode Island. (1995)

Actress: *Caligula* by Algernon D'Amassa

**The Rhode Island Shakespeare Theatre**, Newport, Rhode Island. (1988-1990)

Actress: *Romeo and Juliet* by Shakespeare & *The Prime of Miss Jean Brodie* by Jay Presson Allen



(b) (6)

(b) (6)

22 December 2020

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

To Whom It May Concern:

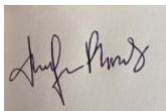
I am writing to offer this letter of support for the University of Scranton's 2021 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative "A More Perfect Union": NEH Special Initiative Advancing Civic Education and Commemorating the Nation's 250th Anniversary. I am confident that the selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while showcasing the role of the citizen in America today.

I am also writing to express my commitment to the goals of this project and my willingness to serve as a humanities consultant on the Scranton Stories Collection project which would involve assisting with outreach to potential participants, coordinating interviews, and overseeing the process in collaboration with the communication firm that will provide filming and photography expertise and with University of Scranton staff from community relations and the Weinberg Memorial Library. My consulting fee for this project is (b) (6).

I worked with the University previously as a consultant on *The Porches Project*, a community-based play that shared the stories of residents in Scranton's Hill Section in an innovative porch-based neighborhood format. In *The Porches Project*, University students, faculty and collaborators investigated how Hill Section residents define home, what it means to live in the Hill Section, what/who residents saw from their windows and what/who they wished to see. We collected community stories through the technique of story gatherings at strategic, diverse locations. With these we then created unique site-specific theatre pieces performed on porches across the Hill Section. I would be thrilled to expand upon this community work that I facilitated while acting as a humanities consultant on "Scranton's Story, Our Nation's Story."

Thank you for your consideration of this grant proposal. I look forward to the opportunity to collaborate with The University of Scranton, community partners and residents to highlight the Scranton story as a reflection of our nation's story.

Sincerely,



Jennifer Rhoads

**ANTONIO EDUARDO ALONSO**  
**CURRICULUM VITAE**

**1. EDUCATION**

Ph.D., Emory University, 2017  
M.A., Loyola Marymount University, 2011  
B.Mus., Northwestern University, 2002

**2. ACADEMIC APPOINTMENTS**

Candler School of Theology, Emory University  
Assistant Professor of Theology and Culture [previously Visiting Assistant (2017–2018)]  
Director of Catholic Studies

**3. FELLOWSHIPS, HONORS, AND AWARDS** (selected)

Teacher-Scholar Vital Worship Grant, Calvin Institute for Worship, 2021  
Catherine Mowry LaCugna Award, Catholic Theological Society of America, 2019  
HTI/LUCE Dissertation Fellowship, Hispanic Theological Initiative, 2015–2017  
Emory Graduate Diversity Fellowship, Emory University, 2012–2017

**4. PUBLICATIONS** (selected)

*Commodified Communion: Consumer Culture, Eucharist, and the Practice of Everyday Life*.  
Fordham University Press, 2021, anticipated.  
“Embracing Extravagance, Abandoning Limits.” *International Journal for the Study of the Christian Church*, 2020.  
“Confessions of a Pastoral Musician: Obstacles toward Full, Conscious, and Active Participation.” In *Fully Conscious, Fully Active*. Liturgy Training Publications, 2020.  
“Singing the Community of the Beautiful,” *Worship*, 2018.  
“Listening for the Cry: Certeau Beyond Strategies and Tactics,” *Modern Theology*, 2017.  
“Theological Education Between the Times,” Contributor and Editor, *Spotlight on Theological Education*, American Academy of Religion, 2017.  
“A Not-So-Universal Language: What Neuroscience Can Teach Us about Music Styles in Worship,” *Liturgy*, 2015.  
Over 200 published compositions and arrangements of sacred music, including *Caminemos con Jesús*, GIA Publications, Inc., nominated for a 2020 Latin Grammy Award; author of several pastoral essays and books on liturgy and music.

**5. INVITED LECTURES** (selected)

Yale Institute of Sacred Music, Australian Pastoral Musicians Network, Irish Church Music Association, Hymn Society of U.S. and Canada, Institute of Liturgical Studies at Valparaiso University, Saint John’s University, St. Mary’s University, Loyola Marymount University.

**6. SERVICE** (selected)

Board of Directors, Aquinas Center for Theology (2017–present)  
Treasurer, La Comunidad of Hispanic Scholars (2019–present)  
Liturgical Liaison, Catholic Theological Society of America (2019–present)

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

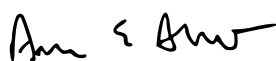
To Whom It May Concern:

I am writing to offer this letter of support for The University of Scranton's 2021 application for the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

I am also writing to express my commitment to the goals of this project and my willingness, pending scheduling availability, to participate as a keynote speaker as part of the theme on "Scranton's Religious Tapestry: Past and Present" where I would discuss how music reflects the diverse realities of contemporary culture, with a focus on Scranton's Latino/a community. I look forward to contributing to the conversation in Scranton.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to collaborate on this grant to help highlight the diverse religious, cultural and immigrant experiences of Scranton, and our nation, and contribute to discussions that advance our understanding of history and foster civic education.

Sincerely,

A handwritten signature in black ink, appearing to read "Antonio E. Alonso".

Antonio E. Alonso

# Jay Parini

**E. Axinn Professor of English and Creative Writing**

**Email:** parini@middlebury.edu

**Phone:** (802) 443-5042

**Office Location:** Axinn Center 203

**Office Address:**  
Middlebury College  
English and American  
Literatures  
Axinn Center 203  
Middlebury, VT 05753

## Books

*Singing in Time*. Dundee (Scotland): J.W.B. Laing, 1972.

(poems)

*Theodore Roethke: An American Romantic*. Amherst, MA: University of Massachusetts Press, 1979. (criticism)

*The Love Run*. Atlantic-Little, Brown, 1980. (novel)

*Anthracite Country*. New York: Random House, 1982. (poems)

*The Patch Boys*. New York: Henry Holt, 1986. (novel)

*An Invitation to Poetry*. Englewood Cliffs, N.J.: Prentice-Hall, 1987. (textbook)

*Town Life*. New York: Henry Holt, 1988. (poems)

*The Last Station*. New York: Henry Holt, 1990. (novel)

*Bay of Arrows*. New York: Henry Holt, 1992. (novel)

*Columbia History of American Poetry*, editor, with Brett Millier. New York: Columbia University Press, 1994.

*Columbia Anthology of American Poetry* (1995), editor. New York: Columbia University Press, 1995.

*John Steinbeck: A Biography*. New York: Henry Holt, 1995.

*Gore Vidal: Writer Against the Grain*, editor. New York: Columbia University Press, 1996.  
(criticism)

*Benjamin's Crossing*. New York: Henry Holt, 1996. (novel)

*Some Necessary Angels: Essays on Literature and Politics*. New York: Columbia University Press, 1997. (criticism)

*Beyond "The Godfather" : Italian American Writers on the Real Italian American Experience*, editor, with A. Kenneth Ciongoli. Hanover, N.H.: University Press of New England, 1997.

*House of Days*. New York: Henry Holt, 1998. (poems)

*The Norton Book of American Autobiography*, editor. New York: W.W. Norton, 1998.

*Robert Frost: A Life*. New York: Henry Holt, 1999.

*The Apprentice Lover*. New York: HarperCollins, 2002. (novel)

*Passage to Liberty: The Story of Italian Immigration and the Rebirth of America*, with A. Kenneth Ciongoli. New York: Random House, 1992.

*The Oxford Encyclopedia of American Literature* (2004) – four volumes, editor. New York: Oxford University Press, 2004.

*World Writers in English*, editor. New York: Scribner, 2004.

*One Matchless Time: A Life of William Faulkner*. New York: HarperCollins, 2004.

*The Art of Teaching*. New York: Oxford University Press, 2005.

*The Art of Subtraction: New and Selected Poems*. New York: Braziller, 2005.

*The Wadsworth Anthology of Poetry*, editor. Boston: Wadsworth, 2005.

*Why Poetry Matters*. New Haven, CT: Yale University Press, 2008. (criticism)

*Promised Land: Thirteen Books that Changed America*. New York: Doubleday, 2008. (criticism)

*Last Steps: Late Writings of Leo Tolstoy*, editor. London and New York: Penguin, 2009.

## **Courses**

**CRWR 0175 - Structure of Poetry**

**CRWR 0375 - Advanced Poetry Workshop**

**CRWR 0560 - Special Project: Writing**

**CRWR 0701 - Senior Thesis: Creative Writing**

**ENAM 0312 - Modern Poetry**

**ENAM 0316 - Poetry and Spiritual Tradition**

**ENAM 0442 - Religious Poetry**

**ENAM 0500 - Special Project: Lit**

**ENAM 0700 - Senior Thesis: Critical Writing**

**ENAM 0701 - Senior Essay: Creative Writing**



Middlebury  
College

English and American Literatures Department

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 17, 2020

To Whom It May Concern:

I am writing to offer this letter of support for the University of Scranton's 2021 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative "A More Perfect Union": NEH Special Initiative Advancing Civic Education and Commemorating the Nation's 250th Anniversary. I am confident that the selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while showcasing the role of the citizen in America today.

I am also writing to express my commitment to the goals of this project and my willingness, pending scheduling availability, to participate in a Humanities Discussion around the topic of "Scranton in the Popular Imagination" as part of the theme on "Portrait of Scranton, Portrait of a Nation." I look forward to contributing to the conversation in Scranton.

Thank you for your consideration of this grant proposal. I hope to have the opportunity to collaborate on this grant to highlight the diverse stories of Scranton and contribute to discussions that advance our democracy and civic education.

Sincerely,

Jay Parini

Axinn Professor of English

*Dr. Kenneth C. Wolensky*

(b) (6)

(b) (6)

(b) (6)

### **EDUCATION**

- 1996 Pennsylvania State University, Capital College, Middletown, PA, 17113. *Doctor of Education, Interdisciplinary Concentration in Applied History.*
- 1986 University of Delaware, Newark, DE, 19711. *Master of Public Administration.*
- 1984 Misericordia University, Dallas, PA 18612. *Bachelor of Arts in History.*

### **PROFESSIONAL EMPLOYMENT**

- 2019-2020 William J. Fulbright Scholar, United States Department of State.  
Guest Professor at Belarus State University, Minsk, Belarus.
- 2018 Visiting Scholar, Grey Towers National Historic Site (home of Governor Gifford and Cornelia Bryce Pinchot), Milford, PA.
- 2011 - present Adjunct faculty member, History Department, Lebanon Valley College, Annville, PA.
- 2011 - present Self-employed as an archival and history consultant and writer for non-profit organizations.
- 1997 - 2011 Senior Historian, Grant Administrator, Exhibit Developer, Writer and Editor and manager for Public History and Historic Preservation Programs, Pennsylvania Historical and Museum Commission, Harrisburg, PA (retired July, 2011).
- 1999-2002 Faculty member, Labor and Employment Relations program, Pennsylvania State University.

1986 - 1997      Various senior management and professional positions with the Commonwealth of Pennsylvania including the following agencies: Governor's Office, Department of Health Policy Office and Department of Insurance Policy Office. Managed professional staff and state government programs, developed and monitored budgets, developed and implemented state policy on various issues, worked with the General Assembly on implementation of legislation, conducted fiscal policy analyses and advised cabinet secretaries and the Governor on policy issues.

### **SERVICE TO THE HISTORY PROFESSION**

2018-present      President, Pennsylvania Labor History Society.

2012-2014      President, Pennsylvania Historical Association.

2009-2011      Vice-President, Pennsylvania Historical Association.

2007-2009      Council Member, Pennsylvania Historical Association.

2004-2007      Distinguished Lecturer, Organization of American Historians.

1998-2002      Commonwealth Speaker, Pennsylvania Humanities Council.

### **DOCUMENTARY NARRATIONS**

2009      *The Irish: Two Nations, One Heart*. WVIA Public Television, Scranton, PA.

2007      *A Shop on Every Corner: The Garment Industry in Pennsylvania*. Pennsylvania Humanities Council grant-funded history documentary.

2005      *Black Lung: Anatomy of an Illness*. WVIA Public Television Scranton, PA.

2004      *William Warren Scranton: In a Clear Light*. WVIA Public Television, Scranton, PA.

1997 to present      Numerous professional narrations and public speaking engagements for public radio and TV stations including WITF ("Smart Talk"), WVIA, and The Pennsylvania Cable Network (PCN).



*Dr. Kenneth C. Wolensky*

(b) (6)

(b) (6)

(b) (6)

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 30, 2020

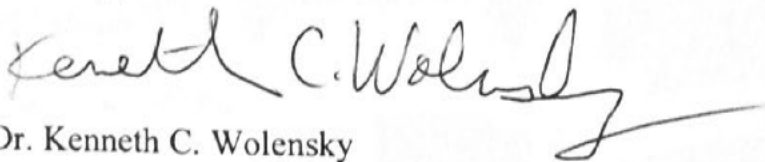
To Whom It May Concern:

I am writing to offer this letter of support for The University of Scranton's 2021 application for the National Endowment for the Humanities (NEH) Humanities Discussions grant for "A More Perfect Union" NEH Special Initiative advancing civic education and commemorating the nation's 250th anniversary. The selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both the Scranton region and nation, while underscoring the role of the citizen in America today.

I believe in the in the goals of this project and am committed to participate in a panel discussion as part of the theme on "From the Industrial Revolution to Act 47 and Beyond" focusing on the role of Scranton as a leader among American cities and regions in the 19<sup>th</sup> century industrial revolution that propelled our nation forward, including how that era reflects continued challenges around work, labor, inequality and economic growth. I look forward to contributing to the conversation in Scranton.

Thank you for your consideration of this grant proposal from The University of Scranton. I hope to have the opportunity to collaborate on this grant to highlight the industrial-era experience of Scranton and contribute to discussions that advance our understanding of history and foster democracy and civic education.

Sincerely,



Dr. Kenneth C. Wolensky

## ***Scranton Area Ministerium***

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

January 4, 2021

To Whom It May Concern:

This letter of support is being submitted on behalf of the Scranton Area Ministerium as a community partner of the University of Scranton in support of the University's 2021 application for the National Endowment for the Humanities (NEH) grant for "A More Perfect Union": NEH Special Initiative Advancing Civic Education and Commemorating the Nation's 250th Anniversary.

We are excited that the selected focus "Scranton's Story, Our Nation's Story" will highlight the rich history of both our region and nation, while showcasing the role of the citizen in America today. We are eager to collaborate in the proposed Bus Tour of religious institutions.

The Scranton Area Ministerium represents clergy of diverse faith communities in the City of Scranton. The Ministerium and The University of Scranton partner in a variety of ways and the University has historically always had a representative on our group, including currently Fr. James Redington S.J., of the University's Jesuit Center, who serves as our Treasurer.

For the NEH grant, the Ministerium looks forward to collaborating on theme #6 "Scranton's Religious Tapestry: Past and Present" by helping to secure partners in the Bus Tour of religious institutions across different faith traditions and Scranton neighborhoods. This would reflect the longstanding religious communities that reflect Scranton's European immigration during the coal mining era, our Black community that came to the area before the Civil War era, and recent immigrants and refugees from around the globe. Religious, ethnic and cultural heritage are all part of the Scranton – and American – experience past and present.

Thank you for your consideration of this grant proposal. We hope to have the opportunity to collaborate on the grant to further highlight the Scranton community, including our religious history and diversity, and share our American story.

