



## 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 Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/program/humanities-initiatives-colleges-and-universities>

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: *Embedding Place-Based Humanities in the Curriculum*

Institution: St. John Fisher College

Project Director: Deborah Uman

Grant Program: Humanities Initiatives at Colleges and Universities

## **Project Narrative: Embedding Place-Based Humanities in the Curriculum**

**Intellectual rationale.** In the winter of 2018, two St. John Fisher College (SJFC) students vandalized one of the 13 statues of Frederick Douglass erected in Rochester, NY to celebrate the 200<sup>th</sup> anniversary of Douglass' birth. This action sent shockwaves throughout the SJFC community, compelling students, staff, faculty, and administration to reflect deeply on the history of racism that shapes our region and our institution and to renew our efforts to address regional inequities. More recently in July 2020, an additional commemorative statue of Douglass statue was torn from its base by an unknown perpetrator, reminding us that racism is still very much present in Rochester. *Place-based humanities* offers an attractive new approach for understanding and contextualizing these disconcerting events and allows us to examine the common thread that weaves through Rochester's past, present, and future.

With NEH grant funds, SJFC proposes to establish four new First-Year Learning Communities designed by humanities faculty from philosophy, English, American studies, interdisciplinary studies, and history; and up to 14 additional new humanities courses that focus on the rich history and culture of Rochester and further faculty and students' understanding of place-based humanities and the region in which they live. Annual Summer Symposia will be offered to faculty to share resources for integrating place-based humanities and community-engaged pedagogy effectively into their courses. A series of lectures given by community leaders and humanists will complement the aforementioned activities, helping to foster awareness of the power of place. The objectives for this Place-Based Humanities Initiative (PBHI) are threefold: 1) to create spaces for critical conversation around race focused on place-based humanistic texts, while promoting interest in the humanities; 2) to embed the teaching of place-based humanities in curriculum; and 3) to disseminate a place-based humanities pedagogy with other faculty at SJFC and beyond. The project promotes a "deeper understanding of American history and culture," advancing the NEH's "A More Perfect Union" Initiative. Dr. Deborah Uman, Professor and Chair of the English Department, will serve as project director.

We define place-based humanities as an interdisciplinary humanistic inquiry that focuses on the interconnection of geography; local history; community; and cultural, social, and personal identity (Resor, 2010; Ball and Lai, 2006; Creswell, 2014). A place-conscious curriculum engages students in new conversations and narratives about place and the people who live or have lived there (Thomson, 2006), while strengthening their connection to their own community (Resor, 2010). It encourages us to ask the question “where?” and “why there?” (Resor, 2010). In the words of Tim Cresswell, author of the book Place: An Introduction, a place-based perspective provides an alternate lens for “seeing, knowing, and understanding the world” and helps us to reflect on how “place is used in the construction of ideas about who and what belong where and when” (2014). While place-based pedagogy has been championed primarily by faculty in the social sciences, the materials they examine, such as “local texts, artifacts and performances” (Bali and Lai, 2006) are those of the humanities disciplines. A humanistic approach to place-based education, which uses multi-dimensional inquiry that includes close reading, can change the way we interpret these materials.

Rochester has been the site of some of the critical intellectual American ideas of the 19<sup>th</sup> and 20<sup>th</sup> century—from abolitionism to women’s rights, from invention to innovation. While home to many writers and thinkers, including most notably Frederick Douglass and Susan B. Anthony, Rochester’s significance plays but a small part in scholarly understanding of these iconic figures. For example, while Rochester is arguably the place where Douglass found freedom, as a writer, an entrepreneur, and a father, the city’s important role in his life does not figure prominently in biographical accounts. Drawing on the work of Anthony and Douglass and others who have called Rochester home, the PBHI will connect the lives of these important figures with contemporary issues of diversity, citizenship, and community engagement. This Initiative will help broaden perspective and improve communication skills among SJFC students, who self-identified that they feel uncomfortable working in groups or talking to people different from themselves

(National Survey of Student Engagement data of SJFC graduates). Embedding themes of diversity and place within the first-year experience allows students to grow in their understanding and empathy.

