



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 Humanities Initiatives at Community Colleges application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

for instructions. 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: Community College Humanities Education and Local Engagement

Institution: J. Sargeant Reynolds Community College

Project Director: Jane Rosecrans

Grant Program: Humanities Initiatives at Community Colleges

National Endowment for the Humanities  
Humanities Initiatives at Community Colleges

Project Director:  
Professor Jane E. Rosecrans, PhD, English

Co-Director:  
Professor Stephen Brandon, PhD, English

Reynolds Community College

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## SUMMARY

Jane Rosecrans and Stephen Brandon

Reynolds Community College proposes a 36-month interdisciplinary humanities project entitled *Transforming Community College Humanities Education through Local Engagement*. The proposed project would strengthen teaching in community college humanities courses by developing best practices for fostering relationships with and incorporating resources from local historic sites, art museums, cultural institutions, and religious organizations. A Project Director and Co-Director and 10 Faculty Fellows in history, literature, art, humanities, and religion will work collaboratively throughout the project to help each other develop and share local humanities resources, interdisciplinary approaches, assignments, and content--all aimed at strengthening humanities instruction, content, and transforming the engagement between students, faculty, and the local community. Fellows will work with local Scholars, who will present seminars on Richmond history (including women's and African-American history), local art, literature, culture, and religion followed by visits to local organizations and institutions. Representatives from these project partners will work closely with the faculty Fellows to help them incorporate local site holdings and resources into their courses, and the Scholars will later consult with Fellows to conduct onsite and digital research.

Year 1 will focus on *faculty development* centered on a series of seminars and local site visits in the following areas – public history, African-American history, women's history, art, literature, and religion, culminating in an in-depth presentation by and visit to the Library of Virginia for purposes of digital and on-site research in the development of humanities courses. All faculty members will participate in all seminars and on-site visits regardless of their discipline in an effort to create interdisciplinary humanities courses and a faculty learning community that learns from and collaborates with one another.

Year 2 of the grant will focus on the *application* of year 1 faculty development as Faculty Fellows consult with Year 1 Scholars in order to incorporate seminar and on-site visit materials into their courses. Year 2 will focus on a series of course development and pedagogical workshops with the Scholars as they work collaboratively with the faculty Fellows to develop interdisciplinary materials curated from what they have learned about local art, history, culture, and religion.

Year 3 of this project will focus on *implementation, outreach, and sustainability* as faculty teach newly revised humanities courses and reach out to colleagues at Reynolds and throughout the Virginia Community College System. In addition, the grant will support student entrance fees into local sites. This final year of the grant will also focus on efforts to sustain this project into the future through other initiatives at the college – learning communities, a new Honors Program which requires student engagement and independent research, and an Open Educational Resources Initiative, which encourages the use of research and digital databases to replace course textbooks.

## NARRATIVE

**Intellectual Rationale:** Eric L. Ball and Alice Lai persuasively argue that place-based inquiry “listens to the locals by paying close attention to local students’ interests and by examining texts, artifacts, and performances of local cultural production.” Ball and Lai focus on the four-year college or university’s “ethos of placelessness” in which students are taught to belong in a universal and global world of ideas and markets.<sup>1</sup> The community college, however, does not orient its students in the same way. By definition, community colleges exist in a liminal space--a space defined by a productive, always present tension between the local and particular and the universal world of ideas. By choice, most of our graduates remain in our community for their education and most will remain once they graduate and enter the workforce. Our mission is to help students define their place within both the world of ideas and the local community.

The mission of community colleges is to engage local colleges with their communities, and this is largely accomplished through local workforce development, transfer to local four-year institutions, and connections to local employers who are the intended source for the future employment of its graduates. This NEH project, however, will engage the local community in an entirely new way, by working with art, historical, religious, and cultural institutions to develop long-term partnerships in which such institutions are able to make their services, programs, and materials available to local college faculty and students. This project will help students engage our local community in ways that are far-reaching and long-term. In addition, we believe place-based inquiry and the linkages we will make through this project between humanities courses and our project partners will influence students’ relationship to course

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<sup>1</sup> Ball, Eric L. and Alice Lai. “Place-Based Pedagogy for the Arts and Humanities.” *Pedagogy* 6.2 (2006) 261-287. <https://muse.jhu.edu/journals/pedagogy/v006/6.2ball.html>.

material, which will be both multidisciplinary and experiential. Previous research indicates that place-based inquiry can significantly increase student engagement and understanding of content.<sup>2</sup>

This NEH grant offers an opportunity to explore how humanities instruction in community colleges can best be informed and improved by connecting to local cultural and historical resources through place-based inquiry. Our emphasis will be on American history, art, religion, and culture by accessing it locally. This means that some materials may be part of local resources that focus on national historical events and people (such as the American Art collection at the Virginia Museum of Fine Arts). Other materials may be rooted in Richmond's local history and culture (such as local site visits and collections of the Valentine Museum, American Civil War Museum, and the Edgar Allan Poe Museum. The Richmond area is rich with historical and cultural institutions. As an original colony of Britain, Richmond is home to numerous historic sites including Shockoe Bottom, which dates to 1737, and Jackson Ward, which became known as the "Black Wall Street of America" following the Civil War. Richmond served as the capitol of the Confederacy and numerous Civil War sites and monuments are spread throughout the city. Richmond is also home to a vibrant art community. The Virginia Museum of Fine Arts, which opened in 1936, offers a surprising level of quality exhibits for a smaller museum and Virginia Commonwealth University's arts and design program was ranked #1 among public institutions by *U.S. News and World Report*.<sup>3</sup> Richmond writers, from Edgar Allan Poe to contemporary accounts of race and history in Kristen Green's *Something Must Be Done about Prince Edward County* and Bert Ashe's *Twisted: My Dreadlock Chronicle*, are an

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<sup>2</sup> Norman, Emma S. "Taking the Frog's Eye View: How Place---Based Education and Talking Circles Foster Student Retention, Academic Achievement, and Life---long Learning." *Mellon Tribal College Journal*. 2014. 1:1. 4.