Sincerely,

*Rev. Rebecca Barnes*

Rev. Rebecca Barnes  
Priest-in-Charge, St. Luke's Episcopal Church Scranton;  
President of the *Scranton Area Ministerium*

*Vera Walline*

Vera Walline  
Representative of the Baha'i community of Northeast Pennsylvania  
Vice-President of the *Scranton Area Ministerium*

James Redington SJ  
Rev. James Redington S.J.  
Adjunct Professor and Staff Member of the Jesuit Center at the University of Scranton;  
Treasurer of the *Scranton Area Ministerium*

**Philip E. Yevics**

Philip E. Yevics, Ph.D.  
Cantor, St. John the Baptist Byzantine Catholic Church Scranton;  
Secretary of the *Scranton Area Ministerium*



## OFFICE OF THE MAYOR

City Hall | 340 North Washington Avenue | Scranton, PA 18503 | 570.348.4101

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

January 4, 2021

To Whom It May Concern:

As Mayor of the City of Scranton, I am pleased to support the University of Scranton's 2021 application for the National Endowment for the Humanities (NEH) grant for Humanities Discussions and the special NEH initiative "A More Perfect Union" advancing civic education and commemorating the nation's 250th anniversary. I strongly believe in the promise of Scranton and how our local history and the stories of our residents are emblematic of the trials and triumphs of our nation, and present a compelling subject for dialogue as we consider how to strengthen our democracy and foster a pluralistic society.

The proposal includes an exciting slate of humanities discussions with interactive dialogue elements to engage students and the public as well as special innovative projects to share oral stories from across Scranton's diverse populations. I am proud of the resilience of our community throughout its history and which we can see now with how residents have come together during the COVID-19 pandemic.

I offer my commitment to have the City help provide outreach and promotion to ensure that a broad swath of Scrantonians benefit from and engage in these rich humanities discussions and projects, and would be pleased to serve in a discussant or panelist role. These events and projects will not only strengthen our civic identity and purpose in Scranton, but will also contribute to an important reflection and renewal process as we look ahead to the 250<sup>th</sup> anniversary of the United States which will be celebrated in a special way by the Commonwealth of Pennsylvania.

I applaud the NEH for supporting humanities efforts, including ones that aim to engage the broad public, and I hope you will give strong consideration to the University of Scranton in this grant proposal.

Sincerely,

A handwritten signature in blue ink that reads "Paige G. Cagnetti". The signature is written in a cursive, flowing style.

Paige G. Cagnetti  
Mayor, City of Scranton



December 31<sup>st</sup>, 2020

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

To Whom It May Concern:

As a community partner of The University of Scranton, I am writing to offer this letter of support for the University's 2021 application for the National Endowment for the Humanities (NEH) Humanities Discussion grant for "A More Perfect Union" special initiative advancing civic education and commemorating the nation's 250th anniversary. I am confident that the selected theme "Scranton's Story, Our Nation's Story" will highlight the rich history of both our region and nation, while showcasing the role of the citizen in the United States today.

The project will feature a series of programs that unpacks the American story from prior to its founding to today, exploring its promise and its challenges through the lens of Scranton, Pennsylvania which includes industrial era growth and decline, current day economic distress and revitalization, waves of immigration, and African American and Indigenous history and experiences. These discussions will serve to highlight our city as a place that has experienced many of the key elements of the American experience, both positive and challenging, all of which contributed to Scranton's character. The project will also feature oral histories sharing stories of diverse Scrantonians that knit together different experiences in ways that reflect the broader national story.

As President and CEO of NeighborWorks Northeastern Pennsylvania, an organization focused on housing and neighborhood development and revitalization efforts, I offer my support for this project and my commitment that our organization will be a proactive partner on it with the University and other community organizations. In particular, we would collaborate around gathering and sharing oral histories that discuss the impact of housing redevelopment on Black Scrantonians.

Thank you for your consideration of The University of Scranton's proposal. We would look forward to the opportunity to highlight our Scranton community and share our American story in service of forming a more perfect union.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jesse J. Ergott", is located below the "Sincerely," text.

Jesse J. Ergott  
President & CEO





Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

As a community partner of The University of Scranton, I am writing to offer this letter of support and commitment for the University's 2021 application for the National Endowment for the Humanities (NEH) Humanities Discussion grant, which will respond to "A More Perfect Union" special initiative advancing civic education and commemorating the nation's 250th anniversary. I am confident that the selected theme "Scranton's Story, Our Nation's Story" will highlight the rich history of both our region and nation, while showcasing the role of the citizen in the United States today, objectives very much in keeping with those of WVIA Public Media, the PBS and NPR affiliate for Northeastern and North Central Pennsylvania.

We were proud to partner with the Scranton Public Library and the University on a community grant from the American Library Association to engage in dialogue around the PBS documentary *American Creed*. The proposed project will also help to unpack both the promise of America and areas where we can continue to seek to form a more perfect union, exploring many of the key elements of the American experience through the lens of Scranton, Pennsylvania. The events and projects proposed will help to share stories of diverse Scrantonians that knit together different experiences in ways that reflect the broader national story.

As President and CEO of WVIA, I offer my support for this project and commitment that our organization will partner on it with the University and other community organizations to promote the varied programming and events. We will also partner directly by serving on the planning team and seeking to run programs on our radio and TV platforms to highlight and align with the project's themes, including re-running local documentaries that relate to historic immigrant communities (theme 6) and industrial history (theme 4). In addition, we will consider ways to highlight the oral histories collection project through our radio program and will tape for broadcast some of the lectures being planned or invite the lecturers to appear on radio and TV programs.

Thank you for your consideration of The University of Scranton's proposal. We believe that at WVIA we bring a wealth of community and media assets to make this a strong application and would look forward to the opportunity to highlight our Scranton community and share our American story in service of forming a more perfect union.

Sincerely,

A handwritten signature in black ink, appearing to read "Carla McCabe".

Carla McCabe,

President & CEO, WVIA

CENTER FOR  
THE LIVING CITY

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am writing today in support of and in collaboration with The University of Scranton for their 2020 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative "A More Perfect Union" advancing civic education and commemorating the nation's 250th anniversary. I am confident that the selected theme "Scranton's Story, Our Nation's Story" will highlight the rich history of both our region and nation in ways that help us also reflect on citizenship in a democratic society.

As the Executive Director of the Center for the Living City, I am excited to have my organization partner this grant, specifically on Theme 1. I am glad to serve as the guide for the "Jane Jacobs Walk" through the city of Scranton. A Jane Jacobs Walk is a series of free neighborhood walking, biking, and transit tours that help put people in touch with their environment and with the people who live in their community. The goal is to help people walk, observe, and connect with their community and environment. Walks inspire people to make a difference because they enable members of a community to discover and respond to the complexities of their city and environment through personal and shared observation. [Jane Jacobs Walks](#)

During the months leading up to October 2021, the Center for the Living City will be hosting a series of events to highlight the new book *Jane Jacob's First City: Learning Through Scranton*. We are planning on releasing this International Book right here from Scranton. We will host a series of Jane Jacobs Lectures, Jane Jacobs Walks and run Observe Programs - City Building Program with youth including the Girl Scouts. Our focus is on building future city leaders and civically engaged youth. We promote equity, diversity and inclusion through understanding of our own community. Now we are taking more formative roots here in Lackawanna County and this is the first time we are able to bring this programming here to Scranton.

We look forward to cross promoting these events to the Scranton community as a way to draw attention to our city and the formative role it plays in the lives of its people.

Thank you for your consideration of this grant proposal. I look forward to the opportunity to join with The University of Scranton and Scranton community partners and residents to highlight the Scranton story as a reflection of our nation's story.

Sincerely,



Maria MacDonald - Executive Director, The Center for the Living City



**Lackawanna**  
*County*

Commissioners  
Jerry Notarianni • Debi Domenick, Esq. • Chris Chermak

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

January 1, 2021

To Whom It May Concern:

As a community partner of The University of Scranton, I am writing to offer this letter of support and commitment for the University's 2021 application for the National Endowment for the Humanities (NEH) Humanities Discussion grant. The project responds to "A More Perfect Union" special initiative advancing civic education and commemorating the nation's 250th anniversary. I am excited about the selected theme, "Scranton's Story, Our Nation's Story," as a way to both highlight the rich history of both our region and nation, while exploring the role of the citizen in the United States today.

As Director of Lackawanna County's Department of Arts and Culture, I will serve as a humanities consultant/community partner on the Project Team, subcommittees for themes #1, 4, and 5.

I have worked with the Pennsylvania Humanities Council (PHC) including their Teen Lounge program and as a member of the planning grant for the PHC-funded project, the Scranton Park Collaborative to infuse humanities-based programming into revitalizing a park in West Scranton. In my County role, I often provide humanities-based and creative place-making programming to diverse communities across Lackawanna County and implement large-scale events.

I look forward to working on this project that will feature a series of programs to unpack the American story, exploring its promise and its challenges through the lens of Scranton, Pennsylvania which includes industrial era growth and decline, current day economic distress and revitalization, waves of immigration, and African American and Indigenous history and experiences. The project brings untold or lesser told stories to the fore, including Indigenous and Black History, the role of women in industry and labor history, and the stories of recent immigrants from across Latin America as well as Nepal, the Democratic Republic of Congo, Syria and beyond. Born and raised in Scranton, I have a unique perspective into its longtime history and appreciation for its new culture and communities.

Thank you for your consideration of The University of Scranton's proposal. I would look forward to the opportunity to highlight our Scranton community and share our American story in service of forming a more perfect union.

A handwritten signature in cursive script that reads "Maureen McGuigan".

Maureen McGuigan  
Director of Arts & Culture  
Lackawanna County

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

OFFICE OF THE PRESIDENT

December 19, 2020

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

To Whom It May Concern:

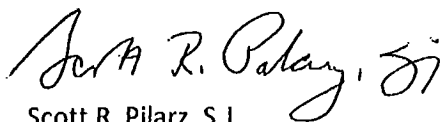
As President and Provost of The University of Scranton, we are proud to support the University's 2021 application for the National Endowment for the Humanities (NEH) grant for Humanities Discussions and the special NEH initiative "A More Perfect Union" Advancing Civic Education and Commemorating the Nation's 250th Anniversary. The University has prioritized the strengthening of the humanities and liberal arts tradition, hallmarks of a Catholic and Jesuit education.

The university faculty, administrators and staff that are involved in this project, "Scranton's Story, Our Nation's Story" have envisioned, together with community colleagues, an exciting slate of humanities discussions with interactive dialogue elements to engage students and the public as well as special projects to share stories and create community mapping resources. The University and partners will work to highlight the rich history of both the Scranton region and nation, while discussing the role of the citizen in America today. Exploring Scranton in the popular imagination and reviewing key documents and debates from our Founding era will combine with programs that look at local Indigenous and Black history and Northeastern Pennsylvania's immigrant roots, from the industrial era to today. The religious, cultural and ethnic tapestry of Scranton will be highlighted, in considering how communities can work toward "a more perfect union."

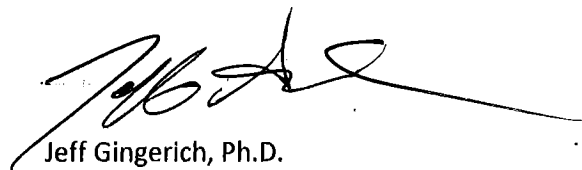
The earliest Jesuit educators developed a curriculum out of the conviction that the study of literature, history, language, theology and philosophy transform students to be agents for positive change in the world. This project demonstrates the power of the humanities in fostering the public good and furthering civic engagement. We believe the sharing of great stories, the development of empathy toward those different from us, and a grounding in wisdom are the touchstones not only of a Jesuit education but of a democratic society.

We applaud the NEH for supporting humanities efforts and we hope you will give strong consideration to this grant proposal.

Sincerely,



Scott R. Pilarz, S.J.  
President



Jeff Gingerich, Ph.D.  
Provost & Sr. Vice-President Academic Affairs



Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 2020

To Whom It May Concern:

I am pleased to support the University of Scranton's 2021 application for the National Endowment for the Humanities (NEH) grant for Humanities Discussions and the special NEH initiative "A More Perfect Union" advancing civic education and commemorating the nation's 250th anniversary. The project proposed, "Scranton's Story, Our Story," will foster a fruitful discussion around Scranton, and our nation's history, and how to forge a more perfect union going forward.

By utilizing not only lectures and panel discussions but also public dialogues, story exchanges, youth workshops, oral history collection, and bus and walking tours it will help to share that conversation with a broad Scranton public. Combining University of Scranton humanities faculty, community organizations focused on local history, diversity, arts and culture, and guest scholars from around the country, the City of Scranton becomes a hub for democratic and civic activity.

I look forward to participating as the project explores different elements of Scranton's story, such as industrial history or the themes that explore the country's founding ideals of freedom and equality and as we consider the responsibility to educate for democracy into the future.

I applaud the NEH for supporting humanities efforts, including ones that aim to engage the broad public, and I hope you will give strong consideration to this grant proposal.

Sincerely,

A handwritten signature in black ink that reads "Bill Scranton". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Bill Scranton  
Scranton Family Office  
231 PNC Bank Bldg.  
201 Penn Ave.  
Scranton, PA 18503  
570.961.7137



**UNITED NEIGHBORHOOD CENTERS  
of Northeastern Pennsylvania**

425 Alder Street, Scranton, PA 18505 • (570) 346-0759 • [www.uncnepa.org](http://www.uncnepa.org)

---

Division of Public Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

December 17, 2020

To Whom It May Concern:

As a community partner of The University of Scranton, I am writing to offer this letter of support for the University's 2021 application for the National Endowment for the Humanities (NEH) grant for the NEH initiative "A More Perfect Union": NEH Special Initiative Advancing Civic Education and Commemorating the Nation's 250th Anniversary. I am confident that the selected theme "Scranton's Story, Our Nation's Story" will highlight the rich history of both our region and nation, while showcasing the role of the citizen in the United States today.

The University of Scranton goal is to offer a Humanities Discussions project featuring a series of programs that unpacks the American story from prior to its founding to today, exploring its highest ideals and examining where those aspirations fell short through the lens of Scranton, Pennsylvania. These discussion will serve to highlight our city as a place that has experienced many of the key elements of the American experience, both positive and challenging, all of which contributed to Scranton's character.

As the Vice President of Programs and Services of United Neighborhood Centers of Northeastern Pennsylvania (UNC), I offer my support for this project and commitment that our organization will partner on it with the University and other community organizations. My organization works with local low-income families, seniors, youth, and new immigrants to empowering these individuals to attain self-sufficiency; we seek to empower individuals and build strong, interdependent communities.

UNC looks forward to participating by partnering on several project themes, including #1 and #8 that would involve youth workshops and Themes #5 and #6 involving ethnically and religiously diverse residents, including recent immigrants. Members from UNC will serve on relevant Project Team Subcommittees as needed and will assist with outreach to immigrant communities in Scranton for the story exchanges and story collection project. The University has partnered with UNC on community-based learning class projects and to host their youth Leaders in Training cohorts for campus-based activities. The University's programs will complement programming we run in the fall such as "Welcoming Scranton" and a holiday caroling event that highlights diverse traditions; we will work with the University to connect these to the proposed grant activities as a way to engage residents across an array of experiences and backgrounds.

Thank you for your consideration of The University of Scranton's proposal. We would look forward to the opportunity to highlight our Scranton community and share our American story.

Sincerely,

Jessica Y. Wallo  
Vice President of Programs and Services  
United Neighborhood Centers of Northeastern Pennsylvania

---

**MISSION:**

To work together with neighbors to provide services and create opportunities that empower individuals and build strong, interdependent communities.

### **Bibliography: Scranton's Story, Our Nation's Story**

*United States Constitution*. Preamble

*Declaration of Independence*. 1776

Jay, J., Hamilton, A., and Madison, J. *The Federalist*. 1777, 1778. Library of Congress.  
<https://guides.loc.gov/federalist-papers/full-text> Accessed 10 Dec. 2020.

Allen, Danielle. *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality*. Liveright Publishing Corporation. 2014.

Bodnar, John. *Anthracite People: Families, Unions and Work 1900-1940*. Pennsylvania Historical and Museum Commission. 1983.

Brooks, Lisa. *The Common Pot: The Recovery of Native Space in the Northeast*. University of Minnesota Press. Minneapolis. 2008.