The first semester for SJFC students is built around the concept of Learning Communities (LCs). Each LC comprises two linked courses with a strong focus on composition and writing, introducing all first-year students to a series of ideas and questions and the analytical methodologies of humanistic fields. In fall 2020, SJFC is introducing a new Core curriculum, including a revitalized LC program to launch students into four years of scaffolded learning around the all-college learning outcomes: from diversity to communication and writing to civic engagement and citizenship. The topics of the LCs are varied, ranging from race and gender in popular media, to sustainability, to sports in society. Each LC helps students examine these topics through the close reading of cultural artifacts and develop their analytical and communication abilities. For the proposed project, eight humanities faculty (see content and activities section for details) will design four LCs that will explore the following themes through a place-based lens: 1) Rochester monuments and memory; 2) Rochester's refugee communities; 3) segregation in 20<sup>th</sup>-century Rochester; and 4) Rochester's indigenous traditions and the natural world.

***Intended audience.*** The proposed Initiative places a special emphasis on engaging incoming freshmen in the humanities through a culturally relevant and place-specific lens, and creates a special emphasis on meeting the needs of SJFC students. The majority of SJFC students come from Rochester and the 150-mile radius surrounding the College and most remain in the region after graduation. The PBHI is designed to capture the interest of these local students, celebrating the contributions of current and past Rochesterians, while revealing the city's history of exclusion and injustice.

***The importance of the topic.*** The recent events surrounding the killings of George Floyd, Breonna Taylor, and Ahmaud Arbery have once again reminded us of the enormous toll taken by systemic racism in this country. Rochester is no exception. As a result of decades of government-sponsored housing discrimination, Monroe County is one of the most segregated counties in the United States, with the city of

Rochester showing an unacceptably high concentration of poverty. The disparities between school spending and student performance in the Rochester City School District and in the nearby suburbs are stark (Murphy, 2019 and 2020). SJFC is fondly known as Rochester's College; to fulfill this role it must address these inequities head-on, through curricular development and by fostering community partnerships. Humanities disciplines stem from the desire to ask big, important questions and place-based humanities requires that we see ourselves as active participants in our communities. As explained by Victoria Martinez, "utilizing the history, culture, traditions, and environment in which people reside" leads to the acknowledgement of historical trauma and oppression and allows people finally to deal with this history and understand its impact on their lives and communities (2019). For Martinez, place-based learning "is a practice that informs, inspires, empowers and initiates healing."

***How the project will improve the quality of humanities teaching and learning at your institution.***

The four new LCs will use the methodology of place-based humanities to introduce incoming freshmen to college-level skills of analysis and critical thinking through local topics that resonate with our regional student body. Place-based education "facilitates the creation of engaged students, better future citizens, improved communities, awareness of preserving the natural environment, and higher academic achievement" (Resor, 2010) and thus this initiative supports a principle learning outcome in SJFC's new Core. By integrating this approach into the first courses in the Core, we can, from the beginning, demonstrate the value of the humanities "in shaping our sense of self and community, including our civic responsibilities," and see students build on this approach throughout their college career (Meagher, 2012).

The collaborative and interdisciplinary design of the PBHI will introduce humanities faculty to a methodology that enriches their pedagogy, leading to the creation of several new place-based humanities courses. Strategies for teaching with place-based humanities can include mapping subscribers to Douglass' *North Star* newspaper, analyzing the murals created by local artist Shawn Dunwoody, and examining local efforts to preserve the environment. While place-based pedagogy has been dominant in

the social sciences, integrating these practices into the humanities disciplines is relatively new. Many of the faculty who will be developing the new LCs are already moving their scholarship in this direction. For example, Dr. Carolyn Vacca, Professor of History and the Monroe County Historian, has been researching how Rochester contributed to Douglass's experiences as a free man, a father, business man, and mentor. American Studies professor Dr. Mark Rice is currently exploring how African-American communities in Rochester that were once vibrant spaces have been erased, by comparing a *1939 directory of African-American businesses* and digitized copies of the *Green Book* with Google Street View *photographs*. Dr. Barbara Lowe recently organized a traveling feminist pragmatist colloquium that acknowledged, explored, and reflected on historically significant places in Rochester and the surrounding region, emphasizing the value of public philosophy in promoting the understanding of our past for the purpose of addressing our future, especially as it relates to contemporary social justice issues. The proposed Summer Symposium will provide humanities faculty with a common theoretical approach to use in their teaching and scholarship. The interdisciplinary nature of the LCs offers a dynamic laboratory to explore how abstract thoughts and ideas arise from particular people living in particular circumstances.