<sup>3</sup> "Best Fine Arts Schools." *U.S. News and World Report*. <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-fine-arts-schools>

important feature of the city. Finally, the city's religious history is significant. From passage of the *Virginia Statute for Religious Freedom* (enacted into law in 1786) to a new multi-religious, multi-ethnic city presence, the diverse religious traditions located in Richmond not only sustain their own distinctive religious cultures, they also are active contributors to the public culture of the Richmond community. Through this grant, we intend to embrace the city's historical, cultural, literary, and religious traditions and treasures as we seek to build partnerships and transform the teaching of community college humanities.

The question is how do we create and sustain partnerships with local humanities resources and cultural institutions? How do we best create a space for community college faculty to explore the benefits and challenges inherent in place-based humanities instruction? How do we promote student engagement through rigorous courses in humanities curriculum which is at once heavily invested in the local cultural landscape; improves engagement, retention, and success; and is transferable to four-year institutions for the maximum number of students? Through this grant, we expect to answer these questions, and, in the process, to create a model for similar programs at community colleges across the country.

**Content and Design:** *Transforming Community College Humanities Education through Local Engagement* is designed to develop humanities courses over three years. Year 1 will begin in May 2016 with a *Colloquium* in which the Project Director and Co-Director and all 10 Faculty Fellows will gather for a half-day colloquia to understand the project and to begin discussing and reading material relevant to its overall focus and purpose. In early summer, faculty will join the annual Torch Lit Walk on the Trail of Enslaved Africans as an introduction to on-site visits. This walk occurs every June and attempts to convey the path enslaved Africans would have taken once they docked in Richmond and were led to boats and the auction block. This

experience will provide a foundation upon which faculty can build as they think about ways in which local history and *lived experiences* can play an important role in their courses.

In the fall of 2016, we will begin a series of events and site visits (Table 2). There will be a total of 5 seminars, a Richmond Writers Symposium, and presentations on research at the Library of Virginia, the Valentine Museum, and the Virginia Historical Society. One event will take place each month from September through December and February through April. In the fall, seminars will focus on public history, local religion, art, and African-American history. In the spring, a fourth seminar will focus on women's history, which will be followed by a Richmond Writers Symposium and presentations on collaborative and independent research on material and digital holdings at three historic institutions. Site visits will follow seminars in order to emphasize the value of knowledge as it relates to place.

Year 2 will begin in the fall of 2017 and will focus on workshops in which Fellows will begin to synthesize and develop course materials based on first year learning experiences with help from the visiting Scholars. Six workshops are planned – in Richmond history, African-American history, women's history, art, religion, and literature – three per semester (in September, October, November, February, March, and April). Faculty will also conduct collaborative and independent research at the those sites with significant digital and material collections – The Library of Virginia, the Valentine Museum, the Virginia Historical Society, the American Civil War Museum, and the Virginia Museum of Fine Arts. In consultation with our visiting Scholars and educators from local institutions, Fellows will explore ways to use the collections of our project partners in their humanities courses. At the end of year 2, faculty will have reimagined their humanities course and incorporated resources from our project partners. They will have developed a comprehensive set of digital artifacts from local historical, art,

religious, literary, and cultural sites to be incorporated into an online site developed expressly for the purpose of this grant.

Year 3 will begin in the fall of 2018 as Fellows begin teaching their newly designed humanities courses. Faculty will begin using the materials they have curated and developed for their courses and students will begin making site visits with paid entry to local museums and historic sites and visits to religious organizations. Year 3 will also focus on research as we work with the Office of Institutional Effectiveness to evaluate the effect of local engagement on student learning. Year 3 will focus on outreach as Fellows make presentations within the college at our annual Professional Development Day in May. The Project Directors and Fellows will also present the ongoing work of this project at the annual New Horizons conference (the annual VCCS gathering) that will take place in April 2019 in order to share project activities, outcomes, and plans for the future with colleagues within the VCCS.

A colloquium will occur at the end of each academic year every year of the grant (Table 2). The colloquia are an important part of this grant as it will be here that Fellows process each year's reading, discussion, participation in site visits, and teaching. We will also explore larger questions of history and culture – What is the connection between history and memory? How do narration and other accounts of history frame how we understand the past? In what ways do contemporary cultural questions determine how we understand our history? How do objects of material culture reflect our understanding of history and of place? How do we *see* art in our more visually complex contemporary society? In what ways does “art” vie for attention amongst numerous other cultural productions? How do we understand religious pluralism within a changing American culture? How does history affect our encounters with the emergence of new religious identities? How do we make sense of new religious groups in our local communities

based on national and global questions? In what ways are questions in the humanities asked and answered and how will local resources help us explore these larger questions? These questions will be discussed as we engage the promise and challenge of incorporating historical and cultural artifacts into the teaching of humanities courses.

