



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-connections>

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

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Humanities Explorations of Rural Poverty and Place: Fostering Narrative Imagination and Civic Curiosity*

Institution: Juniata College

Project Director: Amanda Page and Territa Poole

Grant Program: Humanities Connections Planning Grants

Attachment 1 Project Narrative

Intellectual Rationale. Juniata College in Huntingdon, Pennsylvania, requests funding for an NEH Humanities Connections planning grant for *Humanities Explorations of Rural Poverty and Place: Fostering Narrative Imagination and Civic Curiosity*. In this project, Juniata will complete the planning process for the creation of a Rural Poverty Studies (RPS) secondary emphasis (commonly called a minor) and a companion RPS certificate program for students with other majors and minors. Our ultimate goal is to develop a replicable humanities-focused model program for investigating rural poverty and to help students understand structural economic inequality and its impact on the lives of people living in rural settings. Rural poverty has long been an area of interest at Juniata because we are situated in a region that is home to a large number of rural poor. As a college founded in the Church of the Brethren tradition, Juniata's commitment to educational access is central to our mission to empower students "to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership."

Poverty studies examines the causes of poverty and economic inequality in local, national, and global contexts, with attention to the effects of poverty on economic mobility, healthcare, criminal justice, and access to food, housing, employment, and education. While poverty studies programs are typically interdisciplinary, programs tend to be anchored in social science fields of sociology, public policy, and economics. Our program will center on how the humanities can inspire students' curiosity about the causes and effects of rural poverty to help them imagine and invent ways to make the world a better place.

Historically, urban poverty has dominated the field of study,¹ but in the last 15 years, attention to differences in how poverty manifests itself in the U.S. has increased. Recognized rural poverty scholars Ann Tickamyer, Jennifer Warlick, and Bruce Weber have asked new

¹ Weber, Bruce, et al., "A Critical Review of Rural Poverty Literature: Is There Truly a Rural Effect?" *International Regional Science Review*, vol. 28, no. 4, October 2005, pp. 381-414.

questions about how geographical differences should be approached within poverty studies. In 2018, Pennsylvania State University sociologist Ann Tickamyer called for “continued attention to the diversity of rural people and places and for more research that incorporates both quantitative and qualitative methods in order to better address issues that cannot be completely understood with only one approach.”²

Without attention to the specificity of place, rural poverty may be seen as the same in terms of effects and how residents experience it, regardless of location. Public images of rural poverty in American culture often reduce those living in poverty to stereotypes, which displaces the blame for poverty onto failures of character. Language used to describe the rural poor—“white trash,” “redneck,” “hillbilly”—serves to dehumanize, increasing the marginalization of already disadvantaged people. Because of the ubiquity of this language, images of white poverty dominate, making people of color invisible in public discourse around rural poverty. Poet Frank X. Walker coined the term “Affrilachians” to reassert the African American presence in Appalachia and its culture as a way to combat this invisibility.

Specificity of place and attention to the voices of the rural poor are central to our RPS. Rural poverty in Central PA, where Juniata is located, is not the same as rural poverty in the Black Belt region of Alabama (AL), where we will create a short-term study-away experience. An example of how place impacts the experience of poverty is shown in whether there are businesses, goods, and services accessible to residents in these different geographic regions. Although some areas of Huntingdon County, PA, experience higher levels of poverty as compared to the county and state averages, all residents enjoy proximity to shopping centers and public services. In contrast, residents in Lowndes County, AL, may have to travel nearly 40

² Weber, Bruce. “Fifty Years After The People Left Behind: The Unfinished Challenge of Reducing Rural Poverty.” *Institute of Rural Poverty Focus*, vol. 34, no. 2, October 2018, pp. 3-12.

miles to access the same goods and services. Missing from this quantifiable data are the narratives that humanize the experience of poverty in both places and can help to explain the myths surrounding the presumed causes of poverty. This contrast introduces an opportunity to study and understand the relationship between place and rural poverty that blends a traditional social science approach with exploration through the humanities.