We have also seen our students' interest in the humanities grow because of their LC experience. We expect to see a similar pattern within place-based LCs that listen to and empower locals and re-privilege "place(s) in education through dialogical creation of a pedagogical focus that is meaningful enough to pique students' interest and to draw them toward increasingly critical considerations of "the common good" (Ball and Lai, 2006). Students are receiving powerful messages that the humanities are a waste of time, a field of study only for the privileged few who can afford to study an "impractical" discipline. Data confirm the opposite; students who major in the humanities are prepared for the complex world into which they graduate and are successful in their careers, but these facts are often lost in public discourse (American Academy of Arts and Sciences' *Humanities Indicator*). Although LCs at SJFC often include courses taught by humanities faculty, the emphasis has been more on topic than approach. With the new LCs, the faculty

will explicitly incorporate the artifacts of the humanities into their courses by examining works of art, literature, philosophy and history, highlighting the ways in which humanities instruction is both illuminating and relevant to students' lives. Whether or not they choose a major in a humanities discipline, students with a strong humanities background will develop their critical thinking and writing skills, preparing them to ask and answer the complex questions so critical in every discipline and profession.

**Content and activities.** Our project begins with a six-week (16 hours total) Summer Symposium for faculty teaching in the newly designed place-based LCs (see work plan for details). Faculty will read and discuss recent publications on place-based humanities, such as Eric L. Ball and Alice Lai's "Place-Based Pedagogy for the Arts and Humanities," and Sharon Meagher's "Place-Based Reflection as a Foundation for Civic Engagement." The group will also study Rochester's history, by meeting with local historians and reading primary and secondary historical documents, including letters written by Douglass and Anthony. Dr. Seanna Kerrigan, co-author of *Assessing Service-Learning and Civic Engagement: Principles and Techniques*, will work with faculty over two half days (eight hours total) on developing an assessment plan for community-engaged pedagogy. Finally, faculty will work together to identify essential course components that impact course design and teaching strategies.

Taught by eight humanities faculty, the following new place-based humanities LCs will be offered to freshmen in the fall semester allowing them to explore Rochester through the lens of the humanities and share the history of their own city as they know and live it:

1) **Rochester monuments and memory**, taught by Drs. Jill Swiencicki (English) and Barbara Lowe (philosophy): Students will use philosophical and rhetorical analysis to examine the history and racial tension that surround the Frederick Douglass statues, the Nathaniel Rochester monument, and Freedom Hill, a nearby site believed to be the final stop of the Underground Railroad. Students will read Douglass' letters along with philosophical and rhetorical texts by Jane Addams, Ibrahim X. Kendi, and Beverly Tatum.

2) **Rochester's refugee communities**, taught by Drs. Jennifer Rossi (American studies) and Jeboroja Singh (interdisciplinary studies): Students will examine the role of cultural, historical and environmental factors that contribute to flight from one's home country and resettlement in America, learning about the role of place by interacting with select refugee communities and local support services. Through reading works by writers such as Paul Loeb, Howard Zinn, and Desmond Tutu and participating in community-engaged learning, students will expand their understanding of cultural humility and meaningful citizenship.

3) **Segregation in 20<sup>th</sup>-century Rochester**, taught by Drs. Carolyn Vacca (history) and Mark Rice (American studies): Through an exploration of the emergence and ongoing impact of race-based economic, educational, and housing segregation in Rochester through the middle and late 20<sup>th</sup> century, students will use Rochester as a lens through which national trends can be more fully understood. Students will engage with interactive websites such as *Fault Lines* and *Mapping Inequality* and read materials by historians including Laura Warren Hill, Dana Miller and Richard Rothstein.

4) **Rochester's indigenous traditions and the natural world**, taught by Drs. Rob Ruehl (philosophy) and Deborah Uman (English): Students will reframe Rochester as a city that is built on native land and emerged within the traditional Haudenosaunee region, and juxtapose indigenous philosophies such as those by John Mohawk and Chief Oren Lyons with the eco-humanist writings of authors such as Wendell Barry, Aldo Leopold, and Terry Tempest Williams.