Brooks, Lisa. *Our Beloved Kin: A New History of King Philip's War*. New Haven: Yale University Press. 2019.

Clark, James Albert. *The Wyoming valley, upper waters of the Susquehanna, and the Lackawanna coal-region, including views of the natural scenery of northern Pennsylvania from the Indian occupancy to the year 1875*. Scranton, PA, J.A. Clark, 1875.

Conlogue, Bill. *Here and There: Reading Pennsylvania's Working Landscapes*, Penn State University Press. 2013.

De Dijn, Annelien. *Freedom: An Unruly History*. Harvard University Press. Cambridge, MA. 2020.

Dunbar, Erica Armstrong. *Never Caught, The Washington's Relentless Pursuit of Their Runaway Slave, Ona Judge*. Atria Books. 2017.

Folsom, Burton W., Jr. *Urban Capitalists: Entrepreneurs and City Growth in Pennsylvania's Lackawanna and Lehigh Regions 1800-1920 (Studies in Industry and Society, 1)*. 2nd Edition. The University of Scranton Press. 2005.

Grossman, Jonathan. "The Coal Strike of 1902: Turning Point in U.S. Policy." *Monthly Labor Review*. June 1974.

Hitchcock, Col. Frederick. *A History of Scranton and Its People*. New York City: Lewis Historical Pub. Co., 1914.

Lang, Glenna. *Jane Jacobs's First City: Learning from Scranton, Pennsylvania*. New Village Press. 2021.

Marsh, Dawn G. *A Lenape Woman Among the Quakers: The Life of Hannah Freeman*. University of Nebraska Press. Lincoln. 2017.

Myers, Sondra. *Our America: Who are We? A Digest of Impressions, Reflections and Opinions*. The University of Scranton Press. 2020.

Nussbaum, Martha C. *Poetic Justice: The Literary Imagination and Public Life (Alexander Rosenthal Lectures)*. 1st Edition. Beacon Press. 1997.

Ostler, Jeffrey. *Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas*. Yale University Press. New Haven. 2019.

Piccini, Sarah. *The Story of Scranton*. Lackawanna Historical Society. 2016.  
<http://www.lackawannahistory.org/LocalHistoryCurriculum.html>.

Remsen, Jim. *Embattled Freedom: Chronicle of a Fugitive-Slave Haven in the Wary North*. Sunbury Press, Inc. 2017.

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. W.W. Norton. New York. 2020.

Schutt, Amy C. *People of the River Valleys: The Odyssey of the Delaware Indians*. University of Pennsylvania Press. Philadelphia. 2007.

Smith, Carl S. *Chicago and the American Literary Imagination, 1880-1920*. University of Chicago Press. 1984.

Soderland, Jean R. *Lenape Country: Delaware Valley Society Before William Penn*. University of Pennsylvania Press. Philadelphia. 2016.

The Criterion Collection. "Wanda Now: Reflections on Barbara Loden's Feminist Masterpiece." Criterion. <https://www.criterion.com/current/posts/5811-wanda-now-reflections-on-barbara-loden-s-feminist-masterpiece,%20but%20also%20B%C3%A9r%C3%A9nice%20Reynaud,%202002>. Accessed 10 Dec. 2020.

Wills, Gary. *Lincoln at Gettysburg: The Words that Remade America*. Simon and Schuster. New York. 1992.

Wolensky, Kenneth C. *Fighting for the Union Label: Women's Garment Industry and the ILGWU in Pennsylvania*. The Pennsylvania State University. 2002.

Wolensky, Robert P. *Sewn in Coal Country (An Oral History of the Ladies' Garment Industry in Northeastern Pennsylvania, 1945–1995)*. 1st Edition. Penn State University Press. 1990.

Wooden, Sherman F. *The Place I Call Home: How Abolition and the Underground Railroad Shaped the Communities of Northeastern Pennsylvania*. The Center for Anti-Slavery Studies. 2009.

## **Project Walkthrough: Scranton's Story, Our Nation's Story:**

### **Introduction and Overview**

The series of events for “Scranton’s Story, Our Nation’s Story” will involve a variety of modalities including lectures with question and answer sessions, panel discussions with both local and national humanities scholars, public dialogues using methods drawn from the University’s Dialogue Across Differences initiatives, as well as table talk dialogues that modify the latter methods in shortened form. Walking and bus tours, youth workshops and story collection oral history interviews will provide for further direct engagement. The project explores the ideals outlined in founding era documents and debates and the layered historical narrative of the City of Scranton to tell the story of how, and if, these truths are lived out in the manifold of experiences that comprise local histories and stories, including Indigenous history, industrial era and labor toils, local Black experiences, European immigration and more recent global migration, and a tapestry of religious, ethnic and cultural communities. Combining University of Scranton humanities faculty, community organizations focused on local history and culture, and guest humanities scholars from around the country, the City of Scranton becomes a hub for humanities-based democratic and civic activity. Humanities content will be drawn from collected oral histories – Scranton as a place-based text – founding documents, the edited volume *Our America: Who are We? A Digest of Impressions, Reflections and Opinions, Story of Scranton* local history curriculum and additional books and films as noted in the Bibliography and in each thematic description.

The University of Scranton has experience coordinating both rich humanities programming and community-engaged dialogic and participatory activities and will build on this experience and expertise to lead this two-year project. The University has strengthened its humanities offerings and institutional commitment in recent years building on the Schemel Forum (2006), through the Slattery Center for Humanities (2019) and the Humanities Forum (2017). The Schemel Forum has a long history of cultivating learning opportunities for adults in the community. Since 2017, the Dialogue Across Differences program has coordinated public dialogues on a range of issues and with people of different backgrounds and perspectives based on the reflective, structured dialogue method of non-profit Essential Partners to engage questions relating to U.S history, democracy, and civic engagement. The University has engaged national organizations (Essential Partners and Narrative 4) to run facilitator trainings and we have also run our own local trainings, providing a cadre of trained facilitators among University faculty and staff as well as community partners. Community partners/humanities consultants, including the Black Scranton Project, Lackawanna County Arts and Culture Department, The Lackawanna Historical Society, Narrative 4, Scranton Area Ministerium, United Neighborhood Centers of Northeastern Pennsylvania, and WVIA, bring rich experience with engaging local history and culture and the stories and experiences of Scrantonians across neighborhoods, race and class. Moreover, this project is rooted in The University of Scranton’s Ignatian intellectual tradition that is formed by the humanities and the liberal arts while being committed to engagement with the world. In fact, St. Ignatius of Loyola, the founder of the Jesuit order, famously “loved the cities” where learning was understood to be best done through interaction among different cultures and perspectives.

Below is a walkthrough of each thematic element of the project, including the events proposed, potential guest humanities scholar and civic speakers, venues, event formats and theme subcommittees (additional partners may be added). Details of each format are also included in the document, from A.-F. The project proposes eleven lectures/panel discussions with audience engagement (at least one of which will include a table talk dialogue format following a keynote); 1 public dialogue, 2 film screenings with table-talk dialogues; at least 1 story exchange; 3 experiential tours (walking and bus); and 2 youth writing workshops for a total of 20 events. A dedicate project micro-website will contain robust pages for each theme with accompanying resources (including dialogue guides and questions), recordings of events, oral histories, and connections to our full digital collections. This website will increase accessibility to the

curated and created humanities resources, improve the program reach to multiple audiences, and provide additional ways for the public to interact with the content and themes of the project.

By engaging the collection of voices that comprise the city of Scranton, this series aims to unite the assortment of unique peoples and their contributions to provide a more equitable telling of our local and national history, an honest exploration of how our nation has lived out its founding ideas, and a way forward toward renewal of what it means to be a citizen.

### **Events by Theme**

#### **Theme 1: Portrait of Scranton, Portrait of a Nation, October 2021**

The Humanities Discussion series opens with a framing event on the Portraits of Scranton that will explore the forces that contributed to the narrative of Scranton as “The All American City.” Scranton is the subject – it is a real urban center, surrounded by towns and rural areas. It is the go-to place, offering the riches of city life in culture, including a museum, art galleries and concert hall, a symphony orchestra a beautiful park, commerce, medical care, colleges and universities, restaurants and entertainment, and shopping. This event will explore Scranton’s rich artistic and cultural heritage, the ties between the city and its industrial legacy, and the increasingly notable role that Scranton plays in the political landscape not just of Pennsylvania, but the nation at large. A keynote with guest humanities scholar and panel discussion with local humanities scholars from colleges and universities in Northeastern Pennsylvania will explore “Scranton in the Popular Imagination.” The keynote speaker (invited and confirmed) is proposed to be author, Middlebury professor and Scranton native, Jay Parini (see letter of commitment and CV in Attachment 3), followed by a panel discussion selected by the theme subcommittee. The public will be engaged through a social media campaign that asks them to explain why “I am a Scrantonian,” a walking tour will be conducted that explores themes around people and places in cities during a “Jane Jacobs Walk,” drawing on the forthcoming 2021 book *Jane Jacobs’s First City*, a book that will focus on how Jacobs’s ideas about the life and economy of great cities grew from her home city, Scranton, including the diversity and opportunity of the city and the ways in which citizens worked together for the public good. A youth workshop will allow for expression through writing about identity around the question of what it means to be a Scrantonian, linking local identity with national civic identity. The walking tour will be conducted in collaboration with the Center for the Living City, guided by Maria MacDonald (Executive Director and Program Director of Interior Architecture at Marywood University in Scranton, Pennsylvania; see letter of commitment in attachment 3).

The proposed venue is the Scranton Cultural Center, an iconic building in downtown Scranton with a rich history of community events. A social media campaign, run in collaboration with the Lackawanna County Arts and Culture Department, and a youth workshop, run in collaboration with United Neighborhood Centers’ Leaders in Training program for at-risk teens and other local high schools will engage questions of local civic identity through writing. The keynote and panel discussion will involve presentations and question/answer formats (format A); the social media, youth workshop (format D.) and walking tour (format E.) provide for further participatory engagement.

Theme 1 Subcommittee: Hank Willenbrink (English/Theatre, University of Scranton), Maureen McGuigan (County Arts and Culture), Sondra Myers (Schemel Forum, University of Scranton), Carolyn Bonacci (Community/Civic Engagement, University of Scranton), Teresa Grettano (English/Theatre, University of Scranton).

#### **Theme 2: The U.S. Citizen & the American Founding, November 2021**

Events will include at least one keynote lecture, a panel discussion of civic and elected leaders, and a public dialogue focusing on core themes drawn from the founding documents, following up on previous dialogues focusing on the Preamble to the *Constitution* and excerpts from the *Declaration of*

*Independence and the Federalist Papers* (especially #51). The invited speaker, Annelien de Dijn, is author of *Freedom: An Unruly History*. Other guest scholars under consideration include Jill Lepore, David Woods Kemper '41 Professor of American History at Harvard University; the subcommittee will confirm the final speakers based on the topic. Both can address topics related to the U.S. citizen and the American Founding and specifically questions around freedom and equality – what the Founders debated and what that means for us today. The keynote lecture and panel discussion would utilize format A. The public dialogue will use format B (see sample facilitator instructions in Attachment 6). Resources for public engagement may include the Declaration Resources Project: Fresh Tasks on the Declaration of Independence (available at: <https://declaration.fas.harvard.edu/resources/fresh-takes>). The venue for these events will be The University of Scranton campus, with the public dialogue potentially taking place at the Albright Memorial Library in a community room where prior public dialogues were conducted.

Theme 2 Subcommittee: Matt Meyer (Philosophy, University of Scranton), Sondra Myers, (Schemel Forum, University of Scranton), Teresa Grettano (English/Theatre, University of Scranton), Dave Dzurec (History, University of Scranton).

### **Theme 3: Indigenous History of Northeastern PA, February 2022**

Programming will involve a public lecture and discussion, community workshop with members of the Lenape Nation of Pennsylvania, a community mapping project undertaken in collaboration with the University library and students as part of undergraduate study and research, and an environmental walking tour highlighting Native sites. Potential guest humanities scholars include Indigenous history scholars: Amy C. Schutt (Associate Professor of History, SUNY Cortland), Jean R. Soderlund, (Professor of History emeritus, Lehigh University), Dawn G. Marsh, (Associate Professor of History, Purdue University), David J. Silverman, (Director of Graduate Studies and Professor of History, George Washington University), Lisa Brooks, (Professor of English and American Studies, Amherst College), Robin Kimmerer (Distinguished Teaching Professor and Director, Center for Native Peoples and the Environment). The theme subcommittee, which is led by Adam Pratt, PhD and assistant professor in history at The University of Scranton with a focus on Native American history, will identify and confirm the panelists. The community workshop is proposed to include Chief Robert Red Hawk Ruth and Shelley DePaul, members of the Lenape Nation of Pennsylvania. Both events will utilize Format A. The venue for the community workshop may involve a city location nearby to Native sites.

The community mapping project will involve using archival materials. Student researchers will work in conjunction with the staff at the Weinberg Memorial Library to map any Native places in Northeast PA. This interactive, digital tool will be a focal point of a website that the University will house to highlight locations in the city and region where we can use historical evidence to locate different sites of Native activity. A guided nature walk of the Lackawanna River is proposed with Owen Worozbyt, Trails & Environment Project Director, Lackawanna Heritage Valley will explore Native sites and engage the public using a participatory format (F.).

Aside from the holdings available at the Weinberg Memorial Library, which are mostly secondary sources, the University has few resources available. Thus, this project will create new humanities resources in local Indigenous history. Most of the primary sources are housed in various archives, mostly in Washington DC. Adding to that story in ways that actively involve the public, including through the community mapping project and community workshop, will only strengthen our community's – and our nation's – understanding of its Indigenous history.

Theme 3 Subcommittee: Adam Pratt (History, University of Scranton), Hank Willenbrink (English/Theatre, University of Scranton), Dave Dzurec (History, University of Scranton).

### **Theme 4: From the Industrial Revolution to Act 47 and Beyond, April 2022**

This theme will involve a public lecture and discussion and film screening around labor and industrial history in Scranton, allowing an opportunity for the public to reflect on questions of equality, fairness and the dignity of work in light of continued economic challenges and questions facing Scranton and the nation. A panel discussion will explore these themes, with discussion around change and the new economy of Scranton engaging civic leaders as part of the conversation. A public film screening, potentially of *A Shop on Every Corner: Memories of the Garment Industry* documentary or *Wanda*, both of which highlight stories of women who have not been recognized as much as the coal miners as part of the story of labor and industry; a screening will offer opportunity for discussion about leadership and change. The panel will utilize format A and the film screening will utilize format C, with a table talk dialogue to provide for participatory audience discussion. Potential panelists would engage both coal and garment industry and labor history. Kenneth Wolensky, who specializes in labor, industrial and public policy history (invited and confirmed; see letter of commitment in attachment 3) may be joined by Robert Wolensky (Author of *Sewn in Coal Country: An Oral History of the Ladies' Garment Industry in the Wyoming Valley of Pennsylvania, 1945-1995*, Professor Emeritus of Sociology at the University of Wisconsin-Stevens Point and Adjunct Professor of History at King's College, Wilkes-Barre, PA); Dorothy Sue Cobble (Distinguished Professor, Department of Labor Studies and Employment Relations and the Department of History, Rutgers University); Bill Conlogue (Professor, English Department, Marywood University and author of *Here and There: Reading Pennsylvania's Working Landscapes*). Speakers and film will be confirmed and finalized by the subcommittee. Venues under consideration include the Steamtown National Historic Site which commemorates the history of steam locomotive technology in Scranton and the broader country. A community room can serve as a location for the panel discussion or the film screening.

Theme 4 Subcommittee: Dave Dzurec (History, University of Scranton), Maureen McGuigan (County Arts and Culture), Mary Ann Moran-Savakinus (Lackawanna Historical Society), and Sarah Piccini (Lackawanna Historical Society). Additional community partner: WVIA.