The humanities are well suited to investigating diversity of place within rural America and, with interdisciplinary collaboration, offer a new approach to poverty education. Study in the humanities ranges widely and shares a central commitment to understanding people through textual engagement. Humanities methodology includes interpretation, historical research, archival work, rhetorical analysis, literary theory, and critical thinking. As Tickamyer implies, social science methods in isolation have often flattened the variety of experiences of those living in poverty through emphasis on demographics and policy. In contrast, humanities traditions emphasize the importance of people's lived experience and help us appreciate the limits of objectifying approaches when it comes to understanding complex issues such as poverty. In RPS, faculty from various disciplines will guide students in using humanities methods to better understand current and historical facets of rural poverty. For example, reading working-class literature allows readers to understand how a person's sense of self develops while living in poverty, showing how social class can define identity and perception of the world. Faculty will present students with authentic historical, literary, and philosophical narratives about those living in poverty to inspire students to ask large moral questions. Studying humanities narratives will promote a better understanding of the experiences of poverty, allowing students to see the humanity of those living in poverty, rather than a stereotype.

RPS faculty will take a comparative approach to rural poverty to guide students in

understanding how local contexts change the factors in how poverty is experienced by individuals. For example, Central PA and the AL Black Belt appear to share a similar historical narrative; both places enjoyed a lucrative economic period before the Civil War, and both had thriving railroad- and steel-related industries. When those industries faded, they left behind significant poverty in both places; however, data reveals that poverty in these two rural areas was and continues to be markedly different. Today, AL is tied for the ranking of fifth-poorest state in the country, while PA consistently ranks in the middle of the list (*USDA Economic Development Report*). According to *USA Today*, as of January 2019, Sumter County, one of the counties we intend to visit as part of the study-away experiential learning component of the project, is the poorest county in the entire country. Analysis and interpretation of texts, e.g., *Salvage the Bones* by Jesamyn Ward, will ground study in the narratives of those who have lived inside and outside poverty and prepare students to consider the uneven outcomes of poverty in different places.

As has been the case nationwide, Juniata has experienced a decline in the influence of the humanities, and enrollment declines in the humanities have translated to reduced resources. The College faces financial challenges exacerbated by the coronavirus. An interdisciplinary program such as RPS has the potential to reenergize humanities faculty development and invention while providing new opportunities for research and experiential learning in the humanities. RPS will draw students into humanities majors and will offer faculty a new way to teach humanities content, methods, and mindsets to students in any major. Exposure to the humanities will have a broad impact on students and on their academic perspectives, careers, and civic engagement.

Objectives. RPS planning objectives are to (1) develop an RPS faculty planning committee and larger faculty learning community centered on interdisciplinary teaching and learning and to form work groups of this body to develop specific courses and curricula;

(2) provide an intensive professional development workshop to increase faculty knowledge of interdisciplinary approaches to poverty education pedagogy; (3) fully develop three RPS core courses and at least three elective courses; (4) establish partnerships with local and study-away community partners to support experiential learning; and (5) develop a model for working with community partners in the future.

By comparing the nuances of rural poverty in demographically different areas and cultures, students will explore the variety of experiences and expressions of poverty and achieve learning outcomes through responding to questions of place. For instance, in a community-engaged oral history project, students will grow their understanding of the impact of place on poverty from listening to the stories of community members. To frame knowledge gained from interviews, students will draw upon historical and social science scholarship to provide a larger context to comprehend particular issues. Students will also analyze media, literary, and/or artistic representations of poverty to compare direct accounts of poverty to those in the popular imagination. In this way, they will synthesize their academic study across both humanities and non-humanities disciplines with firsthand accounts of lived experience.

Juniata is located in Northern Appalachia in a state that ranks third in the nation for residents living in rural communities and is home to a large population of rural poor. The population density of Huntingdon County is 52 people per square mile, with a poverty rate of 13.7%.³ Furthermore, 63% of Juniata students come from nearby areas in PA, where many have grown up in an homogenous culture, and the College is primarily a white institution. While 26% of Juniata's students come from economically disadvantaged households, for most, studying economic inequality remains a purely academic encounter. RPS experiential learning will show students the lived reality of poverty, thus expanding their knowledge beyond the intellectual, so

³ <https://www.census.gov/quickfacts/fact/table/huntingdoncountypennsylvania/IPE120218#IPE120218>

that they develop empathy, curiosity, and an openness to new perspectives.