Building on the knowledge gleaned from the Summer Symposium, the above faculty will deepen the humanistic emphasis of their course designs and integrate place-based methodologies. Complementing the redesigned LCs, SJFC will host community leaders and humanists from Rochester who will lead monthly conversations on the cultural, intellectual and natural history of the areas (see work plan). Students in the four place-based LCs will attend the talks and discuss their relevance in the context of their LC classes.

Faculty who created the new LCs will lead faculty development workshops for other LC faculty (spring 2022) and for all faculty in a convocation session (January 2022). Convocation at SJFC offers robust and



well-attended programming delivered by faculty and staff from across the college. Faculty and staff choose sessions to attend, often encouraged to learn about the work of their colleagues. The eight faculty involved in the first year of this grant are respected campus leaders who will actively encourage colleagues to attend their session and to consider adopting a place-based humanities approach in their courses. During the session, faculty will be explicitly asked to participate in the project and the PBHI faculty and/or the Dean of the School Arts and Sciences will follow up with them. Up to seven new faculty members will be invited to attend the Summer Symposium each year in June/July 2022 and June/July 2023 and create new courses with a place-based lens. Up to 14 additional courses that adopt a place-based humanities approach will be developed and offered during the grant period. The courses will range from first-year level to senior level and will include a variety of humanities disciplines.

**Project personnel.** With the support of Dr. Ann Marie Fallon, Dean of the School of Arts and Sciences, Dr. Deborah Uman, Professor and Chair of English, will serve as Project Director. She will develop and implement the PBHI and teach in one of the newly designed LCs. Additional faculty who will be designing and teaching in the LCs include: Dr. Jennifer Rossi, Associate Professor of American Studies; Dr. Rob Ruehl, Visiting Assistant Professor of Philosophy; Dr. Jill Swiencicki, Associate Professor of English; Dr. Jaboroja Singh, Visiting Assistant Professor of Interdisciplinary Studies; Dr. Barbara Lowe, Associate Professor of Philosophy, Dr. Mark Rice, Professor of American Studies; and Dr. Carolyn Vacca, Professor of History and Monroe County Historian. Up to 14 other humanities faculty (TBD) will participate in future iterations of the Summer Symposium and integrate a place-based approach in their courses (seven faculty per year). Dr. Uman will organize the Summer Symposium, which will feature sessions with Dr. Seanna Kerrigan, co-author of *Assessing Service-Learning and Civic Engagement*; Dr. Carolyn Vacca, who will provide a local historian perspective; and Erin Barry, Director of the Institute for Civic and Community Engagement at SJFC, who will discuss best practices for cultivating community partnerships. Guest lectures for the fall speaker series will include community leaders such as Calvin Eaton, director of the

educational nonprofit, 540WMain; Alison Meyers, Executive Director of the local non-profit Writers and Books; David Shakes, Artistic Director of *The North Star Players*; and Deborah Hughes, Director of the Susan B. Anthony Museum and House (see letters of commitment). [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Institutional context.** SJFC, an independent, higher education institution, offers programs in traditional academic disciplines as well as more directly career-oriented fields. The College is guided by its liberal arts tradition and Catholic heritage, as expressed in the motto of its founders: “teach me goodness, discipline, and knowledge.” Since its founding in 1948, the humanities have been central to the Core curriculum, which was originally grounded in philosophy and religious studies; today our new Core maintains a strong grounding in the humanities but across a variety of disciplines. The Core is focused on asking the big questions that guide the humanities: “What does it mean to be human? How do we collectively address climate change? How do we address social inequality?” All undergraduate students experience the humanities in the Core from first-year LCs to senior capstones. SJFC serves 262 and 233 students majoring and minoring in the humanities respectively and has 43 full-time humanities faculty members.