### **Theme 5: From “Immigrant” to Citizen, October 2022**

Scranton and American history is rooted in the immigrant experience. Events will involve story exchanges around themes of identity and belonging and authors from a range of backgrounds and immigration experiences. A writers’ panel, of 3-5 writers sharing migrant stories, would be curated by the subcommittee in collaboration with Narrative 4 to involve diverse national authors (that reflect some of Scranton’s longstanding and recent immigrant countries of origin) inviting Scrantonians into a conversation that helps to knit together the richness and diversity of the human experience, locally, nationally, and globally. The University has previously partnered with Narrative 4 to provide a facilitation training to University and higher education and community partners in Northeastern Pennsylvania. The panel will utilize format A. A story exchange will be conducted with local youth and/or emerging leaders. This tested model will engage both new immigrant communities and longstanding neighbors from some of Scranton’s most diverse neighborhoods, again highlighting the myriad of stories that weave the fabric of our city and nation. Format D., the Narrative 4 story exchange model, will be utilized to provide for a person-to-person exchange of narratives that builds empathy and fosters diversity in keeping with the theme of “a more perfect union.” The proposed venue for the writers’ panel is the Scranton Cultural Center; the story exchange will take place in a community agency or local school.

Theme 5: Maureen McGuigan (County Arts and Culture), Teresa Grettano (English/Theatre, University of Scranton), Sheli Pratt-McHugh (Weinberg Memorial Library, University of Scranton). Carolyn Bonacci (Community/Civic Engagement, University of Scranton). Community/National Partners: United Neighborhood Centers, Narrative 4 and WVIA.

### **Theme 6: Scranton’s Religious Tapestry: Past and Present, November 2022**



Proposed events would involve a bus tour of varied Scranton religious institutions, including Catholic, Black Protestant, Eastern Orthodox, Jewish, Muslim and Hindu churches, temples and mosques respectively with guides/discussants drawn from religious communities in collaboration with the Lackawanna Historical Society and the Scranton Area Ministerium. Participants will study Scranton as a place-based text, with religious institutions providing ethnic, cultural, religious and immigrant history. A guest humanities scholar, Tony Alonso (invited and confirmed, Latin Grammy nominated composer and Assistant Professor of Theology and Culture at Candler School of Theology at Emory University) would engage questions of sacred music and the diverse realities of contemporary culture, using format A. with a focus on Scranton's Latino/a community, its fastest growing new population and largest recent immigrant bloc.

Theme 6 Subcommittee: Patrick Clark (Theology/Religious Studies, University of Scranton), Michelle Maldonado (Dean and Theology/Religious Studies, University of Scranton), Mary Ann Moran-Savakius (Lackawanna Historical Society), Sarah Piccini (Lackawanna Historical Society). Community Partners: Scranton Area Ministerium and WVIA.

### **Theme 7: The Underground Railroad to Black Scranton, February 2023**

This theme will focus on the connection between local Black history and national Black history. It will involve a film screening of Daniel Pierce Bergin's PBS documentary film [\*Jim Crow of the North\*](#) that exposes how racial covenants in early 20<sup>th</sup> century Minnesota are connected to modern day segregation and racial disparities. The film will help spark conversation around housing discrimination and segregation in northeastern Pennsylvania; while our neighboring city of Wilkes-Barre has identified a redlining map, Scranton has not. This event will utilize format D; after viewing the film, attendees will engage in table talk dialogues related to personal experiences with housing discrimination and segregation in northeastern Pennsylvania. The panel discussion (utilizing format A) proposes to include Erica Armstrong Dunbar, Ph.D. (Charles and Mary Beard Professor of History at Rutgers University and author of *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*); Yohuru Williams, Ph.D. (Dean of the College of Arts and Sciences, University of St. Thomas Minnesota and author of *Rethinking the Black Freedom Movement*) and Glynis Johns, M. A. (Founder and Executive Director of the Black Scranton Project/confirmed). The panelists will be finalized by the theme subcommittee and the venue will be selected in collaboration with the Black Scranton Project, to ensure that it is a location welcoming to communities of color.

Theme 7 Subcommittee: Adam Pratt (History, University of Scranton), Jessica Nolan (Psychology/Dialogue Across Differences), Hank Willenbrink (English/Theatre, University of Scranton), Glynis Johns (Black Scranton Project), Sheli Pratt-McHugh (Weinberg Memorial Library, University of Scranton).

### **Theme 8: Education for Democracy: An Integrated Scranton & U.S. Story, April 2023**

A final lecture and overview presentation of Scranton's stories, the oral histories that will have been collected to date, will provide the humanities resources for table talk dialogues in which local educators will be invited (format C.). The central question of "Who are We?" as Scrantonians, as citizens of the United States of America, will animate the final discussion. A youth workshop (format E.) will explore the question "Who are We?" enabling youth to answer that question, in relation to their local and national identities, through writing. Possible speakers include: Ira Harkavy (Associate Vice President and founding Director of the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania), Akil Ahmar (Sterling Professor of Law and Political Science and Director of the American Exchange Project and past visiting speaker to Scranton through the Schemel Forum), Michael Sandel (Harvard University Affiliated Professor in political philosophy), Martha S. Jones (Society of Black Alumni Presidential Professor and Professor of History) and Fred Logevall (Laurence D. Belfer Professor of

International Affairs at the John F. Kennedy School of Government and Professor of History, Harvard University). The theme subcommittee will identify and select the panelists; we are specifically not finalizing any speakers now because this event is a culmination of all themes and should involve a further visioning and collaborative planning process inclusive of all stakeholders as the project progresses.

Theme 8 Subcommittee: Matt Meyer (Philosophy, University of Scranton), Sondra Myers, (Schemel Forum, University of Scranton), Teresa Grettano (English/Theatre, University of Scranton), Dave Dzurec (History, University of Scranton). Community partners: United Neighborhood Centers and local schools.

### **Scranton Stories Collection**

The public will be engaged as interviewees and in the sharing and presentation of an estimated 20-25 Scranton “Portraits” over a two-year period and up to 10 stories of Black Scrantonians (some of which would be included among the 25). These stories will include a wide variety of Scrantonians across race and class, focusing on diverse and underrepresented populations while comprising a holistic set of portraits: recent and longstanding immigrants, Black Americans, descendants of anthracite coal miners, religious and ethnic majority and minority groups. Each story would involve a brief video (with both audio and video versions unless there is an interest in protecting the identity of the interviewee) responding to central questions that will be consistent across stories. Interviews may take place at a single site and/or could take place at a few city or home locations. Partner consultants will work with the video/photography firm to curate and edit the stories, including Black Scranton Project and others (proposals from (b) (4) and (b) (4) are included, each bringing extensive local video production experience and a firm will be selected spring 2021). Each interview will also involve a photograph with key identifying information that will be used to create photo display boards for public events, including the final Theme 8 culminating event, as mini-exhibits and to foster discussion and story-sharing. The Lackawanna Historical Society will help put prior oral histories of European immigrants into conversation with new immigrant stories digitally, with the assistance of the Weinberg Memorial Library. WVIA media will consider airing documentaries that provide stories of historic European immigrant communities and look for opportunities to share the new oral histories via radio programs. The Black oral histories will prioritize stories from Black Scrantonians who lived on Adams Avenue and were displaced when homes were torn down to make way for downtown redevelopment, in collaboration with Black Scranton and Neighborworks Northeastern Pennsylvania, a local housing organization.

Oral histories will be collected throughout the two-year project; individual stories will be previewed at related Themes (e.g. 5 and 7), and the stories will be completed by winter 2023 to be presented at the final Theme 8 event in spring 2023. A project team will involve humanities scholars/consultants to curate the stories and a firm providing video and print media expertise; in addition, the Weinberg Memorial Library has personnel expertise in scanning, recording, metadata creation, uploading, and publishing digital materials as well as audio recording and editing. Stories may be stored in a variety of ways: as part of the StoryCorp project, Weinberg Memorial Library local oral history collections, and in archives of community partners including the Black Scranton Project and the Lackawanna Historical Society. In addition to the gallery of stories created, the public will be encouraged to share their own story through partner outreach using social media and web resources.

To enhance exposure and usage, the Weinberg Library will support the story collection project by facilitating access, discovery, publication and long-term preservation. The University library will publish the stories in its digital collections making them publicly accessible under a non-exclusive copyright license. The descriptive metadata of the stories within this platform will enable users to discover additional humanities resources on similar or related topics discussed in the stories.

Transcriptions of the story collection will allow for fully text-searchable records, making them more readily findable by the community. The library also exposes its collections to other discovery platforms for harvesting, including the Digital Public Library of America and JSTOR's Open Community Collections, broadening the story collection's discoverability by a national community of users. The library's digital preservation repository, DuraCloud, will ensure long-term, archival preservation of this historical digital content. Additionally, the library's web-publishing platform, Omeka S, provides an online environment for the story collection project to build a dynamic experience for users to access, engage and potentially contribute to the project. Omeka S also enables scholars to build their own critical and interpretative digital projects using the story collection alongside other humanities scholarship. In addition, the videos will be made available on other public channels, including the University's YouTube Channel and community partner pages and social media channels such as Lackawanna Historical Society, the Black Scranton Project and Valley in Motion, a community organization dedicated to community wellbeing and resilience that has begun an oral history project dedicated to those themes. The oral histories collection will extend the impact of the project and will seek to seed additional oral history gathering to add to the collection. Moreover, the community mapping of Native sites will complement this project.

Oral Histories Project Subcommittee: Carolyn Bonacci (University of Scranton community/civic engagement), Colleen Farry (Weinberg Memorial Library), Jessica Nolan (Psychology/Dialogue Across Differences), Glynn Johns (Black Scranton Project), Mary Ann Moran-Savakius (Lackawanna Historical Society), and Sarah Piccini (Lackawanna Historical Society). Additional proposed partner: video production firm and community partners: WVIA and Neighborworks Northeastern Pennsylvania.

## **Event Formats, A.-F.**

### **A. Lecture/Panel with Public Discussion**

- Welcome and Introduction (5–10 minutes)
  - Project director (or other member of project team/community partner lead) welcomes participants and introduces self. Thanks participants, funders, and partners.
  - Theme Subcommittee lead or other selected member/humanities scholar (topical local expert) introduces the guest scholar/panelists and/or serves as discussants/moderator; in particular, local scholars will contextualize the national scholar's work, making connections between Scranton's story and context and the nation's.
- Scholarly Presentation / Talk (25-40 minutes/varies if it is a panel or keynote)
- Audience Participation/Q&A (20-30 min)
  - The subcommittee lead/member (topical local expert) will open up and moderate the discussion.
- Wrap-up (10 minutes)
  - Closing comments by scholar. Project director thanks the participants and scholar, distributes and collects evaluations, gives instructions for next session, and makes other announcements.
- Post-event evaluation distribution and Sign-up sheet for oral history story collection.
- Post-event refreshments and discussion.

### **B. Public Dialogue**

This format is based on public and student dialogues run by the University combining the reflective, structured dialogue methods of Essential Partners and the non-sectarian tradition of reflection and discernment of St. Ignatius of Loyola; this longer dialogue is the basis for shorter table talk dialogues. Pre-registration facilitates group breakdown and pre-survey; a post-survey is administered following.

- Welcome to Event (10 min)
  - Project team member explains program and purpose of dialogue (vs. debate) and the topic for the event, drawing on key documents or other relevant humanities resource.
  - Sample large group question:
    - What does it mean to you when you hear the word American?
    - (Write it down on index cards; gather answers and read some out.)
- Large Group/transition to small groups (25 min)
  - Facilitator Welcome
  - Hopes for this Dialogue
  - Facilitator Role
  - Structure of the Dialogue
  - Review Communication Agreement (Key Questions/Agreement is provided as a handout):
    - We will speak for ourselves, from our own experience, using “I statements”, and will allow others to do the same.
    - We will share honestly and openly our personal experiences, stories, and values, while knowing we can also “pass for now” if we are not ready or do not wish to respond.
    - We will listen to understand, respecting others’ experiences, stories, and values, even and especially when they differ from our own.
    - We reserve the right to change our minds, carefully considering reasons and experiences underlying different opinions.
    - We will respect timeframes and share the airtime to allow all voices to be heard.
    - We will be present and engaged in the dialogue, minimizing distractions and interruptions. We will honor confidentiality by sharing our learning without sharing the experiences or identities of others.
- Introductions (15 min) *Samples:*
  - What is something about your identity that’s important to you – that others can see or notice fairly easily?
  - What about something that is not so visible, but that you are comfortable with others here knowing?
- Opening Question #1 (15 min)
  - *Sample:* Share a personal or family experience that shapes your understanding of what it means to be an American.
- Opening Question #2 (15 min) *Sample:*
  - Read this Founding document excerpt: *“We hold these truths to be self-evident, that all [people] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”*
  - Tell a story from your personal experience that illustrates where the American promise has succeeded or failed.
- Questions of Genuine Curiosity (20-25 min)
  - This is a period of unstructured conversation; facilitation may be involved to keep the conversation on track, adhering to communication agreements.
- Closing (10 min)
  - *Sample:* What are you taking from what you heard here that you want to continue to think about?
- Large Group Closing (10 min)

- Closing Reflection
- Hand out Evaluations and announce upcoming events

### **C. Presentations or Lectures with Table Talk Dialogue Format**

Following lecture, film viewing or presentation, audience members utilize questions for discussion with table moderators facilitating. Depending on time, tables can report back to the larger group or event can conclude with closing remarks by project team member. Evaluation will be administered following.

- **Instructions:** Please Take 1 minute to reflect on Question 1/2; after that we will go around the table and each person will have 1 minute to share their response.
  - (Sample) Question 1: In considering the different [issue or topic], what do you see as the most important...?
  - (Sample) Question 2: As you consider your own experience in Northeastern Pennsylvania and in light of what was presented today, what do you see as something you can make an impact on as a Scrantonian and in the broader national context.

### **D. Story Exchange Format**

This model is based on the Narrative 4 Story Exchange model and would be implemented by University of Scranton and community partners trained in this facilitation method and in collaboration with Narrative 4.

- **Pre-event Preparation:** Participants are recruited through partnerships and prompts (see below) with basic event description are sent ahead of time so that they can consider which story they would like to share. This process involves building trust through communication.
- **Event Introduction:** Explain the Narrative 4 model of story exchange and the agenda for the event.
- **Pairing and Sharing:** The facilitator pairs participants and gives them time to share their stories (in groups of 2), encouraging participants to actively engage with their partner and listen to the story. Sample Prompts:
  - Tell a story about when you came to know a person from another country or of another faith than you. What were the circumstances of your meeting and coming to know one another? What did you learn from this encounter/relationship?
  - Tell a story about when you felt left out, marginalized, or even oppressed.
  - Communities can be based on many connections—faith, ethnicity, neighborhood, nation. Tell a story that represents the best qualities of living in community with others.
  - Tell a story about a time when you realized how much community mattered. This can relate to the Scranton community, our larger American community or other communities of which you are a part.
  - Tell an essential story from your life that highlights a moment when you realized your race and/or identity mattered.
  - Tell a story when you felt united with others in your community, nation, or the world.
- **Exchanging Stories:** After a break, the facilitator reconvenes the group in a circle and asks each participant to retell his or her partner's story in the first person.
- **Reflecting:** The facilitator initiates a group debrief about the feelings, impact, and lessons from the story exchange, and then creates a sense of closure.
- **Post-event:** Participants will be provided with a post-story exchange evaluation in collaboration with Narrative 4.

### **E. Youth Workshop Format**

The youth workshops will be conducted as writing workshops to explore core project themes, documents and ideas. A workshop leader will engage youth in writing prompts; dialogic methods, format B or C, may be used to engage students prior to the (non-fiction) writing experience.

#### **F. Tours**

The project will utilize at least 3 tours, including walking and bus tours. Guides will approach the City of Scranton as a place-based text. Participants will be invited into a highly participatory format with humanities content, including local history resources, providing context for exploration and discussion.