Students will begin their comparative study by delving into the local/regional dynamic of rural poverty, focusing on the history of the East Broad Top Railroad in the Huntingdon region. They will then study how poverty shapes the lives of people in other, more racially diverse communities in the U.S., such as in rural AL. Faculty members will prepare students before they embark on the experiential components to provide them with a broader context when they engage with the communities. Faculty also will guide them in developing humanities habits of thinking as they make this comparative study. Students will develop a stronger sense of historical and cultural context for rural poverty through the process of viewing it with a humanities lens and will gain a deeper understanding for engaged citizenship through their ability to think critically about complex issues, account for the nuances of individual experiences, and develop deeper concern for the lives of others.

Larger Intellectual and Cultural Life at Juniata. RPS aligns with new directions for the humanities at Juniata. The College has a strong record of faculty collaboration as best demonstrated by longstanding requirements for team-taught, interdisciplinary courses as part of general education since 1993. The new general education curriculum, launched in fall 2019, provides faculty with opportunities to transform the role of the humanities, especially important as Juniata is viewed as a “science school” that provides strong preparation for careers in healthcare fields. Our new general education curriculum requires each student to engage in a meaningful way with the diversity of our nation’s cultures. To do this, faculty created more cross-pollination between humanites and non-humanities content. All courses in one general education designation (“Ways of Knowing”) teach different disciplinary approaches to topics and compare one discipline to another. For example, a philosophy course about gender might include a module on

the biological categories of sex. These courses culminate in a “Connections” course based on a topic taught by faculty from different “Ways of Knowing.” History faculty might offer classes on regional labor history informed by collaborations with faculty from economic and political theory or environmental science. RPS will increase interdisciplinary teaching in areas such as environmental science, business/finance, education, sociology, and health sciences.

This approach will increase the number of students taking humanities courses and will offer a sustained summer educational experience for humanities students, thereby expanding opportunities that have traditionally only been available to research students in the sciences at Juniata. The College joined the Shepherd Higher Education Consortium on Poverty in 2017, an organization of 24 institutions encouraging the study of poverty, and sent 19 students to date to participate in Shepherd summer internships across the country. The interest generated by this program clarified Juniata’s commitment to help foster civic curiosity by expanding opportunities for humanities education through the study of poverty.

Inter-institutional Resources. While RPS’s study-away experience will be led by Juniata faculty, we will strengthen existing connections with the University of Alabama and Tuskegee University. The Black Belt region of AL is home to a wealth of resources and educational experiences that document the history of the people who settled there and whose descendants remain, presenting an opportunity to examine poverty through a comparative frame.

Collaborating universities house research collections containing historical artifacts and archives, archaeology resources, and more. Tuskegee University is the site of the George Washington Carver Museum, The Oaks (Booker T. Washington Museum), and the nation’s first Bioethics Center, which is devoted to engaging the sciences, humanities, law, and religious faiths in the exploration of moral issues related to the treatment of underserved people. The Alabama State

Department of Archives and History and the State Museum of Alabama offer rich collections of research materials and gallery collections that help tell the stories of the people of AL and promote understanding of their history. Access to these collections will assist students' archival investigations that parallel study of PA's local history.

Outcomes. Juniata will create the RPS secondary emphasis (minor) and certificate program. The certificate pathway will be designed for students who wish to demonstrate their commitment to better understanding poverty as it applies to their chosen field of study/work. By the end of the planning period, the RPS planning committee, faculty learning community, and faculty working groups will have met collaboratively every month. Faculty will have gained new knowledge of rural poverty studies as a field and new pedagogical strategies through professional development workshops with Dr. Tickamyer. This preparation will lead to three core courses and three interdisciplinary electives successfully submitted and approved by our Departments and Programs Committee. By the end of the planning period, we will have created at least two strong partnerships, one in PA and one in AL, to support our core courses, and we will have developed a model to be applied to future community partnerships. Faculty will seek to achieve student learning outcomes for RPS in alignment with the Association of American Colleges and Universities (AAC&U) value rubrics in the areas of civic engagement in a rural context, cultural agility, knowledge of poverty, systems and identity, and use of interdisciplinary perspectives. (See Attachment 4 for more about the AAC&U value rubrics.)