**Institutional resources.** The Dean of the School of Arts and Sciences, the Assistant Dean of Administration and Assessment, and the faculty advisory group that oversees the implementation of the College Core will support faculty development and/or the assessment efforts for this project. Erin Barry, Director of the Institute for Civic and Community Engagement, who fosters community partnerships and organizes student service hours and projects in the community, will offer guidance for working with community organizations. Dr. Jennifer Rossi, an LC faculty member who also facilitates SJFC’s Sustained Dialogue initiative designed to engage students in meaningful dialogue about intercultural issues of race, class, and other forms of diversity, will provide guidance for leading difficult conversations with students.

**Follow-up and dissemination.** SJFC will use course assessment data to shape future faculty development opportunities for LC faculty, which will be led by Dr. Uman. Additionally, Dr. Uman and the participating faculty will present on the PBHI at SJFC's January Convocation to recruit other humanities faculty to integrate a place-based perspective in their courses. Select participating faculty will submit a proposal to present on the PBHI at the National Humanities Conference hosted by the Federation of State Humanities Councils; the National Humanities Alliance conference; and the Seneca Falls Dialogues (SFD), a regional and place-based conference that seeks to reactivate the civic spirit that led to the creation of the Declaration of Sentiments in 1848. Drs. Uman and Swiencicki serve on the organizing committee for SFD and Dr. Uman is also co-editor of the conference's associated journal. The SFD organizing committee brings together faculty and community members from almost a dozen area universities and organizations and can serve both as a model and a launch pad for the creation of a regional consortium of faculty interested in implementing place-based humanities instructions at their own institutions.

**Evaluation.** Using pre- and post-semester surveys and reflection assignments in courses that embed the place-based model, we will analyze students' knowledge of and interest in Rochester, their ability to explain how racism has affected their communities, and their articulation of the connection between humanities and civic engagement. At the end of the summer symposium, faculty will complete a retrospective qualitative survey, designed by Dr. Uman in collaboration with Dr. Kerrigan, in order to evaluate faculty knowledge and interest in applying place-based humanities in their courses. After a newly developed course has been taught, participating faculty will be asked to think about their place-based humanities teaching experience and detail any pedagogical shifts, by submitting a written reflection. We will also track how many non-LC humanities courses are created to include place-based perspective during the grant period, demonstrating a pedagogical shift in teaching the humanities at SJFC. Finally, we will track the number of students who participated in a place-based humanities LC who choose to enroll in additional humanities courses or major or minor in the humanities.

## Attachment 2: Work Plan

PD = Dr. Deborah Uman; Dean = Dr. Ann Marie Fallon, School of Arts and Sciences

<b>Objective 1:</b> To create spaces for critical conversation around race focused on place-based humanistic texts, while promoting interest in the humanities	
<b>Key stakeholders:</b> PD; Dean; Assistant Dean of Administration and Assessment; seven participating humanities Learning Community (LC) faculty: Drs. Jill Swiencicki, Barbara Lowe, Jennifer Rossi, Jebaroja Singh, Carolyn Vacca, Mark Rice, and Robert Ruehl; 14 other humanities faculty (seven TBD in year 2 and seven TBD in year 3); community leaders (e.g., David Shakes, Artistic Director of The North Star Players; Calvin Eaton, Director of 540WMain; Alison Meyers, and Deborah Hughes, Director of the Susan B. Anthony Museum and House)	
<b>Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Students demonstrate an understanding of the sociocultural, historical, and political underpinnings of inequality and injustice from a place-based perspective, as evidenced through pre- and post-semester surveys, written reflections, and other assignments.</li> <li>• Students demonstrate the ability to draw connections between course content and lived experience, as evidenced through pre- and post-semester surveys, written reflections, and other assignments.</li> <li>• Students participating in the place-based humanities LC courses enroll in additional humanities courses or major or minor in the humanities during the grant period as tracked by the Assistant Dean for Administration and Assessment.</li> </ul>	
<b>Activities for Implementation</b>	<b>Timeline</b>
Participating faculty offer LCs informed by place-based humanities to SJFC students.	September-December annually
Participating faculty offer newly developed humanities Core courses informed by place-based humanities to SJFC students.	Fall 2022, Spring 2023, Fall 2023
Community leaders and humanists deliver monthly guest lectures for students and faculty.	September-December annually