#### **Planning Steps for Each Event/Mini-event series around each theme**

- **Confirm Community Partner(s)**
  - For each theme we have identified different community and university partners. Each event thus has its own planning subcommittee, which may add additional members as the project progresses.
- **Identify and Invite Panelists**
  - Most events will involve a humanities scholar or panel of scholars, often with a local (Scranton-based) moderator/discussant.
- **Select a Date and Time**
  - Select a program date and time that will maximize audience participation based on past programming attendance. Plan for a program of about 60-90 minutes.
- **Pre-Meeting(s) to Plan**
  - Each event/series of events by theme has a subcommittee involving different humanities scholars and community partners that would convene for each set of programs.
- **Publicize the Program**
  - Aim to publicize the event to various stakeholders through social media, press releases to local media, newsletters, etc.
- **Prepare Handouts for facilitators and/or audience members**

#### **Dialogue and Film Resources (not noted in Bibliography):**

*A Shop on Every Corner: Memories of the Garment Industry.* Produced by Maureen McGuigan, Filmed and Directed by Mark Migliore. Edited by Ted Baird, Maureen McGuigan, and Mark Migliore. Poetic Stage Productions. 2008. Electric City Television. <https://www.youtube.com/watch?v=tUMoOtFYoKU>

*Declaration Resources Project:* Fresh Tasks on the Declaration of Independence. Harvard University. <https://declaration.fas.harvard.edu/resources/fresh-takes>.

*How to Engage in Civil Dialogue,* University of Dayton, Joe Valenzano. <https://www.youtube.com/watch?v=nbQm9Zlq-3c>.

*Jim Crow of the North.* Producer: Daniel Pierce Bergin, Public Broadcasting System (PBS). <https://www.tpt.org/minnesota-experience/video/jim-crow-of-the-north-stijws/>.

*Wanda.* Writer and Director: Barbara Loden. Foundation for Filmmakers. 1970.

*Why Local Black History Matters.* Glynis Johns. TEDx Scranton. [https://www.ted.com/talks/glynis\\_johns\\_why\\_local\\_black\\_history\\_matters](https://www.ted.com/talks/glynis_johns_why_local_black_history_matters).

## **Additional Supporting Documentation**

### **1. Humanities Events/Background**

- a. Schemel Forum Brochure Fall 2019
- b. Humanities Forum Spring 2020
- c. American Creed Events Poster
- d. Constitution Dialogue Poster
- e. Humanities Center Brochure

### **2. Dialogue Methods/Materials**

- a. American Creed Dialogue Format
- b. Instructions to Facilitators – Table Talk example
- c. Questions for Discussion – Table Talk example
- d. Story Collection – Porches Project
- e. Dialogue Communication Agreement
- f. Pre/Post Dialogue Survey Instrument

### **3. Collaborations**

- a. Black Scranton Talk
- b. Narrative 4 Training Agenda



FALL  
2019

THE UNIVERSITY OF SCRANTON  
**THE SCHEMEL  
FORUM**

FOR **CULTURAL ENRICHMENT  
& EDUCATION** IN THE COMMUNITY

A PROGRAM OF THE HARRY & JEANETTE WEINBERG MEMORIAL LIBRARY





**Brennan Hall | Pearn Auditorium  
Room 228 | 8:45 a.m. – 5:00 p.m.**

Registration & Morning Coffee:  
8:45 – 9:15 a.m., Pearn Lobby

Lunch: 12:30 – 1:30 p.m., Rose Room

Reception: 4:30 – 5:00 p.m., Pearn Lobby

## ENVIRONMENTAL IMMERSION

SATURDAY

9|14|2019



### Why Environmentalists Should be Republicans, not Liberals

9:30 a.m to 10:45 a.m.

This talk will argue that environmentalism is best served by “republican” rather than “liberal” political theory. It will not argue that environmentalists should join the Republican party. Curious about the distinction? Then don’t miss the talk.

**Matthew Meyer, Ph.D.**, Associate Professor of Philosophy, The University of Scranton



### Climate Change: What We Can and Must Do About It

11:00 a.m to 12:15 p.m.

We will discuss the Basic Science, the big sources and the key policies we need to get there in a short time.

**Timothy D. Searchinger**, Research Scholar, Princeton University and Senior Fellow at the World Resources Institute



### Sustainability and the Delaware Highlands Conservancy

1:45 p.m to 3:00 p.m.

Population, affluenza and unfettered technological advances have created the “perfect environmental storm,” battering the shores of environmental sustainability. Land conservation is a bulwark to this perfect storm, ensuring essential ecological services. The Delaware Highlands Conservancy is celebrating 25 years of conserving the natural lands of the upper Delaware River.

**Michael C. Cann, Ph.D.**, Distinguished Professor of Chemistry Emeritus, Chemistry Department, The University of Scranton, Director, Delaware Highlands Conservancy



### Endangered Species: An Artist Confronts Climate Change

3:15 p.m to 4:30 p.m.

In 2006 Diane reoriented her practice of art to the intersection of art, science and the environment. She will discuss that evolution and how, as an example, her large scale paintings and photographs have been developed in collaboration with glaciologists, documenting the disappearance of glaciers.

**Diane Burko**, Artist



### Dwight David Eisenhower and the American Century

Rated a mediocre leader by many when he left office in January 1961, Eisenhower has risen in the ranks of presidential historians and political scientists as one of America’s great presidents. This course will examine his life and career beginning with his youth in Abilene, Kansas, moving to his military career in World War 2 and then on to the White House as the first GOP President in twenty years. In that role he attempted to forge a middle path in domestic politics while leading the West during the early period of the Cold War. We will conclude with a discussion of Ike’s historical legacy and its significance to our world today.

**Sean Brennan, Ph.D.**, Associate Professor of History, The University of Scranton

Mondays, September 16, 23, 30 and October 7, 21, 28

6:00 p.m. to 7:15 p.m.; Weinberg Memorial Library, Room 305



### Threats to Democracy in Our Time

Between the neo cons of the Bush era and Francis Fukuyama’s declaration of “The End of History,” free market liberal democracy was celebrated as the culmination of political development. Yet today democracy is under threat from authoritarianism, populism and various forms of meritocracy. Has it run its course? We will look at the basis for the claims of its triumph and then turn to discussions of why democracy might be transitory: insights from Plato’s *Republic*, Marx’s *Economic Manuscripts* and *How Democracies Die* by Levitsky and Ziblatt.

**Harold W. Baillie, Ph.D.**, Professor of Philosophy, The University of Scranton

Tuesdays, September 17, 24 and October 1, 8, 15, 22

6:00 p.m. to 7:15 p.m.; Weinberg Memorial Library, Room 305



### Paleolithic Cave Painting in Europe: The Origin of Human Consciousness

In week one we will briefly review the climate and geology of Paleolithic Europe, the history of human artistic expression, who painted the caves and how the modern discoveries were made. In weeks 2 to 5 we will emphasize the caves of Altamira, Tuc d’Albert and Trois Freres, Lascaux and Chauvet which will be reviewed and contrasted and the art work presented. Additional cave discoveries and unique artistic discoveries will be included if possible. The last week will be a discussion of “why” this art was created, what it might have meant to its creators and what it still means to us.

**Harmor Brereton, M.D.**

Thursdays, September 26 and October 3, 10, 17, 24, 31

6:00 p.m. to 7:15 p.m.; Weinberg Memorial Library, Room 305





Tuesday, September 17

## **Constitution Day 2019: "Let's Act Like the Majority We Are."**

**\* In collaboration with the Women's and Gender Studies Program, The University of Scranton**

Throughout history women have been divided by differences of race, religion, and other aspects of their identities that have taken priority over their gender. Imagine what we could accomplish if we were united as women!

**Lynn Yeakel**, *Director of Drexel University College of Medicine's Institute for Women's Health and Leadership*

Edward Leahy Hall, Kane Forum, 235; Noon to 1:30 p.m.



Wednesday, September 25

## **Tsars, Commissars and President Putin: Why Russian History is the Key to Understanding Russia Today**

From the earliest recorded history of the Russian state, its own countrymen have sought to understand what is meant to be Russian and to find a source of unity, stability and legitimacy through shared identity, history and culture.

**Lynne Hartnett, Ph.D.**, *Professor of Russian History, Villanova University*

Brennan Hall, Rose Room, 509; Noon to 1:30 p.m.



Friday, October 4

## **Transcendentalism, Politics and the Civil War**

Although often ridiculed by conservative contemporaries as "moonshine," during the Civil War New England Transcendentalism was a major force in shaping the increasingly liberal policies of the Lincoln administration regarding slavery, emancipation and racial equality, culminating in 1863 with the Emancipation Proclamation. This lecture will examine how this seemingly abstract philosophy was able to change American democracy forever.

**Leonard Gougeon, Ph.D.**, *Distinguished Professor of American Literature, Department of English & Theatre, The University of Scranton*

Brennan Hall, Rose Room, 509; Noon to 1:30 p.m.



Thursday, October 17

## **Religion in the Public Sphere: a Contribution to the Common Good?**

**\*In collaboration with the Jesuit Center, The University of Scranton**

For most of the 20th Century, religion was considered a hindrance to the development of plural and democratic societies. Many scholars, politicians, and citizens thought that religious expression should be lived and practiced in the private sphere of each individual. Religious expression seems to be in good health notwithstanding the fact that religious communities and institutions are struggling to maintain their previously robust membership.

The question I will address is: How can the practice of religion (both privately and publicly) contribute to the common good in a pluralistic democratic society?

**Ignacio Sepúlveda del Río**, *Humanities and Philosophy Faculty Member, Loyola Andalucía University, Seville, Spain*

Brennan Hall, Rose Room, 509; Noon to 1:30 p.m.



All seminars meet from Noon to 1:30 p.m. • Buffet lunch is served.

Tuesday, October 29

## **Russian Spring?**

Volunteerism, charitable causes, environmental protests. Russian citizens are building a civil society one step at a time. Is this a challenge to the Kremlin or another way that Russians are expressing their patriotism? Back from two recent trips to Moscow and other Russian cities, Jill Dougherty explores where the "Russian Spring" is headed.

**Jill Dougherty**, *Global Fellow, Woodrow Wilson Center for International Scholars, Washington, D.C. and CNN Contributor*

Brennan Hall, Rose Room, 509; Noon to 1:30 p.m.



Thursday, November 7

## **Impeachment: Is It Still Available?**

Our founders were fearful of giving too much power to the President without a process to remove him (or her) from office. Impeachment was patterned after a British practice of four centuries earlier. Does today's highly divided electorate make it less available? An historical review of impeachment and its current status will be discussed.

**Morey Myers, L.L.B.**, *Of Counsel, Myers, Brier and Kelly*

Brennan Hall, Rose Room, 509; Noon to 1:30 p.m.



Wednesday, December 4

## **Reckoning with Contested History as an Essential Part of Sustaining Democracy**

How will people understand evidence and narratives of historic sites in a post-truth era? Ms. Sevchenko will discuss ways to build a global conversation about the past, present and future of the US Naval base at Guantanamo Bay.

**Liz Sevchenko**, *Director of the Rutgers Newark Humanities Action Lab*

Brennan Hall, Rose Room, 509; Noon to 1:30 p.m.

### **Luncheon Fees:**

Free to University of Scranton Staff, Students, Faculty and Schemel Forum Members  
\$25 per luncheon per person





Thursday, October 10  
*With Geisinger Commonwealth School of Medicine*

**Music and Medicine: Chopin and the Power of Resilience**

Psychiatrist and concert pianist Dr. Richard Kogan will give a lecture/concert that explores how the great Polish composer, Frederic Chopin (1810–1849), grappled with pulmonary disease, exile from his beloved homeland and a tempestuous relationship with the novelist George Sand. The discussion will be illuminated by piano performances of some of Chopin’s most beloved masterpieces.

**Richard Kogan, M.D.**, *Clinical Professor of Psychiatry, Weill Cornell Medical College and Artistic Director, Weill Cornell Music and Medicine Program*

5:30 p.m. Scranton Cultural Center at the Masonic Temple, 420 N. Washington Ave., Scranton  
Reception to follow. \$30 per person.



Sondra Myers  
Director, The Schemel Forum

**FROM THE director**

The Schemel Forum was born of curiosity. Some 13 years ago a few people came together to learn—the first two subjects that were taught were *Dante’s The Divine Comedy* and *The Federalist Papers*. A seed was planted and our prescient founder, Harmar Brereton, cultivated it, envisioning the prospect of a robust continuing ed for enrichment program. And so we began to build and named the project The Schemel Forum, to honor the memory of The Rev. George Schemel, S.J. a well-known and revered Jesuit on this campus.

Our aim is to offer out of school adults in the region the kind of programs that one can find in large metropolitan areas. Why not here? We share the treasure of the university by plucking fine faculty members to teach our courses and select internationally renowned scholars, foreign affairs experts and journalists to give lectures at our Munley Law-supported world affairs luncheon seminars. In addition we offer a University for a Day once a year and two bus trips.

The secret of our success, I believe, is that we “go for the gold.” It is the quality of our programs that attracts. Our reputation leads to collaborations—some from within the University and some from outside.

In commercial terms, we have become a brand. In community terms, we are a valuable cultural resource.

*Sondra Myers*

**about THE SCHEMEL FORUM**

The Schemel Forum was founded in July 2006 through generous gifts to the Rev. George Schemel, S.J., Fund, created by friends of the late Father Schemel in his loving memory. Its aim is to provide an opportunity for people of all ages to explore the intellectual and cultural wonders of the world.

**Saturday, November 9, 2019**  
**TWO STARS IN THE NEW YORK CITY GALAXY**

We are fortunate to feature on the fall bus trip to New York a docent- led highlights tour of the Guggenheim Museum. The Guggenheim, widely seen as architect Frank Lloyd Wright’s masterpiece, is a unique setting for contemporary art—a perfect marriage of art and architecture. Following lunch in the theater district we will see the play, *To Kill a Mockingbird*, based on Harper Lee’s classical American novel made earlier into a movie classic. The play, written by Aaron Sorkin and directed by Bartlett Sher, features a contemporary perspective on the harsh realities of racism as seen in a small Southern town in the 1930s. Ed Harris plays the leading role as Atticus Finch. It’s the best of Broadway!

Cost is \$150 per person which includes transportation, museum entrance fees and guided tours. The bus leaves from The University of Scranton at 7:45 a.m. & arrives back on campus at approximately 7:00 p.m. Please call Alicen Morrison, 570.941.9606, to reserve a spot by October 12th as spaces are limited.

\*Bus trip fees are non refundable.



**register**

You will note that for the first time we have raised our Schemel fees. We found it necessary to do that in order to maintain our standards and continue to “bring the world to Scranton.” Thanks in advance for your understanding. — Sincerely, Sondra

\*Please CIRCLE number attending example 1 | 2

1 | 2 **UNIVERSITY FOR A DAY** 09/14/19 • \$30

1 | 2 **BUS TRIP** to New York City 11/09/19 • \$150  
(not included with membership)

\*Please call to confirm your spot before sending payment.

**EVENING COURSES** • \$75 per course / \$125 per couple

1 | 2 Dwight David Eisenhower and the American Century

1 | 2 Threats to Democracy in Our Time

1 | 2 Paleolithic Cave Painting in Europe:  
The Origin of Human Consciousness

**COLLABORATIVE PROGRAM** • \$30

1 | 2 10/10/19: Music & Medicine: Chopin & the Power of Resilience

**WORLD LUNCHEON SEMINARS** • \$25 per luncheon

1 | 2 09/17/19: Constitution Day 2019: “Let’s Act Like the Majority We Are.”

1 | 2 09/25/19: Tsars, Commissars and President Putin: Why Russian  
History is the Key to Understanding Russia Today

1 | 2 10/04/19: Transcendentalism, Politics and the Civil War

1 | 2 10/17/19: The Jesuit Tradition and The Public Good

1 | 2 10/29/19: Russian Spring?