Faculty participants will develop a plan for interdisciplinary teaching and learning that, once implemented, will reach approximately 40 students per year enrolling in the RPS secondary emphasis or certificate. Because RPS courses will also qualify for general education credits, we estimate that the total students taking an RPS class will be 75–100 annually.

Content and Design. *Interdisciplinary Nature.* Humanities and non-humanities faculty will meet monthly to work on course development in faculty learning communities, an informal structure widely used at Juniata that brings together faculty from different disciplines to discuss program aims, student learning outcomes, and share pedagogical approaches. Working groups will be formed within the faculty learning committee to develop curricula and detailed course plans. For example, the idea for an elective course about environmental justice might lead to collaborations between a faculty chemist who studies water contamination, a historian who studies U.S. discriminatory housing policy, and a literary critic who studies how authors use literature to explore environmental injustice. Students' understanding of the material effects of environmental hazards will be deepened by historical and cultural understanding of how and why certain people are more vulnerable. These collaborations offer opportunities for comparing disciplinary "storylines" by asking how different disciplines narrate the effects of poverty.

Subject Areas, Key Topics, Resources. The first core course, *Stories of Poverty: Introduction to Rural Poverty Studies*, will provide a cultural and social context and framework for studying rural poverty. Faculty will emphasize humanities methodology while preparing the student for future civic engagement and experiential learning. *Stories of Poverty* will introduce students to the ways in which different disciplines tell the story of poverty in the U.S. Team-taught by a humanist and a social scientist, the course will compare evaluative methods used in the social sciences with humanities representations of poverty to shed light on human experience and ethical considerations at the heart of poverty studies. Sample texts include Breathitt's *The People Left Behind: A Report by the President's National Advisory Commission on Rural Poverty*, Faulkner's *As I Lay Dying*, Tickamyer et al.'s *Rural Poverty in the United States*, and Helen Viramontes's *Under the Feet of Jesus*.

The second core course, *Archives in Action*, will link humanities approaches to experiential learning by having students work on a project in the local community. Students will learn about and then use historical archival methods to establish and interpret an archive of local documents to serve Central PA. Through its affiliation with the Huntingdon County History and Heritage Roundtable, faculty from the History department, in collaboration with Juniata's archives and special collections librarian, will partner with the East Broad Top Foundation, dedicated to the preservation of the history of the East Broad Top Railroad, to archive the documents left behind when the line closed in 1956. Students will research the historical, economic, cultural, and environmental impacts of the railway on the region to better provide the context for the documents they will interpret. Sample texts include White's *Railroaded: The Transcontinentals and the Making of Modern America*, Conlogue's *Here and There: Pennsylvania's Working Landscapes*, and source materials at the Huntingdon County Historical Society. In consultation with the Integrated Media Arts and the new Digital Humanities programs, the class will use a variety of media to introduce, interpret, and share archives with the public. This course will be a prototype community engagement experience.

The third core course, *Here and There: Domestic Study Here and Away*, will center on the study-away experience to allow students to obtain social and cultural perspectives on a region of rural poverty outside of PA. Led by Project Director Amanda Page (English) and Associate Director Territa Poole (Psychology), the course will challenge students to explore the ways class, race, culture, and lack of economic resources operate as interrelated systems that impact the growth and wellbeing of these communities. The class will include visits to historical sites and archives before culminating in a community project created in collaboration with local site partners. The class will participate in driving tours of the Black Belt, visit the Birmingham Civil

Rights Institute, and work with materials in the University of Alabama and Tuskegee University archives. Sample texts include Howell's *Raised Up Down Yonder: Growing Up Black in Rural Alabama*, Agee's *Let Us Now Praise Famous Men*, and Bragg's *All Over But the Shoutin'*.

RPS students will keep a reflective journal throughout the program as they progress through all core courses. They will use knowledge gained from their experiential learning placements to create a narrative record to share with the public. Records might include interactive digital projects, podcasts, library displays, or public presentations; all will use storytelling to synthesize and express what they have learned. This model of narrative scholarship uses the best of humanities thinking to engage with a public audience.