<b>Objective 2:</b> To embed the teaching of place-based humanities in curriculum	
<b>Key stakeholders:</b> PD; Dean; seven participating humanities LC faculty (Drs. Jill Swiencicki, Barbara Lowe, Jennifer Rossi, Jebaroja Singh, Carolyn Vacca, Mark Rice, and Robert Ruehl); 14 other humanities faculty (seven TBD in year 2 and seven TBD in year 3); Erin Barry, Director of the Institute for Civic and Community Engagement; Seanna Kerrigan (assessment expert); community leaders (e.g., David Shakes, Artistic Director of The North Start Players; Calvin Eaton, Director of 540WMain; Alison Meyers, and Deborah Hughes, Director of the Susan B. Anthony Museum and House)	
<b>Outcomes:</b>	
<ul style="list-style-type: none"> <li>• Essential course components for a place-based humanities course are identified.</li> <li>• Based on post-Symposium retrospective qualitative surveys:</li> </ul>	

<ul style="list-style-type: none"> <li>• Faculty demonstrate increased knowledge on how to embed place-based humanities into their Learning Community (LC) curriculum or humanities core course (fall/spring 2022 and fall 2023).</li> <li>• Faculty demonstrate increased confidence in applying place-based humanities in their courses.</li> <li>• Faculty successfully develop a LC or other humanities core course syllabus informed by place-based humanities and appropriate assessment tools (surveys and reflection assignments).</li> <li>• Faculty deliver their new courses to SJFC students.</li> </ul>	
<b>Activities for Implementation</b>	<b>Timeline</b>
<p>PD to organize and lead the place-based humanities Summer Symposium, with consultation from the Dean, Erin Barry, and Dr. Kerrigan.</p> <ul style="list-style-type: none"> <li>• Confirm speakers (dates), readings, and activities</li> <li>• Develop retrospective qualitative survey that will be distributed to participating faculty at the end of the Summer Symposium</li> </ul>	September-May each year
<p>Six-week, place-based humanities symposium offered to seven faculty members who will be redesigning their LCs or existing humanities course:</p> <ul style="list-style-type: none"> <li>• <u>Week 1 (2 hours)</u>: Introduction to place-based humanities; literature review <ul style="list-style-type: none"> <li>• “Place-Based Reflection as a Foundation for Civic Engagement” by Sharon Meagher, Association of American Colleges &amp; Universities</li> <li>• “Place-Based Pedagogy for the Arts and Humanities” by Eric L. Ball and Alice Lai</li> <li>• Selections from <i>Interdisciplinary approaches to pedagogy and place-based education: from abstract to the quotidian</i>, edited by Shannon Deric and Jeffery name missing here?</li> <li>• “Place-Based Education: Does it Improve 21<sup>st</sup> Century Skills?” by Zahra Kafi</li> </ul> </li> <li>• <u>Weeks 2-3 (4 hours)</u>: History of Rochester with one community leader (e.g., Carvin Eison), Erin Barry, and Dr. Carolyn Vacca focused on historical figures including: <ul style="list-style-type: none"> <li>• Frederick Douglass</li> <li>• Susan B. Anthony</li> <li>• Hester Jeffries</li> <li>• George Eastman</li> </ul> </li> <li>• <u>Weeks 4-5 (8 hours)</u>: Measuring impact (includes a two-day session presented by Dr. Kerrigan) <ul style="list-style-type: none"> <li>• <i>Assessing Service-Learning and Civic Engagement</i> (Gelmon, Holland, Spring, Kerrigan, and Spring, 2018)</li> <li>• <i>From Outcomes-based Assessment to Learner-Centered Education</i> (Driscoll &amp; Wood, 2007).</li> </ul> </li> </ul>	Annually June/July (total of 16 hours of professional development)