1 | 2 11/07/19: Impeachment: Is it Still Available?

1 | 2 12/04/19: Reckoning with Contested History as an Essential  
Part of Sustaining Democracy

**Notes:**

**MEMBERSHIP OPTIONS:**

**ACADEMIC YEAR**

All Programs from 06/01/19 – 05/31/2020, except Bus Trip

Individual \$660 ☐ Couple \$990 ☐

**SEMESTER MEMBERSHIP • FALL 2019**

All Semester Programs, except Bus Trip

Individual \$330 ☐ Couple \$495 ☐

**ANGEL MEMBERSHIP**

All Academic Year Programs, except Bus Trip

Individual \$1,000 ☐ Couple \$1,250 ☐

**ARCHANGEL MEMBERSHIP**

All Academic Year Programs, except Bus Trip

Individual \$2,000 ☐ Couple \$2,500 ☐

☐ For Members CHECK THIS BOX to sign up for ALL programs (or select individual programs at left)

**all PROGRAMS**

Name

Address

City

State

Zip

Telephone Number

Email

☐ I am enclosing a check for

**MAIL TO:** The Schemel Forum, Weinberg Memorial Library,  
The University of Scranton, Scranton, PA 18510

**CONTACT:** Alicen Morrison, 570.941.6206, alicen.morrison@scranton.edu

**CREDIT CARD:** To pay by credit card over the phone please contact  
Kym Fetsko, 570.941.7816.

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

**THE SCHEMEL FORUM**

Weinberg Memorial Library  
Scranton, PA 18510

FIRST-CLASS MAIL  
PRESORTED  
U.S. POSTAGE PAID  
SCRANTON, PA  
PERMIT NO. 520

THE  
SCHEMEL  
FORUM





# HUMANITIES FORUM

Spring 2020

**John Fletcher** (Louisiana State University)

**Real Trouble: Performing Irony and Identity in a Deepfake World**

Wednesday, February 19 at 5:30pm in Pearn Auditorium (Brennan 228)

**Jonathan W. Gray** (CUNY Graduate Center & John Jay College, CUNY)

**Living at the End of History: HBO's *Watchmen* and African American Citizenship**

Monday, Feb. 24 at 5:30pm in Pearn Auditorium (Brennan 228)

**Jennifer Frey** (University of South Carolina)

**Iris Murdoch and Flannery O'Connor on Vision, Transcendence, and Morality**

Thursday, March 12 at 5:30pm in The Heritage Room (Weinberg Memorial Library, 5th Floor)

**Eugene McCarraher** (Villanova University)

**You're a Slave to Money, then You Die: The Pecuniary Enchantment of Neoliberalism**

Monday, March 23 at 6pm in The Heritage Room (Weinberg Memorial Library, 5th Floor)

 @UofSHC

 @scrantonhumanities

<https://sites.scranton.edu/humanities/>

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY



# a CONVERSATION in our COMMUNITY about our COUNTRY



## PREAMBLE TO THE CONSTITUTION

*We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

During the month in which we celebrate Constitution Day, join fellow Scranton residents in a structured dialogue to:

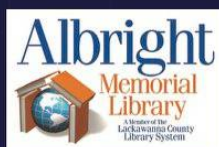
- Talk about the experiences, values, hopes, and concerns shaping your beliefs about our country today
- Encounter and seek to understand stories and views of those from varying political affiliations and backgrounds—not debate or convince

**Thursday, September 27, 2018 ★ 6:30-8:30 p.m.**

**Albright Memorial Library ★ 500 Vine Street, Downtown Scranton**

Registration is required & space is limited to 30 participants. Walk-ins cannot be accommodated. The dialogue groups will be designed to have participants of varying political affiliations & backgrounds.

Contact **570.941.4419** or email **Jessica.durkin@scranton.edu** for your chance to be part of this exciting community dialogue.



Sponsored by The University of Scranton as part of its **"Bursting our Political Bubbles"** initiative, in collaboration with the Albright Memorial Library.

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

Special thanks to Essential Partners for dialogue resources on which parts of the session will be based.





# WHAT DOES BEING AN AMERICAN MEAN TO YOU?

The Albright Memorial Library will be hosting three events to encourage civic engagement in our community. Share your thoughts & opinions with fellow members on what it means to be an American.

## AMERICAN CREED DOCUMENTARY SCREENING & DISCUSSION

In 2018, PBS released a documentary titled the American Creed, interviewing activists across the nation to answer the question "What does being an American mean to you?" We will watch the documentary then have a discussion Q&A afterwards, facilitated by University of Scranton's historian, Dr. Adam Pratt.

**When: Thursday, March 28, 2019 @ 6:30 PM    Snow Date: April 8, 2019**

## POLITICAL DIALOGUE W/ THE UNIVERSITY OF SCRANTON

Set up in mini-groups, community members will share the experiences, values, hopes and concerns that shape how they feel about our country while also seeking to understand those who think differently. Group discussions will be facilitated by The University of Scranton. **When: Monday, April 15, 2019 @ 6:30 PM**

## SOCIAL JUSTICE BOOK CLUB DISCUSSION: CITIZEN - AN AMERICAN LYRIC

The Library's Social Justice Book Club, in partnership with St. Luke's Episcopal Church, will be reading the book *Citizen: An American Lyric* by Claudia Rankine. It is a collection of essays, images, & poems which recount mounting racial aggressions in ongoing encounters in twenty-first-century daily life and in the media. The discussion will also look at short clips from the American Creed documentary as they pertain to the book. Copies of the book are available to borrow.

**When: Monday, July 8, 2019 @ 6:30 PM**

All events will be hosted at the Albright Memorial Library, 500 Vine Street, Scranton, PA  
Registration is free & required for all events. To register online, visit [www.albright.org](http://www.albright.org) or call Jessica Serrenti at (570) 348-3000 ext. 3023.

These events are made possible through a partnership with the University of Scranton and the American Library Association's American Creed: Community Conversations grant program, in partnership with Citizen Film, WTTW Chicago, Corporation of Public Broadcasting, the National Endowment of the Humanities and the National Writing Project.





THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

## The Gail and Francis Slattery Center for Humanities

Established by  
James M. '86 & Betsy Slattery

---

**The Impact of Your Gift**  
on The University of Scranton





Dear Jim and Betsy,

For more than 35 years, your generosity to The University of Scranton has provided incredible opportunities for our students, faculty and our University as a whole. Most recently, you demonstrated your continued commitment to Catholic and Jesuit education through the establishment of the Gail and Francis Slattery Center for Humanities. I'm most proud that the exquisite and surprisingly innovative term "Ignatian Humanities" is taking hold on campus. Though it is not on our signage, the notion runs through the Center's veins, and it will serve to distinguish us from so many run-of-the-mill centers across the nation. This generous investment will undoubtedly have a lasting impact on the quality of education we are able to provide.

As promised, I am pleased to share with you some exciting updates that are happening through the Center. I hope you enjoy this report, which serves as a snapshot of the significant impact you are having on the educational experiences of our students and faculty. The University of Scranton has benefited tremendously from your leadership, talent, and support over the years. Thank you for contributing so generously to ensure a strong future for our University.

With gratitude,

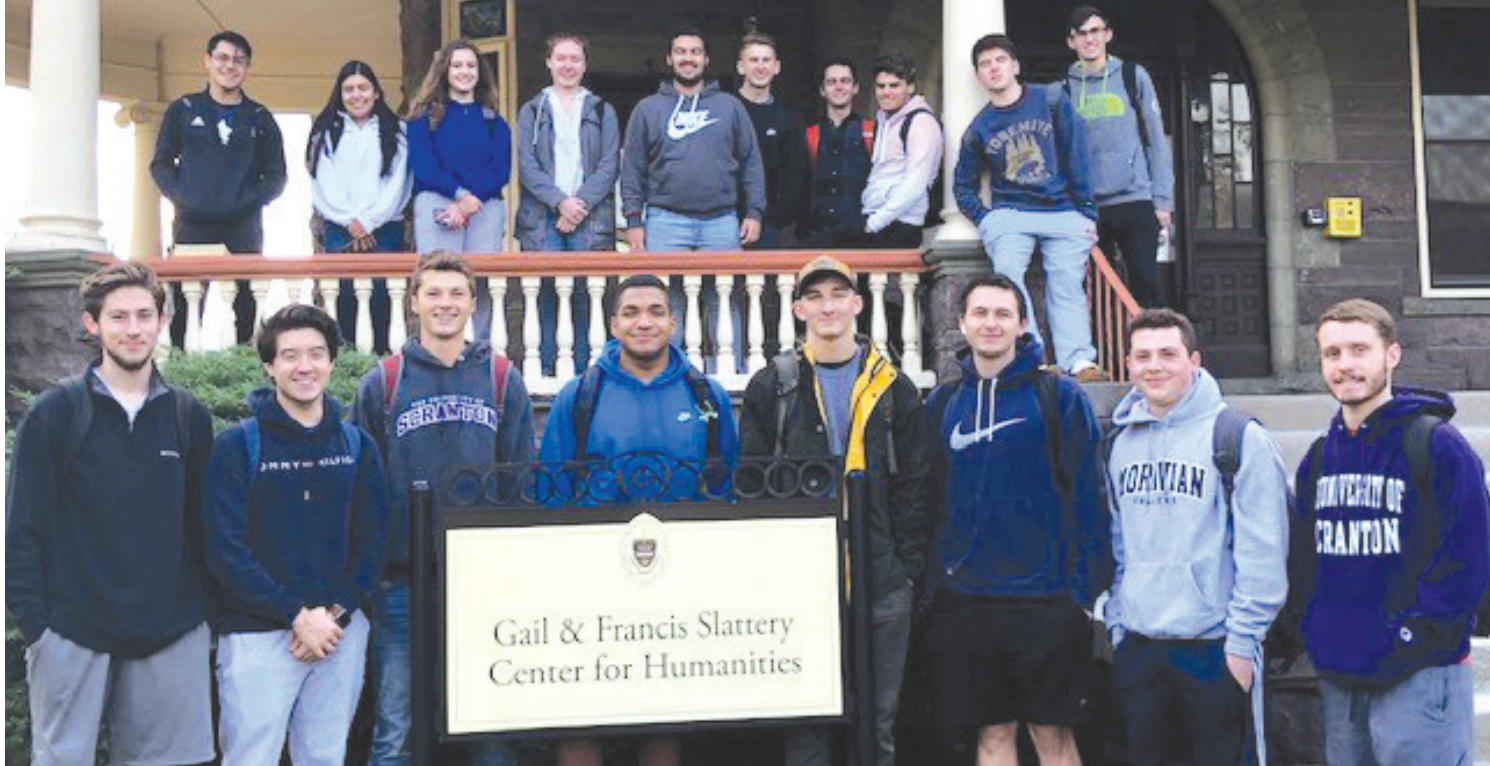
Greg Jordan



# The Gail and Francis Slattery Center for Humanities

## About the Center

In May 2019, the University established the Gail and Francis Slattery Center for Humanities to advance the University’s liberal arts tradition and enhance the core role it plays in the formation of students to become “men and women for others.” The Center, named after the parents of benefactor and current University Trustee James M. Slattery ’86 and his wife, Betsy, serves as a national model for humanities in action. The Center creates a forum to sponsor prominent speakers and related events, a digital humanities laboratory, artist-in-residence and scholar-in-residence programs, and a humanities scholarship program for students, who will participate in a series of special seminars and classes. Through the Center’s programs, elevated discourse on an array of topics and civic engagement will be encouraged by members of the University community, as well as by residents throughout the greater Scranton area.



## 2019-2020 Highlights

- Construction on the first floor is proceeding well. We’ve come in slightly under budget, and by mid-March will have a space like no other on campus. We’ll commence the rehab of the top two floors the day after classes end in May.
- Plans are underway to finalize an agreement with Scranton Prep to involve their students and faculty in the Center’s intellectual and cultural life. This agreement will potentially include speaking events at Prep and the Center, student mentoring, and collaboration on projects that will enrich both parties. This will be the first part of our Local Humanities Initiative.
- In February, we launched our Ideas Lunch program. Three times per semester, faculty and staff will have a quick lunch with students in the dining hall to discuss a pre-selected topic, person, or work of art. Our first lunch topic will be Toni Morrison’s Nobel lecture.
- We’ll soon announce our eight faculty fellows for next year, and applications for student fellowships are forthcoming. A summary of our selections will be provided to you soon. Some of the scholarship to be done and shared at the University next year is quite compelling.



# Global Ignatian Humanities Alliance

In March 2020, the University will announce the Global Ignatian Humanities Alliance, a collaboration with Loyola University Andalusia in Spain, Martyrs University in Uganda, Fu Jen University in Taiwan, and a soon-to-be-decided partner in Latin America. In collaboration with our Jesuit Center (and thanks to its generosity), we will establish a first-in-kind international alliance based on the humanities and the exchange of ideas, students, and faculty.

# Humanities Lectures

We have another great season of speakers and outside guests across all our platforms, including the faculty-led academic Forum, the Schemel Forum, and the Humanities in Action Series. This semester, the Humanities in Action Series will include Justin Smith, the CEO of Bloomberg Media, and Kathy Gorman, the COO of Children’s National Medical Center.



The Gail and Francis Slattery Center for Humanities launched the Humanities in Action Lecture Series in November with a talk by Denis McDonough, former chief of staff to President Obama and current senior principal at the Markle Foundation.



# Fundraising Initiatives

Together with University Advancement staff, we’re applying for several grants to bolster the Center, and we’re quite hopeful about some of their prospects. Fr. Pilarz, Tom MacKinnon, Jeff Gingerich and I have worked with Frank Homer, Ph.D. ’64, a retired University faculty member, to assemble his significant gift to the Center. Additionally, Jeff and I are making progress with the Boeing Foundation on a significant grant. Kania School of Management Dean Sam Beldona (one of our biggest supporters) and our business school will be closely involved, continuing our outside-the-box thinking for the Center’s programming and direction.



# Humanities Initiative Forum



**Fall 2018**

**William Sullivan**

*Why College?*

Tuesday, September 18 at Noon (Kane Forum) Sponsored by the Schemel Forum

**Claire Katz**

*Humanities Education in Challenging Times: Critical Reflection, Ethical Development, and Pre-College Philosophy*

Monday, October 15 at 5pm (DeNaples 405) CoSponsored with the Center for Community Based Learning

**Emily Wilson**

*Translating The Odyssey: How and Why?*

Wednesday, October 17 at Noon (Rose Room) Sponsored by the Schemel Forum

**Scott Pilarz, S.J.**

*The Humanities Now More than Ever*

Thursday, October 18 at 5:30pm (Brennan 228) Sponsored by the Schemel Forum

**Angie Cruz**

*University Reading Series Presents Angie Cruz*

Thursday, October 18 at 7:00pm (DeNaples 405)

**Eliza Bent**

*An Evening with Eliza*

Saturday, October 27 at 7pm (McDade Center for the Literary and Performing Arts)

*A Special Talkback with the Artist following her play, The Beyoncé*

Sunday, November 18 at 2pm (McDade Center for the Literary and Performing Arts)





# HUMANITIES FORUM

Spring 2020

**John Fletcher** (Louisiana State University)

**Real Trouble: Performing Irony and Identity in a Deepfake World**

Wednesday, February 19 at 5:30pm in Pearn Auditorium (Brennan 228)

**Jonathan W. Gray** (CUNY Graduate Center & John Jay College, CUNY)

**Living at the End of History: HBO's *Watchmen* and African American Citizenship**

Monday, Feb. 24 at 5:30pm in Pearn Auditorium (Brennan 228)

**Jennifer Frey** (University of South Carolina)

**Iris Murdoch and Flannery O'Connor on Vision, Transcendence, and Morality**

Thursday, March 12 at 5:30pm in The Heritage Room (Weinberg Memorial Library, 5th Floor)

**Eugene McCarraher** (Villanova University)

**You're a Slave to Money, then You Die: The Pecuniary Enchantment of Neoliberalism**

Monday, March 23 at 6pm in The Heritage Room (Weinberg Memorial Library, 5th Floor)

 @UofSHC

 @scrantonhumanities

<https://sites.scranton.edu/humanities/>

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

## **Dialogue Format – What Does it Mean to be an American?**

**Large Group Welcome:** have all gather in large group and then briefly go over purpose. (See opening slides). Have on screen as students enter alternating slides with the Communication Agreement and Questions to correspond with their handouts. Explain dialogue vs. debate and reflective structured dialogue method of Essential Partners on which the dialogue format and facilitator guide is based. Show *American Creed* extended trailer.