RPS courses will address representation, images, power, privilege, and marginalization as related to rural poverty. Faculty from English, History, World Languages, Philosophy, Art History, Psychology, Peace and Conflict Studies, Politics, and Education have participated in preliminary planning conversations and have agreed to serve on the planning committee or the larger faculty learning community. (See Attachment 5 for résumés and Attachment 6 for letters of commitment.) Potential topics for elective courses include literature of poverty, labor in the U.S., rural healthcare issues, and a sociology course on poverty. By way of example, *Literature of Poverty* will consist of a critical examination of literary representations of poverty through American works of fiction and nonfiction, and *Labor in the U.S.* will explore the socio-historical development of U.S. labor systems. These courses will be team-taught by faculty in the History, English, Philosophy, Environmental Science, and Business departments.

Curricular Context. Students most likely to pursue a secondary emphasis in RPS are those majoring in sociology, social work, peace and conflict studies, education, or health occupations. Students interested in Juniata's affiliation with the Shepherd Higher Education

Consortium on Poverty also are likely candidates for the program. RPS's potential reach is greater thanks to curricular overlap with the new general education category, "Self and the World," which includes courses in U.S. diversity and community engagement. "Self and the World" courses are aimed at helping students build capacity for humanities-infused thinking and ethical reflection, a sense of purpose, knowledge of how diversity shapes the American experience, and knowledge about global challenges and cultural diversity. Because RPS will overlap with general education requirements, the project's core courses will run annually, reaching a greater number of students and broadening interest. We will offer electives within RPS on a rotational basis, depending on faculty and/or community partner availability, focusing on student needs and interests. For example, Juniata pre-health professions students, one of our largest groups, will benefit from better understanding of the effects of poverty on future patients, so we plan to create a course combining health sciences and humanities disciplines (e.g., ethics).

Experiential Learning. The first RPS experiential course will begin locally with the East Broad Top (EBT) Foundation. Students will meet with members of the EBT to collaboratively design with local amateur historians an archival project. In preparation, students will read historical scholarship to gain a larger understanding of the impact of the railway on economic development in the U.S. In this context, students will archive the primary documents from the East Broad Top Railroad for preservation. This work will generate questions about the impact of railway development and its loss on the long-term economic and cultural development of our region, which students can explore by using textual research methods, consulting local historians, and interviewing longtime community members.

A model that exists at the College for short-term study-away will be applied to our first short-term study-away RPS location, which will be in the Black Belt of AL, including

Livingston, Tuskegee, and Whitehall. Project leaders will work with partners in AL for comparative community engagement for students' study-away. During the study-away course, student projects will offer opportunities for archival and historical site visits (to museums, monuments, railroads, farms, steel mills, schools, etc.) that will deepen student, faculty, and institutional understanding of the specific context of the partner location and how the history and culture of the place is narrated or expressed in the community.

Planning Steps and Project Activities. In summer 2021, Dr. Page will convene the RPS planning committee, which will meet monthly to oversee the development of the secondary emphasis. The RPS faculty learning community will meet monthly to facilitate interdisciplinary collaborations leading to the creation of the RPS core syllabi and new electives. In fall 2021, Drs. Page and Poole will plan a professional development workshop on pedagogy and issues in the field of rural poverty studies to be delivered by a visiting expert, Dr. Ann Tickamyer. They will submit the RPS curriculum to the Departments and Programs Committee for approval in winter 2022. Drs. Page and Poole will develop partnerships with faculty at institutions in proximity to a domestic study-away location, e.g., the University of Alabama and Tuskegee University, where Dr. Poole has collaborators. They, and Director of Community Engaged Teaching and Learning Dr. Worley, will visit and collaborate with partners to develop the central activities, itinerary, and projects for the study-away experience. An outreach strategy to attract students to RPS will be developed and implemented in spring 2022. RPS faculty will work with Dr. Worley to develop partnerships for experiential learning. While they will design the collaborative experiences with the East Broad Top Foundation and with organizations in AL in advance, we anticipate the first run of both experiences to be pilots. Adapting and responding to the particularities of community partnerships will be a fundamental strategy undergirding

community engagement that honors our commitment to humanities study. If successful, the model developed by faculty through these site comparisons will lead to collaborations with other organizations both locally and in other regions of the country. (See attached Work Plan.)