**Project Personnel:** *Faculty:* **Jane Rosecrans, PhD, Project Director**, will provide academic leadership and manage all aspects of the grant. Dr. Rosecrans is a Professor of English whose teaching focuses on American literature, creative writing, and English composition. She has extensive experience incorporating a variety of humanities approaches to her literature and creative writing courses, many of which were developed as a result of her participation in three NEH Summer Workshops for community college faculty. She was also one of 7 faculty members who participated in the sub-award Reynolds received through the University of Virginia's NEH Bridging Cultures grant entitled "Understanding the Non-West: Strengthening Global Humanities Courses in Virginia's Community Colleges." She recently earned a second Master's in Theological Studies from Union Presbyterian Seminary and, as a result, also teaches religion courses at the college. Dr. Rosecrans has experience coordinating and managing grants, most recently a \$42,000 grant from the VCCS to support the Reynolds OER Initiative. **Stephen Brandon, PhD, Co-Director**, will serve as project mentor and will assist the Project Director. Dr. Brandon is a Professor of English, who has extensive experience working with learning communities and incorporating local historical resources into his courses. Dr. Brandon will work with Dr. Rosecrans on the intellectual framework of the project and will offer administrative support. Six faculty members have agreed to participate in this project as Fellows: **Jason Sampson, PhD**, Assistant Professor of History; **Josh Watson**, Instructor in English; **Karen Steele**, Senior Adjunct Instructor in Art; **Carolyn Quenstedt**, Senior Adjunct

Instructor in History; **Daniel Fehner**, Adjunct Instructor in Humanities; and **Monica James**, Adjunct Instructor in Art. Another four humanities faculty members will be recruited prior to the start of the grant in the areas of literature, music, philosophy, and history, for a total of 10 faculty Fellows.

*Scholars, Moderators, and Lead Presenters:* **Dr. Daniel M. Roberts, Jr.**, Associate Professor of Liberal Arts and History at the University of Richmond, will open the seminar series with a discussion of public history. **Dr. David G. Bromley**, Professor of Religious Studies and Sociology in the School of World Studies at Virginia Commonwealth University, will provide a contemporary overview of religion in the Richmond area based on the World Religions in Richmond Project. **Dr. Elizabeth O’Leary**, Art Historian and former associate curator of American Art at the Virginia Museum of Fine Arts will provide an overview of works related to American history and culture in the American Art collection at the VMFA. **Elvatrice Belsches**, Historical Researcher, Lecturer and Author, will present the fourth seminar on the history of African-Americans in Richmond. **Dr. Sandy Treadway**, Librarian of Virginia and Executive Director of the Library of Virginia, will present a seminar on local women’s history. **Katherine Herndon**, Executive Director, James River Writers, will facilitate a half-day symposium on Richmond writers as part of the grant. **Adrienne Robertson**, Education and Program Coordinator, Public Services and Outreach, Library of Virginia, will lead the final presentation on the digital and on-site holdings of the library.

**Institutional Context:** Reynolds has a strong commitment to professional development for faculty and staff. The college operates a full-time Center for Faculty Engagement, which oversees faculty learning communities and provides faculty training. Every May, the college offers a Professional Development Day where faculty offer sessions on a variety of academic

initiatives and teaching strategies. The work of this grant will give faculty new experiences exploring questions related to the humanities, which they will then share through all of the professional development opportunities the college makes available.

Reynolds has undertaken several long-term projects in recent years that provide a nurturing environment for this project. First, the college has developed faculty learning communities to offer opportunities for faculty collaboration on central themes. Through the Reynolds OER Initiative, instituted in 2014, faculty have received stipends through Virginia Community College System grants to develop course materials to replace textbooks. This NEH grant will help us make greater use of OER materials outside the college through on-site and digital materials accessible through our project partners. All of our project partners currently make available or are developing digital archives in local history, the arts, literature, and culture. Finally, the Faculty Research Symposium, held annually, offers an opportunity for faculty to share their own research into questions related to their disciplines.

The college also displays a strong commitment to student engagement through numerous opportunities. The Multicultural Enrichment Council sponsors *Around the World with Books* and *Around the World with Movies* in order to showcase international film and a wide variety of books and presentations by their authors to both faculty and students. The college recently instituted an Honors Program in which honors courses are required to focus on critical thinking, interdisciplinary learning, student engagement, and independent student research. All four of these areas will be addressed by our project. This grant will enable the college to provide greater student engagement in humanities courses as they work with course materials outside the classroom and relate course materials to the local community.

**Follow-up and Dissemination:** This project offers the college the opportunity to improve the teaching of the humanities at Reynolds Community College and the work of this grant will continue once grant funding has ended. We will establish a Faculty Learning Community through the College's Center for Faculty Engagement and to invite new faculty members to join us as we continue to build local partnerships and develop humanities resources for other courses, including courses in the sciences and professions. In addition, we will develop an online Reynolds site linked to the college's OER page to include all of the resources we curate and develop for use by both faculty and students at the college. Finally, we will present the work of this grant as a model for other community colleges at the Community College Humanities Association National Conference in fall of 2019 after the grant is completed.

**Evaluation:** The evaluation of this project will occur on several levels based on a specific set of goals. The overall goal of the project is to improve the teaching of humanities courses and student engagement in those courses.

### YEAR 1

#### **Goal 1: To enrich humanities courses through content-based seminars**

Assessment: In April 2017, faculty Fellows will complete a short survey in which they will indicate the degree to which they believe the seminars will enrich their courses.

#### **Goal 2: To develop relationships with project partners**

Assessment: In April 2017, the project Director and Co-Director will complete an evaluation of all seminars. In addition, a short survey will be administered to project partners to assess the degree to which a substantial and sustainable working relationship has been established.

### YEAR 2

#### **Goal 1: To improve the teaching of humanities courses**

Assessment: In April 2018, faculty Fellows will present an overview of their improved courses to their colleagues, who will in turn offer feedback.

### YEAR 3

#### **Goal 1: To increase student engagement and success**

Assessment: The Office of Institutional Effectiveness will provide student success data (a grade of C or better) for the humanities courses of Fellows for the 2017-18 (without sites visits and the incorporation of material from the seminars) and 2018-2019 Academic Years (when site visits and material from the seminars has been added). Student success data from both sets of courses will be compared to determine the degree to which student success has been affected. OIE will also develop a student survey to determine how students evaluate the use of local resources from our project partners in their courses.