[https://www.youtube.com/watch?v=IG\\_IDuDQYPg](https://www.youtube.com/watch?v=IG_IDuDQYPg)

### **Large Group Question:**

**What does it mean to you when you hear the word American?**

*Write it down on index cards; gather answers and read some out.*

Divide up and send to separate rooms. (10 min)

### **Dialogue Facilitator's Script – arrive by 6:15/6:20 p.m. for 6:30 Start**

1. Large Group/transition to small groups – 25 min; start by 6:40; depart for rooms by 6:50
2. Opening (5) and Introductions (10) – 15 min (6:55-7:05)
3. Opening Question #1 – 15 min (7:05-7:20)
4. Opening Question #2 – 15 min (7:20-7:35)
5. Questions of Genuine Curiosity (unstructured facilitation) – 20-25 min (7:35-7:55/8:00)
6. Closing – 10 min (7:55/8-8:10; **depart/end by 8:10** to arrive back by 8:15/8:20)
7. Large Group Closing – 10 min (end by 8:25 to allow for post-survey time) (8:20-8:30)

(120 min total – Allows for some flexibility in places/timing based on 8-9 per group)

### **LARGE GROUP OPENING** (per above; 6:30-6:55)

#### **Facilitator Welcome** (6:55-7)

#### **[PURPOSE]**

Welcome. The purpose of this conversation is to learn from one another and to hear each other's perspectives as well as to feel heard about what is important to each person when it comes to the issue of political correctness and free speech. It is not to persuade, debate, convince each other of our positions – but to make space for something that isn't often discussed in our community.

#### **[HOPES FOR THIS DIALOGUE]**

We hope that you get a chance to reflect and speak deeply about your own experiences and values and listen to others' experiences with resilience especially when you hear something that might differ from your viewpoint.

We hope that you will come away with some new understandings about what is important to others and a clearer understanding of what is important to you. And that this may make space for further conversations in our community.

### [FACILITATOR ROLE]

As facilitator my role is:

- To guide you through the dialogue process and make sure everyone gets a chance to speak.
- To present the communication agreements for your approval and/or amending.
- To remind you of the agreements, if people need reminding

### [THE STRUCTURE OF THE DIALOGUE]

Here's an overview of the dialogue process:

- We will begin by reviewing the **Communication Agreements**.
- You'll have an opportunity to **introduce yourselves**
- You'll be asked a set of **opening questions** – with a few minutes to reflect and then speak in a “go-round.” Each person will have an equal amount of time to respond. There are no questions or “cross talk” during these go-rounds.
- Following that will be a less structured time for you to have the opportunity to **ask each other questions** to increase your understanding of others.
- Finally, we'll close by **reflecting on our experience** together and then each person saying something that will help you bring this to a meaningful conclusion.

So that's the structure of how you be spending this time together. Let's get started now with the Agreements.

### [AGREEMENTS]

In order to have a constructive conversation, where people speak thoughtfully and listen respectfully, we have proposed the following agreements for today's dialogue. Could you please go around the circle and read them out loud? (have a student read one sentence, pass, etc.)

#### COMMUNICATION AGREEMENT – Printout

- Does anyone have any questions about these?
- Is there anything missing?
- Does everyone agree to follow these agreements? *[Get nods or yeses]*

OK, so these are the Agreements that you're all committing to doing your best to follow. Your commitment also serves to authorize me as a facilitator to remind you if need to be.

## 2. INTRODUCTIONS (5-7 min; 7-7:05)

**Read these instructions:** Let's take a few minutes for you to introduce yourselves. Here's how we'll do it: Form groups of 2 (or 3). Pause/Think (1 minute). Each person share for 1 minute. (3

minute total for each question and then 2 minutes to ask for comments from entire group – “popcorn style,” i.e. anyone can answer from the group/not a round).

1. **What is something about your identity that’s important to you – that others can see or notice pretty easily?**
2. **What about something that is not so visible, but that you are comfortable with others here knowing?**

### **3. OPENING QUESTIONS**

**Question 1** (15 min; 7:05-7:20)

#### **Read this Explanation:**

The **Opening Questions** are designed to open a fresh conversation on the topic of “What Does it Mean to be an American?”. I’m going to ask the 1<sup>st</sup> question, make sure that it’s clear, and then give you 90 seconds/1.5 minutes in silence to reflect on what you want to say. Then I will ask one of you to begin and we will go around the circle again, up to 90 seconds/1.5 minutes each with a brief pause between speakers.

Recall that during the opening questions there is no feedback, commenting on what’s said or questions – just attentive listening. Everyone should have writing materials to jot down thoughts for later when things open up.

#### **Read Question 1:**

- **Share a personal or family experience that shapes your understanding of what it means to be an American.**

#### **Give this instruction:**

Take 90 seconds/1.5 minutes to think and make some notes about what you’re going to say, so that you’ll be able to give full attention to each other when others are speaking. You’ll have 90 seconds/1.5 minutes to offer your response to this question. Be sure to share your feelings, thoughts, images, memories, including personal experiences – not generalities.

#### **After 90 seconds/1.5 minutes of silence say:**

As you listen to each other, listen to understand, not to judge or find fault. If you hear things that you want to ask about – write your questions down, you’ll have time to ask each other later.

Don’t interrupt at this point – unless you are having a hard time hearing.

I am going to keep time for you. Signal when you are ready to speak, and the 90 seconds/1.5 minutes will start. When the time is up, I will let you know and then you can find a quick way to finish your speaking – you finish your sentence, but not your paragraph.

- **Repeat the question** So, share a personal or family experience that shapes your understanding of what it means to be an American. *As you share your response, please include your Name and your current place of residence.*



**Go-around proceeds.** [Note: No comments/feedback etc. by facilitator or anyone else between speakers or while someone is speaking.]

**After everybody has answered say:** Before we go on to the next question, reflect back on what you heard. Is there a question that you would like to ask later that you are curious about? – something you heard just now that you wish you could hear more about? – **jot that question down** so you will have it when we get to the section meant for questions.

#### **4. Question #2 (15 min; 7:20-7:35)**

**Explain as follows:**

Now we're ready to move on to the second question. We will follow a similar format. You will have up to 1.5 minutes to answer the question, going around the circle, with no comments or questions – just listening. Here is Question 2:

**Read Question 2**

This is the “American Creed” put forth by the founders as expressed in the Declaration of Independence:

***“We hold these truths to be self-evident, that all [people] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”***

Tell a story from your personal experience that illustrates **where the American promise has succeeded or failed.**

**Give this instruction:**

Take 1 minute to think and make some notes about what you're going to say, so that you'll be able to give full attention to each other when others are speaking.

**After 1 minute, start the go -round** (up to 1.5 minutes to answer, same process for timekeeping)

**After everybody has answered say:** Before we go on, reflect back on what you heard. Jot down any questions you have. [Pause to let people write]

#### **5. QUESTIONS OF GENUINE CURIOSITY (20-25 min; 7:35-7:55/8)**

**Read these instructions:**

This is the time to learn more about what others have said and to make connections between what is on your mind and what you've heard. It is important to remember that ***you are here to*** explore your curiosity, to better understand others, to reflect on your own views. For example -Is there something someone said that you are curious about or would like to understand better? Is there an assumption you have that you'd like to check out? Have you heard something that stirred fresh thoughts/feelings? Ask your question of the group or of particular individual. Other

members of the group are welcome to reflect and comment as well. Notice who hasn't had a chance to speak yet.

You will have about 20 minutes for this activity [*lengthen/shorten as time allows*] and I will let you know when the group has about 2 minutes left. Please take a moment now to think of the questions that you have for others. [*Pause for a moment*] When someone has one – please begin. This is not a go-round – you can speak as you are ready.]

**During the conversation:**

**Track the conversation:** *Note who has asked and who has answered- see that everyone has an opportunity to participate. You might need to check with a silent person – “Don, do you have a question or comment to offer?” Or ask someone who’s already spoken at length to hold back until everyone’s had a chance.] You might consider themes you are hearing and summarize those back to the group.*

**Watch the time.** *The lead facilitator will help by letting you know the stopping time.*

**Stay in your Role.** *As facilitator you are not participating in the conversation or commenting on what people say – you’re supporting the others’ conversation.*

**When time is up, say something like the following to end the conversation:**

There’s never a perfect time to end, but we want to be respectful of the time that you have committed to be here and so we’re going close and move on to the Closing section.

**6. CLOSING** (10 min; 7:55-8:10) **DEPART ROOM BACK TO LARGE MEETING ROOM BY 8:15**

**FINAL GO-ROUND**

**Read this instruction:**

The purpose of this section is to bring your dialogue to a conclusion. You will have up to one minute to respond to the following question:

**What are you taking from what you heard here that you want to continue to think about?** (*Repeat*)

Take a minute to reflect on this question and in a minute I will ask someone to begin – remember you will have up to one minute to answer.

**Begin the go-round after 1 minute.**

*You keep track of time.*

**CONFIDENTIALITY REVIEW AND WRAP UP** (very brief)

**Read:**

We have one final piece of business and that is to review the confidentiality agreement that you made at the beginning of this dialogue. You have all agreed to honor confidentiality, not sharing anything you've heard in a way in which the speaker could be identified (without the speaker's permission.)

Does everybody feel comfortable with this level of confidentiality? [Look around the circle to check.]

Today you may have taken the risks of speaking what's true for you and listening deeply to others. That brings this small group dialogue to an end so let's rejoin the larger group.

**Return to large group (8:20-8:30)**

- **Reflection Questions**

- How many of you were **surprised** by something in tonight's dialogue?
- How many of you were **challenged** by something in the political dialogue?
- How many of you encountered something **unexpected** tonight?
- How many of you felt **hopeful** about something you heard or shared tonight?
- How many of you felt **frustrated**?
- How many of you are **grateful** to live in a community that gives you these kinds of opportunities?
- How many of you are **more likely to engage** in dialogue across differences as a result of tonight's event?
- How many of you are likely to **seek out ways to work together** for a common purpose as a result of tonight's event?

- **Closing Surveys**

**Instructions to Facilitators: Table Discussions Over Lunch**  
**12:15-12:30 p.m.**

**Instructions:** Your task is to help ensure a flow of discussion around a key question related to the Living Wage Report. You will present the question and ask that each participant take 1 minute to reflect on it and then 1 minute to answer. Please keep a handle on time and consider using your phone timer to ensure that each speaker goes for no longer than 1 minute. Please take rough (verbatim is not necessary) notes on the key points raised by each participant; we will collect and compile these. After your table gets through Question 1, if time allows, ask each participant to respond to Question 2 by writing their response on an index card. We will collect those at the end.

**Facilitator Script:**

*Please Take 1 minute to reflect on Question 1 [Read Question 1]; after that we will go around the table and each person will have 1 minute to share their response.*

**QUESTION 1:** As you review the report findings and consider your own experience (work, volunteer, personal, etc.) in Northeastern Pennsylvania, what do you see as the top 2 challenges to attaining economic security?

*[As time allows] Now take 1 minute to respond to Question 2 by writing your response on an index card. We will collect those at the end. [Read Question 2]*

**QUESTION 2:** In considering the different recommendations, what do you see as the 2 most important next steps for us as a community (business, non-profit, government, individuals) to collectively respond to economic insecurity?

**NOTE FOR COMMUNITY LEADER:** On each table there will be one community leaders who contributed to the report who will be tasked with reporting out their table's comments. Please pick one key point to share and as comments go around the room you might be sure to add something that hasn't already been said or if you rather show that it is reinforcing a key point. Please keep to 1 minute – to ensure we can get through to all the tables and leave time for Q&A.

### Questions for Discussion

*The Living Wage Report includes findings and recommendations that involve all facets of our community in helping to foster greater economic security for a greater share of Northeastern Pennsylvanians. Your participation in this discussion will further the work of this study and will inform further community deliberations.*

*Please Take 1 minute to reflect on Question 1 after that we will go around the table and each person will have 1 minute to share their response.*

**QUESTION 1:** In considering the different recommendations, what do you see as the 2 most important next steps for us as a community (business, non-profit, government, individuals) to collectively respond to economic insecurity?

*[As time allows] Now take 1 minute to respond to Question 2 by writing your response on an index card. We will collect those at the end.*

**QUESTION 2:** As you review the report findings and consider your own experience (work, volunteer, personal, etc.) in Northeastern Pennsylvania, what do you see as the top 2 challenges to attaining economic security?

# ***The Porches Project***

Story Gathering with  
The University of Scranton

The University of Scranton is creating a play with the residents of the Hill Section of Scranton. We would like to talk with people who live in the neighborhood, to hear your stories and appreciate your perspective. We would like to invite YOU to be a part of this conversation and help us create this unique play experience!

There are opportunities to be involved at all levels: from sharing your experiences and helping create content to volunteering your home's porch as a location and even performing in the play yourself.

*How do you define home?*

*What does it mean to live in the Hill?*

*What/who do you see from your window?*

*What/who do you wish to see?*

Please let us know if you would like to attend with your kids and we can provide childcare!

Contact us at [theporchesproject@gmail.com](mailto:theporchesproject@gmail.com) for more information and to RSVP.



# Political Dialogues Communication Agreement

*Pause. Think.  
Write. Speak.*

1. **We will speak for ourselves**, from our own experience, using “I statements”, and will allow others to do the same.
2. **We will share honestly and openly** our personal experiences, stories, and values, while knowing we can also “pass for now” if we are not ready or do not wish to respond.
3. **We will listen to understand**, respecting others’ experiences, stories, and values, even and especially when they differ from our own.
4. **We reserve the right to change our minds**, carefully considering reasons and experiences underlying different opinions.
5. **We will respect time frames** and share the airtime to allow all voices to be heard.
6. **We will be present and engaged** in the dialogue, minimizing distractions and interruptions.
7. **We will honor confidentiality** by sharing our learning without sharing the experiences or identities of others.

“Be slow to speak, and only after having first listened quietly, so that you may understand the meaning, leanings, and wishes of those who do speak. Thus you will better know when to speak and when to be silent.”

— ST. IGNATIUS OF LOYOLA:  
TO THE FATHERS ATTENDING  
COUNCIL OF TRENT (1546)  
ON DEALING WITH OTHERS



“It is necessary to suppose that every good Christian is more ready to put a good interpretation on another’s statement than to condemn it as false...if he is in error, he should be corrected with all kindness.”  
— IGNATIAN PRESUPPOSITION

Based on work by non-profit organization **Essential Partners**  
and the writings of **St. Ignatius of Loyola**

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY



**Please register for the Student Political Dialogue on Sept. 17 at 6pm, "Values that Inform your Vote." A Zoom link will be shared with you prior to the event.**

**1. Participant Info:**

Name

Age

Email

Related academic course  
(if applicable)

Gender (optional)

Race/ethnicity (optional)

**2. My political perspectives most closely align with:**

☐

Liberal

☐

Libertarian

☐

Conservative

☐

I'd rather not share

☐

Independent

☐

My political perspectives don't closely align with these options

☐

Green



3. As part of our efforts to better understand the impact of these political dialogue sessions, we are conducting a brief survey. By answering the questions below you are indicating that you freely agree to participate in this research study.

If you have any questions about your rights as a research participant, please contact Dr. Tabbi Miller-Scandle, IRB Administrator, Office of Research and Sponsored Programs, The University of Scranton, 570-941-5824.