<ul style="list-style-type: none"> <li>• <u>Week 6 (2 hours)</u>: Faculty identify essential course components place-based humanities and design the syllabus for their new LCs or new humanities course and share them with the group for feedback and discussion In summer 2021, the following LCs will be designed for implementation in fall 2021:*</li> <li>• LC #1: Rochester monuments and memory (Drs. Swiencicki and Lowe)</li> <li>• LC #2: Rochester’s refugee communities (Drs. Rossi and Singh)</li> <li>• LC #3: Segregation in twentieth-century Rochester (Drs. Vacca and Rice)</li> <li>• LC #4: Rochester’s indigenous traditions and the natural world (Drs. Ruehl and Uman)</li> </ul> <p>*Note that SJFC faculty members traditionally develop their LC courses in the summer for implementation in the fall so that their syllabi contains current issues for students to explore.</p> <ul style="list-style-type: none"> <li>• Retrospective qualitative survey is administered to participating faculty and results are analyzed</li> </ul>	
<p>Four newly designed LCs are delivered by eight faculty serving approximately 88 undergraduate students</p>	<p>First iteration in fall 2021. Subsequent offerings in fall 2022 and 2023.</p>
<p>Participating faculty submit a written reflection on their place-based humanities teaching experience, detailing any pedagogical shifts and the impact on their scholarly research (e.g., expansion of scholarship around place-based humanities).</p>	<p>At the end of each semester after a new course is taught</p>
<p>Recruit humanities faculty (through SJFC convocation session) to attend Summer Symposium and embed place-based humanities in one of their core courses</p>	<p>January 2022 and 2023</p>
<p>PD and participating LC faculty to highlight the place-based humanities approach in professional development session for other LC faculty</p>	<p>Spring 2022</p>
<p>Up to 14 newly designed humanities core courses (non-LC) are delivered by up to 14 faculty serving 200-300 students.</p>	<p>Fall and spring 2023 Fall 2024</p>

<p><b>Objective 3:</b> Disseminate place-based humanities pedagogy with other faculty at SJFC and beyond</p>
<p><b>Key stakeholders:</b> PD; Dean; seven participating humanities LC faculty (Drs. Jill Swiencicki, Barbara Lowe, Jennifer Rossi, Jebaroja Singh, Carolyn Vacca, Mark Rice, and Robert Ruehl), up to 14 other humanities faculty (TBD), and humanities faculty at other higher education institutions.</p>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Select participating faculty produce scholarship (e.g., conference papers, articles, and essays) on embedding placed-based humanities in their courses</li> <li>• 14 faculty are recruited to participate in subsequent offerings of the place-base Summer Symposium (7 in summer 2022 and 7 in summer 2023)</li> </ul>

<b>Activities for Implementation</b>	<b>Timeline</b>
Participating LC faculty present the place-based humanities model to peers during LC faculty development sessions held in the spring and at convocation held at SJFC.	Spring 2022 January 2022 (convocation)
Participating faculty prepare and submit conference papers, articles, and essays about embedding place-based humanities in their courses, including the LCs. <u>Sample conferences include:</u> National Humanities Conference hosted by the Federation of State Humanities Councils, the National Humanities Alliance, and the Seneca Falls Dialogues (SFD). Drs. Uman and Swiencicki serve on the organization committee for the SFD and Dr. Uman is the co-editor of the conference’s associated journal.	February 2023- January 2024 (final year of grant)

### Attachment 3: Reading List

#### Readings and References for Summer Symposium

- Ball, Eric L. and Alice Lai, "Place-Based Pedagogy for the Arts and Humanities," *Pedagogy* 6.2 (Spring 2006): 261-62.
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### Attachment 7: Institutional Profile

The institutional overview for St. John Fisher College is provided below:

Number of instructional faculty	Full-time: 230 Part-time: 210 Total:440
Student faculty ratio	11:1
Number of departments	23 (undergraduate departments)
Bachelor's degrees conferred in 2018-2019	680
Master's degrees conferred in 2018-2019	239
Doctoral degrees conferred in 2018-2019	126
Associate's degrees as a percentage of total degrees awarded	Not applicable
Graduate programs	12 programs (business, nursing, education, mental health counseling, nursing, and pharmacy)
Student enrollments*	Undergraduate full/part-time: 2,665 Masters full/part-time: 532 Research doctorate full/part-time: 127 Practice doctorate full/part-time: 301 Continuing Education: 22 TOTAL: 3,647
First Generation College Students*	18%
Pell-eligible students*	26%
Student demographics by ethnicity (all students)*	American Indian/Alaskan Native: 0.3% Asian: 4% Black Non-Hispanic: 5.6% Hawaiian/Pacific Islander: 0% Two or More Races: 1.7% White: 81% Unknown/not reported: 2.7%

\*Reflects fall 2019 census figures

# **Guidelines for Writing-Intensive Learning Community Courses**

## **SJFC First Year Program**

*(Revised May 2015)*

Writing-intensive learning community courses (WI LCs) invite students to generate, understand, and convey central concepts in their LC courses through writing. The courses that make up each WI LC share the responsibility of engaging students in writing, using *writing-to learn strategies* in order to enhance course content and to develop *academic literacy*.