#### **Goal 2: To evaluate the effectiveness of incorporating site visits and materials into humanities courses for the purposes of revision and refinement.**

Assessment: Both faculty and students will be surveyed at the end of the spring 2018 semester in order to determine the effectiveness of local site materials and visits into humanities courses.

#### **Goal 3: To determine the quality and effectiveness of this project as wells as ways of developing the project into a model for use by other community colleges.**

Assessment: A final colloquium in year 3 will close the project as the directors and Fellows discuss the results of the project and develop a plan to share our work with other community colleges in the state and around the country through conference presentations and publications.

**Table 1. Work Plan**

<b>Summer 2015</b>	
Revise Grant for final submission to NEH and submit grant to Development Office for review	Project Director, Co-Director, Grants Administrator, Vice President of Academics, Financial Operations
<b>Spring 2016</b>	
Discuss details of individual Seminars with Scholars	Project Director, Scholars
Plan Colloquia and summer activities for Fellows	Project Director, Co-Director
<b>YEAR 1: 2016-2017</b>	
<b>May 2016</b>	
Faculty Colloquia #1	Project Director, Co-Director, Fellows
<b>June 2016</b>	
Torch Lit Walk on the Trail of Enslaved Africans	Project Director, Co-Director, Fellows, Representatives from the Elegba Folklore Society
<b>September 2016</b>	
Seminar 1: Public History	Daniel M. Roberts, Project Director, Co-Director, Fellows
Site Visit: American Civil War Museum	Project Director, Co-Director, Fellows, Representative from the ACWM
Site Visit: Valentine Museum	Project Director, Co-Director, Fellows, Representative from Valentine Museum
<b>October 2016</b>	
Seminar 2: Local Religion	David Bromley, Project Director, Co-Director, Fellows
Site Visit: First Freedom Center	Project Director, Co-Director, Fellows, Representative from FFC
Site Visit: Religious Place of Worship TBD	Project Director, Co-Director, Fellows, Representative from Place of Worship
<b>November 2016</b>	
Seminar 3: Local Art	Elizabeth O'Leary, Project Director, Co-Director, Fellows
Site Visit: Virginia Museum of Fine Arts	Project Director, Co-Director, Fellows, Representative from VMFA
<b>December 2016</b>	
Seminar 4: Local African-American History	Elvatrice Belsches, Project Director, Co-Director, Fellows
Site Visit: Bus Tour of Richmond's African-American History	Elvatrice Belsches, Project Director, Co-Director, Fellows
<b>February 2017</b>	
Seminar 5: Local Women's History	Sandy Treadway, Project Director, Co-Director, Fellows

Site Visit: Maggie Walker House	Project Director, Co-Director, Fellows, Representatives from MWH
Site Visit: Dooley Mansion	Project Director, Co-Director, Fellows, Representatives from DM
<b>March 2017</b>	
Seminar 6: Richmond Writers Symposium	Katherine Herndon, 4 Richmond Writers, Project Director, Co-Director, Fellows
Site Visit: Poe Museum	Project Director, Co-Director, Fellows, Representatives from the PM
<b>April 2017</b>	
Seminar 7: Independent and Collaborative Research	Adrienne Robertson (Library of Virginia), Project Director, Co-Director, Fellows
Site Visit: Valentine Museum	Project Director, Co-Director, Fellows, Representatives from the VM
Site Visit: Virginia Historical Society	Project Director, Co-Director, Fellows, Representatives from the VHS
Colloquium #2	Project Director, Co-Director, Fellows
<b>Summer 2017</b>	
Additional, Optional Site Visits Planned	Project Director, Co-Director, Fellows
<b>YEAR 2: 2017-2018</b>	
<b>September 2017</b>	
Workshop 1: Public History	Dan Roberts, Project Director, Co-Director, Fellows
<b>October 2017</b>	
Workshop 2: Local Religion	David Bromley, Project Director, Co-Director, Fellows
<b>November 2017</b>	
Workshop 3: Local Art	TBD, Project Director, Co-Director, Fellows
<b>February 2018</b>	
Workshop 4: Local African-American History	Elvatrice Belsches, Project Director, Co-Director, Fellows
<b>March 2018</b>	
Workshop 5: Local Women's History	Sandy Treadway, Project Director, Co-Director, Fellows
<b>April 2018</b>	
Workshop 6: Richmond Writers	Katherine Herndon, Project Director, Co-Director, Fellows
Colloquium #3	Project Director, Co-Director, Fellows
<b>YEAR 3: 2018-2019</b>	
<b>September 2018</b>	
Fellows Meet to discuss upcoming site visits with students	Project Director, Co-Director, Fellows
<b>October 2018</b>	
Site Visit with Students: VMFA	Project Director, Co-Director, Fellows, Students

<b>November 2018</b>	
Site Visit with Students: Bus Tour of Richmond's African-American History	Elvatrice Belsches, Project Director, Co-Director, Fellows, Students
Community College Humanities Association Southern Regional Conference	Project Director, Co-Director, Fellows
Meeting to discuss ongoing grant activities and course development	Project Director, Co-Director, Fellows
<b>January 2019</b>	
Meet with Office of Institutional Effectiveness to develop student, faculty, project partner surveys	Project Director, OIE
<b>February 2019</b>	
Fellows Meet to discuss upcoming site visits with students	Project Director, Co-Director, Fellows
Site Visit with Students	Project Director, Co-Director, Fellows, Students
<b>March 2019</b>	
Site Visit with Students	Project Director, Co-Director, Fellows, Students
<b>April 2019</b>	
Presentation at New Horizons	Project Director, Co-Director, Fellows
Closing Colloquium #4	Project Director, Co-Director, Fellows
<b>May 2019</b>	
Presentation at Reynolds Professional Development Day	Project Director, Co-Director, Fellows
<b>POST-GRANT</b>	
<b>November 2019</b>	
Presentation at Community College Humanities Association National Conference	Project Director, Co-Director, Fellows