Are you willing to complete this brief, 3-question survey?

☐ Yes

☐ No

4. Which of the following best describes your attitude towards people who hold a point of view that is opposite to your own on the topic of who to vote for in the 2020 presidential election?

5. It is a waste of time to engage in political dialogue with people with whom I disagree.

6. Talking politics with people I disagree with is generally

Thank you for completing your registration! Information on the Zoom session to follow!

--

- ☐ Extreme y Negat ve Att tude
- ☐ Very Negat ve Att tude
- ☐ Somewhat Negat ve Att tude
- ☐ Neutra - ne ther pos t ve nor negat ve att tude
- ☐ Somewhat Pos t ve Att tude
- ☐ Very Pos t ve Att tude
- ☐ Extreme y Pos t ve Att tude

☐ Strongly agree

☐ Agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Disagree

☐ Strongly disagree

- ☐ Stressful and frustrating
- ☐ Interesting and informative

[illegible]



	Strongly Agree	Agree	Somewhat Agree	Neither agree nor disagree	Somewhat Disagree	Disagree	Strongly disagree
Using the Ignatian Examen to reflect [before/after] the dialogue made the dialogue more meaningful to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engaging in post-dialogue with people with whom I disagree gives me hope that Americans can find solutions to common problems

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

6. Did you participate in today's dialogue as part of an assignment for a course?

☐ Yes

☐ No

7. How likely is it that you would participate in another dialogue?

☐ Very likely

☐ Likely

☐ Neither likely nor unlikely

☐ Unlikely

☐ Very unlikely

8. The virtual format was an effective way to engage in dialogue

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

9. Is there anything else you would like to add about your experience in the Reflective Structured Dialogue?

# FALL 2020 FACULTY COMMUNITY-BASED LEARNING WORKSHOP

**NOVEMBER 17, 2020, 11:30AM-12:45PM**

*Featuring  
Glynis M. Johns,  
Founder and Executive Director  
Black Scranton Project*

## “Black History (and Future) in Scranton”

Join this interactive workshop to learn about the work of the Black Scranton Project, including why local Black history matters and their plans to create a Black Cultural Center in Scranton. Engage in a conversation about what students, staff and faculty should know about the Black community of Scranton; as you engage in research, teaching, community service, and neighbors, consider how to be effective allies.



Glynis Johns is the founder of Black Scranton Project, a 501(c)3 non-profit organization, local heritage initiative, and public history venture dedicated to archiving and celebrating African American history of Scranton and NEPA. Glynis received her BA and MA in sociology at St. John's University and is also a first-year doctoral student studying 19th and 20th century African American history at Rutgers University. A native Scrantonian, local historian, sociologist, artist, documentarian, and advocate; Glynis spends a lot of time researching Scranton in attempt to piece together narratives of the black community. She is proud to shift local perspectives on culture, inclusion, representation, and history. For Glynis, passions and projects are indistinguishable from each other.

**Register at:**

**<https://www.surveymonkey.com/r/CBLfall2020>**

Co-sponsored by The Office of Community Relations,  
The Office of Community-Based Learning, and  
the College of Arts and Sciences.

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY





**Dear Participants:**

On behalf of Narrative 4 (N4), I am delighted to invite you to our Virtual Story Exchange on **Friday October 2, 2020 at 1PM-3:30PM EST.**

**We will be meeting at the following Zoom link:**

**Join Zoom Meeting**

(b) (4)

**Meeting ID:** (b) (4)

**Narrative 4** is a global nonprofit that harnesses the power of the story exchange to equip and embolden young adults to improve their lives, communities, and the world. N4 is a leader in the fields of empathy and education, using our trademark story exchange to navigate and heal our divided world. Backed by a vast network of artists, educators, and students charged with a mission to cultivate radical empathy, N4's work focuses on the broad, yet intersecting, themes of faith, identity, immigration, violence, and the environment.

**The Goals:** To help expand your knowledge of Narrative 4 and experience the power of N4's core story exchange methodology.

**To Prepare:** Outside of courage and an open mind, the only thing you need to bring is a story from your life that you are willing to share. **Below are prompts from which to choose.** Remember, each of us is made up of countless stories, but during our time together we would like for you to share just **one** story from your life. While typical N4 story exchanges can take place over days & weeks, we ask that, in the interest of time, you limit the story you will share during the workshop to no longer than **5 minutes**.

Prompts:

- Tell a story of a **moment/experience that changed your life.**
- Tell a story of an **embarrassing moment from when you were younger.**
- Tell a story of the **time when you felt despair and eventually found hope.**
- Tell a story of a **powerful, vivid memory.**
- Tell a story about a time **when you realized how much community mattered.**



- Tell a story of a **“first” in your life: first kiss, first travel outside your home country, first day at school, first time you remember crying, etc.**
- Tell an essential story from your life that highlights **a moment when you realized your race and/or identity mattered**. Include as many details as possible, being sure to include how it reveals something about you. Your story can invoke any emotion; joy, pain, embarrassment, love, humor, etc.
- Tell a story about a **meaningful moment you have experienced during the Covid-19 pandemic**. Your story can be anchored in joy, pain, connection, hope, fear...

**Waivers:** Please read & sign the online waiver prior to the training: [bit.ly/N4permission](https://bit.ly/N4permission)

For those of you who would like a little more information on N4, the following are some articles and videos that we use to help define the nature of our work as it pertains to empathy and storytelling.

[http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?\\_r=0](http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?_r=0)  
<http://nymag.com/daily/intelligencer/2016/12/gun-violence-radical-empathy.html>  
[https://www.youtube.com/watch?v=IL\\_EO-FAP3Y&feature=youtu.be](https://www.youtube.com/watch?v=IL_EO-FAP3Y&feature=youtu.be)  
<https://www.youtube.com/watch?v=1Evwgu369Jw>  
<https://vimeo.com/131957439>  
<https://www.them.us/story/queer-bullying-stories>  
<http://Narrative4.com>

Sincerely,

N4 Team





## RESEARCH &amp; RELATED BUDGET - Budget Period 1

□□B Number□□□□□□□□

Expiration □□□□□□□□□□

ORGANIZATIONAL DUNS:

(b) (4)

Enter name of Organization:

The University of Scranton

Budget Type: ☒ Direct☐ Subaward ☐ Consortium

Budget Period: 1

Start Date: 09/01/2021

End Date: 08/31/2022

## A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Cal.	Acad.	Sum.	Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
Ms.	Julie		Cohen		(b) (6)		0.60		(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Hank		Willenbrink	Ph.D.	(b) (6)			0.16	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											
	Jessica		Nolan	Ph.D.	(b) (6)			0.13	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											
	David		Dzurek	Ph.D.	(b) (6)			0.13	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											
	Adam		Pratt	Ph.D.	(b) (6)			0.17	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											
	Patrick		Clark	Ph.D.	(b) (6)			0.15	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											
	Teresa		Grettano	Ph.D.	(b) (6)			0.16	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											
	Matthew		Meyer	Ph.D.	(b) (6)			0.21	(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team/Humanities Scholar											

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

0.00

Total Senior/Key Person

19,607.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	<input type="checkbox"/> Post <input type="checkbox"/> Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Total Number Other Personnel					Total Other Personnel	<input type="text"/>
Total Salary, Wages and Fringe Benefits (A+B)						<input type="text" value="19,607.00"/>	

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file <input type="text"/>	
Total Equipment <input type="text"/>	

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs <input type="checkbox"/> Incl <input type="checkbox"/> Canada <input type="checkbox"/> Mexico and U.S. possessions <input type="checkbox"/>	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition <input type="checkbox"/> Fees <input type="checkbox"/> Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text" value="11,250.00"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs <input type="text" value="11,250.00"/>

F. Other Direct Costs		Funds Requested (\$)
1. Materials and Supplies		4,750.00
2. Publication Costs		3,000.00
3. Consultant Services		50,500.00
4. A Computer Services		
5. Subawards Consortium Contractual Costs		
6. Equipment or Facility Rental User Fees		6,750.00
7. Alterations and Renovations		
8. Speaker Fees		33,500.00
9. Food/Refreshments for Events		13,900.00
10. Tour/Workshop Guide Fees		2,800.00
Total Other Direct Costs		115,200.00

G. Direct Costs	Funds Requested (\$)
Total Direct Costs (A thru F)	146,057.00

#### H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Salary and Wages	44.65	15,082.00	6,734.00
Total Indirect Costs			6,734.00

#### Cognizant Federal Agency

Agency Name C Name and  
C Phone Number

Department of the Navy, Office of Naval Research  
Betty J. Tingle  
(703) 696-7742

I. Total Direct and Indirect Costs	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	152,791.00

J. Fee	Funds Requested (\$)

K. Total Costs and Fee	Funds Requested (\$)
Total Costs and Fee (I + J)	152,791.00

#### L. Budget Justification

Only attach one file

1241-Cohen\_justification\_fin.pdf

Add Attachment

Delete Attachment

View Attachment

## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		19,607.00
<b>Section B, Other Personnel</b>		
Total Number <input type="checkbox"/> ther <input type="checkbox"/> ersonnel		
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		19,607.00
<b>Section C, Equipment</b>		
<b>Section D, Travel</b>		
1. <input type="checkbox"/> omestic		
2. <input type="checkbox"/> oreign		
<b>Section E, Participant/Trainee Support Costs</b>		11,250.00
1. Tuition <input type="checkbox"/> ees <input type="checkbox"/> ealth Insurance		
2. Stipends		
3. Travel	11,250.00	
4. Subsistence		
5. <input type="checkbox"/> ther		
6. Number o <input type="checkbox"/> articipants <input type="checkbox"/> Trainees		
<b>Section F, Other Direct Costs</b>		115,200.00
1. <input type="checkbox"/> aterials and Supplies	4,750.00	
2. <input type="checkbox"/> ublication Costs	3,000.00	
3. Consultant Services	50,500.00	
4. A <input type="checkbox"/> <input type="checkbox"/> omputer Services		
5. Subawards <input type="checkbox"/> Consortium <input type="checkbox"/> Contractual Costs		
6. E <input type="checkbox"/> quipment or <input type="checkbox"/> acility Rental <input type="checkbox"/> User <input type="checkbox"/> ees	6,750.00	
7. Alterations and Renovations		
8. <input type="checkbox"/> ther <input type="checkbox"/>	33,500.00	
9. <input type="checkbox"/> ther <input type="checkbox"/>	13,900.00	
10. <input type="checkbox"/> ther <input type="checkbox"/>	2,800.00	
<b>Section G, Direct Costs (A thru F)</b>		146,057.00
<b>Section H, Indirect Costs</b>		6,734.00
<b>Section I, Total Direct and Indirect Costs (G + H)</b>		152,791.00
<b>Section J, Fee</b>		
<b>Section K, Total Costs and Fee (I + J)</b>		152,791.00

## **Budget Justification**

### **The budget justification**

#### **A. Senior/Key Person**

Julie Schumacher Cohen, Assistant Vice President for Community Engagement and Government Affairs serves as Project Director. 5% of her salary with fringe benefits is (b) (6). Total cost with applicable F&A is (b) (6). As Project Director, Cohen will lead implementation of the project.

#### **B. Other Personnel**

This includes stipends for University of Scranton faculty (humanities scholars in most cases) who are serving on the project team (Clark, Dzurec, Grettano, Meyer, Nolan, Pratt, Willenbrink). The stipends are \$1,500 (with fringe benefits included for University employees). These stipends will support the work of each subcommittee to implement events by theme and will bring humanities and community partner guidance and expertise on particular themes (local history) and across themes, and to foster inclusivity of diverse communities. Total stipend cost is \$18,338 with applicable F&A.

#### **C. Equipment Description**

N/A

#### **D. Travel**

1. Travel costs include costs for car, plane or train domestic travel costs for guests humanities scholars and (Narrative 4 facilitators as needed) and board costs for overnight hotel stay as applicable. This will enable these national scholars to come into conversation with the Scranton project across a range of humanities disciplines and for the facilitators to assist with implementation of a story exchange (theme 5). Proposed travel costs are \$11,250.

#### **E. Participant/Trainee Support Costs**

1. Tuition/Fees/Health Insurance (N/A)
2. Stipends (N/A)
3. Travel (N/A)
4. Subsistence (N/A)
5. Other
  - a. Refreshments – For attendees at events to create an atmosphere conducive to conversation and public participation. Costs vary per person, by type of food (\$7-\$15 per person) and by type of event. Total estimate cost is \$13,900.



## F. Other Direct Costs

1. **Materials and Supplies** – This will involve different printed materials, including posters to advertise/promote events and program agendas and mini-booklets for tours as applicable (\$2,250). In addition, for 25 oral histories we will produce photo presentation boards for public display at events and for community exhibits (\$2,500). These materials will help to communicate the project humanities themes and ideas clearly to the public and ensure a wide audience to participate. Estimated cost is \$4,750.
2. **Publication costs** – Advertising for major events, which is an estimated \$1,000 for well-placed ads in the *Scranton Times Tribune* with a wide readership in Northeastern Pennsylvania to ensure participation and attendance across varied communities. Total cost is \$3,000 to focus on major events and at key points in the project.
3. **Consultant services.** – The following consulting costs achieve project objectives to create new humanities resources, especially of untold or lesser told oral histories, and consulting fees will support project communication and dissemination to promote events and share the oral histories and other project elements (e.g. community mapping, etc.). Total consulting cost is \$50,500, as itemized below.
  - a. Stipends for humanities consultants/community partners (Funke, Johns, McGuigan, Piccini, Savakinas) for a total of \$7,500 (\$1,500 each).
  - b. Consulting fees related to the Oral History Project: Video production and photography (estimated at \$21,000 with 25-30 videos and a combination of some filming taking place in one site and in off-site locations; see proposals/quotes from (b) (4) and (b) (4)); Management of the story collection process for the overall project (See letter and CV from **Jennifer Rhoads**; fee stipulated: (b) (6)) and for outreach and curating of the Black stories (See letter and CV from **Glynis Johns**; fee stipulated: (b) (6)).
  - c. **A web consulting firm** will assist in creating a micro-site within the University's CMS system which will help to disseminate event information and share project humanities content, including oral histories and community mapping (estimated at \$15,000 by University of Scranton Marketing and Communications). The site will contain robust pages for each theme with accompanying resources (including dialogue guides and questions), recordings of events, and connections to our digital collections will be created for the project. This website will increase accessibility to the curated and created humanities resources, improve the program reach to multiple audiences, and provide additional ways for the public to interact with the content and themes of the project.
  - d. **Narrative 4** is providing consulting for theme 5 to curate the writer's panel and to coordinate a story exchange (estimated at \$1,500 to be split by Lee Keylock and Ru Freeman, see letter of commitment).
4. **ADP/Computer Services** – N/A
5. **Subawards/Consortium/Contractual Costs** – N/A
6. **Equipment or Facility Rental/User Fees** - Some venues include rental fees, including the Scranton Cultural Center. Estimated at \$3,000 based on past events, for at least 2 events. Total venue cost is \$6,000. Other rental cost is for bus tour/bus rental (theme 6)

at \$750. Community venues and bus tours ensure that the public will be engaged in broad and participatory ways. Total costs is: \$6,750.

7. **Alterations and Renovations** – N/A

8. **Speaker Fees** – Guest humanities scholars will have varied honoraria related to their being local or national and/or more senior in their career. Honoraria will range from \$500-\$3000. Total honoraria costs for keynotes is \$12,500, panelists is \$21,000; local tour guides or workshop leaders/facilitators (\$300-500) is \$2800. These speaker fees support core project objectives, including to engage national humanities scholars across different disciplines (history, philosophy, religious studies, English/literature) to discuss U.S. history in connection with Scranton history and to explore core founding debates and discussions to enable participants to consider their role in a democratic society. In addition, tour guides, workshop leaders and facilitators will bring humanities themes of local urban and Indigenous history, civic identity and story, into participatory modes. Total speaker fees: \$36,300.