Collaborative Team. Associate Professor of English Dr. Amanda Page will serve as the RPS project director. She will manage the planning process, including (1) convening the RPS planning committee and broader faculty learning community and overseeing subsequent course-specific work groups that engage in course development; (2) serving as the liaison between faculty and community engagement partners; (3) ensuring data collection for assessment and improvement; and (4) administering the grant. Assistant Professor of Psychology Dr. Territa Poole will serve as the RPS associate project director. She will develop study-away partnerships, help coordinate the study-away site visit, and help facilitate faculty professional development.

Planning Committee. Along with Drs. Page and Poole, the RPS planning committee includes Provost and Professor of Politics Lauren Bowen, Professor of Education Kathleen Biddle, Professor of Religious Studies Susan Prill, Professor of Philosophy Wade Roberts, Professor of History Jim Tuten, Associate Provost for Academic Initiatives and Associate Professor of Business and Economics Wei-Chung Wang, and Director of Community-Engaged Teaching and Learning and Associate Professor of Communication Sarah Worley. Two student representatives will also be selected. This committee represents expertise across humanities and social science disciplines, and each member has a track record for innovation and collaboration. Members of the broader faculty learning community who will contribute to RPS development include representatives from Art History, Chemistry, English, Environmental Sciences and Studies, Health Professions, History, Peace and Conflict Studies, Politics, Psychology, Social Work, Sociology, and Spanish. (See Attachment 6.) We will not actively recruit new members to

the team; however, if faculty express interest in joining, we will welcome them. Dr. Tickamyer will provide consultation to the team. Partnering universities in AL and East Broad Top Communications Manager Lawrence Biemiller will collaborate and serve as resources.

Institutional Context and Resources. Juniata offers 30 humanities majors in 10 disciplines and employs 45 humanities faculty. In 2019–20, 1,204 students (nearly all) enrolled in humanities courses, with approximately 100 humanities courses offered each semester. Campus Technology Services and the Beeghly Library, under direction of Dean of the Library Lisa McDaniels, will support RPS by providing resources. Other departments that will provide support include Campus Ministry, Digital Media Studio, and Equity, Diversity, and Inclusion.

Evaluation. Progress toward the project’s objectives will be monitored by assessment specialist Dr. Kathryn Westcott, a professor of psychology at Juniata. She will collaborate with Drs. Page and Poole to develop specific learning objectives for the professional development workshop(s). Participants’ knowledge of and comfort level in using poverty education and team teaching pedagogies will be assessed pre-to-post workshop(s). The course syllabi developed for the RPS courses will be independently reviewed by Dr. Westcott for inclusion of materials and activities aligned with the objectives of the RPS secondary emphasis and certificate. To create a model of best practices in community engagement, a timeline for and detailed records of the establishment of these connections, learning activities, and plans for model sharing will be maintained. Project stakeholders will meet monthly to identify areas for improvement. Meeting notes will guide the development and ongoing evaluation of the model.

Attachment 2 Work Plan

Juniata College - Work Plan

***Humanities Explorations of Rural Poverty and Place:
Fostering Narrative Imagination and Civic Curiosity***

Responsible Personnel

Project Director, Amanda Page, PhD
 Associate Director, Territa Poole, PhD
 Administration Representative, Provost Lauren Bowen, PhD
 Members of the Faculty Learning Community
 Director, Community-Engaged Learning, Sarah Worley, PhD
 Project Assessment Specialist, Kathy Westcott, PhD

| Planning Activity | Responsible Personnel | Summer 2021 (May-Jul) | Fall 2021 (Aug-Oct) | Winter 2021-22 (Nov-Jan) | Spring 2022 (Feb-Apr) |
|--|---|----------------------------------|--------------------------------|-------------------------------------|----------------------------------|
| Planning Committee Meetings (monthly) | Project Director, Amanda Page | X | X | X | X |
| Recruit faculty for participation in RPS | Project Director, Amanda Page | X | X | | |
| Ongoing Faculty Learning Community meetings to develop collaborations and syllabi in the core interdisciplinary courses and in electives (monthly) | Project Director, Amanda Page and members of the Faculty Learning Community | | X | X | X |
| Develop partnerships with institutions at domestic study away location | Associate Director, Territa Poole | X | X | X | X |
| Site visit to facilitate study away partnerships in Alabama | Project Director Page and Associate Director Poole, Provost Lauren Bowen, and Director of | | X | | |