**Table 2. Schedule of Activities and Readings**

<i>Colloquium #1</i>	
<b>Readings</b>	“The Engaged Humanities: Principles and Practices for Public Scholarship and Teaching” by Gregory Jay; and <i>Into the Field: A Guide to Locally-Focused Teaching</i> by Clare Walker Leslie, John Tallmadge, and Tom Wessels.
<b>Description:</b> This colloquium, in <b>May 2016</b> , will introduce faculty Fellows to the overall goals of the grant and to introduce them to place-based inquiry and ways in which locally-focused teaching will innovate and energize humanities courses.	
<i>Seminar 1: Public History</i>	
<b>External Scholar</b>	<b>Daniel M. Roberts, Jr., Associate Professor of Liberal Arts and History at the University of Richmond</b> and executive producer and host of the award-winning radio series, <i>A Moment in Time</i> . He has also been a guest contributor and columnist for <i>Education Week</i> , <i>USA Today</i> , the Scripps-Howard Papers and Media General’s <i>Richmond Times Dispatch</i> .
<b>Description:</b> This seminar in <b>September 2016</b> will introduce Faculty Fellows to public history and the role it can play in humanities courses. Public history is deeply rooted in the areas of historic preservation, archival science, oral history, museum curatorship, and other related fields. Some of the most common settings for the practice of public history are museums, libraries, historic homes and historic sites, parks, battlefields, archives, film and television companies, and all levels of government.	
<b>Key Questions</b>	What is the value of public history to college education? How can public history strengthen humanities courses? In what ways can public history produce a stronger engagement between students and humanities courses?
<b>Reading</b>	Kyvig, David and Myron Marty, <i>Nearby History: Exploring the Past Around You</i>
<b>Site Visit 1</b>	American Civil War Museum, which includes the White House of the Confederacy and the Tredegar Iron Works
<b>Site Visit 2</b>	The Valentine Museum, whose holdings include Richmond newspapers and historic, political, religious, business, and cultural materials from Richmond’s history
<i>Seminar 2: Local Religion</i>	
<b>External Scholar</b>	<b>David G. Bromley, Professor of Religious Studies and Sociology in the School of World Studies at Virginia Commonwealth University.</b> Dr. Bromley is author or editor of over twenty books, mostly in the areas of religion and religious movements, with a primary interest in contemporary religious movements. He has also developed the World Religions in Richmond Project, an online resource that identifies and profiles the diverse array of religious traditions present in the Richmond, Virginia metropolitan area.
<b>Description:</b> This seminar in <b>October 2016</b> will provide an overview of contemporary religion in the Richmond area based on the World Religions in Richmond Project. This session will educate participants on the arrival of new religious groups to Richmond, including Muslims, Buddhists, and Hindus.	
<b>Key Questions</b>	How can our understanding of religious groups new to our area strengthen our understanding of our students? What role can local religious sites, including places of worship, play in non-religious courses?

<b>Readings</b>	Jensen, M.H., “Cultivating a Sense of Place in Religious Studies” Estey, K., “The Place of Place-Based Pedagogy in Teaching Religion” Eck, Diana, <i>A New Religious America: How a "Christian Country" Has Become the World's Most Religiously Diverse Nation</i> Jeff Wilson, <i>Dixie Dharma: Inside a Buddhist Temple in the American South</i>
<b>Site Visit</b>	The First Freedom Center (part of the Valentine Museum) will introduce Fellow to the early history of religious freedom in the Commonwealth, emphasizing the Thomas Jefferson’s Bill for Establishing Religious Freedom, signed into law in 1786 by the state legislature; the Center includes exhibits that delve into America’s experience of religious liberty from its European antecedents through today.
<b>Site Visit</b>	Ekoji Buddhist Sangha – Dr. Richard Mercer will lecture and lead Fellows on a tour of the sangha, in which several traditions of Buddhism are practiced
<b>Seminar 3: Public Art</b>	
<b>External Scholar</b>	<b>Elizabeth O’Leary, Art Historian, former associate curator of American Art at the Virginia Museum of Fine Arts.</b> Dr. O’Leary earned her BA in art history at the University of Tennessee – Knoxville, and her MA and PhD in art history at the University of Virginia. Her current projects include an upcoming exhibition about Robinson House, the 1850s farmhouse on the VMFA campus.
<b>Description:</b> This seminar in <b>November 2016</b> will focus on American art, especially art that references American history and culture. Dr. O’Leary will make use of material from the vast collection of American art at the Virginia Museum of Fine Arts. Art from this collection will include works that frame local history such as Thomas Hart Benton’s <i>Brideship (Colonial Brides)</i> , which depicts men and women in colonial dress through the lens of the 1920s, and Beauford Delaney’s 1965 portrait of singer Marian Anderson.	
<b>Key Questions</b>	What is the value of art museums to community college students? What role can art play in creating a dynamic relationship between humanities courses and our students? How do students <i>see</i> art and in what ways does this seeing inform how students <i>see</i> history or <i>see</i> culture? In what ways can art illustrate, dramatize, and invigorate history, culture, literature, and religion?
<b>Readings</b>	O’Leary, Yount, Rawles, <i>American Art at the Virginia Museum of Fine Arts</i> Graves, James Bau, <i>Cultural Democracy: The Arts, Community, and the Public Purpose</i>
<b>Site Visit</b>	Virginia Museum of Fine Arts
<b>Seminar 4: Local African-American History</b>	
<b>External Scholar</b>	<b>Elvatrice Belsches, Historical Researcher, Lecturer and Author.</b> Ms. Bleshes specializes in researching and chronicling the Black experience in Richmond. She lectures widely and is a tour developer and historical consultant for museum exhibitions. Most recently, she served as a researcher under Academy Award-winning production designer Rick Carter for Steven Spielberg’s <i>Lincoln</i> . Ms. Belsches received her BS in pharmacy from Virginia Commonwealth University, and a BA and MA in biology from Hampton University. Her publications include eight biographical entries for <i>The African American National Biography</i> (Oxford University Press) and the <i>Black America Series: Richmond, Virginia</i> (Arcadia 2002).