### **Academic Literacy**

Instructors of WI LCs help students gain academic literacy by assisting students in developing skills that approximate scholarly membership in particular communities while offering transferable skills that may then be applied to other classes, other disciplines, and other contexts beyond academia. In WI LCs students and faculty, together, build the habit of thinking, understanding, and communicating through writing and to do so beyond any one particular genre, course, or assignment.

### **Writing-to-Learn Strategies**

Effective writing-to-learn assignments grapple with, apply, and make content knowledge. Through writing students learn to interrogate the course topic and material and, ideally, to do so in conversation with one's own thoughts and/or the thoughts, concepts, and/or views of others. Writing-to-learn strategies can be both *low stakes* and *high stakes* in nature.

### **Low Stake and High Stake Writing**

Low-stakes writing is writing that helps students make sense of the academic conversation featured in the course through assignments that are either not graded, graded only for completion, and often informal in nature. High-stakes is often graded or otherwise weighted into the instructor's evaluation of the student work and the quality of the work submitted has an impact on the student's course grade. Low stakes writing is often used in service of the process of the high-stakes writing. In other words, low-stakes writing often scaffolds the high-stakes writing, making the high-stakes writing process less onerous, more thoughtful, carefully produced, and peer supported. For example, free-writes, summaries or written responses to readings or documentaries that are ungraded or graded only for completion could be shaped into drafts which could later be revised and developed through several iterations to produce carefully crafted analysis and arguments.

### **Formative and Summative Feedback**

Feedback offered to the student should be both formative (comments which lead to productive revision) as well as summative (comments regarding end-of-project assessment). The goal is to offer feedback that is formative in nature as students scaffold toward a finished/refined product, encouraging students to view their writing (and thinking and understanding) as always "in-process."

## Pragmatics & Parameters for WI LC courses

While the particulars of each course requirements within an individual LC will appropriately vary from LC to LC and course to course, all Writing Intensive LC courses should include the following:

- A mixture of low stakes and high stakes writing, with students engaged in some in class writing in most if not all class meetings. [BOTH]
- Approximately three papers in each class (or equivalent), totaling 15-20 pages per course of formalized (papers or similar) written papers, as defined by the particular professor. [BOTH]
- Writing should be distributed throughout the course rather than concentrated in a particular task (term paper) or one particular project. [BOTH]
- Revision of written work should be threaded throughout each course, offering students a chance to revise based on formative feedback received from the professor and/or peers. [BOTH]
- Each WI LC course instructor should hold at least one conference with each student. In this conference, the instructor should provide feedback toward the revision of a written assignment. [BOTH]
- All WI LCs should offer practice and formative (peer and/or instructor) feedback and, as needed, instruction on summarizing other author's work, **including particulars of arguments offered in the work(s) and rhetorical analysis (understanding that the context of a text influences the author's choices) of various genres (e.g. webpages, magazine articles and/or advertisements, newspapers, government documents, and academic documents of various forms).** (Definition: **Rhetorical Analysis** involves asking the following type of questions about a text: **Who is the audience? What is the purpose of the writing? Why was the format chosen rather than another format? What is the author trying to do or wanting the reader to do? etc.)** [DIVIDED between COURSES in the LC]
- Formative feedback (individualized or whole group) is best driven by needs identified in the work of individual writers. Areas of formative feedback may include such topics as: summary, analysis, synthesis, organization, rhetorical awareness (audience, voice, purpose, etc.), paragraphing, thesis generation and refinement, synthesizing and engaging multiple voices/perspectives, blending quotation and/or paraphrasing into an argument, discussion of evidence and/or support and how to incorporate these into an argument, and basics of academic writing in the particular disciplines of your individual LC courses. [BOTH]
- A substantial portion of each student's grade should be based on the writing which they produce, including assessment of both process and product. [BOTH]