| | | | | | |
|--|--|----------|----------|----------|----------|
| | Community-Engaged Learning Sarah Worley | | | | |
| Develop central activities, projects, and visits with site partners | Project Director Page and Associate Director Poole | | X | | |
| Recruit Huntingdon-area community partners (local) for core classes | Project Director Page, Director of Community-Engaged Learning Worley and representatives of the Faculty Learning Community | X | X | | |
| Facilitate collaboration between community partners in Huntingdon and Faculty Learning Community to plan core course activities | Project Director Page and Director of Community-Engaged Learning Worley | | X | X | |
| Send collaborative core courses, certificate, & secondary emphasis curriculum to Departments and Program Committee for review and approval | Project Director Page | | | X | |
| Design poverty & pedagogy professional development workshop with visiting expert, Ann Tickamyer | Project Director Page and Associate Director Poole | | X | | |
| Deliver collaborative teaching professional development workshop to RPS faculty learning community with visiting expert | Project Director Page | | | X | |
| Begin to design outreach strategy to attract students to the secondary emphasis | Project Director Page and the Faculty Learning Community | | | X | X |
| Gather data for assessment of project outcomes | Project Assessment Specialist, Kathy Westcott | | | | X |

| | | | | | |
|--|---|--|--|--|----------|
| Survey members of the Planning Team and Learning Community to give feedback on the process | Project Assessment Specialist Westcott | | | | X |
| Complete a plan for sustainability going forward | Project Director Page and Associate Director Poole | | | | X |
| Write summary report of the project to the Juniata administration and the NEH | Project Director Page, Associate Director Poole, and Project Assessment Specialist Westcott | | | | X |

Attachment 3 Readings and Resources

Juniata College – Readings and Resources *Humanities Explorations of Rural Poverty and Place: Fostering Narrative Imagination and Civic Curiosity*

Storytelling about Poverty as Empathy-Building

- Agee, James. *Let Us Now Praise Famous Men*. Houghton Mifflin, 1941.
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Frameworks and Perspectives for Studying Poverty

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- Sen, Amartya. *Development as Freedom*. Knopf, 1999.
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Attachment 4 Relevant Research or Data

Juniata College – Relevant Research or Data ***Humanities Explorations of Rural Poverty and Place:*** ***Fostering Narrative Imagination and Civic Curiosity***

Adapted from VALUE rubrics from the Association of American Colleges and Universities (AAC&U) and “Delivering 21st Century Skills” from the Association of Public & Land-Grant Universities (APLU)

The development of a Rural Poverty Studies secondary emphasis and certificate program has been informed by learning outcomes created by Association of American Colleges and Universities (AAC&U) and Association of Public & Land-Grant Universities (APLU). RPS will support the following learning outcomes:

- Civic Engagement (in Rural Context): Ability to evaluate and discuss what responsibility we as individuals and as a society have to become civically engaged in general, and in rural communities in particular.
- Cultural Agility: Ability to work with people from other places, other cultures, and with widely different perspectives to contextualize information to understand people and things.
- Knowledge (of Poverty): Understanding of root causes of lingering poverty.
- Systems and Identity: Understanding of how institutions, systems, and structures of social life contribute to the social, cultural, and economic identity of a community.
- Interdisciplinary: Ability to apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex social problems using interdisciplinary perspectives independently or with others.

According to the AAC&U:

“The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning...The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.”

In “Delivering 21st Century Skills”, the APLU stresses:

“Colleges and universities have been tasked with educating a more diverse population of students while fostering innovation to meet the individual and societal needs of the 21st century workforce...leaders of institutions of higher education will need to move beyond the traditional measures of teaching and learning and redesign their curricular and co-curricular offerings to include cognitive, technical, human, and social competencies...

As institutions of higher education adapt to the new conditions, their way of working with their partners and stakeholders will require similar rethinking and reorganizing. This will range from...solving community problems by engaging learners, to creating meaningful learn and earn opportunities...

Meeting the needs of the 21st century workforce means that institutions of higher education face another point in their evolution and must find ways to move from their siloed approaches into campuswide efforts necessary for success...”