<b>Description:</b> This seminar in <b>December 2016</b> will focus on the history of African-Americans in Richmond, their religion and culture, their role in the development of Richmond, and the role of slavery and civil rights in the city. Known as the birthplace of black capitalism, Richmond had at the turn of the 20th century one of the largest black business districts in America. Medical pioneers, civil rights activists, education leaders, and enterprising bankers are listed among the city's African-American sons and daughters.	
<b>Key Questions</b>	How can we best understand the legacy of slavery in Richmond? How did the African-American community develop following the Civil War? What role did local African-Americans play in the Civil Rights Movement? In what ways did African-Americans contribute to the development and culture of Richmond?
<b>Readings</b>	Belsches, Elvatrice Parker, <i>Richmond, Virginia</i> (Black America Series) Horton, James Oliver, <i>Slavery and Public History: The Tough Stuff of American Memory</i>
<b>Site Visit</b>	Richmond African-American Heritage Bus Tour: This tour will cover four centuries of the African-American experience in the Richmond area. The narrated tour will include sites that showcase the history of the African-American experience in areas as diverse as education, architecture, medicine, law, politics and worship. Additional sites include locations associated with the slave-trade, pioneering black businesses, and Civil Rights. A trip to the Maggie L. Walker National Historic Site will place the participants in the heart of Jackson Ward, the largest Historic Landmark District associated with African-American history and culture, according to the Department of the Interior.
<b><i>Seminar 5: Local Women's History</i></b>	
<b>External Scholar</b>	<b>Sandy Treadway, Librarian of Virginia and Executive Director of the Library of Virginia.</b> Dr. Treadway has worked at the Library of Virginia, in various roles, since 1983 and has served as Librarian since 2007. She has also taught history at VCU and Virginia Tech. She received her M.A. and Ph.D., both in history, from the University of Virginia. Each year, she presents a list of Virginia Women in History, a popular program of the Library. She also edited, with Cynthia Kierner, <i>Virginia Women: Their Lives and Times</i> , published in 2014 by the University of Georgia Press.
<b>Description:</b> This seminar in <b>February 2017</b> will focus on the lives and contributions of women in Richmond and surrounding counties.	
<b>Key Questions</b>	In what ways did Richmond women contribute to the history and culture of the city? How did women of different means contribute to local neighborhoods? What role did race and class play in the lives of Richmond's women? What role did women play in social movements?
<b>Readings</b>	Kaufman, Polly Welts and Katharine T. Corbett, <i>Her Past Around Us: Interpreting Sites For Women's History</i>
<b>Site Visit</b>	The Maggie Walker House and The Dooley Mansion: This site visit will offer two very different views of the lives and homes of Richmond women. Maggie Walker's home in Jackson Ward offers a glimpse into the life of Jim Crow-era African Americans and women, while the Dooley Mansion, owned by the millionaire and philanthropist James Dooley and his wife Sallie, offers a glimpse into the lives of gilded-age era women.
<b><i>Richmond Writers Symposium</i></b>	

<b>Moderator</b>	<b>Katherine Herndon, Executive Director, James River Writers.</b> Ms. Herndon served on the board of JRW for several years in a variety of roles, including executive secretary, co-chair of the 2011 conference committee, and membership chair. Prior to becoming employed at JRW, Ms. Herndon taught middle school language arts for thirteen years. Her work has been published by Richmond’s indie press Sink/Swim in <i>The Great Richmond Zombie Book</i> and appears in the anthology <i>River Town</i> , edited by Eric L. Douglas. She is a graduate of the University of Central Florida and Davidson College.
<b>Description:</b>	This half-day symposium on Richmond writers in <b>March 2017</b> will be moderated by Katherine Herndon, executive director of James River Writers. The symposium will feature four writers who will share, read from, and discuss their own work. <b>A.B. (Anne Bryan) Westrick</b> ’s debut novel <i>Brotherhood</i> (Viking, 2013) grew from the hours she spent walking Richmond’s streets wondering how her Southern ancestors fared during and after the Civil War. <i>Brotherhood</i> received the Virginia Library Association’s 2014 Jefferson Cup Award, won the Housatonic Book Award for Writing for Middle Grades and YA, and was named an American Library Association 2014 Best Book for Young Adults, a National Council for the Social Studies 2014 Notable Trade Book, a Jane Addams Children’s Book Award 2014 honor book for older readers, and a Junior Library Guild selection. <b>Rebekah L. Pierce</b> is a playwright and author who received her MA in English from Virginia Commonwealth University in 2002, and her one act play <i>That Color Blind Kind of Love</i> made its debut on Off-Broadway in New York in 2010 at the Jewel Box Theatre. Pierce’s first novel is <i>Murder on Second Street: The Jackson Ward Murders</i> is set during Black Tuesday, October 29, 1929, and features Sy Sanford, and one of the few African American male protagonists in the mystery/suspense genre. <b>Bert Ashe, Associate Professor of English, University of Richmond</b> , is the author, most recently, of <i>Twisted: My Dreadlock Chronicles</i> (Agate, 2015), which explores issues of black male identity, black vernacular culture, and black hair by exploring the history and cultural resonances of the dreadlock hairstyle in America. <b>Kristen Green</b> , author of <i>Something Must Be Done about Prince Edward County</i> (HarperCollins, 2015), worked for two decades as a journalist at newspapers including <i>The San Diego Union-Tribune</i> and the <i>Boston Globe</i> . Her book, called “brave” by the <i>New York Times</i> , traces the history of Prince Edward County, Virginia, the only community in the nation to close its schools for five years rather than desegregate.
<b>Key Questions</b>	What is the value of local writers to the community college and its students? In what ways does historical nonfiction add new dimensions to our understanding of history? In what ways does drama, fiction, and literary nonfiction address issues of history, culture, and race differently from other written and visual sources?
<b>Readings</b>	A.B. Westrick, <i>Brotherhood</i> Rebekah Pierce, <i>Murder on Second Street: The Jackson Ward Murders</i> Bert Ashe, <i>Twisted: My Dreadlock Chronicles</i> Kristen Green, <i>Something Must Be Done about Prince Edward County</i>
<b>Site Visit</b>	The Edgar Allan Poe Museum
<b><i>Collaborative and Independent Research</i></b>	
<b>Lead Presenter</b>	<b>Adrienne Robertson, Education and Program Coordinator, Public Services and Outreach, Library of Virginia.</b> Ms. Robertson coordinates the library’s development of teacher resources and public programming. Ms. Robertson has a

	MA in History from the University of Richmond and is a graduate of Furman University in South Carolina. Among others, she has worked with Henricus Historical Park, Gettysburg National Military Park, and Richmond National Battlefield Park.
<b>Description:</b> This event in <b>April 2017</b> will take place at the Library of Virginia. This session will focus on the digital and on-site holdings of the library. Faculty fellows will take a tour of the site and learn how to access the Library’s resources, use them to develop their humanities courses, conduct research, and develop student research assignments based on these collections. This seminar will be followed by two site visits – to the Valentine Museum and the Virginia Historical Society, both of which have important holdings in Richmond history. The purpose of these site visits is to explore holdings, view exhibits, and explore the process of independent research by faculty Fellows. In addition, larger questions concerning the digital humanities will also be addressed.	
<b>Key Questions</b>	What is the value of on-site research for faculty and students? How has digital technology changed how we access art, history, and cultural collections? How might we create multi-modal presentations and assignments based on research conducted through our project partners? In what ways can we integrate computer technology into our work as humanities teachers and scholars? In what ways can we access and create digital histories and incorporate them into humanities courses?
<b>Readings</b>	<i>Debates in the Digital Humanities</i> (Open Access Edition, 2013)
<b>Site Visit</b>	The Valentine Museum
<b>Site Visit</b>	The Virginia Historical Society
<b>Colloquium #2</b>	
<b>Readings</b>	<i>The Presence of the Past: Popular Uses of History in American Life</i> by Roy Rosenzweig and David Thelen
<b>Description:</b> This colloquium in <b>May 2017</b> will focus on ways in which history impacts the lives of individuals. Our text focuses on ways in which people assemble their own experiences of history into narratives. For example, an African American man from Georgia tells how he and his wife were drawn to each other by their shared experiences and lessons learned from growing up in the South in the 1950s. The purpose of this colloquium will be to explore these larger questions of history and to develop specific narrative assignments to incorporate into humanities courses by instructing students to think about their own stories around their experience of historical events such as 9/11 or the election of the first African-American president and to explore the relationship between memory and history.	

<b><i>Workshop #1: Public History</i></b>	
<b>Daniel M. Roberts, Jr., Associate Professor of Liberal Arts and History at the University of Richmond</b>	
<b>Description:</b> Dr. Roberts will lead this workshop in <b>September 2017</b> as Fellows work to incorporate seminar materials and site visits to local historical museums into their courses.	
<b><i>Workshop #2: Local Religion</i></b>	
<b>David G. Bromley, Professor of Religious Studies and Sociology in the School of World Studies at Virginia Commonwealth University</b>	
<b>Description:</b> Dr. Bromley will lead this workshop in <b>October 2017</b> as Fellows work to incorporate seminar materials on local religion and site visits to local religious organizations into their courses.	
<b><i>Workshop #3: Public Art</i></b>	
<b>Elizabeth O’Leary, Art Historian, former associate curator of American Art at the Virginia Museum of Fine Arts</b>	
<b>Description:</b> Dr. O’Leary will lead this workshop in <b>November 2017</b> as Fellows work to incorporate seminar materials American art and the site visit to the Virginia Museum of Fine Arts into their courses.	
<b><i>Workshop #4: Local African-American History</i></b>	
<b>Elvatrice Belsches, Historical Researcher, Lecturer and Author</b>	
<b>Description:</b> Ms. Belsches will lead this workshop in <b>February 2018</b> as Fellows work to incorporate seminar materials and elements of the Richmond African-American Heritage Bus Tour into their courses.	
<b><i>Workshop #5: Local Women’s History</i></b>	
<b>Sandy Treadway, Librarian of Virginia and Executive Director of the Library of Virginia</b>	
<b>Description:</b> Dr. Treadway will lead this workshop in <b>March 2018</b> as Fellows work to incorporate seminar materials on local women and site visits into their courses.	
<b><i>Workshop #6: Local Writers</i></b>	
<b>Katherine Herndon, Executive Director, James River Writers; A.B. (Anne Bryan) Westrick; Rebekah L. Pierce; Bert Ashe, Associate Professor of English, University of Richmond; Kristen Green</b>	
<b>Description:</b> Ms. Herndon, Ms. Westrick, Ms. Pierce, Dr. Ashe, and Ms. Green will lead this workshop in <b>April 2018</b> as Fellows work to incorporate the work of local Richmond writers and the site visit to the Poem Museum into their courses.	
<b><i>Colloquium #3</i></b>	
<b>Readings</b>	<i>The Humanities and Public Life</i> by Peter Brooks and Hillary Jewett
<b>Description:</b> This colloquium in <b>May 2018</b> will consider larger questions concerning the role of the humanities. The central issue of our text is the relationship between the humanities and public life,” an important question that is central to our focus on developing humanities courses through public partnerships. The purpose of this colloquium is to reflect on the courses that have been developed in light of this theoretical work. Faculty will also briefly present the courses they have developed to the community for the purposes of feedback as they prepare the courses for the fall semester.	
<b><i>Monthly Meetings and Student Site Visits</i></b>	

**Description:** Fellows will meet monthly throughout the **2018-19 Academic Year** to discuss the incorporation of seminar and site visit materials into their humanities courses. In addition, students will visit two sites with humanities courses participating in this grant.

*Colloquium #4*

**Description:** This colloquium in **May 2019** will close out the grant. Fellows will reflect on the experience of the grant, the larger questions we have considered over the three years of the grant, and the development of their humanities courses. Research that had been conducted in the spring of 2019 will be shared and discussed. Finally, participants will discuss how to share and promote their efforts throughout the college. Fellows will consider ways to help faculty outside the humanities to incorporate local resources into their courses and to develop similar partnerships within the community in ways that will strengthen their own courses.

*Table 3. Case Study: The Valentine Museum*

This case study will provide more details regarding the process of transforming humanities courses through seminars and site visits, collaborative and independent research by Fellows, and utilization in specific courses.

In the fall of 2016, faculty Fellows will participate in a seminar led by Dr. Dan Roberts on “Public History.” The University of Richmond is the first university in Richmond to offer a Graduate Certificate in Public History and a Public History concentration in the Master’s in Liberal Arts program. Dr. Roberts will offer an overview of public history in which the practice of history is made accessible and useful to the public and historical sites are interpreted and enacted as part of humanities courses. Faculty Fellows will read *Nearby History: Exploring the Past Around You* by David Kyvig and Myron Marty prior to this seminar, which will be followed by a site visit to the Valentine Museum, whose mission has been to collect, preserve, and interpret Richmond’s 400-year history.

Fellows will explore the core exhibit “This is Richmond, Virginia.” The exhibit is multi-dimensional and includes art, such as Charles Dana Gibson’s portrait of Irene Longhorne Gibson, the original “Gibson Girl,” photography, and sculpture, such as Paul DiPasquale’s prototype of the statue of Arthur Ashe, who was born in Richmond. The exhibit also includes important materials from Richmond’s history, including the Woolworth lunch counter from East Broad Street on which students from Virginia Union University protested segregation three weeks following the better known protest in Greensboro, North Carolina. Lila Meade Valentine’s 1913 suffrage bandolier and Elizabeth Bunnell Bauder’s 1971 pantsuit are part of the exhibit; the pantsuit represents Bauder’s effort to challenge the corporate dress code at the local department store Thalhimers for which she was only the company’s second woman vice president. Religious items are exhibited including a silver plate from St. Patrick’s Catholic Church, founded by Irish immigrants. This visit serves as an important first step in exploring collections from our project partners as items from the collection relate to all of the humanities being developed – history, art, humanities, literature, and religion.

Fellows will incorporate digital photographs from the site visit into an online Reynolds link developed specifically for this grant to showcase images from the museum’s holdings. They will use those photographs as well as links to special collections and subsequent site visits by students to correlate items from the collection with other course materials such as textbooks and other readings.

The materials from this collection are multi-disciplinary and each course will take advantage of a variety of materials. For example, a course in art appreciation may explore the design elements of fashion, signage, posters, and the decorative arts. A course in American history may include discussion of Charles Dana Gibson’s portrait of Irene Longhorne Gibson in a section on the “Gibson Girl,” who came to represent the spirit of the early twentieth century in America. In this way, a variety of materials will find a place in every humanities course.

**Institutional Information:** Reynolds is the third largest community college in Virginia and enrolls almost 20,000 students annually. Since its establishment in 1972, Reynolds has served 329,151 credit students on three campuses (suburban, rural, and urban) and through distance education. In 2012-13, Reynolds awarded 1,800 degrees, certificates and career studies certificates. As of fall 2012, Reynolds employed 141 full-time faculty and almost 700 adjunct faculty across all disciplines. The academic structure of Reynolds includes schools of Humanities and Social Sciences; Business; Mathematics, Science and Engineering; and Nursing and Allied Health. The School of Humanities and Social Sciences employs 45 full-time faculty and more than 200 adjunct faculty who will support this grant.

Of the college's almost 20,000 students in 2014-15, 77% were first-generation college students with 61% female and 85% part-time. 36% were enrolled in a two-year transfer degree program. 50% of Reynolds students are between the ages of 18-24, while 32% are between the ages of 25-40. Almost 3% of our students are military veterans and students represent over 40 countries from around the world.

Each campus has a Learning Resources Center (LRC) which operate 6 days per week. The resources available to students include study rooms, interlibrary loans, technology resources, workshops and professional staff with library science credentials. The LRC also has a robust website which served thousands of customers through 183,431 visits in 2012-13.

Reynolds is well positioned to manage a grant of this size. Staffing includes a federal grants accountant and grants manager, both of whom have many years of experience in managing the financial and operational complexities of federal grants. Other well established offices that will support this grant include Human Resources, Payroll, Institutional Research, Financial Aid and Enrollment Services.